

NELSON

CONNECT WITH HISTORY

أَلْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ الرَّحْمَنُ الرَّحِيمُ
الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ الرَّحْمَنُ الرَّحِيمُ
مَا لِكَيْفَ تَدْعُونَ الْبَدْعَ بَدْعًا
يَا أَيُّهَا الَّذِينَ آمَنُوا لَا تَتَّبِعُوا هَذِهِ السُّبُلَ الَّتِي كَفَرُوا بِهَا
فَإِنَّهُمْ كَانُوا فِيهَا مَخْلُوعِينَ

VICKI GREER

ROBYN BOWMAN

JAN BRADY

JOHN CANTWELL

CHRIS GATES

ELIZABETH MORGAN





CENGAGE
Learning™

COPYRIGHT NOTICE

Copyright in this work is owned by Cengage Learning Australia (“the work”). A condition of purchase of this electronic version of the work is that you agree to respect the copyright in the work, abide by the *Copyright Act 1968* and specifically agree not to transfer, sell, assign, misuse, copy or transmit an electronic or other version of the work to any third party.

Please note: This product is accompanied by a licence (single user, network or adoption) governing the terms and conditions of its use.

This is a legal agreement between the you, (the “Customer”) and Cengage Learning Australia Pty Limited (ABN 14 058 280 149) (the “Licensor”) which provides the terms and conditions of this non-exclusive licence and the limited warranty for the Product. Use of the Product indicates an acknowledgement that the Customer has read and agreed to be bound by the terms and conditions of this Agreement. If you do not agree to these terms and conditions, return the Product to the place of purchase within 15 days of the date of purchase (with proof of purchase) for a full refund

1. Licence Grant

You do not receive title to the Product. Copyright in the Product (which includes all images, photographs, video, animations, audio, music and text incorporated in the Product, including all of the accompanying printed material) is owned by the Licensor and/or its suppliers and is protected by Australian copyright laws. The Licensor grants you a non-exclusive licence to use the Product subject to the restrictions and terms set out in this Agreement.

2. A Licence allows you to:

Use the Product on your computer. The Customer represents that they shall in no way place the Product in the public domain or in any way compromise our copyright in the Material. You agree to take reasonable steps to protect our copyright.

3. You may not:

Alter, modify, translate, reverse engineer, decompile, or adapt the software or create derivative works based on the Product.

Make further copies by any means technological, electronic, digital whatsoever without the written permission of the Licensor.

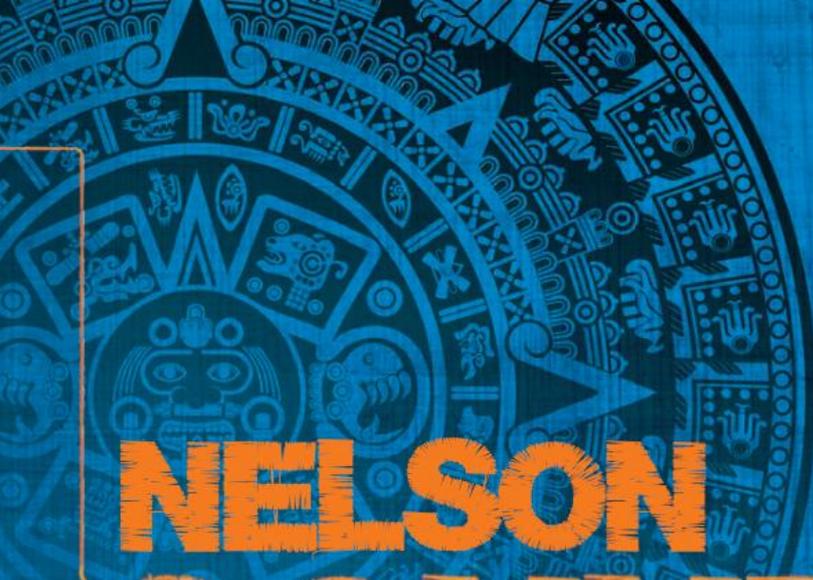
Rent or transfer all or any part of your rights under this Agreement. Remove or alter any copyright or other proprietary notice or label attached to the software.

4. Termination

Any failure to comply with the terms and conditions of this agreement will result in the automatic termination of this licence. Upon termination of this licence for any reason, the Customer must destroy or return to the Licensor all copies of the software and accompanying documentation.

5. Warranties

To the extent permitted by law, the Licensor’s liability for any breach of the warranty or any term implied by law into this licence is limited to the lowest cost of replacing the goods, acquiring equivalent goods or having the goods repaired.



NELSON CONNECT HISTORY WITH HISTORY



أَلْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ الرَّحْمَنَ الرَّحِيمَ
الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ الرَّحْمَنَ الرَّحِيمَ
مَا لِكَ يَوْمَ الدِّينِ أَنَا لِي فَعْبُدُوا
تَالِكِ يَوْمًا



Nelson Connect with History 8**1st Edition****Vicki Greer, Robyn Bowman, Janet Brady, John Cantwell, Chris Gates,
Elizabeth Morgan**

Publishing editor: Deborah Barnes

Editor: Katharine Day

Project editor: Robyn Beaver

Text designer: Kar Heng Goh

Cover designer: Kar Heng Goh

Art direction: Olga Lavecchia

Cover image: Shutterstock

Photo researcher: Helen Mammides

Production controller: Tanya Wasylewski

Typeset by: Q2A

Any URLs contained in this publication were checked for currency during the production process. Note, however, that the publisher cannot vouch for the ongoing currency of URLs.

© 2012 Cengage Learning Australia Pty Limited

Copyright Notice

This Work is copyright. No part of this Work may be reproduced, stored in a retrieval system, or transmitted in any form or by any means without prior written permission of the Publisher. Except as permitted under the *Copyright Act 1968*, for example any fair dealing for the purposes of private study, research, criticism or review, subject to certain limitations. These limitations include: Restricting the copying to a maximum of one chapter or 10% of this book, whichever is greater; providing an appropriate notice and warning with the copies of the Work disseminated; taking all reasonable steps to limit access to these copies to people authorised to receive these copies; ensuring you hold the appropriate Licences issued by the Copyright Agency Limited ("CAL"), supply a remuneration notice to CAL and pay any required fees. For details of CAL licences and remuneration notices please contact CAL at Level 15, 233 Castlereagh Street, Sydney NSW 2000, Tel: (02) 9394 7600, Fax: (02) 9394 7601

Email: info@copyright.com.auWebsite: www.copyright.com.au

For product information and technology assistance,
in Australia call **1300 790 853**;
in New Zealand call **0800 449 725**

For permission to use material from this text or product, please email
aust.permissions@cengage.com

National Library of Australia Cataloguing-in-Publication Data

Vicki Greer ... [et al.]

Nelson Connect with History 8

1st ed.

9780170198929 (pbk.)

For secondary school age

World history--Textbooks

909

Cengage Learning Australia

Level 7, 80 Dorcas Street

South Melbourne, Victoria Australia 3205

Cengage Learning New Zealand

Unit 4B Rosedale Office Park

331 Rosedale Road, Albany, North Shore 0632, NZ

For learning solutions, visit cengage.com.au

Printed in China by China Translation & Printing Services.

1 2 3 4 5 6 7 16 15 14 13 12

CONTENTS

<i>How to use this book</i>	<i>vi</i>
<i>Author acknowledgements</i>	<i>viii</i>
<i>Image and text credits</i>	<i>ix</i>

CHAPTER 1 OVERVIEW: THE ANCIENT WORLD TO THE MODERN WORLD 2

Unit 1: Societies in the medieval and early modern world (650–1750).....	6
Unit 2: The fall of Rome and spread of Christianity and Islam.....	8
Unit 3: Key features of the medieval world.....	13
Unit 4: Changing beliefs and knowledge in Europe.....	20
Making connections.....	24

PART A THE WESTERN AND ISLAMIC WORLD

CHAPTER 2 THE VIKINGS (790–1066) 28

Unit 1: The geography of the Viking world.....	32
Unit 2: Viking society.....	34
Unit 3: Viking culture.....	37
Unit 4: Viking rule.....	42
Unit 5: Viking weapons and ships.....	43
Unit 6: Viking expansion and trade.....	45
Unit 7: Viking conquest.....	48
Unit 8: Significant individual.....	51
Unit 9: The last great Viking invasion.....	53
Making connections.....	62

CHAPTER 3 MEDIEVAL EUROPE (590–1500) 64

Unit 1: Medieval society.....	68
Unit 2: What was it like to live in medieval Europe?.....	72
Unit 3: Crime and punishment.....	78
Unit 4: Warfare.....	82
Unit 5: Castles and siege warfare.....	84
Unit 6: The Crusades.....	90
Unit 7: Significant individuals.....	94
Making connections.....	100





CHAPTER 4 THE OTTOMAN EMPIRE (1299–1683) 102

Unit 1: Geography and environment of the Ottoman Empire.....	106
Unit 2: The Ottoman way of life	109
Unit 3: Culture and cultural achievements	113
Unit 4: The fall of Constantinople.....	116
Unit 5: Trade and the economy.....	119
Unit 6: The power and role of the sultan.....	120
Unit 7: Law and religion	122
Unit 8: The role of the military	124
Unit 9: Significant individual	125
Making connections.....	128

CHAPTER 5 RENAISSANCE ITALY (1400–1600) 130

Unit 1: Life in Renaissance Italy.....	134
Unit 2: Social, economic and political features of Renaissance Italy.....	140
Unit 3: Developments and achievements	147
Unit 4: Significant individuals	152
Unit 5: The legacy of the Renaissance	155
Making connections.....	160

PART B THE ASIA-PACIFIC WORLD

CHAPTER 6 THE KHMER EMPIRE (802–1431) 164

Unit 1: Geography of the Khmer Empire	168
Unit 2: Rise of the Khmer Empire and the role of their king.....	169
Unit 3: Military achievements of the Khmer	171
Unit 4: Khmer society	173
Unit 5: Khmer economy.....	177
Unit 6: Khmer cultural splendour: Angkor Wat.....	179
Unit 7: Decline of the Khmer Empire	182
Making connections.....	185

CHAPTER 7 JAPAN UNDER THE SHOGUNS (794–1867) 188

Unit 1: Geography and environment of Japan	192
Unit 2: Way of life	193
Unit 3: Religious beliefs	196
Unit 4: Japanese culture	198
Unit 5: Political features.....	201
Unit 6: The Tokugawa Shogunate.....	207
Unit 7: Forestry land and use	210
Unit 8: Modernisation and Westernisation	212
Making connections.....	216

CHAPTER 8 POLYNESIAN EXPANSION ACROSS THE PACIFIC (700–1756) 218

Unit 1: Proving the origins of the Polynesians 222
 Unit 2: Geography and environment of Polynesia 226
 Unit 3: Polynesian culture 228
 Unit 4: The Maori way of life 234
 Unit 5: Distinctive cultural features of Maori society 237
 Unit 6: Use of environmental resources in New Zealand and on Easter Island 240
 Making connections 246

PART C EXPANDING CONTACTS

CHAPTER 9 MONGOL EXPANSION (1206–1368) 250

Unit 1: Geography of the Mongol world 254
 Unit 2: Nomadic lifestyle of the Mongols 255
 Unit 3: The rise of Genghis Khan 259
 Unit 4: The Mongol army 262
 Unit 5: Mongol expansion 267
 Unit 6: Mongol China 270
 Unit 7: Consequences and impact 274
 Making connections 279

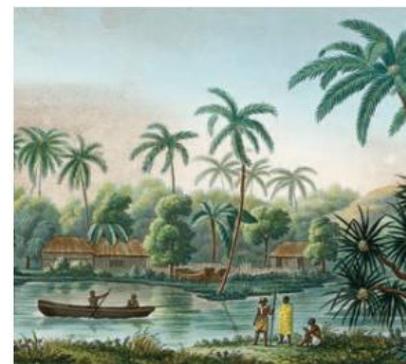
CHAPTER 10 SPANISH CONQUEST OF THE AMERICAS (1492–1572) 282

Unit 1: Geography of the Aztec world 286
 Unit 2: Pre-Columbian life 287
 Unit 3: When, why and how of the Spanish arrival 299
 Unit 4: Cortes and the Aztecs 302
 Unit 5: Impact of conquest on the Aztecs and the wider world 309
 Unit 6: Longer term consequences and impact 312
 Making connections 315

CHAPTER 11 THE BLACK DEATH IN ASIA, EUROPE AND AFRICA (14th-century plague) 318

Unit 1: Life and health in the 14th century 322
 Unit 2: Causes, origin and spread 326
 Unit 3: Life and death 331
 Unit 4: Responses 334
 Unit 5: Impact of the Black Death 338
 Making connections 342

Index 344



ISBN 9780170198929



HOW TO USE THIS BOOK

This book is not intended to be read cover to cover. You will probably dip into the Overview to start, then your class will study one option from each of the three depth studies (four chapters in total). Ten options are included in the book, for maximum choice. Your teacher will probably go back to the Overview before beginning each of the chapter electives.

The Australian Curriculum document for History states: 'History is a disciplined process of inquiry into the past that develops students' curiosity and imagination'. We have done our best to present information and evidence in a way that will help you to evaluate the 'stories within the chapters'. Hopefully this will lead you to make your own deeper inquiries, using the historical skills you are developing, and to enjoy these periods and civilisations.

There are four **Key inquiry questions** to think about for each of the chapters you study in Year 8:

- 1 How did societies change from the end of the ancient period to the beginning of the modern age?
- 2 What key beliefs and values emerged and how did they influence societies?
- 3 What were the causes and effects of contact between societies in this period?
- 4 Which significant people, groups and ideas from this period have influenced the world today?

TEMPLATE

FACT SHEET

WEBLINK

QUIZ

WORKSHEET

INTERACTIVE

PUZZLE SHEET

SKILLSHEET

SOURCES AND EVIDENCE

In *Connect with History 8* we have tried to give the 'back story' for photos and text extracts, so you have enough information to evaluate them, and think 'behind' the information they seem to give.

NELSONNET

At the back of this book is a code that will give you access to the website materials. For each chapter, we have provided extra items such as worksheets, puzzles, templates, extra material, and a review quiz. Some chapters have interactives. These are labelled in the margin of the book.

You can also search for worksheets by key word, if you prefer.

HISTORICAL SKILLS FOR YEARS 7 AND 8

The questions and activities have been written to help your understanding of the chapter, and also to help you further develop 10 historical skills:

- 1 Sequence historical events, developments and periods (the **Timeline** is important here)
- 2 Use historical terms and concepts (activities and puzzles help you practise)
- 3 Identify a range of questions about the past to inform an historical inquiry
- 4 Identify and locate relevant sources, using ICT and other methods



- 5 Identify the origin and purpose of primary and secondary sources
- 6 Locate, compare, select and use information from a range of sources as evidence
- 7 Draw conclusions about the usefulness of sources
- 8 Identify and describe points of view, attitudes and values in primary and secondary sources
- 9 Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged
- 10 Use a range of communication forms (oral, graphic, written) and digital technologies.

The main skill headings are listed in the activities at the end of each unit within the chapter, and at the bottom of worksheets.

When you see a margin **Reflection question**, we want you to stop and think about what you have read and what you know.

The **Making Connections** section at the end of each chapter has activities to help you gather together everything you have learnt in the chapter, and to help you finally answer the key inquiry questions relevant to that chapter.

NELSON CONNECT WITH HISTORY NELSONNETBOOK

NelsonNetBook is a web-based ebook for secondary schools, compatible with interactive whiteboards, computers and iPads, with optional Web2 functionality for class groups and individual functionality to add highlights, annotations, audio clips and weblinks. It is available free to students for 14 months if your school has booklisted **Connect with History 8**. Visit the **NelsonNet** portal at www.nelsonnet.com.au to find out more, to register or to log in when your teacher has given you the class code.

NelsonNetBook allows teachers and students to personalise the book and for teachers to share their enriched version with groups of students, or a group of teachers, in the school. Alternatively, students can simply use the ebook independently. The creation and membership of the groups is set by your teacher and the shared environment is protected through individual access codes and school registration.

NelsonNetBook is a fundamental part of the student experience. It loads onto the screen with toolbars down the side and along the bottom. The icons on the toolbars correspond to editing features such as highlighting, note taking, inserting weblinks, bookmarking, inserting video and audiolinks, inserting worksheets and other personalised activities.

NELSON CONNECT WITH HISTORY TEACHER COMPANION SITE

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

Reflection question

What did you learn about the geography of Scandinavia through task 4? What questions or comments added to your understanding of the significance of Scandinavia's geography on Viking history?



AUTHOR ACKNOWLEDGEMENTS

Vicki Greer

I would like to thank my family for their patience and support during the preparation and writing of this book. I would also like to thank my co-authors for their professionalism and hard work, as well as the teachers across the country who read our chapters in draft form and gave invaluable advice and feedback.

Robyn Bowman

Writing a chapter for a history book is enjoyable and rewarding and I am thankful for the opportunity to contribute. Research enhances my knowledge of the past, and publishing enriches my understanding of historiography. I am grateful that my family supports my endeavours by allowing me to be happily single-minded for days at a time.

Jan Brady

My thanks go, once again, to my family, and especially my husband, Alan, for their patience during the writing process of this book. They have read, re-read, reviewed and, generally, learnt more about these history topics than perhaps they wanted to. My special thanks are reserved for the Cengage editing team whose professionalism has supported me through the process of contributing to this book. I wish also to acknowledge the collegiality of the writing team. We have learnt much from each other and have been a great support to each other during stressful times.

John Cantwell

I would like to thank Karen, without whose love and support it would not have been possible and Yasmine, Alysha and Caitlin who continue to encourage and believe in me.

Chris Gates

I would like to thank my incredibly supportive and understanding wife Emma and our two boys, Harry and Charlie, for the many weekends and holidays that they spent without me during the writing of this book. Thank you also to the teaching staff at Ivanhoe Girls' Grammar School and particularly the History team, who have been a constant source of inspiration, advice and ideas. Lastly I would like to acknowledge the professionalism and brilliance of my fellow authors. It has been a privilege to share the journey with you.

Elizabeth Morgan

One of the amazing things about being an educator is that we get to learn new things all the time and for me, this book is a celebration of that gift of learning. Despite setbacks such as a stolen laptop, lack of sleep and close deadlines, I really enjoyed the research needed to complete this text and it is my hope that this enjoyment is conveyed to the students and teachers who use it. My grateful thanks to the brilliant team at Cengage, led by the patient and generous Debbi Barnes and to my co-authors – it has been a joy. Special thanks to my wonderfully supportive friends and family. I dedicate this book to 'Fred' who should be arriving at the same time this wonderful text hits the shelves: two brilliant creations!

IMAGE AND TEXT CREDITS

IMAGE CREDITS

akg-images: 21 left, 97, 214 lower, 260 top right, 320 top left; **Alamy Images:** 191 lower, 113, 76, 110 centre & right, 203 top, 85 right, 234, 222 centre, 257 right, 210, 134, 208 top, 86 lower, 256, 306, 30 lower right, 190 top right, 297 lower, 31 lower left, 196 top, 122 right, 312; **Alexander Turnbull Library NZ:** 237; **Ancient Art & Architecture:** 37 lower; **Art Resource/The Metropolitan Museum of Art:** 274; **Corbis:** Angelo Hornak 86 top left/Bertrand Rieger/Hemis 85 left/Adam Woolfitt 329/Alfredo Dagli Orti/The Art Archive 6 top centre left, 68 top, 82, 144, 197, 284 lower right/Asian Art & Archaeology, Inc. 204, 206/Atlantide Phototravel 142/Barry Lewis/In Pictures 230-231/Bettman 215, 270, 342-343/Bob Krist 227 left/Burstein Collection 153, 253 top 263/Catherine Karnow 199 top right/Christophe Boisvieux 38/Christophe Boisvieux 6 top right, 38, 44 lower right/Douglas Pearson 33/Felix Zaska 35 top/Frans Lanting 221 lower, 239 right/Frederic Neema/Sygma 11 left/Heritage Images 28-29, 67 top right & centre left, 83 left/Jacques Sierpinski/Hemis 7 centre far right, 167 lower right/Jeremy Woodhouse 211/Kevin R. Morris 166 lower left/Luca I. Tettoni 166 top left & lower right, 167 top left/Michael Maslan Historic Photographs 193/Michael S. Yamashita 209/Mimmo Jodice 87 lower left/Historical Picture Archive 111 lower right/Mockford 7 Bonetti/Eye Ubiquitous 282-283/Morton Beebe 228/National Geographic Society 46 top, 47 top, 49 top/Neil Farrin/JAI 231/O Alamy & EVicens 87 top/Ocean 203 lower/Paule Seux/Hemis 112/PoodlesRock 148/Radius Images 86 top right/Rice Ergenbright 150 top/Rick Maiman/Sygma 156 top/Robert Essel NYC 194/Russ Hein/All Canada Photos 31 top left, 46 lower/Stapleton Collection 7 top centre, 73, right, 252 top left/Stefano Bianchetti 22, 66 top/Summerfield Press 150 lower/Ted Spiegel 36, 137/The Gallery Collection 44 top left, 70 right, 157, 158/The Print Collector 190 top left, 205/Tim Thompson 35 lower/Waltraud Grubitzsch/epa 11 right/Werner Forman 7 top far right, 43,188-189, 190 lower left, 199 lower right,309 lower/Yann Arthus-Bertrand 7 top left, 115/YONHAP/epa 180 top/Corbis 67 lower; **Courtesy of Professor David Burley,** Dept. Of Archaeology, Simon Fraser University, Burnaby, BC, Canada 220 top left, 223; **Getty Images:** 4 centre & lower right, 5 right, 6 lower left, 16-17, 26-27, 30 left & top right, 50, 51, 66 centre right & lower left, 69 lower, 70 left, 75, 87 lower right, 92, 93, 98, 102-103, 105 top left, 107 centre and lower, 111 top right & left, 120, 125, 130-131, 149 lower right, 152 lower, 156 lower, 162-163, 166 top right, 168 left, 183, 190 lower right, 194 top left, 218-219, 224 top, 227 right, 229 lower, 232, 233, 241 left, 244 top, 245,252 top right, 284 top right & lower left, 285 top, 293 lower right, 301 lower left, 309 top, 321, 323, 324, 325, 334, 335 top; **Heritage Images:** 21 right, 31 lower right, 73 left, 77, 83 right, 116; **iStockphoto.com:** 15, 37 top, 39 left, 273; **Mary Evans Picture Library:** 31 top right; **MAPgraphics:** 192; **Museum of London Archaeology:** 320 lower right, 333; **Picture Desk/Art Archive:** Museo del Templo Mayor Mexico/Gianni Dagli Orti 293 top right/Ashmolean Museum 191 top/Bibliothèque Nationale Paris 336/Bodleian Library Oxford 289, 293 top left/British Library 339, 340 top/Coptic Museum Cairo/Gianni Dagli Orti 8, 121/Galleria degli Uffizi Florence/Collection Dagli Orti 152 top/Gunshots 202, 220 lower right/Kharbine-Tapabor/Coll. S. Kakou 239 left/Kharbine-Tapabor/Collection Grob 124 right/Museo de America Madrid/Gianni Dagli Orti 303 right/Museo Nacional de Soares dos Reis Porto Portugal/Gianni Dagli Orti 212/Saint Sebastian Chapel Lanslevillard Savoy/Gianni Dagli Orti 318-319/Santa Maria delle Grazie Milan/Superstock 149 top/Turkish and Islamic Art Museum Istanbul/Harper Collins Publishers 10; 295 top (a-h), 340 lower; **Shutterstock.com:** 2-3, 4 left & top right, 5 left, 6 lower right, 24-25, 39 right, 62-63, 64-65, 100-101, 110 left, 114, 128-129, 132, 133, 160-161, 164-165, 170, 181, 185-187, 199 top left, 216-217, 221 top, 235, 246-247, 252 lower left, 280-281, 285 lower, 315-316; **Simon Nathan/Manatu Taonga Ministry for Culture and Heritage:** 243; **Stephanie Caruso** 196 lower right; **SuperStock** 136; **The Bridgeman Art Library:** British Library Board, All Rights Reserved 7 lower far right, 222 top 229 top, 303 left/Royal Geographical Society, London, UK 238 lower/Russell-Cotes Art Gallery and Museum, Bournemouth, UK 238 top/Alinari 140 lower/Ancient Art and Architecture Collection Ltd 47 lower/Archives Charmet 104 lower right, 122 left, 124 left, 268 lower, 194 lower, 257 left, 307, 320 top right, 332 right/Arni Magnusson Institute, Reykjavik 40/Ashmolean Museum, University of Oxford, 253 lower/Biblioteca Medicea-Laurenziana, Florence, Italy 293 lower left/Biblioteca Nazionale Centrale, Florence, Italy 295 lower/Bibliothèque Nationale, Paris, France 260 top left & lower/Bodleian Library, Oxford 288/British Museum, London 311/Cameraphoto Arte Venezia 138/Gift of Mr Alexander Horsburg Turnbull, 1913 224 lower/Giraudon 104 lower left, 105 lower right, 126, 284 top left, 332 left/Musee d'Unterlinden, Colmar, France 6 top centre, 320 lower left, 331/Museo di San Marco dell'Angelico, Florence 145/Museum of New Zealand Te Papa Tongarewa 220 top right/©Peabody Essex Museum, Salem, Massachusetts 220 lower left/O Vaering 57/Peter Newark Pictures 213,252 lower right/Private Collection/© Look and Learn248-249/Private Collection 80, 141/Sean Sprague/Mexicolore 297 top/The Stapleton Collection 91, 104 top left, 109 top right/With special authorisation of the city of Bayeux Giraudon 58, 59; **The Granger Collection,** New York 19; **©The Trustees of the British Museum** 230; **Topkapi Museum Turkey:** 123; **Wellcome Library London** 335 lower; **Wikipedia Creative Commons** 180 lower, 201, 207, 208 lower; **Wolfgang Stuppy Photo/Royal Botanic Gardens, Kew:** 244 lower; **Cover:** Shutterstock.com; **Interior design features:** Corbis/PBNJ Productions/Blend Images.

TEXT CREDITS

Egil's Saga translated and introduced by Hermann Palsson and Paul Edwards, Penguin Classics, 1976 © Hermann Palsson and Paul Edwards, 1976, 40; Heather O'Donoghue, *Old Norse-Icelandic Literature: a short introduction* Wiley-Blackwell Publishers, (2004), 41; Magnusson et al, *The Vikings, Voyagers of Discovery and Plunder*, Osprey Publishing (2006), 46;

ILLUSTRATION CREDITS

Michel Jacq-Hergoualch, *The Armies of Angkor*, Orchid Press, 172, 175, 178

OVERVIEW: THE ANCIENT WORLD TO THE MODERN WORLD

Unit 1 Societies in the medieval and early modern world (650–1750)

Unit 2 The fall of Rome and spread of Christianity and Islam

Unit 3 Key features of the medieval world

Unit 4 Changing beliefs and knowledge in Europe

You are about to explore a time of enormous change. In Europe, Rome, the world's biggest empire, lost power and new rulers took its place. These feudal societies were based on owning land and strict obedience. But over time, people stopped simply accepting the power of their kings and the Church and began to ask questions about every part of life. This led to discoveries that created revolutions in science, art and learning. As more people began to become wealthy through trade, society began to change and Europeans began to explore the world and make contact with other peoples. Civilisations that had flourished, sometimes for thousands of years, were devastated through the process of colonisation.

A AC HYDROGRAPHICA TABVLA. Aucl: Henr: Hondio.



Doctissimis Ornatissimisque Viris
D.D. Davidi Sancaro Antonio de
Willon et D. Martinio Mathiesco
in illustriss. Academiae Parisiensis
Professoribus eximius in vere
amicitiae perpetuaeque D.D.
Henr. Hondio A. 1633.



1 CE

1 CE

Jesus was born in Nazareth

380

Christianity became the official religion of the Roman Empire

476

Last Roman emperor lost power, which ended the Roman Empire

496

Clovis, King of the Franks, converted the Franks to Christianity

570 ▼

Mohammed was born in Mecca



868

868

First known book was printed in China

1096 ▼

First Crusade began



1206

Genghis Khan became leader of the Mongols

1300 ▶

Marco Polo published his stories of travels in China



1347

1347

Black Death reached Europe

1421 ▼

Prince Henry of Portugal began his court of navigation

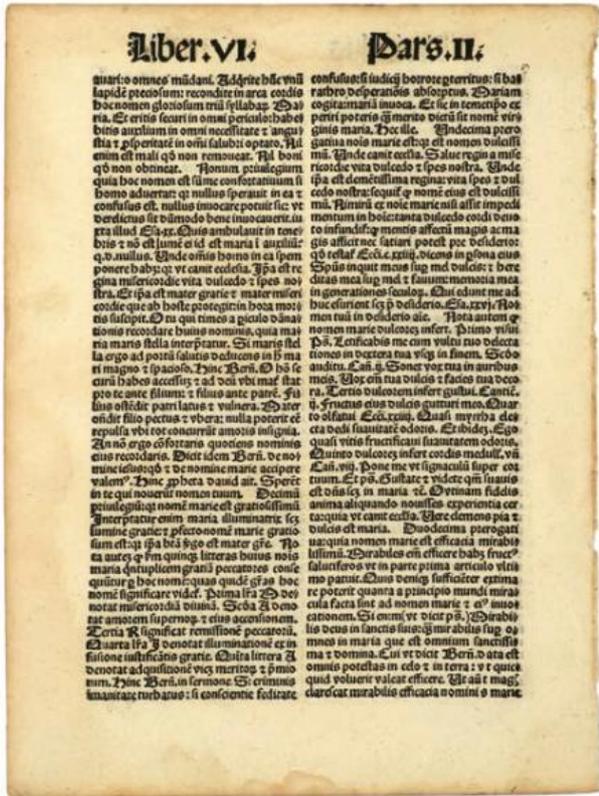
1434

1434

Medici family rose to power in Florence

1450 ▼

Johannes Gutenberg invented the printing press



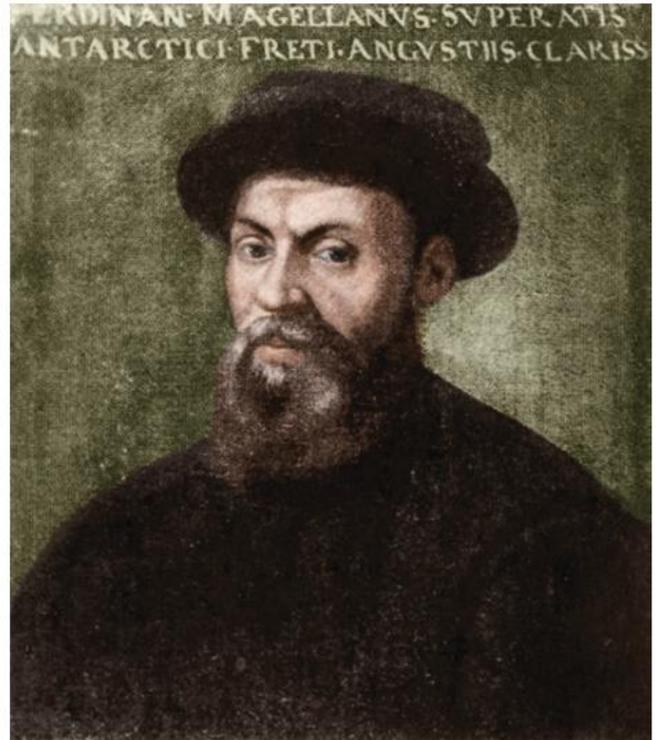
1492

Christopher Columbus discovered America, the 'New World'

1522

1522 ▼

Magellan's first voyage around the world was completed



1543

Vesalius published his book on anatomy, which began a revolution in medicine

1543

Copernicus' finding that the Earth moved around the Sun was published

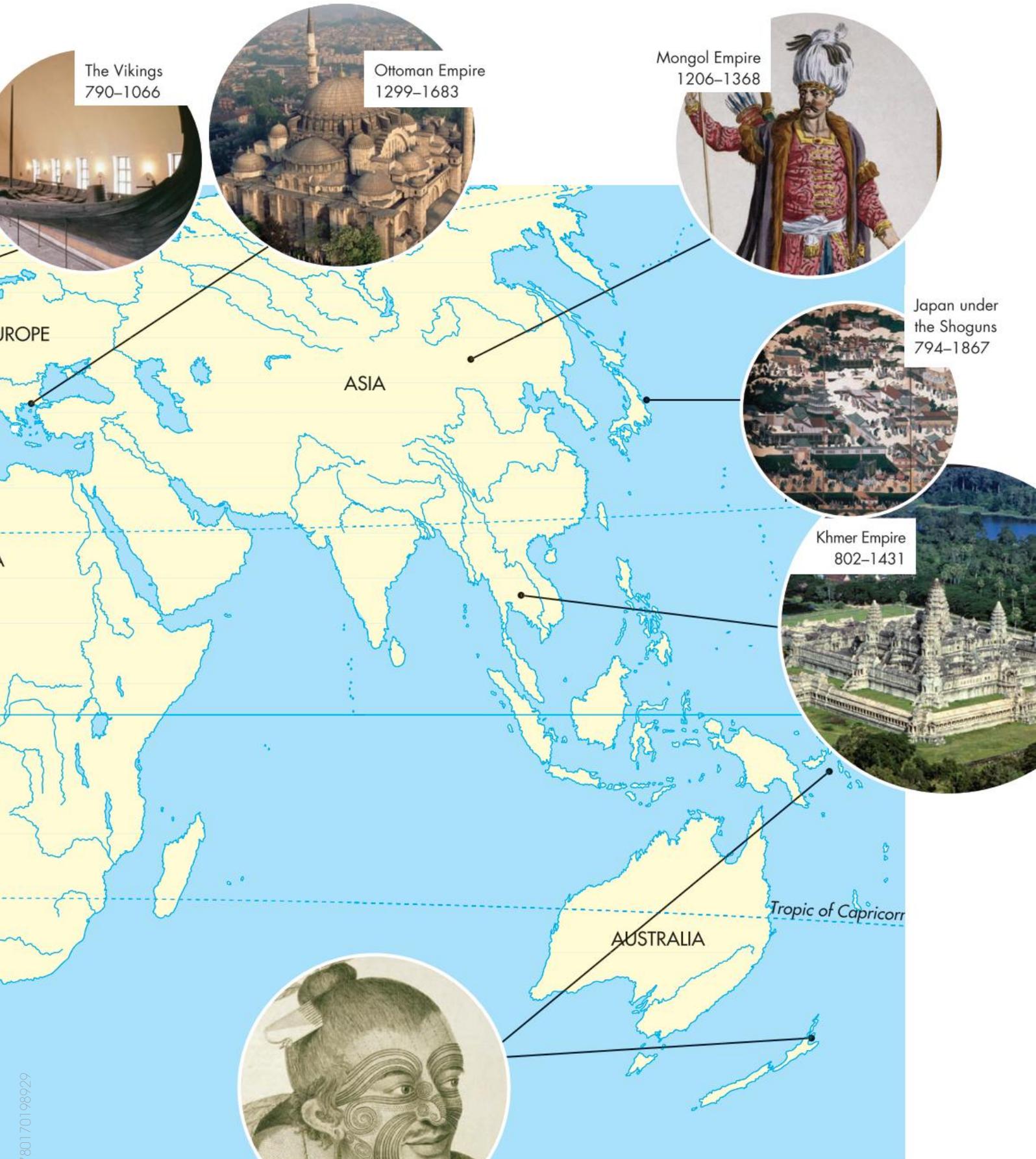
1608

Telescope was invented

UNIT 1: SOCIETIES IN THE MEDIEVAL AND EARLY MODERN WORLD (650–1750)



T



The Vikings
790-1066

Ottoman Empire
1299-1683

Mongol Empire
1206-1368

Japan under
the Shoguns
794-1867

Khmer Empire
802-1431

Polynesian expansion
700-1756

71

UNIT 2: THE FALL OF ROME AND SPREAD OF CHRISTIANITY AND ISLAM

WEBLINK

the fall of Rome

The Romans controlled one of the largest and most powerful empires the world has ever seen. It spread over Western Europe, the Middle East and North Africa, and lasted for over 1000 years. Historians argue about exactly how and why Rome fell but many agree that the empire ended in 476, when the Roman emperor was forced, by the Germanic chieftain Odoacer, to give up his throne. Germanic invaders set up kingdoms across Europe. Roman territory in North Africa was controlled first by the Vandals, then by the Byzantines and finally by Muslim conquerors from 698.

The spread of Christianity

Jesus Christ was a Jewish teacher and prophet who lived in the area now known as Israel and Palestine. His followers founded Christianity in the first century AD. Christians believe that Jesus was the son of God and was sent to Earth by God. Jesus' first followers were 12 men called the Apostles. Many people heard his message and began to follow him. The Romans, who ruled the area he lived in, and the local religious authorities feared that Jesus was damaging their power. He was put on trial and **crucified**. Christians believe Jesus died to pay for the sins of all people and that he rose from the dead three days later. According to his followers, Jesus appeared to them in the 40 days after he rose from the dead and then he rose into heaven. The Bible is the Christian holy book. It is a collection of different books written by people who Christians believe were inspired by God.

crucify

Put to death by being hung on a cross

persecute

To victimise or punish

Christianity spread through the Roman Empire, at first through the teaching of the Apostles. From the beginning, some early Christians were **persecuted** for their beliefs. They refused to worship the Roman gods or recognise that the emperor was a god. This ended in 313, when the Emperor Constantine declared that Christians should not be persecuted. In 380, Christianity became the official religion of the Roman Empire. In 496, Christianity spread further when Clovis, King of the Franks, one of the powerful Germanic leaders who had taken over parts of Europe, converted to the new faith.



Source 2A

Early Christian image of Christ in ivory, 7th century, Coptic Museum, Cairo

As the government of the Roman Empire collapsed, the local Christian churches often kept communities together. After the fall of Rome, the Pope (the Western Christian leader) became involved in politics. Christians travelled across Europe as **missionaries** and spread their religion further.

WEBLINK

the first Christians

missionary

A person who tries to convert unbelievers to his/her own religious beliefs



Map showing the spread of Christianity to 600

Our calendar

Our calendar is based on the year that Jesus was supposed to have been born. In the sixth century CE (AD), a monk called Dionysius Exiguus was asked by the Pope to work out when Jesus was born, so that the calendar could place events as happening before or after this starting point. Before this, the starting point was the year that Rome was founded. This is why dating years are sometimes in BC (for the time before Christ was born) or AD (Latin *Anno Domini*, or the year of our lord). He called the year Jesus was born 1 AD.

Dionysius Exiguus made two mistakes. Later research shows that Jesus was probably born in 4 BC and Exiguus did not make a year zero between 1 BC and 1 AD (for the first year of Jesus' life). This is why the year 2000 actually started the 21st century! Today we refer to BCE (Before the Common Era) and CE (Common Era), as a sign of respect to people with other beliefs.

The spread of Islam

Islam

Religion founded by
Mohammed

FAST FACT

As it was not allowed to depict Mohammed, artists in Muslim societies would often portray him with his face (and sometimes his hands) blank. He was often surrounded by a sacred flame, or shown as a flame only.

Islam is an Arabic word that means ‘peace through surrendering to God’. The people who follow Islam are called Muslims. Muslims call God, Allah. This comes from an Arabic term, *al-El*, which means ‘the God’. The word Muslim means ‘one who looks for peace through surrendering to God’. Muslims follow the Qur’an, a holy scripture, and the Sunnah, the example set by Mohammed who they believe was the prophet or holy messenger of Allah. The Qur’an is the holy book of Islam that many Muslims believe is the word of Allah (just as many Christians believe that the Bible is the word of God).

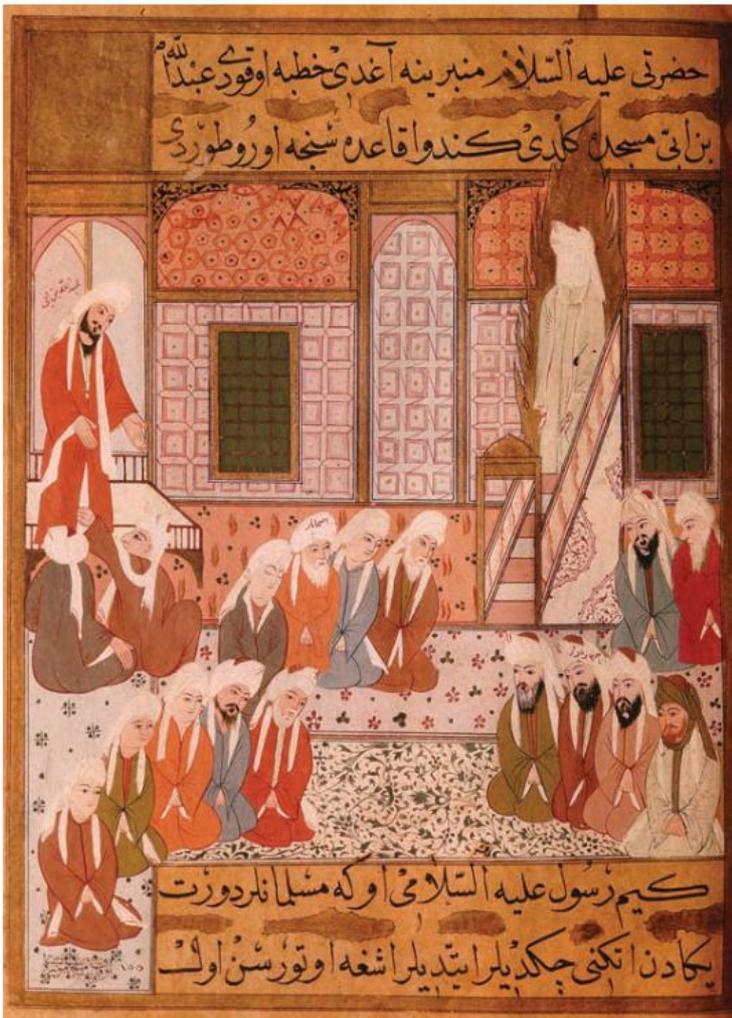
Mohammed, whose name means ‘worthy of praise’, was born in 570 in Mecca. We know little about his early life but it is believed he was a shepherd. Mohammed often went to Mount Hira, near Mecca, where he would meditate. According to Islamic beliefs, it was during one of these visits, in 610, that the voice of an angel told Mohammed the word of God.

Mohammed began sharing this message with others and by 615, a number of people began to follow this new faith. But in Mecca, the first Muslims were persecuted. About 80 Muslims fled from Mecca to Abyssinia (present-day Ethiopia) and Mohammed took other followers to the city of Yathrib (in present-day Saudi Arabia). Mohammed’s journey from Mecca is known as the *hijira*, or emigration, and this marks the beginning of the Islamic calendar. As Islam became more popular, Mohammed became a community leader as well as a religious leader. This became the combined role of following leaders of the Islamic Empire. The city of Yathrib changed its name to Medina.

By 630, Mecca fell to the Muslims. Mohammed ordered that the people of Mecca should not be attacked after his victory, thus winning over Meccans who were afraid that the Muslims might take revenge on them. Islam began spreading throughout the city.

The spread of faith and power

As more people converted to the new faith, they were soon strong enough to unite the other Arabic tribes. Mohammed died in 632. After this, the rulers of Islam, called Caliphs, lived in Mecca. By 710, Islam had spread through the Arab world to the Mediterranean coast and into Iran, Egypt, North Africa and Spain.



Mohammed with his followers, illustration from *Siyar-i Nabi* by Mustafa Darir of Erzerum, from Turkey, 17th century. Mohammed is at the top of the stairs. He is presented in the traditional manner, without a face, and surrounded by flames.

Source 2B



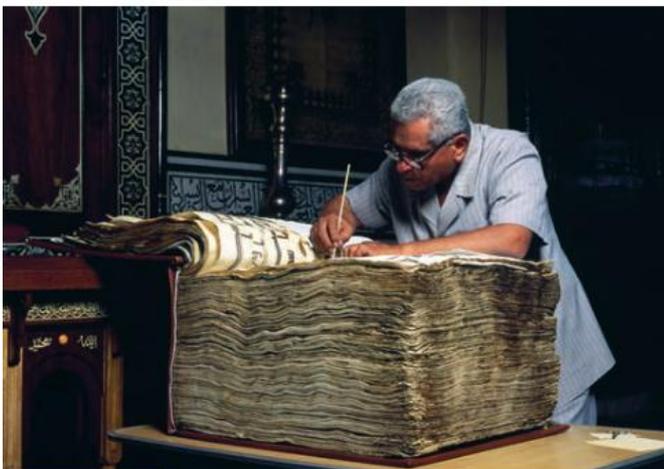
The spread of Islam to 750

The Abbasid Caliphs

In 750, the Abbasids founded a ruling **dynasty** that lasted until 1258. The Abbasids concentrated on gaining territory in Iraq and Iran. In 762, they moved the capital of their empire to the new city of Baghdad in Iraq. Baghdad became an important international city and by the 800s it was one of the biggest cities in the world. Many different groups of people lived in Baghdad, including Arabs, Persians, Jews and Greeks. The majority of the people were Muslim but there were also many Christians, Jews and followers of other religions.

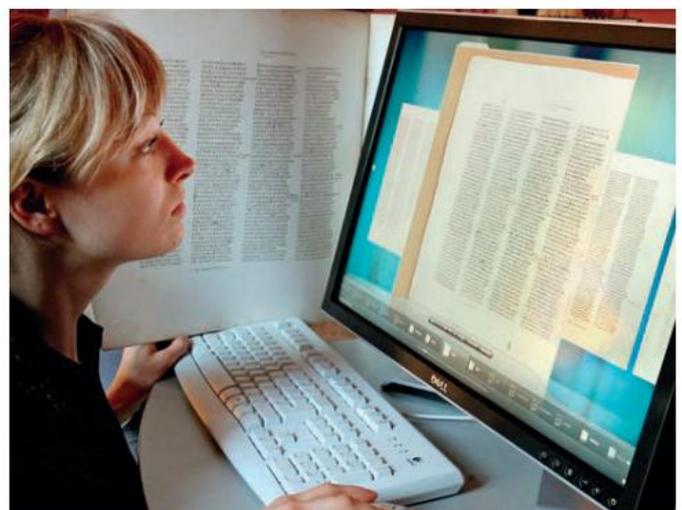
dynasty

Rule by a family



Restoring the Uthman Qu'ran, believed to be the earliest written version of the Qu'ran, c. 651. Mohamed Seif el-Shazli is a specialist in the restoration of old books and manuscripts. Photo taken Cairo, Egypt, May 1993.

Source 2C



Digitising the codex Sinaiticus, the oldest full version of the Bible from the 4th century

Source 2D



Chronology, terms and concepts

- 1 Use the text and sources in this unit to create a timeline of the spread of both Christianity and Islam.
- 2 For each of the following, write a sentence describing who they were or define their meaning:
 - a Jesus
 - b Mohammed
 - c Clovis
 - d Sunnah
 - e Constantine
 - f Apostles
 - g Hijira
 - h Abbasids

WORKSHEET

The spread of Christianity and Islam

HIS08OVWK00001

WORKSHEET

The Church in Europe in the Middle Ages

HIS08OVWK00002

WORKSHEET

Rulers, thinkers and scientists of the Arabic world

HIS08OVWK00003

Analysis and use of sources

- 3 Look at sources 2A and 2B.
 - a Describe what each source is showing.
 - b Was each source created by followers of that religion (Christianity for source 2A and Islam for source 2B) in your opinion? Give specific reasons for your answer.
 - c Why were the sources made? Give reasons for your answer.
 - d List all of the things that historians can learn from studying the sources.

Explanation and communication

- 4 Refer to sources 2C and 2D. Write a paragraph explaining why it is important to preserve these items for:
 - a a historian
 - b a follower of each religion.

Historical questions and research

- 5 Find out more about either the Uthman Qur'an or the codex Sinaiticus (sources 2C and 2D). Create a page for a website (or a storyboard/plan) for students designed to:
 - a give information about the document (how and where it was found, what was found, the history of the document)
 - b show the techniques that are used today to preserve these documents and to make them available to people.





UNIT 3: KEY FEATURES OF THE MEDIEVAL WORLD

Feudalism

During this time, many societies were organised under a **feudal** system. Most people lived on the land as farmers rather than in towns or cities. Wealth and power were based on who owned land. The person who ruled the country, usually an emperor or king, owned all of the land. **Nobles** supplied soldiers to fight for the ruler. They also looked after the land by supervising peasants to work it and by collecting taxes. The ruler gave the nobles land in return for this support. In turn, the nobles gave land to the soldiers or knights who fought for them. The **peasants** were the biggest group in feudal societies and as they owned no land, they had no power.

Under feudalism, people could not change the group they were born into. People usually did not question or challenge authority. In many societies, people believed that a person's place was decided by God. This meant that they believed that the king or emperor was in power because it was the wish of God. They did not question his right to rule, although there were times when rulers were overthrown. Everyone in a feudal society usually belonged to the same religion. Feudal societies did differ from place to place but we can say that feudal societies existed in Europe, Japan, China, India and parts of Africa.

feudal

Social system based on ownership of land

nobles

People who owned land in return for sending soldiers to fight for the king

peasants

People who worked on the land but did not own it

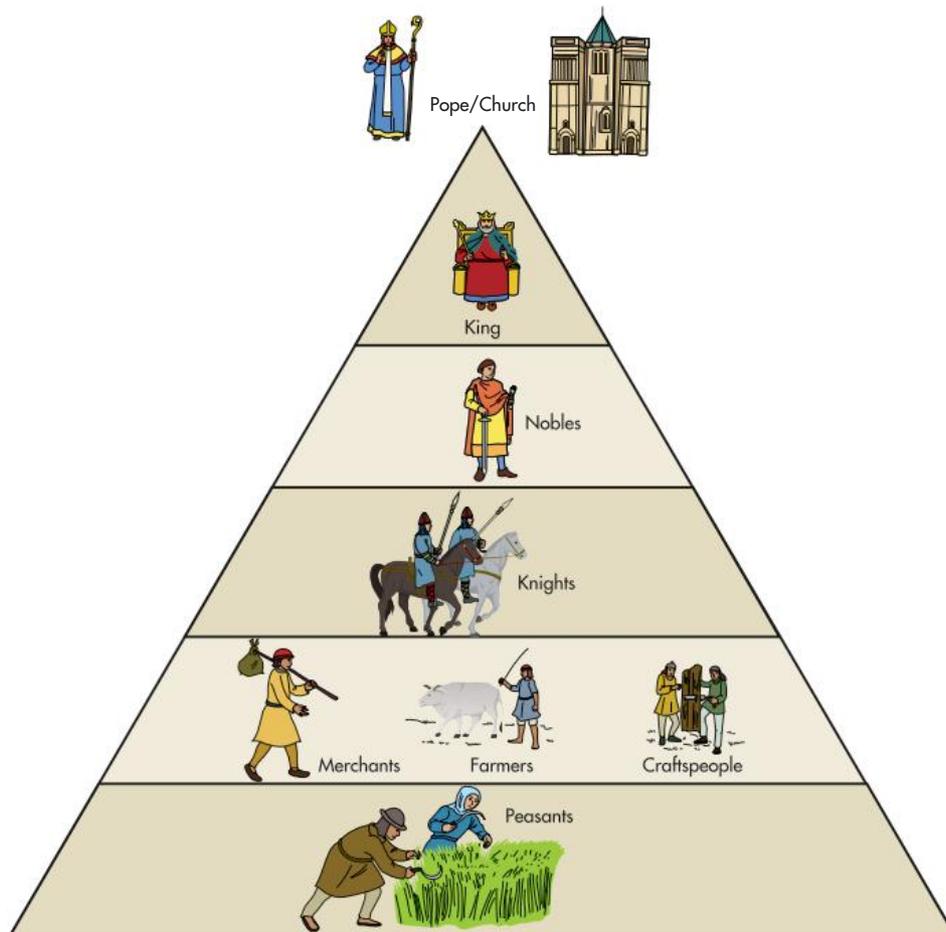
WORKSHEET

e feudal system

HIS080VWK00005

FAST FACT

The last feudal state in Europe was the island of Sark, which changed to a democratic system of government in 2008. Sark is a tiny island between the south coast of England and France.



Hierarchy of Feudal society in Europe

WEBLINK

Feudalism

**route**

Way to travel from one place to another

WORKSHEET*Trade*

HIS080VWK00004

Trade

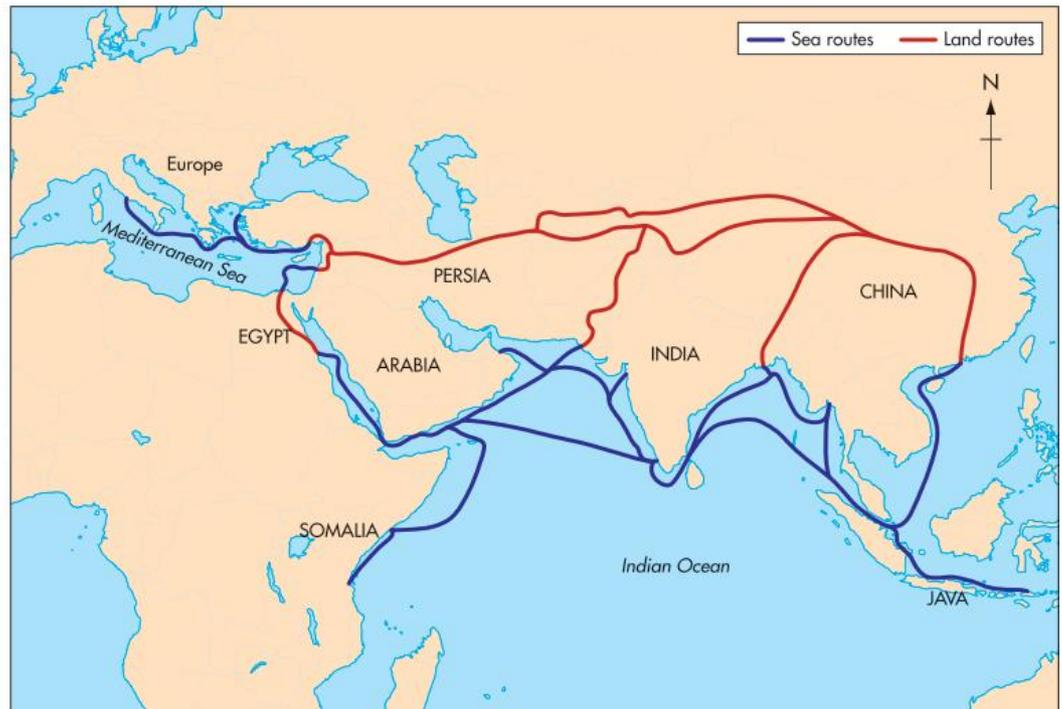
During the time of the Roman Empire there was trade between Rome (in Europe), China and other places in the East. When Rome collapsed, these trade **routes** fell out of use but, over time, trade between Europeans and other countries, particularly Asia, developed and grew. The ancient 'Silk Road', which linked China to the Mediterranean, was an important set of trade routes. Only goods that would not rot or perish during the long journeys between trading centres could be used for overseas trade. Wealthy Europeans bought luxuries such as spices, silks and precious metals from Asia. They sold wine, woollen cloth, salt, timber and copper. Wool, and cloth made from wool, were two of the most important and popular products traded across Europe. Countries specialised in goods that they traded. For example, Flanders (modern-day Belgium) was an important buyer of wool and was famous for the fine and high-quality cloth made from that wool. Both the wool and the cloth were sold in Europe and overseas. Spain and Italy, by contrast, specialised in glass and wine.

As well as the trade routes across land, there were also sea routes and most large cities had busy trading ports. The sea routes tended to be close to the coastline, to keep ships safe from pirates. Africa traded gemstones and also began the slave trade during this time.

Trade was an important source of wealth for many countries. It was an important way in which people came into contact with one another and spread technology and ideas. Medieval trade also led to the European explorations and, centuries later, to the Industrial Revolution and the development of our modern world.

WEBLINK

Trade and commerce in the Middle Ages



The various routes known as the 'Silk Road'





Marco Polo

Marco Polo was a trader from the Venetian Republic (in modern-day Italy) who went on a 24-year journey to Asia with his father and uncle. His father and uncle had travelled to the Mongol Empire and met the Mongol ruler Kublai Khan, who asked them to become ambassadors and take messages from him to the Pope. This led to Marco Polo's epic journey (which started when he was about 17 years old) across Asia on behalf of Kublai Khan, travelling over 24 000 kilometres. When he returned to Venice, Polo was imprisoned. In prison, he wrote about his travels. His story, *Il Milione*, became popular and was the first widely known description of Asia in Europe.



Discovery

As overseas trade developed, the need for new and faster trade routes, new places to trade and people's curiosity about the world grew. By the 1400s European trading cities such as Genoa and Florence became wealthy, as ships carried goods from Asia across the Mediterranean Sea. In 1453, the Turks captured the city of Constantinople, which was on the route from Europe to Asia. The new Turkish rulers made traders pay heavy taxes to pass through their lands. To avoid this, new ways to Asia had to be found.

As you can see from source 3A, Europeans did not know about most of the world. They did not even know the true shape of the Earth – many people believed it was flat and that if you kept sailing you would fall off the edge! But trade had become so important that exploration and voyages of discovery had to take place. Developing technology also allowed Europeans to build stronger and faster ships, as well as sophisticated tools for **navigation**.

The Portuguese

In 1421, Prince Henry of Portugal set up a small court focused on navigation. It attracted sailors, mapmakers, astronomers, shipbuilders and other craftspeople. His aim was to make navigational instruments and chart more accurate maps. With the work done in secret, Prince Henry wanted to find new trade routes that would bring wealth to Portugal. They worked out a route to Asia by sailing around Africa and Henry sent out ships to try it. When the ships returned from Africa in 1441, they brought gold and slaves.

WEBLINK

Secrets of the ancient navigators

navigation

Ways of finding locations and directions



Source 3A

The *Tabula Rogeriana*, one of the most accurate maps drawn during the medieval period. Completed in 1154 by the Arab geographer Muhammad al-Idrisi for King Roger II of Sicily.

WEBLINK

Spanish discovery of the New World

Columbus discovers the New World

In August 1492, Christopher Columbus, backed by Spain, sailed on a voyage to try to find a route to China. He reached land in October and thought that he had reached Asia. He did not realise, at first, that he had actually discovered an entire continent that was between Europe and China – the Americas. Columbus made three other voyages to what he called the 'New World' and set up the first Spanish colony on Hispaniola (now called Haiti).

Contact and conflict

Once European countries found new parts of the world, they thought they could claim land for their **colonies**. This was often achieved using force and violence, with little regard for the rights of indigenous people who already lived there. Colonies provided raw materials and natural resources such as gold, spices, tobacco, silk, cotton and even people, who worked or were sold as slaves. The colonies also became markets to buy goods that were made in Europe. Colonies were a very important source of wealth. For example, it has been estimated that by 1650, Spain had taken over 200 tonnes of gold from South America. Having many colonies was a way for countries to gain more power and influence.

colony

Territory taken over by more powerful countries



Colonies were also places where Europeans spread Christianity. Europeans believed that the places they explored and colonised were not as advanced as Europe and needed to be 'civilised'. Although they were often impressed by, and interested in, the new societies that they contacted, they believed that Europe was the most advanced and important place in the world. They did not understand the cultures or beliefs of the **indigenous peoples**. To them, Christianity was the only 'correct' religion and European ways of life were best. They called the societies of indigenous peoples **primitive** and referred to them as 'savages' or 'barbarians'.

Contact between Europeans and the new worlds that they discovered led to conflict. Indigenous peoples tried to protect their land, resources and ways of life but they had nothing to match the superior European weapons, which included guns. Many groups of indigenous people were defeated and killed by Europeans who wanted to gain land. This also created fear, which allowed Europeans to gain control.

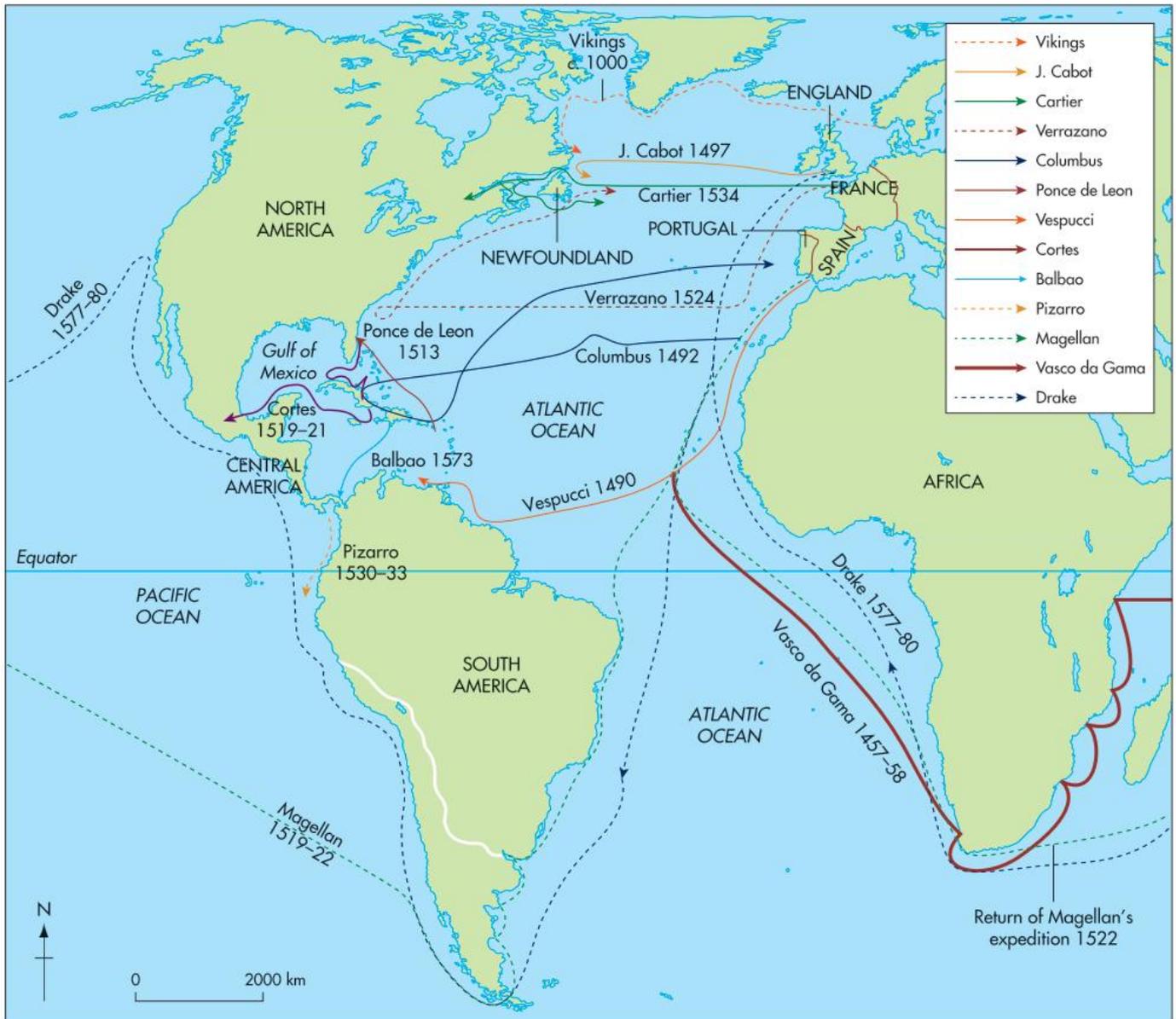
Disease was the most devastating thing that Europeans took with them to the new worlds. Indigenous peoples had no immunity from European diseases such as influenza, smallpox and measles, and these diseases killed millions. It is thought that about 40 million people in the Americas died from these diseases within the first 100 years of contact with Europeans.

indigenous people

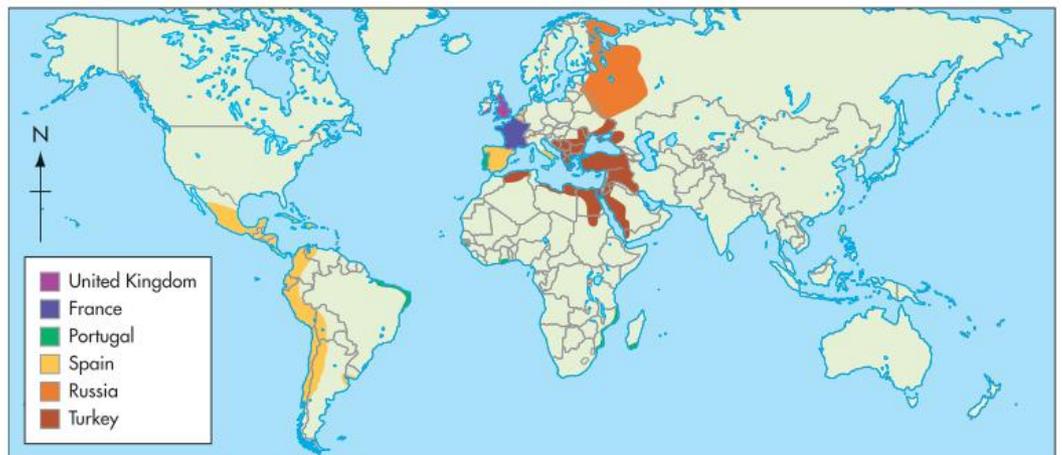
Original owners or first people living in a country

primitive

Not technologically advanced



European voyages of exploration, c. 1000–1609



Lands held by European countries in 1550



After the Spanish soldiers massacred indigenous nobles during a religious celebration in 1520, indigenous Mexicans besieged the Spanish who had taken refuge in the palace. This is a representation of the events by a modern American artist.

Chronology, terms and concepts

- 1 For each of the following groups, write a sentence explaining their role in the feudal system:
 - a king or emperor
 - b nobles
 - c knights
 - d peasants.
- 2 Write two reasons why people in the feudal system stayed in the same group that they were born into.
- 3 List the goods that were traded during this time.
- 4 What were the benefits of trade for Europeans? Write the four most important benefits in order from (1) most important to (4) least important. For each benefit, write a sentence explaining why you put it in that place.
- 5 Explain how and why trade led to voyages of exploration.

Perspectives and interpretations

- 6 Look at the artwork showing the Spanish conquest of the Aztecs in 1520 (above).
 - a Describe the evidence in this picture that can help you to understand why the Spanish defeated the Aztecs.
 - b Find two online sources, ideally one from Europe and one from South America, which discuss the savagery of the Spanish conquistadors. Then form your own opinion about whether their methods were necessary to achieve their aim.

WORKSHEET

Magellan's voyage

HIS080VWK00006



Analysis and use of sources

- 7 Refer back to the map showing colonies held by European countries in 1550 on page 18.
- Which country had the most colonies?
 - Where is the location of the colonies on each continent?
 - Explain possible reasons why the colonies were in this location.

Historical questions and research

- 8 Europeans were not the only people who explored and travelled to different places. Find out about either Chinese or Arabic explorers. Create a fact sheet on the explorers you choose. Your file should include:
- a map showing where they travelled
 - a description of the technology they used to help them travel/explore
 - an explanation of why they explored
 - a description of the type of contact they had with the peoples they met. Did they trade, conquer or simply travel?
 - the biography of one famous explorer from this country.

UNIT 4: CHANGING BELIEFS AND KNOWLEDGE IN EUROPE

The Renaissance

The word 'renaissance' means rebirth. During the medieval period, most arts and literature were on religious themes and subjects. People accepted authority and did not question accepted beliefs and teachings. The Renaissance refers to the time at the end of the **medieval** period when, beginning in Italy, the influence of the Church on art and literature became weaker. People who became wealthy from trade began to employ artists. Before this time, most art was done for religious purposes. Art became more realistic and focused less on religious subjects. Trade and contact with other cultures also led to the exchange of ideas, which influenced the Renaissance. The invention of the printing press in 1450 made it easier for new ideas to spread. People began to study the writings of the ancient Greeks and Romans, rediscovering ways of thinking that were not ruled by Church teachings. Renaissance thinkers began to emphasise that human values were more important than religious rituals.

The Scientific Revolution

The Scientific Revolution was not a single event – it refers to a time between the 1500s and 1700s when many new ideas challenged the old, superstitious beliefs of the Middle Ages and laid the foundations for modern science and technology. People began to question all kinds of things in the world. They also began to investigate these questions in what we now call a scientific way, by

medieval

The Middle Ages, usually about 500–1500 CE

WEBLINK

Timeline of the Scientific Revolution





Source 4A

Andreas Vesalius scavenged for the bodies that he dissected to discover more about human anatomy.



Source 4B

'Newton investigating light', from *The Illustrated London News*, June 1870

using experiments and looking for facts that can be seen as evidence to prove their answers. This changed the way people looked at the world. During this time, people began to realise that they could learn and understand exactly why things happened in nature. Before this, they tended to believe that many things happened because it was the will of God.

Most historians believe that the Polish **astronomer** Nicolaus Copernicus began this process. People believed that the Earth was the centre of the universe and the Sun and other planets revolved around it. Copernicus realised that the Earth was just one of a number of planets that revolved around the Sun. He published his findings in 1543.

Another example of the changes that took place during the Scientific Revolution was in medicine. For thousands of years, medicine was based on superstition as much as research. During the Middle Ages, doctors looked at books written by the ancient Roman physician Galen to find answers rather than examine actual bodies. Galen wrote in about 150 and based his observations on dissecting animals because Roman law at the time did not allow human bodies to be examined. In Italy, in the 15th and 16th centuries, people began to dissect dead bodies to see exactly how humans were put together and how our bodies worked. Andreas Vesalius, a professor at the University of Padua, dissected bodies and asked an artist to draw accurately what he found. His book, *On the Structure of the Human Body*, published in 1543, is regarded as one of the most important medical books ever written.

Other discoveries that followed built up our knowledge of **anatomy** and medicine. Inventions such as the microscope, for example, allowed early scientists, like Anthony van Leeuwenhoek, to see that the world was full of tiny microorganisms.

astronomer

Person who studies the stars and planets

WORKSHEET

Scientific discoveries

HIS08OVWK0007

anatomy

The study of the human body

WORKSHEET

Enlightenment

HIS08OVWK0008

WEBLINK

e Enlightenment

The Enlightenment

This time is also known as the Age of Reason. It was a time between the 1600s and 1700s when new ideas in philosophy, science and culture led people to question and challenge traditional beliefs, customs and morals. A very strong belief in rational, logical and scientific thinking was behind this. The Scientific Revolution showed that people could understand the natural world by using their own intelligence rather than accepting what they were told. Others began to apply this way of thinking to society, government and religious beliefs. People began to challenge the belief that kings were given the right to rule by God, believing instead in ideas such as freedom and democracy. They began to see that everything should be open to criticism, rather than simply accepting ideas because institutions, such as the Church, demanded it. This was a major change because people began to question authority and see that they could make rational decisions to accept or reject the power of the Church or their government.

Events such as the American Revolution in 1776 and the French Revolution in 1789 were the result of this new way of thinking.



Source 4C

Engraving by Abraham Bosse in *Leviathan*, a book on politics written by Thomas Hobbes and published in 1651.

Dare to think! Have courage to use your own reason!

Source 4D

Extract from *What is the Enlightenment?* by Immanuel Kant, 1784



Chronology, terms and concepts

- 1 Make a crossword of 10 terms used in this unit.
- 2 Write bullet point notes on the changes that took place in each of the following:
 - a art
 - b science
 - c philosophy or the way people thought.
- 3 Who were the following people and why were they included in this unit?
 - a Copernicus
 - b Galen
 - c Vesalius
 - d van Leeuwenhoek
- 4 Look at source 4A. Explain the reasons why Vesalius had to scavenge for bodies for his research.

Historical questions and research

- 5 Look at source 4B.
 - a Describe what you think Isaac Newton achieved.
 - b Find out more about Newton. Use the information that you have found to design a postage stamp that celebrates his achievements.

Analysis and use of sources

- 6 Refer to sources 4C and 4D. For each source, write sentences that explain what the source shows you about the changes that took place during the Enlightenment.

Explanation and communication

- 7 In this unit you have read about many important changes that took place.
 - a What are, in your opinion, the two most important changes that took place? Give specific reasons for both of your choices.
 - b Choose one other change in this unit. Explain why the changes you chose are more important than this one. Support your explanation with evidence.
 - c Referring to one of the changes you chose for **a**, explain why this is such an important change.
-

MAKING

Looking deeper: Explanation and communication

- 1 Write a report on the changes that took place in art, science and thinking during the Renaissance.
- 2 Create a picture book for primary school students about the spread of Islam and Christianity.

Perspectives and interpretations

- 3 2012 marked the 520th anniversary of Christopher Columbus' voyage. Write the script of a conversation between two people, one who believes that this event should be celebrated and the other who believes that this is disrespectful to indigenous people and should not be celebrated. Each person is trying to convince the other that their opinion is correct, using evidence and examples to try to prove their points.

Explanation and communication

- 4 Explain how and why the changes that you have read about in this chapter made the power of the Church weaker. Give specific reasons to support your response.
- 5 Some historians believe the time from the Renaissance is the foundation of our society today. Find five pieces of evidence in this chapter that support this belief. For each piece of evidence, explain your choice.

Going further

- 1 Another very important change that took place during this time was the Reformation. Find out what happened during the Reformation. Use the information that you have found to write a feature article on this topic, with pictures, for *History Today* magazine.
- 2 Europe was not the only place where major scientific discoveries were made. Find out about the achievements of Arabic and Chinese mathematicians and scientists. Use this information to create a storyboard for a short documentary on either Chinese or Arabic discoveries.
- 3 Create a design brief for a memorial to one of the early explorers that you have read about in this chapter. Your design brief should include:
 - a research notes on your explorer and why they deserve a memorial
 - b a sketch or drawing of your design
 - c an explanation of the choices that you made in your design.

CONNECTIONS

Review questions

- 1 How did Christianity begin?
- 2 How did Islam begin?
- 3 Name the holy books of Islam and Christianity.
- 4 Write a definition of the term 'feudalism'.
- 5 List three places in the world that had feudal systems.
- 6 Give one piece of evidence or information from this chapter that shows that trade between Asia and Europe existed for many years.
- 7 Who was Marco Polo?
- 8 Why did Europeans have to find new routes to Asia?
- 9 What did Henry the Navigator achieve?
- 10 Why did Christopher Columbus believe that he had arrived in Asia when he reached land in 1492?
- 11 Explain the reasons why European countries set up colonies.
- 12 Describe the attitudes that most Europeans had towards the people and places they colonised.
- 13 Why did art change during the Renaissance?
- 14 What was the change in the way people thought that led to the discoveries of the scientific revolution?
- 15 What were the changes that took place in the Enlightenment?

QUIZ

Review quiz

HIS080VIN00129

WORKSHEET

Extra review questions

HIS080VWK00136

PUZZLE SHEET

Overview: concepts and terms

HIS080VPS00106

INTERACTIVE

Crossword

HIS080VIN00130

INTERACTIVE

Word match

HIS080VTN00131

PART A

THE WESTERN AND ISLAMIC WORLD

Key inquiry questions

- 1 How did societies change from the end of the ancient period to the beginning of the modern age?
- 2 What key beliefs and values emerged and how did they influence society?
- 3 What were the causes and effects of contact between societies in this period?
- 4 Which significant people, groups and ideas from this period have influenced the world today?

Overview

In this Depth Study, you will investigate civilisations, events and people that marked the end of the ancient world and helped to create our modern world. If you study Medieval Europe, you will discover the world of castles, knights and peasants where the Church held supreme power. You will find that some historians of the past saw this time as a 'dark' age, when people did not learn or were ignorant and superstitious. In this study, you will find that this is certainly not true. If you study the Vikings, you will see how they spread terror as they sailed from their home in the north, invading and attacking across Europe. You will also discover their civilisation and way of life, influenced by their warlike beliefs. You could explore the power of the Ottoman Empire, one of the biggest and longest lasting empires of all human history. In Renaissance Italy, you will see how wealthy traders rose to enormous power, changing society and creating a revolution in art, thinking and culture that led to our modern world.



THE VIKINGS (790–1066)

Unit 1 The geography of the Viking world

Unit 2 Viking society

Unit 3 Viking culture

Unit 4 Viking rule

Unit 5 Viking weapons and ships

Unit 6 Viking expansion and trade

Unit 7 Viking conquest

Unit 8 Significant individual

Unit 9 The last great Viking invasion

The Vikings have a formidable reputation. The very word ‘Viking’ conjures up images of the fearsome barbarian warriors who raided the coastlines of Britain, Ireland and Europe raping, pillaging and striking terror into the hearts of the unfortunate villagers, caught out by the speed and ferocity of their attacks.

But the truth about the Vikings has been distorted by the historical records, which were written by Christian priests and monks who wanted to show the Vikings in as bad a light as possible. Originally, the Vikings were not Christians, but pagans, and often targeted churches and monasteries in their raids because of the gold and silver that they found there. The Viking Age lasted almost 300 years, during which the Vikings explored and settled in Iceland, Greenland and North America. They ventured south into what is today Poland and Russia, establishing trading routes all the way to Turkey and throughout the Mediterranean. They conquered much of Britain, Ireland and Northern France, leaving a major legacy in the form of their language, laws and culture.

The Vikings were not simply vicious barbarian warriors, but skilled shipbuilders and navigators, traders and craftspeople, who had a highly organised society and sophisticated beliefs and values. In this chapter, you will learn about who the Vikings really were, and what impact they had on the medieval world.

Reflection question

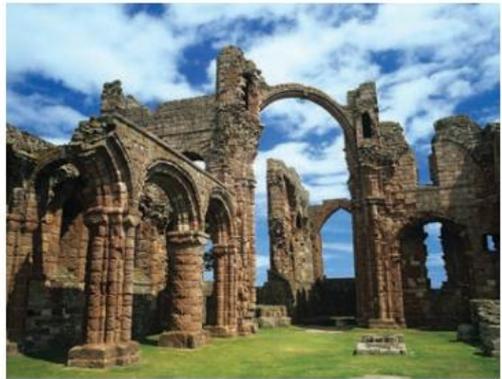
Who were the Vikings?





□ **789 CE**
 First Viking attacks occurred on the coastline of Britain

□ **793**
 Vikings attacked the monastery at Lindisfarne



□ **930**
 Icelandic Vikings held the first meeting of the Althing

□ **870s**
 Vikings settled in Iceland

□ **911**
 French king gave the Vikings land in Normandy



□ **839**
 Vikings attacked Ireland and established the city of Dublin



□ **845**
 Paris was attacked by Vikings



□ **862**
 Swedish Vikings ruled over Novgorod in Russia



□ **867**
 Danish Vikings conquered northern England and established the city of York



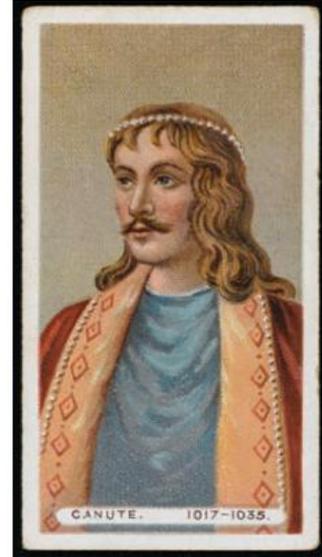


1001
Leif Eriksson discovers the coast of North America

986
Erik the Red established a settlement in Greenland

1016
The Viking warlord Cnut was crowned King of England

1028
Norway was conquered by Cnut, who established a huge Viking empire



941
Vikings attacked Constantinople in Turkey

960
Danish king Harald Bluetooth converted to Christianity



1014
King Olaf spread Christianity throughout Norway



1066
The Norman invasion of England

UNIT 1: THE GEOGRAPHY OF THE VIKING WORLD



The Viking Empire, c. 1000 ce

WEBLINK

e Vikings

The Vikings were a warrior race who lived in northern Europe more than 1000 years ago. Although they are collectively referred to as Vikings, a word possibly from the old Norwegian word for ‘sea-raider’, they were from three separate kingdoms in Scandinavia: Norway, Sweden and Denmark. These kingdoms often fought wars against one another for control of this region but shared a similar culture, beliefs and language.

The geography of Scandinavia helped to shape the society and culture of the Viking peoples. Conditions were harsh and they had to endure long, cold winters. There was little land available for farming. Despite this, there were abundant animals in the forests to hunt, fish in the seas and rivers and huge quantities of timber and iron.

Norway consisted of a jagged, rocky coastline dominated by mountains, with small areas of good farmland. Off the coast, thousands of tiny islands provided a network of fishing communities and sheltered waterways. The country had many narrow fjords that extended deep inland, meeting up with rivers that flowed down from the mountains. Northern Norway stretched far into the Arctic Circle and was sparsely populated.

fjord

Long, narrow sea inlet with very steep sides



Sweden had a more varied landscape. In the north, it was heavily forested with poor soil. Farming was limited to some small coastal strips and the population of the region was small. To the south, the land was far more fertile and the population fairly dense but separated by lakes, mountains and rivers. Off the coast, Sweden had many fertile islands.

Denmark, unlike the rest of Scandinavia, consisted mainly of flat land which, during the Viking era, was sandy and poor. Most of this land was on the narrow Jutland peninsula that sticks out into the Baltic Sea from mainland Europe. Despite this, they still had more land available for farming than the other Viking nations. Denmark also had many small islands off its shores and controlled territory in what today is southern Sweden.

Viking Scandinavia consisted mainly of mountainous, forested terrain with many islands and inland waterways. There were very few roads. The Viking people made excellent use of the natural resources in their region. The fjords, rivers and seas meant that most travel, communication and trade took place using boats. The Vikings built their homes and manufactured boats and furniture from wood readily available from the forests.

Scandinavia lacked large areas of fertile farmland so was unable to support a large population. This meant that the Vikings developed as a seafaring people, with advanced shipbuilding technology. They also had a natural desire for exploration, raiding and settlement, as they sought out new fertile lands to their south and west, travelling as far as Greenland, North America and the Middle East.



Source 1A Hardanger Fjord in Norway. Note the steep, mountainous terrain and lack of farming land.

Explanation and communication

Design a postcard and write to a friend overseas describing the land that the Vikings lived in. Use the map of the Viking Empire and source 1A, as well as the text, for information and ideas.

Reflection question

How did the geography of Scandinavia affect the way the Vikings lived?



UNIT 2: VIKING SOCIETY

The structure of Viking society

The extended family was the basic social group that made up a Viking community. Local communities were closely linked by blood and marriage, and held a responsibility for all family members. Most Vikings were farmers, not warriors, who rented their land from a noble family. Land rights passed from father to the eldest son.

Families worked together, feasted together, and took part in religious rituals together. Groups of families from the same region formed war bands and sometimes went on Viking raids together.

Viking society was divided into three groups or classes: the **jarls**, **karls** and **thralls**. At the top of society was the king, who was usually chosen by the community from a jarl family to rule. In exchange for good leadership and protection, the people gave loyalty and military service to the king. In Viking society, a king could be removed by his people if they thought he was doing a bad job.

jarl

Viking of noble birth

karl

A free person in Viking society

thrall

Viking slave

Jarls were chiefs and members of powerful land-owning families



Thralls were mostly slaves or criminals who did most of the manual work. They were usually very well treated by their masters and could win their freedom through dedication and hard work or an act of great bravery.



The karls were the majority of the population. They were free people, usually farmers, craftsmen or merchants.

WEBLINK

Everyday life

Viking women and the home

Viking women had a great deal of freedom and authority compared to women living in other societies at the time. They had to be independent and able to run the family home and farm on their own, as the men were often away raiding or trading. Once a girl reached the age of 15, she was entitled to choose a husband. A Viking woman had the right to divorce her husband and could own property and wealth of her own. Women wore long linen underdresses with a woollen tunic over the top, fastened with two brooches at the shoulders. Woollen socks and leather boots were worn in winter to keep out the biting cold.

Much of their time was spent preparing meals and spinning and weaving in order to make cloth for clothes. Much of the heavy work in the fields would be done by the thralls. The family lived in a **longhouse** and ate their meals on a long wooden table with wooden stools. The longhouses were dark, smoky places.

Viking children did not go to school but instead helped their mothers and fathers around the house and the farm. Girls would learn from their mothers how to cook and make cloth. When they were not working, the boys would play with wooden spears and swords, hunt, swim and wrestle, training for the day when they would join their fathers as warriors. There is evidence that boys as young as 12 years old accompanied their fathers on raiding expeditions.



Re-enactment of Viking women in typical dress. One is preparing food; the other is spinning yarn while watching the fire.

longhouse

Viking house



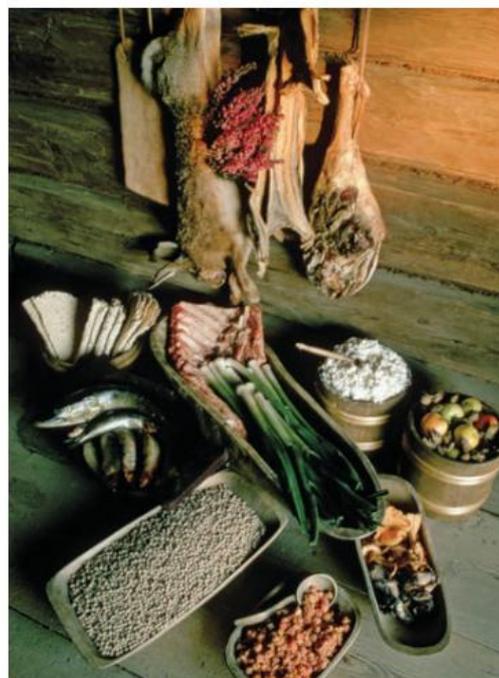
Source 2A

Reconstructed interior of a Viking longhouse, which could be up to 30 or 40 metres long and built of wood, turf and thatch. It had a large single room with a hole in the roof to let out the smoke from the central cooking fire. The family slept on wooden or earth benches lined with animal furs.

FAST FACT

At important Viking feasts, a horse was sacrificed and the meat was spit-roasted like a kebab. Sometimes Viking men would warm meat in their shirts and eat it raw. Other unhygienic Viking habits included sitting the skulls of dead relatives at the head of the dinner table and washing their clothes in their own urine.

The Viking diet consisted mainly of porridge, bread and fish. They also ate nuts and wild berries, if the season was right, and made cheese and butter from milk. Common meats were pork and goat. The men and boys would also hunt deer, wild boar, birds and rabbits.



Source 2B

Typical food that Vikings would eat. Many Scandinavians today continue to eat similar items.

WEBLINK

Viking Answer Lady

Chronology, terms and concepts

- 1 Use the words below to fill in the blanks in this paragraph.

Viking society had _____ classes or groups of people, with the _____ at the top and the _____ at the bottom of society. Slaves could win their freedom through acts of bravery or _____ to their masters. Women had great independence and could _____ their husbands if they wanted to. They could also own _____. The Viking _____ was the most important social unit. They lived together in a _____ which consisted of just _____ room and an animal pen. Ordinary Vikings mostly ate _____, bread and _____.

Words: property, thralls, longhouse, divorce, family, fish, one, loyalty, porridge, three, jarls

Knowledge and understanding

- 2 Give three reasons why Viking women were so independent.
- 3 Examine the photograph of Viking women on page 35. What information does this photograph give you about the life of Viking women? Discuss in a small group and then share your ideas with the class.

Explanation and communication

- 4 You have been captured by Vikings and transported by ship back to their village in Scandinavia. Write a detailed description of the interior of the longhouse you are being kept in. Include sights, smells and sounds in your description. Use the sources in this unit to help you.



UNIT 3: VIKING CULTURE

Viking crafts

The Vikings were skilled craftspeople who worked wood, bone, metal and stone into elaborate and intricate designs. Walrus tusks were carved into ornaments and combs. Jewellery was very popular with both Viking men and women. They used all kinds of metals and jewels, including gold, silver, emeralds and amber. Often they melted down coins in order to use the metal to manufacture jewellery and other precious objects such as buckles and weapon decorations.



WEBLINK

[The Cuerdale hoard](#)

Source 3A

Part of the Cuerdale silver hoard buried in about 905 in Lancashire, England. This Viking hoard is the largest ever found in Western Europe.



Source 3B

Carved Viking bone combs found in graves in Sweden. National Museum, Stockholm

**pagan**

Term used by early Christians to describe non-Christians

Gods and beliefs

The Vikings worshipped **pagan** gods and believed in human and animal sacrifice. Slaves or captured prisoners were sometimes sacrificed to the gods. They were usually stabbed or strangled. Sometimes they would be 'blood eagled' which meant that their back was cut open and their ribs and lungs were spread out to look like an eagle's wings. The Vikings did this in order to please their gods.



Source 3C

The body of a man from about 210 BCE, thought to have been a victim of sacrificial strangulation, was found in a peat bog in Denmark in 1950. The rope was still tied around his neck and he still had eyelashes and stubble on his face.

rune

Letter of the Viking alphabet

Asgard

Supernatural home of the Viking gods

Vikings were very superstitious people who wore lucky charms such as amulets and necklaces to protect them from harm. They believed that carved letters called **runes** (see source 3D) had magic powers and used them for spells and curses. Viking heaven was called **Asgard**, a place where warriors would have an afterlife of drinking, feasting and fighting. If they were killed in battle, then they would be reborn to fight another day. People who lived a dishonourable life and died with a poor reputation would have to cross the bridge to Hel, guarded by the hound of Hel, Garm. Once in Hel, they would live with the serpents, ogres and monsters for all eternity.

Important Vikings were buried in ship burials. They would have their most precious possessions buried with them in a wooden ship, or sometimes in a stone and earth mound laid out in the shape of a ship. Sometimes, furniture and even favourite slaves were buried with them so that they would have them in the afterlife. Archaeologists have discovered several Viking ship burials containing large hoards of coins, jewellery and weapons. Most ordinary Vikings were buried with some everyday articles, such as a pot or a knife. A headstone was usually erected to their memory, sometimes engraved with runes.

By the end of the 10th century, most Vikings had converted to Christianity, although the Swedish Vikings remained pagan followers of the Norse gods until the middle of the 13th century. Viking churches, such as the one in source 3E, were built of wood with elaborate carvings.

WEBLINK

British Museum Viking tour





Thor was a popular Norse god who people looked to for help. He was famous for fighting with giants and wielding a mighty hammer called Mjollnir. Thor drove a chariot which was pulled by two goats. He was the god of thunder and storms.



Freyja was the goddess of love and death and was famous for her beauty. It was said that she haunted battlefields, calming the dying warriors and assisting them on their journey to the afterlife. Her chariot was pulled by two cats.



Frey is Freyja's twin brother and is the horned god of fertility. His golden boar, 'Gullenbursti', is associated with war and fertility and is supposed to represent the daybreak. He is also considered to be the god of success and travel. At the great battle of Ragnarok, he is said to have fought with the horn of an elk.



Odin was the one-eyed chief of the Norse gods and the god of poetry and war. Dead warriors went to Odin's great hall called Valhalla in Asgard. Odin rode an eight-legged horse and had a spear that always struck its target. He was accompanied by two ravens that sat on his shoulders and reported all that they saw and heard.



The Viking gods



Source 3D

Large Viking rune stone engraved with a decorative snake stands outside the village of Foteviken, Sweden. In Viking times, rune stones were painted in bright colours.



Source 3E

Viking Christian stave church, Borgund, Norway

saga

Viking story or
myth

Stories and sagas

The Vikings passed their history and beliefs down through poems, songs and stories called **sagas**. The sagas tell violent stories about gods such as Odin, Thor and Loki, and involve witches, giants, elves and monsters. They are part fantasy and part historical fact. The sagas are important sources of information about Viking culture, history and beliefs.

WORKSHEET

Viking poetry

HIS08WIWK00011

Egil Skallagrímsson

Egil's Saga is one of the best known Viking sagas. It is about the life and exploits of an Icelandic warrior called Egil Skallagrímsson. It covers five generations, starting with Egil's grandfather and ending with his grandson, and is part fiction, part historical fact. The saga was passed on through storytelling, songs and poetry, and was probably not written down until the 13th century. In the saga, Egil travels Scandinavia and England in search of plunder and adventure and at different times in the story he is described as a shape-shifter, a demon, a bandit, a poet, a lawyer and a farmer. *Egil's Saga* is a major source of information for historians.



Source 3F

Egil Skallagrímsson (910–90), from a 17th-century Icelandic watercolour, Arni Magnusson Institute, Reykjavik, Iceland

Just as they were making their way through the channel when the King's son Rognvald and his twelve companions came rowing towards them ... As soon as he saw it, Egil recognised the galley and steered straight for it. When they collided, the prow of the skiff rammed the side of the galley so hard it keeled over and water came flooding in, filling the ship. Egil jumped to his feet ... calling on his men not to let anyone aboard the galley escape with his life. It wasn't a hard task since no one offered any resistance. Everyone aboard the galley died, not one got away. After that, Egil and his men rowed up to the island and Egil made this verse:

'We fought with no fear, of future vengeance,
I dabbled my blade, In Bloodaxe's boy,
In one galley Gunnhild's son, With twelve
gold-adorned men,
Bleeding and broken: Busy, these battle hands.'

Source 3G Extract from *Egil's Saga*, translated by Hermann Palsson (1976)



Family sagas are based on historical fact and set in a very real Icelandic landscape but are imaginative recreations of a past society, fictionalised accounts of events which could have happened, and characters who might have existed.

Source 3H

Historian Heather O'Donoghue describes Icelandic sagas in *Old Norse-Icelandic Literature: a short introduction* (2004)

Reflection question

Passing on history and beliefs through word of mouth can be a problem. Why?



Chronology, terms and concepts

- Name the Viking gods. Write out the following phrases and then match them up to the correct god. The first one has been done for you.
 - One spear = Odin
 - Two goats =
 - Two cats =
 - One eye =
 - One boar =
 - Eight legs =
 - One hammer =
 - Two ravens =
- If a younger student asked you what the Vikings believed in, how would you reply? Write your answer in a paragraph of not less than 50 words.

Perspectives and interpretations

- Examine source 3F, the watercolour painting of Egil.
 - How is Egil depicted by the artist?
 - Is this the typical image you would expect of a Viking warrior? Give reasons for your answer.
 - The artist produced this image in the 17th century, 600 years after the Viking age. Where would the artist have got his information from?
 - Do you think this is a reliable image of Egil? Give reasons for your answer.
- Discuss with a partner the following statement: 'Viking Sagas are important'. Now share your ideas with the rest of the class. Produce a concept map to show at least five ideas shared by different class members.
- What do you think Egil meant when he said in his song, in source 3G, 'Busy, these battle hands'?

Explanation and communication

- Work as a group to create your own Viking saga story. Then perform your saga as a short role-play in front of the class.

WEBLINK

Valhalla



UNIT 4: VIKING RULE

Honour

Allegiance to a king or a Viking chieftain was not automatic. They had to win and maintain the respect and support of the warriors who were free to give their allegiance to whoever they thought deserved it. If a king or chieftain did not win battles or was unsuccessful in raids, then a warrior could discard him and choose a new leader.

The most important thing to a Viking warrior was his honour. Vikings were very proud and quick to take offence. Any insult to a Viking's family or his chosen chieftain would result in violence and could often lead to feuds between families.

WEBLINK

Jorvik Viking Centre

Cattle die, kinsfolk [family] die, we ourselves must die.
One thing I know will never die – the dead man's reputation.

Source 4A

Advice from the Norse god Odin on a man's behaviour. From the 'Havamal', the 'Sayings of the High One', a Norse poem dating back to the 9th century.

Viking law

Viking law was discussed and punishment decided by the **Althing**, a meeting of land-owning freemen who met to discuss important issues. A person found guilty of murder could be outlawed, which meant that he lost all of his land and belongings. The murderer was also allowed to be killed, without punishment, by anyone. Compensation called **wergild** was paid to the family of the victim.

For most crimes, the extended family of the criminal had to pay a fine as compensation. Thieves were punished by making them run between two lines of people who threw rocks at them. A person accused of a crime could swear an oath and undergo an ordeal to prove their innocence. Ordeals included putting their hands into a cauldron of boiling water, walking over hot coals or holding a red-hot metal bar. Vikings believed that the gods would protect the innocent as their wounds would heal quickly, proving their innocence. In Viking Sweden, any crime, even murder, committed by a child under 15 was considered an accident.

althing

Meeting of a Viking community in order to discuss issues and make important decisions

wergild

Compensation paid to the family by a murderer

FAST FACT

Icelandic Vikings held the first meeting of the Althing in 930. It is often referred to as the first ever parliament. The Icelandic parliament is still called the Althing today.

- 1 No man older than 50 or younger than 18 to be enrolled.
- 2 No man to run from an inferior opponent.
- 3 Jomsvikings to avenge one another as brothers.
- 4 No man to indicate fear by speech.
- 5 Plunder must be given up and shared.
- 6 No one is to stir up trouble or spread rumours.
- 7 No man to have a woman within the fortress.
- 8 No one to be absent for more than three days.
- 9 The leader will have the final say in any dispute.

Source 4B

Laws of the Jomsvikings military society, a group of powerful 10th-century Vikings. Adapted from the Jomsvikings Saga.



Feuds

Feuds between families could sometimes go on for years or even generations. Family members would attack one another, destroy property and kill or steal farm animals. In order to end a feud, a referee was sometimes called in from the Althing, to decide which family was guilty and should pay a fine. Sometimes the referee would call for a **holmganga**, where two family members would fight until blood was spilled or one man was killed.

holmganga

Duel fought between two members of feuding families

Explanation and communication

- 1 How did a Viking leader gain and keep the allegiance of his warriors?
- 2 Why was the Althing such an important aspect of Viking rule?
- 3 Read source 4A and explain Odin's advice in your own words.
- 4 Produce your own 'Viking Code of Conduct' based on the information in source 4B and the text in this unit.

longship

Fast Viking ship capable of sailing on the open sea

UNIT 5: VIKING WEAPONS AND SHIPS

Viking weapons

A typical Viking warrior wore a tunic over trousers and was armed with a round shield, a spear or battle axe and usually a helmet. As a warrior gained experience, he would be able to gather more weapons and armour from fallen enemies. Swords and chain-mail armour were expensive items and only available to the wealthy.

Viking swords and axes were their most treasured possessions. They named them 'foot biter', 'pruning knife' and 'peace breaker'. Viking warriors also fought with spears, and bows and arrows. The best warriors could throw two spears at once and prided themselves on being able to catch an enemy spear in midair and throw it back.

The Vikings made most of their own weapons and armour but some of the best quality items were captured in battles and raids, or purchased from all over Europe and North Africa.

Viking longships

The Vikings were the best shipbuilders in Europe at the time. Their **longships** were strong and fast and could be sailed or rowed. Longships were very shallow vessels, which meant that they could navigate rivers and sail or row onto the beach, so that the raiders could wade ashore and raid quickly without warning. By 800 Viking ship design incorporated the keel, a large plank of wood which ran along the bottom of the ship. This gave the Vikings the ability to make large ships of between 18 to 27 metres that could sail the open ocean.



Source 5A

7th-century iron and bronze Viking helmet found in a boat grave in Uppland, Sweden

FAST FACT

When one of their warriors was stabbed or wounded with an arrow, the Vikings fed him onion porridge then smelt the wound. If they smelt onions, they knew that the wound had punctured the stomach and the warrior would probably die.



Source 5B 8th-century Viking swords (right), stirrup and spearhead (left) found by archaeologists in Denmark.



Typical Viking warriors of the 9th and 10th centuries



Source 5C

Most Viking axes that have been found in excavations are single-bladed and look like normal wood chopping axes. The axe was often the choice of weapon for the poorest man in the Viking age because even the lowliest farmer would own and use an axe.



Source 5D A Viking longship preserved and on display in a museum in Oslo, Norway

Chronology, terms and concepts

- 1 Draw your own labelled diagram of a Viking warrior based on the information in this unit. Choose weapons and clothing for your warrior. Name your warrior and his weapons.
- 2 List two ways a Viking warrior could obtain better weapons and equipment.
- 3 Why were Viking longships so effective for raiding?
- 4 What is the link between Viking shipbuilding technology and Viking exploration?

UNIT 6: VIKING EXPANSION AND TRADE

Viking exploration



The Viking world – exploration and trade

Iceland

The Norwegian Ingólfur Arnarson established the first colony in Iceland in 874. According to the medieval chronicler, Ari Thorgilsson, Arnarson supposedly threw sacred wooden pillars with carvings of the god Thor overboard from his ship, vowing to build a settlement wherever they washed ashore. They landed in a bay where today, the Icelandic capital of Reykjavik is situated. Reykjavik translates as ‘bay of smokes’, and is named for the geothermal activity in the area.

Scientific evidence seems to support the literary descriptions of the early settlers as a combination of Norse men and British or Irish women. A study on DNA in 2009 found in the teeth of 95 early medieval Icelandic skeletons revealed that they are genetically most similar to (modern) inhabitants of Scandinavia, Ireland and Scotland. (75% of the men came from Scandinavia and 63% of the women came from Ireland or Scotland.)

Source 6A

Historian Janina Ramirez describes how not all early Icelandic settlers were Vikings. Extract from ‘The Sagas of Iceland – Creating Terra Nova’, an article published in the journal *History Today*, May 2011.



Greenland



Artist's impression of Viking settlers landing in a new colony with their families and animals

WEBLINK

Erik the Red

Greenland's southwest coast was colonised by Viking settlers around 986 when it was discovered by Erik the Red. The land was poor for farming but sheep and cattle could be raised. The settlers' main exports were furs and walrus ivory. During the 13th century, the population may have been as high as 5000, consisting of around 250 farms. As the years wore on, the climate changed, becoming colder. Crops failed and trade declined. Greenland's colony gradually faded away. By 1450 it had disappeared completely.



Source 6B

A restored Viking settlement at l'Anse aux Meadows, Newfoundland

North America

The Norwegian explorer Bjarni Herjólfsson first came across the North American continent around 985, when he was blown off course sailing to Greenland from Iceland. Expeditions from Greenland (the first led by Leif Eriksson) explored further, looking for timber to use for building as Greenland had very few trees. Soon, settlers came from Greenland and established a colony called Vinland in what is today called Newfoundland in Canada. They began trading with indigenous Americans, who they called 'skraelings' (screechers). Relations soon broke down between the settlers and the skraelings

when the skraelings raided the Viking settlement, killing several of the settlers. Eventually Vinland was abandoned. Source 6C describes why.

WEBLINK

Vikings: The North American Saga

As the Saga of Erik the Red says, the Vikings "realised that even though this was good land, their lives here would always be dominated by battle and fear" - quite a statement for a Viking to make.

Source 6C

A modern historian describes why the Vikings abandoned North America. *The Vikings, Voyagers of Discovery and Plunder* by Magnusson et al. (2006).





Viking trade



An artist's impression of Viking traders selling a slave girl to a Persian merchant

Modern historians believe that the Vikings should probably be remembered for their trading as well as for their raiding and conquests. Viking merchants established a sprawling network of trade routes that stretched from Scandinavia to Iceland and Greenland, Britain, Ireland, throughout the Mediterranean Sea, North Africa, Russia and the Middle East.

The rivers of Germany and Russia provided the Vikings with trade routes into central Europe and the Baltic Sea. Trading ports at Hedeby in Denmark and Helgo in Sweden thrived, exporting furs, timber, slaves and tusks, and importing weapons and luxury goods such as wine, silver and jewellery.

Viking merchants were able to achieve so much due to a combination of advanced shipbuilding technology, skilled navigation and seamanship, and an inquisitive, adventurous spirit.



Source 6D

Arab coins from a 10th-century Viking grave in Sweden indicate travel and trade with the Middle East. Museum of Antiquities, Stockholm

Analysis and use of sources

- 1 a What does source 6B tell us about Viking settlement in Newfoundland?
b Research the excavations and the artefacts found at l'Ause aux Meadows. In groups, construct or draw a typical family in a sod house.
- 2 Why does the historian in source 6C say 'quite a statement for a Viking to make'? Why did it become harder for indigenous peoples (like Australian Aboriginal people) to resist colonisation by Europeans in later historical eras?
- 3 Examine the illustration on page 46, of Vikings settlers arriving in a new land. Where would the artist have got the information from to paint such a detailed picture?
- 4 How could Arabic coins have got into a Swedish Viking grave? How might the illustration above, of Vikings trading with Persians, and source 6D be linked?

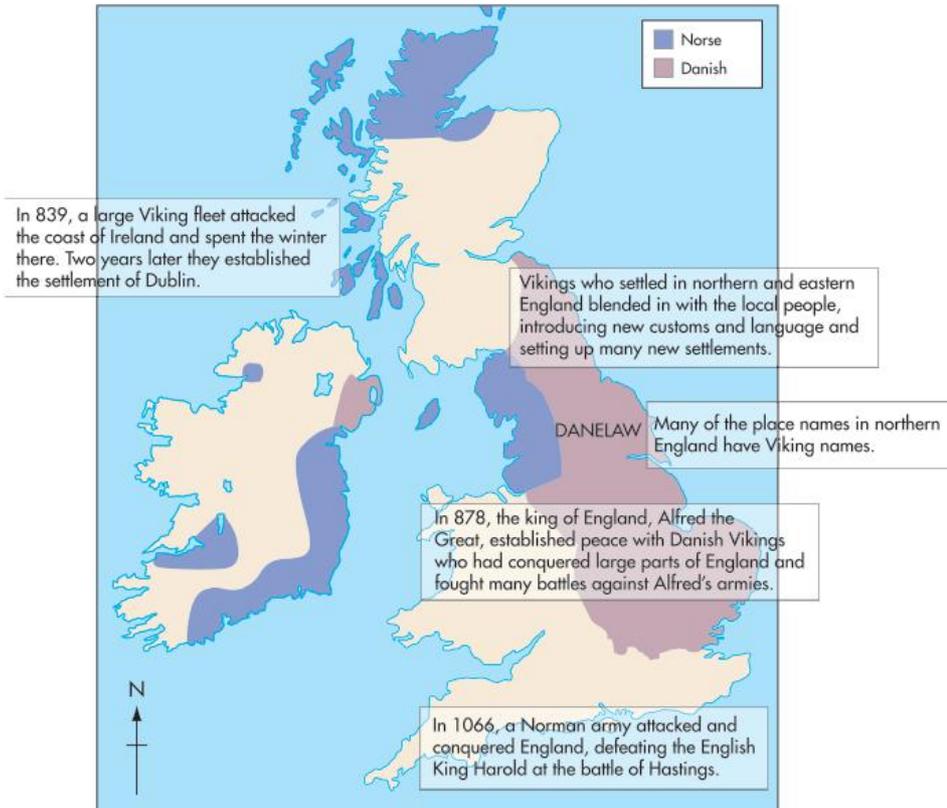
UNIT 7: VIKING CONQUEST

In 793 pagan sea raiders plundered the rich treasures of Holy Island, also known as Lindisfarne, off the northern coast of England. The Christian monks who lived at Lindisfarne Priory were murdered or taken as slaves and the monastery was left in ruins. News of this atrocity soon spread throughout Europe, horrifying

the Christian Church and its followers. Similar raids on Christian communities quickly followed, with raids on the coasts of Scotland and Ireland.

It is thought that the Viking raids started because of population growth in their homeland, after a rise in temperature allowed for an increase in food production. It was the Viking custom for a father to hand down his land to the eldest son and as families increased in size there were many younger sons looking for land and adventure overseas.

Over the years, larger and more organised Viking armies raided the coasts of Northern Europe, establishing Viking settlements and conquering huge parts of Scotland, Ireland and England.



The Viking conquest of the British Isles, 550–1190

reeve

A local manager who organised villagers and the work

789. In this year Beorhtric took to wife Eadburh, daughter of King Offa. And in his days came first three ships of Norwegians from Horthaland [around Hardanger Fjord]: and then the reeve rode thither and tried to compel them to go to the royal manor, for he did not know what they were: and then they slew him. These were the first ships of the Danes to come to England.

Source 7A

The first written record of Viking raiders in Britain. Extract from the *Anglo-Saxon Chronicle* written by English monks in the 9th century

WEBLINK

Vikings in Britain

Then Thorolf and his men looted the place of everything valuable, set fire to the farmhouse, and sailed down the river and out to sea. From there they made north with fair wind to Oslofjord. There they came across another merchantman...carrying a cargo of malt and flour. Thorolf and his men made straight for it and as the crew didn't think themselves strong enough to put up any resistance, they surrendered and walked ashore weaponless, while Thorolf and his men took the ship and its cargo and sailed on.

Source 7B

Account of a Viking raider called Thorolf from the 13th-century Icelandic *Egil's Saga*, translated by Hermann Palsson (1976)



Viking raiders attacking a Christian community in Ireland. This modern illustration is based on a 12th-century English Christian manuscript.

Reflection question

Why was Viking society so violent?



WORKSHEET

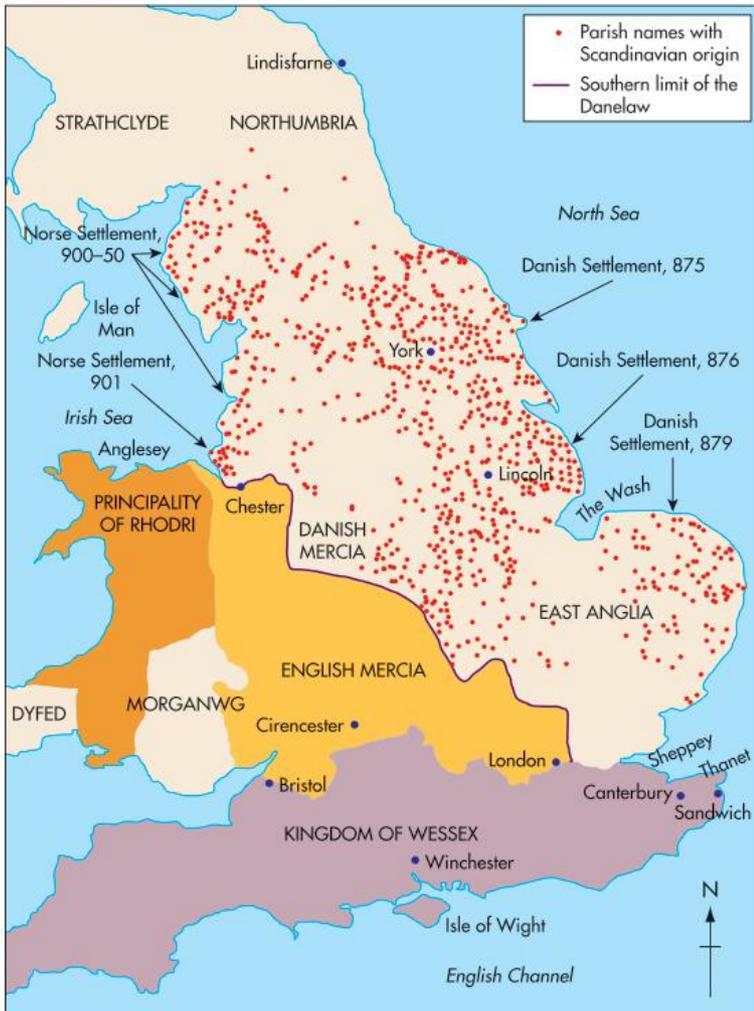
Viking place names

HIS08WTWK00010

WORKSHEET

Who were the Vikings?

HIS08WTWK00012



Viking conquest and settlement in England between 875 and 950. The area settled by the Vikings in northern and eastern England was known as the Danelaw.



The remains of a Viking fort in Fyrhat, Denmark

Two hundred brave warriors – and never more – made up the whole force of the Christians, pitted against ferocious adversaries numbering forty thousand. Moreover the enemy was continually bringing up fresh troops to reinforce the attack on the battlements. Stones smashed noisily onto painted shields. Bucklers groaned and helmets grated under the hail of arrows.

Source 7C

Extract from an account of the Viking attack on Paris in 855 by French chronicler St Abbo of Fleury

FAST FACT

It is said in the sagas that when a berserker felt a rage coming on, the other warriors encouraged him to leave the ship and wrestle with large stones and trees on shore, otherwise he might attack and kill them.

Berserkers

Berserkers were the most feared of Viking warriors. They went into wild rages, foaming at the mouth and rolling their eyes. Berserkers worshipped the god of war, Odin, and fought wearing bear skins, believing that the skins would give them the strength of the animal and make them invincible. It is from berserkers that we get the word 'berserk'. In the *Ynglinga Saga*, berserkers are described going into battle 'like mad dogs or wolves, biting their shields, strong like bears or bulls, mowing down everything in their path, impervious to fire and iron.'

Chronology, terms and concepts

- Why did the Vikings start raiding in northern Europe in the 8th century? Give reasons for your answer.
- Design a timeline of Viking conquest based on the information in this unit.
- Look at the illustration showing Christians being attacked by Vikings on page 49.
 - Who are Vikings and who are the English? How do you know?
 - What sort of people are shown being attacked by the Vikings?
 - This is an illustration from an English manuscript. Does being English affect this illustration as evidence of the Vikings and their culture?
- The passage in source 7A mentions a 'reeve'.
 - Why do you think the reeve wanted the Norwegians to go to the local manor?
 - Why do you think the Vikings slew the reeve?
- Read source 7B. It gives a typical view of what most people think the Vikings were like. But what does the Viking leader Thorolf do in source 7B that could be considered honourable or even kind?
- The Vikings were not just pirates and raiders. What information do the photo of the Viking fort on this page and the illustration of the Vikings attacking an Irish village on page 49 give us to back up this claim? Use information from both images in your answer.
- Read source 7C. Do you think this is a reliable source of information about the Viking attack on Paris in 855? Think about who is writing the source.
- Draw a picture of a berserker, include his clothing, weapons and actions.



UNIT 8: SIGNIFICANT INDIVIDUAL

LEIF ERIKSSON

Leif Eriksson was one of the greatest explorers and Viking leaders whose main claim to fame is the discovery of North America. Leif heard the story of a mysterious land that lay to the west of Greenland. The story told of how a sailor called Bjarni had been blown off course by a storm when sailing from Iceland to Greenland some 15 years earlier and had come across a vast stretch of coastline.

Leif's father was the famous Viking explorer Erik the Red, who had named and established the first colonies in Greenland. Leif decided to emulate his father and sail west, in the hope of finding new land and resources.

Leif was born in Iceland in 976 and moved to Greenland with his parents in 986. He soon became an excellent navigator and seaman, establishing a trading route between Greenland, Iceland and the Orkney Isles to the north of Scotland. The sagas describe Leif as 'a big, strong, strapping fellow, handsome to look at, thoughtful, and temperate in all things.'



Source 8A Leif Eriksson sights land in America. Painting by Christian Krohg (1852–1925), a Norwegian illustrator and author.

FAST FACT

The discovery of grapevines by one of Leif's crew has baffled historians as it is too cold in Newfoundland to grow grapes. Of course, Leif may have been copying his father who had named Greenland, which is covered in ice and rock, in order to make it sound fertile and encourage settlers.

Evidence

The most reliable evidence of Leif Eriksson's journey to North America, are two sagas written almost 200 years after the events. They are *Erik the Red's Saga*, which credits Eriksson with the discovery of North America and *Greenlanders' Saga*, which credits the discovery of Vinland to the sailor Bjarni and not Eriksson.

In 1001, Leif set sail with a well-provisioned ship and a crew of 35 men. His journey would take him through some of the coldest and roughest ocean in the world. Without maps, Leif navigated by the stars and the sun. He travelled over 1000 kilometres west of Greenland where he discovered the coast of Northern Canada and Newfoundland. Leif named this place 'Vinland' because, according to the sagas, one of his crew found grapevines growing there.



Viking exploration in the North Atlantic region. Not to scale



Newfoundland had rich resources and fertile soil. It seemed like the ideal place for Viking settlement. Leif and his companions built huts and spent the winter in North America before returning to Greenland the following summer. Leif had plans for a second expedition but had to abandon them because of the death of his father.

They went ashore and looked about them. The weather was fine. There was dew on the grass, and the first thing they did was to get some of it on their hands and put it to their lips, and to them it seemed the sweetest thing they had ever tasted.

Source 8B

Account from the *Vinland Saga* of Leif Eriksson and his companions landing in Newfoundland. The sagas were completed in the 13th century but the events took place around 770–1030.

Explanation and communication

- 1 Refer to source 8A.
 - a What sort of dangers and difficulties would Leif Eriksson and his crew have had to overcome?
 - b How useful to our understanding are paintings and drawings about this period? Explain the limitations in the evidence we have.
- 2 Using the evidence in this section, what sort of leadership qualities and skills do you think Leif Eriksson had?
- 3 Make a list of the evidence that proves that the Vikings discovered North America?
- 4 Why do you think the 'dew', described in source 8B, was 'the sweetest thing they had ever tasted'?
- 5 In your opinion, did Leif Eriksson discover America? Research and then give reasons for your answer.

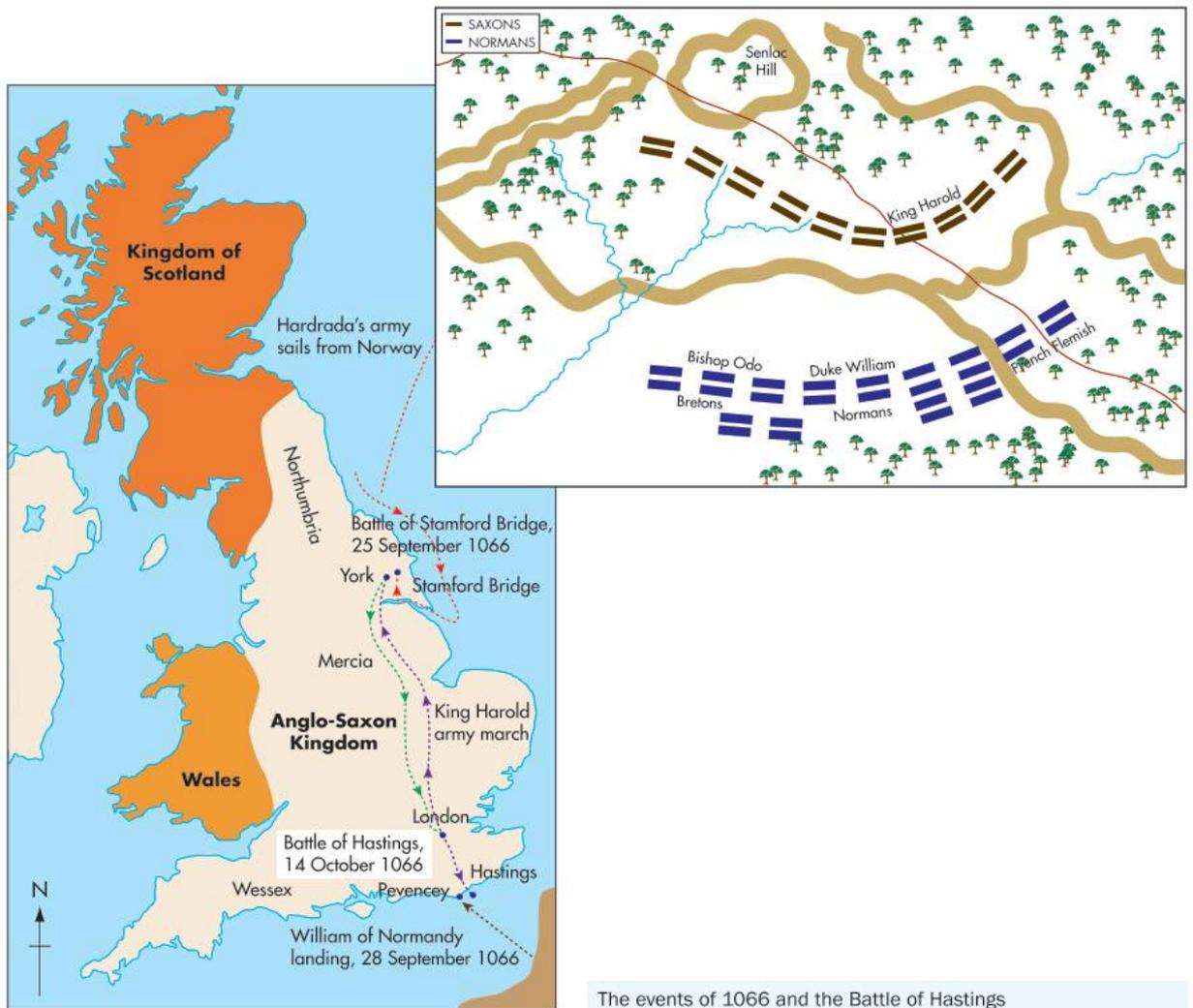
UNIT 9: THE LAST GREAT VIKING INVASION

In this year passed away King Edward, and Earl Harold came to the throne and ruled for forty weeks and a day.

Source 9A

Extract from the *Anglo-Saxon Chronicle*, 12th century

In 1066, two great armies attempted to invade and conquer England. One army came from Norway in Scandinavia and was led by the fearsome king, Harald Hardrada. The other came from a region of northern France known as Normandy. The army from Normandy was made up of the descendants of Vikings who had attacked France and been given land by the French king in 911 as a peace offering. Over the next 150 years, they had blended with the local French population and created a powerful new society. In 1066, under the leadership of William, duke of Normandy, they successfully invaded England, defeating Harold II, the Anglo-Saxon king of England, at the Battle of Hastings. The year 1066 would mark the end of the Viking era and the beginning of the Middle Ages.



The events of 1066 and the Battle of Hastings

Why were there two invasions of England in 1066?

On 5 January 1066, the English King Edward died. He did not have any children and so the throne went to the most powerful man in the kingdom, the Earl of Wessex, Harold Godwinson. Harold seemed like a good choice; the English council of nobles (called the Witan) had all agreed that he should be king. But there were two problems:

- 1 Edward, the dead English king, had had to flee from England as a child because his country was overrun by the forces of a powerful Danish Viking called Cnut who took the English throne for himself. Edward grew up under the protection of the Norman (French) court. Then, in 1035, King Cnut died. Edward returned to England in 1042 to reclaim his throne. However, the Vikings still felt that they had a claim to England and might one day return.
- 2 Harold Godwinson had once been shipwrecked on the French coast and captured by the Normans. He was on a mission to negotiate the release of his nephew but found that he was also now a prisoner. In order to gain their release, Harold was asked by Duke William of Normandy to swear a sacred oath that he would not accept the English throne when Edward died. William claimed that he had been offered the throne by Edward, as they were close friends when Edward had been living in exile in the Norman court.

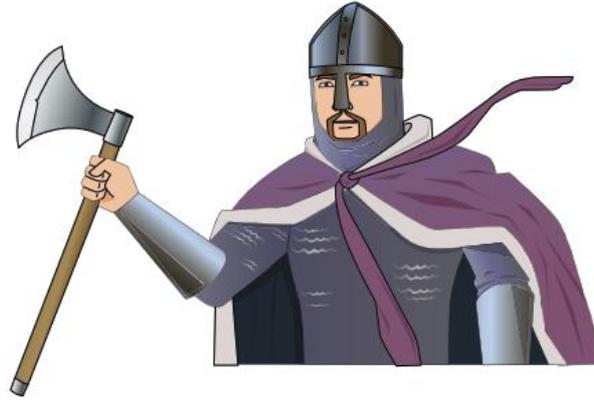
There were two invasions of England in 1066, one from Norway and the other from Normandy. Did either have the right to claim the throne of England?

Who should be king of England?



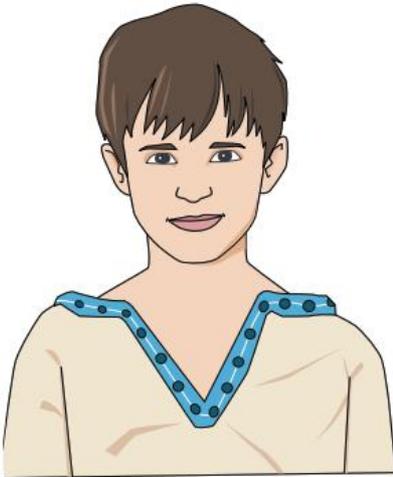
William of Normandy

- Duke of Normandy
- Friend and cousin of King Edward
- Said that he was promised the throne by Edward in 1051
- Claimed that Harold Godwinson had sworn a sacred oath not to stand in the way of him becoming king
- Successful leader and warrior
- Harold had broken his oath to William by taking the throne.
- William had the support of the pope.



Harold Godwinson

- Earl of Wessex and most powerful man in England
- Already a successful leader and warrior
- King Edward's brother-in-law
- Chosen by the Witan, a council of nobles
- Said that he was promised the throne by Edward as he lay on his death bed
- England needed a strong leader at this time.
- He was English and popular with the people.
- Claimed that he was tricked into swearing the oath to William



Edgar the Aetheling

- Nephew of King Edward and closest living relative
- Was born in Hungary and had only returned to England in 1054
- Only 15 years old
- Had no wealth or experience of leadership
- Had the support of some nobles



Harald Hardrada

- King of Norway
- Descendant of King Cnut of England
- The Vikings had ruled England before Edward.
- Claimed that his family were promised the throne by an English king many years before Edward's reign
- Very successful leader and warrior
- There were many Viking families still living in northern England.
- Harold Godwinson's own brother, Tostig, supported his claim to the throne.

The four contenders for the English throne in 1066

The Viking invasion of 1066

WEBLINK

1066

Together they sailed into the Humber until they came to York, where Earls Edwin and Morcar, fought against them, but the Norwegians had the victory.

Source 9B From the *Anglo-Saxon Chronicle*, written by English monks. 12th century

Harold Godwinson was crowned King of England the day after King Edward's death, on 6 January 1066. Harold knew that he faced the threat of invasion and spent the first half of the year preparing his defences and patrolling the coast of southern England with his navy. Meanwhile, Hardrada in Norway and William in Normandy were assembling their invasion forces. William's fleet was ready by August but the wind was blowing in the wrong direction and so he had to wait for several weeks. Hardrada knew that William was intending to invade England and so set sail as soon as he could, arriving on the coast of northern England on 20 September 1066.

Harald Hardrada

Harald Hardrada (Hardruler) was the brother of King Olaf and third in line to the Norwegian throne. However, in 1030, King Cnut of Denmark invaded Norway and killed Olaf. Hardrada was forced to flee the country with a group of loyal warriors. Hardrada and his warriors travelled east to the land of the Rus (Russia) and took service with King Yaroslav. They stayed for several years, fighting in many battles. Hardrada became restless, though, and left for Constantinople, the capital of the Byzantine Empire. There, Hardrada and his men joined the elite Varangian Guard. Again, Hardrada proved to be a great warrior and leader of men and soon became the Guard's commander. He won many battles and amassed a huge personal fortune.

In 1045, Hardrada decided to return to Norway. King Cnut had died and the throne had passed to Hardrada's nephew, Magnus. Hardrada brought a large force of warriors with him to Norway and King Magnus quickly agreed to share the throne with his uncle. A year later, Magnus died and for the next 20 years Hardrada ruled Norway until, in 1066, Tostig, the English king's jealous brother, approached him about staking a claim to the English throne. Hardrada agreed and set out for England with his army in 300 ships.



Hardrada fought and won a battle at Fulford against the local Earl who controlled the north of England and captured the city of York. King Harold was guarding the southern coast of England, hundreds of kilometres away, but now came racing north to fight Hardrada's army. Harold's army took just five days to reach York and the two armies met at a river crossing not far from York called Stamford Bridge. Harold immediately attacked the Norwegian army, catching them by surprise. Even so the battle was very hard and many warriors on both sides were killed. In the end the English were victorious and both Hardrada and the king's traitorous brother Tostig were killed.

Hardrada is often called 'the last Viking' as this was the last time that the Vikings would attack England with a large army. Although small Viking raids did continue, occasionally, until 1151, Hardrada's death in 1066 marked the end of the 300-year Viking Age.

... and that day a very stubborn battle was fought by both sides. There were slain Harald Hardrada and Earl Tostig, and the remaining Norwegians were put to flight, while the English fiercely assailed their rear until some of them reached their ships; some were drowned, others were burnt to death and thus perished in various ways so that there were few survivors ...

Source 9C

The *Anglo-Saxon Chronicle*, written by English monks in the 12th century, describes the battle of Stamford Bridge.

Battle of Stamford Bridge, 25 September 1066

The Battle of Stamford Bridge between Harold's English army and the Viking army of Hardrada was so violent and destructive that the river close to the battlefield was said to have turned red with the amount of blood that went into it. Hardrada's Viking army needed 300 ships to travel to England but only 25 ships were needed to take the surviving Norwegians back home, so many of them had been killed.

Historians have estimated the numbers of Vikings present at the Battle of Stamford Bridge at between 9000 and 10000 warriors of which only 750 to 1000 Vikings survived the battle and returned to Norway.



1870 oil painting by Peter Nicolai Arbo depicting the Battle of Stamford Bridge

Now when King Harald saw this, he went into the fray where the greatest crash of weapons was, and there was a sharp conflict, in which many people fell on both sides. King Harald then was in a rage, and ran out in front of the array, and hewed [cut] down with both hands; so that neither helmet nor armour could withstand him, and all who were nearest gave way before him. King Harald was hit by an arrow in the windpipe, and that was his death-wound. He fell, and all who had advanced with him ...

Source 9D

A description of Harald Hardrada's death from the Norwegian saga, *The Saga of Harald Hardrade* by Snorri Sturluson

The Norman invasion of 1066

King Harold was celebrating his victory over the Vikings when a messenger arrived with news that William's army had invaded England in the south. Harold immediately force-marched his exhausted army south, many warriors dropping out of the march or trailing far behind.

William, Duke of Normandy, landed at Pevensey in the south of England and began a march towards London. Harold's weakened and exhausted army arrived on 13 October. Lacking horses and archers, the English army were in no condition to attack and, although they had equal numbers to the Normans, they were forced, the next morning, to take up a defensive position on Senlac Hill, near Hastings. Harold ordered his English army to make a shield wall at the top of the hill. William ordered his archers to fire on the English and then his foot soldiers attacked uphill but were held off by the shield wall. A series of attacks by the Normans continued to be held off by the shield wall.



Source 9E

Duke William of Normandy and his fleet cross the sea. A fleet of ships carrying about 5000 warriors, horses, arms and supplies left France, paid for by William's brother, Odo, Bishop of Bayeux. (Detail from the Bayeux Tapestry, 1077)

The Bayeux tapestry

The Bayeux tapestry is a primary source of information about the events leading up to 1066 and the Norman conquest of England. The tapestry was embroidered by hand and is 70 metres in length. It was paid for by William's wealthy brother Bishop Odo but was probably made in England some time before 1077. It is listed by UNESCO as a 'Memory of the World'.

FAST FACT

William, Duke of Normandy, was also known as William the Bastard as his parents were unmarried. His father was Robert I, Duke of Normandy. His mother, Herleva, was the daughter of a tanner. William became duke of Normandy at the age of seven. William's mother later married a French noble and produced a half-sister to William called Muriel and two half-brothers, Robert and Odo.



Source 9F

William, Duke of Normandy, and his followers enjoy a banquet. Detail from the Bayeux Tapestry, France, produced before 1077

WEBLINK

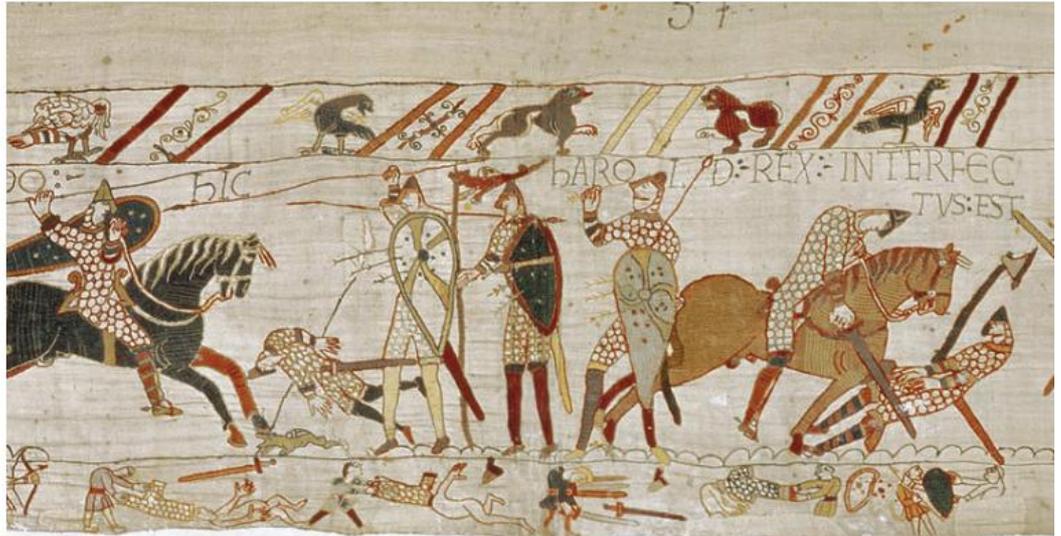
Bayeux Tapestry



Source 9G

Norman knights attack the Anglo-Saxon shield wall on the hill. Detail from the Bayeux Tapestry, France, produced before 1077

Sometime later in the day, the English thought they heard a cry that William had been killed. Believing that they had won the battle, one section of Harold's army broke the shield wall and chased the retreating Normans down the hill. This gave the Norman horsemen the opportunity they had been waiting for. Charging into the scattered English foot soldiers, they cut them down. The battle lasted all day and at one point it looked as though the English army might win. Then, towards the end of the day, King Harold fell, popularly thought to be from an arrow in the eye but also possibly from a sword blow from a mounted Norman knight. The English army began to panic and Norman soldiers began to break through the shield wall. Finally the English gave way and ran. The Norman knights gave pursuit, butchering the fleeing English warriors and most of the English nobility including Harold's brothers. William had won the battle.



Source 9H

The annotation on the tapestry reads 'Harold Rex Interfectus Est', 'Harold the king is killed'. Detail from the Bayeux Tapestry, France, produced before 1077

Reflection question

Why do we have so many Norman sources of information but hardly any views from the Anglo-Saxon perspective? How might this affect our view of what happened in 1066?

William, saw Harold from afar. He was fiercely hewing at the Normans that beset him. William called Eustace to help him and they rode with two other knights to give him battle. William, Eustace, Hugo and Giffard came to the hill top and burst through the English they found there. They came upon the king and hewed at him with their swords. One stabbed him in the chest, another cut off his head and another slashed at his vitals, spilling them upon the ground. This last man cut off the king's thigh and carried it away, but William was much angered by this vile deed and sent the man from his service.

Source 9I

Norman description of King Harold's death from 'The Song of the Battle of Hastings'. It is thought to have been written before 1067 by Guy, Bishop of Amiens, who was probably an eyewitness to the battle.



Explanation and communication

- 1 Use the diagram, 'Who should be king of England' on page 55 and rank the four contenders in order of preference. Give each one a rating out of 10.
- 2 Choose your number one contender and write a short speech arguing for his claim to the throne and against the claims of the other contenders.
- 3 Based on the information in the fact box 'The Battle of Stamford Bridge', how do you think historians have calculated the numbers of Vikings present at the battle and how many survived?

WEBLINK

*Hurstwic Viking Age
history*

Chronology, terms and concepts

- 4 Create a timeline of the key events based on the information in this unit of the chapter. Illustrate your timeline using the Bayeux Tapestry for ideas.

Perspectives and interpretations

- 5 Compare sources 9C and 9D. They are describing the same event.
 - a In what way are the two descriptions similar?
 - b How are the descriptions different?
 - c Can you think of any reasons why these two descriptions are different?
- 6 How does source 9E show that the Normans were the descendants of the Vikings?
- 7 Write a short description of William's fleet based on the evidence in source 9E.
- 8 Working with a partner, or in a small group, discuss, and then answer, the following questions:
 - a Study source 9F. What can a historian learn about the Normans from studying this scene from the Bayeux Tapestry?
 - b Study source 9G.
 - i Can you tell who are the Normans and who are the English in this scene?
 - ii List the differences between the two sides shown in the scene.
 - iii Do you think this is a balanced view of the battle? Give reasons for your answer.
 - c Give three reasons why King Harold's army was defeated at Hastings.
- 9 Discuss as a class then answer the following questions.
 - a Examine sources 9H and 9I. How do you think King Harold died? Mention both sources in your answer. (King Harold's death is still debated by historians.)
 - b Both sources are primary sources and both sources are Norman. How does this affect the usefulness of these sources as evidence?
 - c What other sources are needed to give a balanced view of the events?

MAKING

WORKSHEET

Viking museum exhibition

HIS08WTWK00013

PUZZLE SHEET

e Vikings crossword

HIS08WIPS00108

INTERACTIVE

e Vikings word match

HIS08OVIN00133

INTERACTIVE

e Vikings crossword

HIS08OVIN00134

Looking deeper: explanation and communication

- 1 What different kinds of evidence do we have about the Vikings? Use the information in this chapter to list as many different types as you can.
- 2 Design a crossword based on the information in this chapter. Include at least 20 clues and answers. Swap your crossword with someone else in the class.
- 3 Using an atlas and/or the Internet, describe the key geographical features of Scandinavia and explain what effect these may have had on Viking society.
- 4 Design your own piece of Viking art. Use the images in this chapter, other books and the Internet for ideas. You might want to design a rune stone or a brooch.
- 5 Answer the following:
 - a List three things that have surprised you in your study of the Vikings.
 - b What aspect of the Vikings have you found the most interesting? Give reasons for your answer.
 - c What would you like to know more about and why?

Going further

- 1 Choose one of the famous Viking leaders from the list below:

Erik the Red

Cnut

Harald Hardrada

Ivar the Boneless

Egil Skallagrimsson

Leif Eriksson

Guthrum

Ingólfur Arnarson

Using at least two books and three websites, research their lives and their contribution to Viking history. Present your findings as a magazine article in which you, as the journalist, interview your chosen Viking. Provide a bibliography detailing your sources.

- 2 Research Viking society using the Internet and other books to find six primary sources which give information about it. Make a portfolio of your chosen sources, with detailed descriptions and annotations, explaining how each one was used and how it affected people's daily lives.
- 3 Write a 500-word extended response to the following statement: 'The Vikings made a significant impact on European history.' Discuss. Your response should include an introductory paragraph, three body paragraphs and a conclusion.

CONNECTIONS

- 4 In groups of two or three, collect 12 images that highlight Scandinavia's geography. Use Slideshare.net to create a slide presentation of the images you collect. For each slide, write a caption detailing which part of the geography you are referring to. End your slideshow with a final statement about the geography of Scandinavia. Post the link to your class blog. Make a constructive comment or question to another group's slideshows. Be sure to respond to any comments you receive.
- 5 Research *Egil's Saga* using the Internet and your school's library, identifying at least three to four useful sources. Use the Internet to find a suitable image of Egil. Write a brief biography script of Egil using these sources. Record the script into your computer. Use Blabberize.com to upload the recording and image to have Egil tell his own story. Share the link on the class blog. Post a constructive comment or question to another classmate's Egil biography. Be sure to respond to any comments that you may get.

Review questions

- 1 Is it fair to simply see the Vikings as barbaric warriors? Give at least three reasons for your answer.
- 2 Why has the truth about the Vikings been distorted by the historical records from the time?
- 3 Describe a Viking longship.
- 5 What three kingdoms made up Viking Scandinavia?
- 6 Although the Viking peoples were from three different kingdoms, what linked them?
- 7 How were local Viking communities linked?
- 8 What were the three groups or classes in Viking society?
- 9 Viking children did not go to school. What did they do instead?
- 10 List three sorts of material used by Viking craftsmen in their work.
- 11 What was Viking 'Hel' like?
- 12 Why were poems, songs and stories so important to the Vikings?
- 13 How did the Vikings punish murderers?
- 14 Why did the Vikings want to explore west of Greenland and discover North America?
- 15 The Vikings traded furs, timber and slaves for what luxury goods?

QUIZ

Review quiz

HIS08WIIN00132

Reflection question

What did you learn about the geography of Scandinavia through task 4? What questions or comments added to your understanding of the significance of Scandinavia's geography on Viking history?

Reflection question

What did you learn about Viking life from *Egil's Saga*? Which sources were most useful in adding to your understanding?



MEDIEVAL EUROPE (590–1500)

Unit 1 Medieval society

Unit 2 What was it like to live in medieval Europe?

Unit 3 Crime and punishment

Unit 4 Warfare

Unit 5 Castles and siege warfare

Unit 6 The Crusades

Unit 7 Significant individuals

According to many historians, the Middle Ages started at the fall of the Roman Empire, around 476, and ended in the late 1400s, at the time of the Renaissance. Sometimes the date the printing press was invented, 1450, is used to mark the end of the Middle Ages. It is hard to give exact dates for the Middle Ages because the Barbarian invasions that led to the fall of Rome happened over many years and the Renaissance took place in different parts of Europe at different times.

The people who lived during this time did not think that they lived in the 'middle' of history. Many people actually thought that they were living in the last period of history before the end of the world!



□ 476

Romulus Augustus, the last Roman emperor, lost power, ending the Roman Empire

□ 496

Clovis, King of the Franks, converted to Christianity

□ 529

Benedict founded his first monastery

□ 800

Charlemagne was crowned Holy Roman Emperor



□ 1050

Crossbow was invented in

□ France



□ 1066
The Battle of Hastings

□ 1096-99
The First Crusade

□ 1189-92
The Third Crusade



1193
The first known guild

1212
The Children's Crusade

1215
King John of England
signed the Magna Carta



1430-31
Joan of Arc was
captured, tried
and executed

1450
Johannes
Gutenberg invented
the printing press

1311
The Great
Famine

1337
Hundred Years
War began

1347
Black Death reached Europe





UNIT 1: MEDIEVAL SOCIETY

WEBLINK

Feudal life



Europe and surrounding countries, about 1100

medieval

Comes from two Latin words: *medium* meaning 'middle' and *aevum* meaning 'age'

noble

Person who owned land in return for sending soldiers to fight for the king

peasant

Person who worked on the land but did not own it

knight

Mounted soldier

As you discovered in the overview in chapter 1, **medieval** society was organised in what we call a feudal system. In a feudal society, wealth and power was based on who owned land. The person who ruled the country, usually an emperor or king, owned all of the land.

Nobles supplied soldiers to fight for the ruler. They also looked after the land, managing the **peasants** who worked on it and collecting taxes. The ruler gave the nobles land in return for this support. In turn, the nobles gave land to the soldiers, or **knights**, who fought for them.

The peasants were the biggest group in feudal society and they owned no land, so they had no power. Most people were peasants who worked as farmers and lived in the country rather than in towns or cities.

Why did feudalism develop?

One of the problems of being a medieval ruler of a country was the difficulty of keeping control over all the parts of the country. There was no fast way of communicating with people in different areas. The only ways to travel were by horse or by foot, so it could take days, or even weeks, to travel to different parts. The nobles were given land throughout the country in return for their loyalty. This meant that the king could rule over large areas with the support of these nobles.





Source 1A 1160 illustration of peasants cultivating grape vines



Source 1B Illustration of a lord and lady in their castle from the Codex Sphilegium, c. 1400s

The power of the Church

During this time, everyone in Western Europe followed the same religion and belonged to the Catholic Church. The Church had its own laws and lands and collected taxes. It was extremely wealthy and powerful. People believed that their place in society was decided by God. They also believed that the king or emperor was in power because God wanted them to be in power. This was called the 'divine right'.

One of the most important beliefs that people had was that they would be sent to either heaven or hell after they died. To spend the rest of eternity in heaven was the reward for being a good person and obeying all the rules of the Church. Hell was the place of punishment and constant suffering for all eternity, meant for people who had committed sins or not followed the Church's rules. Purgatory was a place for people who were not good enough to go to heaven but not bad enough to go to hell. They would spend time in purgatory paying for their sins before being allowed into heaven.

These beliefs made the Church very powerful because people believed that they would go to hell if they did not follow the Church's rules. These rules included:

- going to Church regularly
- paying **tithes** to the Church
- taking part in special rituals called sacraments. These sacraments included baptism (when a child became a member of the Church), marriage and a special blessing before death.

tithes

Form of tax paid to support the Church, a tenth of your income



Source 1C 'A Vision of Hell' from Speculum Historiale by Vincent of Beauvais (1190–1264)

FAST FACT

The Church also taught that paying a special amount of money called an **indulgence** would shorten a person's time in purgatory. This was one of the ways that the Church became so wealthy.

indulgence

Payment of an indulgence gave the promise of a place in heaven, with any sins the person had committed forgiven by God

Catholic

The word Catholic means 'universal' or 'whole'. Early Christians used the word Catholic to describe the 'whole church'. By the Middle Ages, the Catholic Church was the only accepted Christian faith. It was not until the Reformation that people broke away from the Catholic Church and started other Christian groups.

The Pope versus the king

The Pope could be more powerful than the king, as was shown in England in 1207. King John was the ruler of England and argued with the Pope over who should become the new leader of the Church in England. King John refused to agree with the Pope. The Pope excommunicated King John and made a law that no baptisms or marriages in England were legal. People believed that only baptised people could go to heaven and that children born out of marriage went to hell. This terrified the English who now believed that they and their children were doomed to hell. When a king was excommunicated, it also meant that the oaths of loyalty that the people made to him were broken. John, who was already an unpopular king, was forced to give in to the Pope. When he did this, John was accepted back into the Church and the Pope removed the law.



The bottom half of this picture depicts the coronation of Henry the Lion (1129–95) with his wife Matilda, daughter of Henry II of England. In the top half, Christ, the angels and saints watch over the scene.

Source 1D



Painting, c. 1390, held in Westminster Abbey, London, of King Richard II of England. Richard became king when he was 10 years old.

Source 1E



Chronology, terms and concepts

- 1 Write the meaning of each of the following terms:
 - a divine right
 - b peasant
 - c knight
 - d lord
 - e purgatory
 - f sacrament
 - g tithe.
- 2 Write a paragraph explaining why the belief in heaven and hell gave the Church great power in the Middle Ages. Use one example from this unit to help you to prove your answer.
- 3 Create a diagram that describes the feudal system. Your diagram must include the Pope and the Church.

WORKSHEET

the feudal system: benefits and disadvantages

HIS08WTWK00014

WORKSHEET

Indulgences

HIS08WTWK00015

Analysis and use of sources

- 4 Look at sources 1A and 1B. List all of the evidence in these sources that show up the differences in the lives of peasants and nobles.

Explanation and communication

- 5 Refer to source 1C. Imagine that you are a medieval priest. Use this source to help you to write a short sermon or speech on the punishment of going to hell. Your sermon should include advice on how people can avoid going to hell after they die.

WEBLINK

Religion

Perspectives and interpretations

- 6 Look at source 1D. Write an explanation of what this source shows you about the links between religion and government in the Middle Ages.

Historical questions and research

- 7 King Richard II, the king in source 1E, became the king when he was 10 years old. Find out more about Richard and who was actually running his kingdom while he was a child.
 - a Use the information that you have located to create a comic strip or storyboard of his life.
 - b Find out and describe what happened when such a young person came to the throne.



UNIT 2: WHAT WAS IT LIKE TO LIVE IN MEDIEVAL EUROPE?

It is important to remember that this period of history covers nearly 1000 years and a number of different countries. Exactly how people lived was different, depending on when and where they lived – we cannot say that everyone during this time lived in exactly the same way. A person's way of life depended on which group in society they belonged to and where they lived. Life for a peasant in the countryside was different from a noble or someone who lived in a town.

WEBLINK

Life in the Middle Ages

life expectancy

Number of years, on average, that people live

humours

Bodily fluids

bile

Bodily fluid created in the liver that helps digestion of food

How long did people live?

Historians believe that around 30 per cent of babies died before their second birthday and another 20 per cent of people died before they reached 20 years of age. If you reached adulthood, you could expect to live to your fifties if you were a man or your mid-forties if you were a woman.

The main reason for the high death rate was that people during this time did not know about the most basic health facts that we take for granted today. They did not know about germs, viruses, how illnesses spread or even what most of our body organs were like. People died from infections and diseases that we can prevent or easily cure today. Women tended to have a shorter **life expectancy** than men because they so often died while giving birth.

Poor food storage also caused many health problems. Refrigeration did not exist and people often ate foods that had developed bacteria or mould. St Anthony's Fire, or ergotism, was a serious disease caused by eating mouldy grain. It caused anxiety, painful seizures, vomiting, uncontrollable shaking, hallucinations, the feeling that the skin was burning and gangrene. If a victim lived, they were often left brain damaged.

Medieval medicine

Illness and poor health were part of life. The Church taught that sickness was God's punishment. Other ideas about why diseases spread included bad air or the planets being out of line. An important idea at the time was that the body was made up of four **humours** – blood, black **bile**, yellow bile and phlegm. When a person had too much of one humour, they would become sick. This was why bloodletting (making a patient bleed, often by putting leeches on them) was a popular medical treatment. Sometimes, knives were used to cut the skin to cause bleeding. The knives were usually dirty and the patient sometimes died from the infected cut.

The body

Knowledge about the human body was limited because the Church did not allow dead bodies to be opened and examined. The only time that this was allowed was to examine a wound that was already open. If a pregnant woman died, the Church ordered that the baby had to be removed and baptised to save its soul.





Treating the sick

Medieval doctors did know that exercise and a good diet were important. Some of the things they did to find out what was wrong were talking to the patient, taking their pulse, looking at urine samples and smelling their blood. Herbs were used to treat many illnesses. They could be eaten, put on or rubbed on part of the body, burned so that their smell would clean the air, or worn in a bag around the neck. Cauterisation, placing red hot irons on a part of the body, was also used. It was believed that the heat could stop sickness.

Surgery was performed during this time but usually only in life or death situations. Anaesthetics, as we know them, were not used and people were often wide awake during surgery. Many medieval surgeons did try to reduce pain or put their patient to sleep. We do know that a potion called *dwale* was used. This did put people to sleep but one of its ingredients was hemlock, a deadly poison that often caused the patient to stop breathing and die. One type of surgery was trepanning. If a person had a serious head injury, very bad headaches or was believed to have 'evil spirits in the head', a hole was cut in the skull. Part of the brain might also have been cut out. Amazingly, skulls from the time have been found that show that bone was removed and then new bone grew over the hole. This means that some people actually survived this operation.

WEBLINK

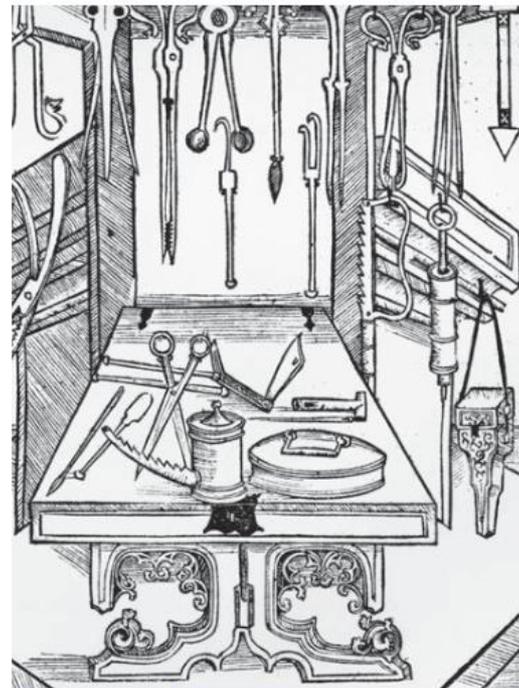
Medieval medicine

Even though people did not know many basic medical facts in the Middle Ages, things that they used to treat the sick have been proved to be effective. For example, the herb willow bark was used during medieval times for fever and pain. This contains salicylic acid, which is the main ingredient of modern-day aspirin.



Source 2A

Miniature drawing c. 1370 shows a dentist using forceps to extract a tooth from the seated man. The dentist wears the teeth of previous customers on a rope around his neck. From the British Library



Source 2B

A woodcut print of medical tools from the 1300s

... In a world where medical advances are dominated by developments in drugs and surgery it seems that in certain fields these humble creatures cannot be beaten ... Thousands of patients owe the successful reattachment of body parts to miraculous technological advances in plastic and reconstructive surgery. But some of these operations might have failed if leeches had not been reintroduced into the operating room.

... Ken Dunn, consultant burns and plastic surgeon at the South Manchester Burns and Plastic Surgery Service said: 'Leeches are extremely effective ... Treatment with a single leech will last hours and allow blood flow in the tissue during that time'.

... Leeches are a treatment associated with medieval times and appear ... dated. However, much the same as maggots and a small list of other treatments, leeches still have their place in modern medicine.

Source 2C

'The Humble Leech's Medical Magic' by Melissa Jackson on BBC News Online, 2 July 2004

Leeches

Leech collectors gathered the leeches that were used in medieval medicine. They would stand in ponds, or other wet and muddy places, and become covered in leeches. Then they would carefully remove the leeches and sell them. Leech collectors often died from infections caused by having their many leech bites exposed to the dirty water that they had to stand in.

Housing

When we think of houses in the Middle Ages, we usually think of castles, but only a very small number of people lived in castles. The types of houses that people lived in during the medieval period changed over time and were different according to a person's wealth and place in society.

The only houses from this time that are still standing today are the houses of the wealthy. They have survived because they were made from stone and bricks. The houses of the peasants were made from materials like wood and straw, and have rotted away.

Peasant houses



Wood and straw construction of a poor peasant's house of the early Middle Ages



During the early Middle Ages, peasants built their own houses from straw, timber cut from local forests and mud. They were usually only one room, which the family shared with their animals. Over time, peasant houses improved. They were built with a timber frame and wattle and daub walls. These walls were made of sticks covered with a mixture of clay, straw, cow manure and sheep fat. Then they were sealed with plaster made from lime mixed with cow hair. Most roofs were made of **thatch**.

thatch

Layers of straw or other plants

Straw was also used to line the floor. Windows were rare as glass was too expensive. Candles or lamps using animal fat gave light and a clay hearth or fireplace was used for heating and cooking. People slept on mattresses stuffed with straw. There were no toilets or running water. People used buckets or pots as toilets and threw the waste into the nearest stream or river each day. Water for washing and cooking was collected from that same stream or river.

The land around the house was used for growing crops for the family to eat. A percentage of what the family grew was also given to the lord or knight who owned the land.



Source 2D

This 1413 painting by the Limbourg Brothers, *Les Tres Riches Heures du duc de Berry, Fevrier (Winter on the Farm, February)* depicts winter in a peasant village. In the foreground, the inhabitants of the farm warm themselves by the fire; scenes of daily farm life are in the background.

Manor houses

Manor houses were the houses that the lords lived in. These houses reflected the wealth and status of the lord.

He received also a sufficient and handsome hall well ceiled with oak. On the western side is a worthy bedroom, on the ground, a stone chimney, a wardrobe and a certain other small chamber; at the eastern end is a pantry and a buttery ... There is a decent chapel covered with tiles, a portable altar and a small cross. In the hall are four tables on trestles. There are likewise a good kitchen well covered with tiles, with a furnace and ovens, one large, the other small, for cakes, two tables, and alongside the kitchen a small house for baking. Also a new granary covered with oak shingles, and a building in which the dairy is contained, ... Also a henhouse. These are within the inner gate.

... outside of that gate are an old house for the servants, a good stable ... also two barns, one for wheat and one for oats.

Source 2E Description of a manor house written in 1265

WEBLINK

Life of the nobility



Source 2F Wattle and daub wall on a medieval French house

WEBLINK

Medieval castle life

dais

Raised platform reserved for the lord and members of his family

moat

Deep wide ditch, usually filled with water, surrounding a building

What was it like to live in a castle?

Although castles were used for defence, they were also places where many people lived and worked. Not all castles had the same rooms. This depended on the wealth of the lord and the size of the castle.

The main room in a castle was the great hall. This was a large room used for meals, to meet guests or for the lord to hold court. In the early Middle Ages, the lord and his family slept in the great hall but, over time, their sleeping area was separated by a curtain and, later on, separate rooms were used. Sometimes servants or other members of the household would also sleep there. The great hall had a large fireplace and **dais** at one end. This was where the highest ranking members of the household would sit.

The lord and lady of the castle had their own bedrooms called bedchambers. The solar was a private lounge room for the lord's family. The lord or lady's personal servants also slept in the bedchamber or solar but often on the floor wrapped in blankets. The wardrobe was a dressing room where clothes and valuables were stored. There were no separate bathrooms in a medieval castle. Baths were taken in wooden tubs that could be moved to different rooms. Usually the bathtub was in the wardrobe. In summer, the tub was sometimes moved outside and covered with a tent for privacy. Toilets were usually a hole in the castle wall over the **moat**. They were often in a very small room called a ganderobe.

Castles were cold and damp. Large fireplaces were used for heating and thick tapestries or wall hangings were also used to keep the rooms warm. Floors were covered with straw or rushes. Rose petals and sweet-smelling herbs, like fennel and lavender, were added to the straw. Candles made from animal fat and torches were used for lighting.

To our modern noses, used to hygiene and good indoor plumbing, a medieval castle would be a very smelly place. People did not use deodorants or the types of soaps that we take for granted. The way castles were built meant that the living areas did not get a lot of fresh air. There were old food smells from the kitchen and the great hall, the odour of the smoke from the fireplaces and torches used for lighting, smells from the ganderobes as well as the body odour of all of the people who lived there. In some places, it was acceptable for people to go to the toilet in a dark corner of the castle!

FAST FACT

People believed that the smell from ganderobes was actually a disinfectant, so they often kept their clothes stored in them.



Source 2G Kitchen scene, c. 1330 shows meat being chopped and dishes prepared before being taken to the lord's table.

Chronology terms and concepts

- 1 Using the information in the text, design floor plans for:
 - a a peasant's house from the early Middle Ages
 - b a peasant's house from the later Middle Ages
 - c a manor house
 - d a castle.
- 2 Why are there no peasant houses from the Middle Ages left today?
- 3 Why was there was such a high death rate in the Middle Ages?

Historical questions and research

- 4 Find out about the work that archaeologists are doing on medieval houses by following the links on NelsonNet. Choose one site and create a visitor's guide to the site. Your guide must include:

WORKSHEET

Food in the Middle Ages

HIS08WIWK00020



WEBLINK

Medieval houses

- a a plan of the site
- b a description of the artefacts that have been found at the site
- c specific information we can learn from the site, and information we can gain about their society from each artefact
- d why sites like this are important to excavate and protect.

Analysis and use of sources

- 5 Look at sources 2A and 2B. Use these sources and the information in this unit to write a comparison of what we know about medical treatment in the Middle Ages and today.
- 6 Refer to source 2F. Using this source only, describe the steps that you think were used to make wattle and daub.

Explanation and communication

- 7 You are a kitchen servant living in a medieval castle. Write a diary entry describing a typical day in your working life. Use the information and sources in this unit as well as your own research. You should include:
 - a jobs that you have to do
 - b what it is like to live and work in the castle
 - c information on what you eat and what the lord and his family eat each day.
- 8 When would you prefer to live – during the Middle Ages or today? Write down as many specific reasons, with examples, as you can from this unit and your own research. Share your answer with your class.



UNIT 3: CRIME AND PUNISHMENT

Law and order were very strict in medieval Europe. Crimes that we would think of as minor were punished harshly. It was believed that people would obey the law only if they were afraid of the punishment that they faced for breaking it.

Both laws and trials developed and changed over the Middle Ages. During the early Middle Ages criminal laws did not exist. Each person had the right to peace. If this was broken by another person by a crime such as stealing or violence, the victim could go to a local court to demand a cash payment as punishment. The accused person could use 'oath-helpers', people who would take an oath to swear that they did not commit the crime, or pay the cash price for the crime. The value of a person's oath depended on which social group they belonged to. For example, one noble's oath was worth six common men's oaths.



Trial by ordeal

If an accused person could not find enough oath-helpers, but claimed that they were innocent, a trial by ordeal was used. This was based on the idea that God would help and protect innocent people. There were different types of trial by ordeal:

- 1 *Ordeal by fire* meant that the accused person had to either walk a set distance (usually about one and a half metres) over red-hot iron blades or hold a red-hot iron bar. Sometimes a person was found innocent if their skin was not damaged. Usually their feet or hands were bandaged and checked three days later by a priest. If the priest decided that the burns were healing, the person was innocent. If they were infected, the person was guilty and punished for the crime. In another type of *Ordeal by fire*, the accused had to pull a stone out of a pot of boiling water, oil or lead.
- 2 If the accused had to face *Ordeal by water*, they were tied up and thrown into water. If they floated, they were innocent but if they sank, they were guilty.
- 3 *Ordeal by combat* took place between two people in a dispute. They would fight and the winner of the battle was declared innocent. In 779, the Emperor Charlemagne replaced this with *Ordeal of the Cross*, where the accuser and the accused would stand on either side of a cross. They had to hold their arms out to the side and the first person to lower their arms was the loser. *Ordeal of ingestion*, also called *Ordeal of cake*, was used in France. Cake, or dry bread and cheese, was blessed by a priest and put in the mouth of the accused (usually a priest or noble). If the person choked on the food, they were guilty.

Trial by ordeal began to be replaced by other ways of deciding guilt or innocence. Charlemagne set up trial by panel where innocence or guilt was decided by a panel of 'honourable men'. In England, in 1166, King Henry II made a law that replaced trial by ordeal with trial by jury in disputes over land. This meant that 12 local people were asked to make a decision in a dispute based on their knowledge of the situation. In 1215, the Pope declared that priests were not allowed to take part in trials by ordeal and the practice began to die out.

The cruel pagans cast him into a river with a millstone tied to his neck, and when he had fallen into the waters he was long supported on the surface by a divine miracle, and the waters did not suck him down since the weight of crime did not press upon him.

Source 3A Extract from *Historia Francorum* by Gregory of Tours (539–94)

Punishment

Some punishments were designed to humiliate the guilty person in public. Sometimes people were forced to describe their crimes at church or in the local marketplace on market day. For minor crimes, a person could be placed in the **stocks** or the **pillory**. These were in public places where passersby could make fun of the person or throw rubbish and rotten food at them. The ducking stool (or

FAST FACT

The price of a crime also varied according to the victim's place in society. A crime committed against a peasant was worth much less than a crime committed against a noble.

WEBLINK

[Crime and punishment](#)

stocks

Wooden framework with holes for securing the ankles and wrists

pillory

Wooden framework with holes for securing the head and hands

cucking stool) was often used to punish women, but also dishonest tradesmen. This was a chair that the guilty person was tied to. Sometimes it was just a chair put in a public place, at other times, it was a chair on wheels to be pulled around the village, or a chair on a pole that was raised into the air, or even a chair used for dunking the person into water.

In some parts of Europe, people were mutilated for crimes, for example, a thief could have a hand cut off. Having an ear sliced off was sometimes the punishment for poaching or hunting on someone else's land.

People found guilty of murder, arson, forgery, treason (disloyalty to the king), heresy (crimes against the Church) or more serious robbery were executed. There were various types of execution. Most common was public hanging. Nobles were beheaded. People accused of serious political crimes or crimes against the Church were sometimes burned at the stake. The most terrible execution, used in England for high treason (attacking the king), was to be hung, drawn and quartered.



Source 3B

An engraving showing the punishment dealt to bakers who sold underweight loaves. On the left the baker is putting a small loaf into the oven; on the right he is being drawn through the streets on a hurdle, with his light-weight loaf hung around his neck.

hurdle

Frame or sled on which criminals were dragged to their execution

Prisons were not used to punish people but to hold people until they were put on trial or punished. Torture was used either as punishment or as a way to get information or a confession.

A confession should be voluntary, and not forced. By means of the torture, an innocent man may suffer to the utmost without making any avowal; and, in such a case, what a crime for the judge! Or the person may be subdued by pain, and may acknowledge himself guilty, although he be not so, which throws an equally great sin upon the judge.

Source 3C

Letter written by Pope Nicholas V to the Bulgarians in 866



Chronology, terms and concepts

- 1 Define the following terms:
 - a right to peace
 - b oath-taker
 - c trial by ordeal
 - d trial by jury.

Analysis and use of sources

- 2 Read source 3A. What punishment is being carried out in the source? How believable is this report? Why might this report have been written?
- 3 Read source 3C. What reasons does the Pope give for being against the use of torture? Why might the Pope have his perspective on torture, and how might his perspective be different from the king's perspective?

WORKSHEET

Law and order

HIS08WTWK00016

Historical questions and research

- 4 In some communities during this time, people, especially women, were tried for being witches. Find out more about this and use the information that you have found to create a unit in a Year 8 history textbook on this topic. Your unit should include:
 - a information
 - b primary and secondary sources
 - c at least three questions and activities.

Explanation and communication

- 5 Look carefully at source 3B.
 - a Explain the punishment that is shown in this source.
 - b From the perspective of a member of the community that carried out this punishment, write an explanation of why you think that this particular punishment is appropriate.
-

UNIT 4: WARFARE

Medieval knights

castellan

Head of a castle

tournament

Competition organised to train knights or to keep up their skills when there were no battles

infantry

Soldiers on foot

On the medieval battlefield, the knight on a horse was the most powerful weapon. Knights were heavily armoured soldiers who fought on horseback. They were not part of a permanent army but fought for the lord who had given them land. Knights were usually the sons of knights. To become a knight, a boy was sent to a **castellan** at the age of seven to begin training. The boy was known as a page. A page served the lord and did household jobs such as cleaning and serving at mealtimes. When he became a teenager, the page became a squire. Duties would then include looking after the lord's horses and armour and helping the lord to get ready for battle or a **tournament**. Squires began training in riding, fighting and using weapons. They also learnt other skills that were important for knights to have, like dancing, good manners, carving meat and the enjoyment

of literature and music. When a squire finished his training, usually before he reached 20, he became a knight.

Knights and warfare

The role of knights in battle changed over the period of the Middle Ages. In the early Middle Ages, knights carried out raids or surprise attacks. The aim of these attacks was to destroy the enemy's property and income by burning down the village or attacking the peasants who worked the land. Later, pitched battles were held. In a pitched battle, one lord would challenge another to fight at a set time and place. Knights on both sides would charge at each other. Pitched battles developed into more sophisticated warfare. Over time, weapons and tactics were developed to defeat knights. Archers, soldiers skilled in the use of bows and arrows, became an important part of medieval warfare. They used longbows with armour-piercing arrows or the more powerful crossbow. At the Battle of Crecy in 1364, 15 000 English bowmen launched a rain of arrows on the French knights, killing 2000.

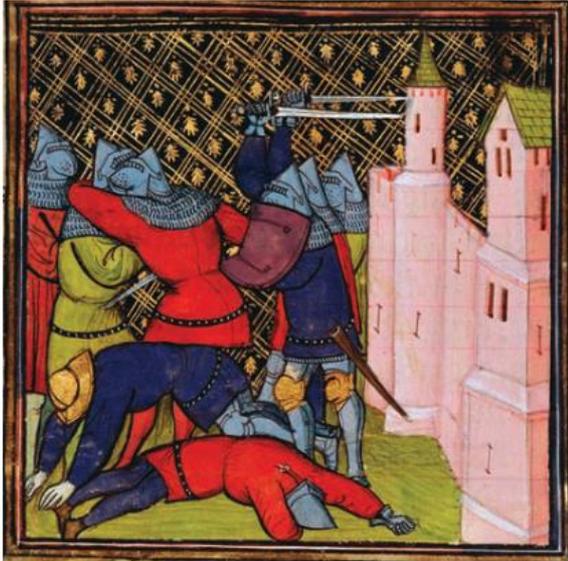
Once the charge was over, hand-to-hand fighting would begin with the **infantry**. These were originally peasants and commoners who had to



Source 4A

Knights and the inhabitants defending the Castle of Wartburg, from the *Manesse Codex*, a German manuscript from c. 1305–40.

fight for their local lord. They usually did not wear armour and fought with simple weapons such as spears and shields. Sometimes, they even used their farming tools. Over time, particularly during the Crusades when siege warfare needed many more skilled soldiers for long periods of time, the infantry became more professional and skilled.



Source 4B

Hand-to-hand fighting in defence of the castle, detail from a 14th-century manuscript in the British Museum



Source 4C

Illustration of a knight fighting the vices and heretics in the form of devils, 1300s

Chronology terms and concepts

- 1 Define the following terms:
 - a knight
 - b castellan
 - c page
 - d squire
 - e tournament
 - f pitched battle.

Historical questions and research

- 2 Find out more about medieval armour. Use this information to draw and label the changes to armour worn in battle throughout the Middle Ages.

Analysis and use of sources

- 3 Look at sources 4A and 4B.
 - a List the weapons that are used in each source.
 - b List the types of fighting that are shown in each source.
 - c Does either source really represent what would have been happening? Explain why source 4A might be drawn this way.

WORKSHEET

Medieval knights

HIS08WIWK00017

WEBLINK

Knights and armour

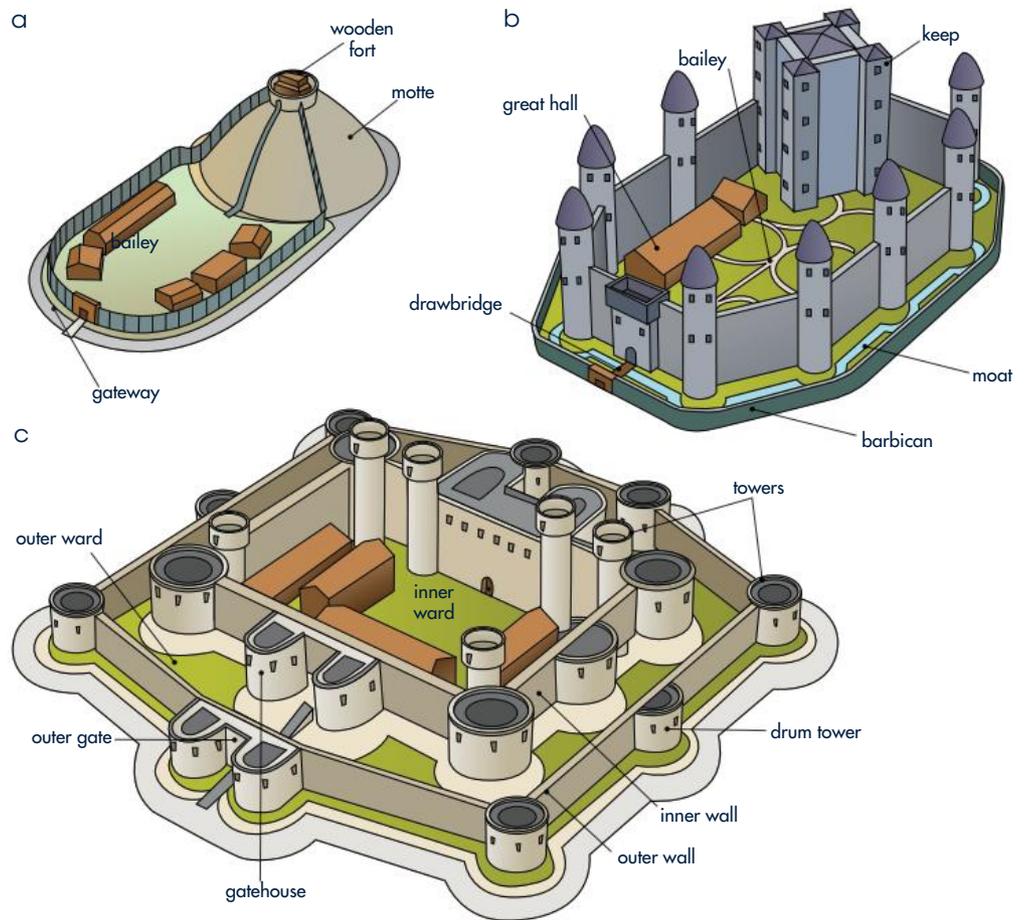
- 4 Look carefully at source 4C. Use this source and the information in this unit to describe the personal qualities that a medieval knight was expected to have.

Explanation and communication

- 5 Create a timetable for a typical day in a squire's education. Use the information in this unit and your own research to help you.

UNIT 5: CASTLES AND SIEGE WARFARE

Castles were first built in the early Middle Ages for protection against invaders, particularly the Vikings. They became a symbol of the power of the king and the nobility in the feudal system. Castle styles developed over the medieval period with changes to features, design and weaponry.



Types of castle: (a) Motte and bailey; (b) Stone keep; (c) Concentric castle

WEBLINK

Castles



Motte and bailey castles

These were the earliest type of castles. There was a fortified building on the top of a hill called a motte. This hill was usually man-made and was surrounded by a large courtyard with a tall wooden fence called the bailey. These castles were made of timber and were easily burnt down. It was also easy for attackers to simply climb over the outer walls of these castles.

Stone keep castles

Unlike motte and bailey castles, stone keep castles were built to last. They were built of stone and included a tall stone curtain wall. Stone keep castles were also taller than motte and bailey castles, which meant that attackers could be seen easily. One disadvantage was that the square castles could be **undermined**. Attackers would dig under one of the corners of the castle and try to make it collapse.

undermine

To dig underneath the castle walls to make the defences collapse

Concentric castles

To overcome the problems in stone keep castles, concentric castles were developed. In concentric castles, rather than having one strong point, all parts of the castle were a strong point. They had a heavily defended entrance and a series of thick curtain walls. They were not square which made them stronger. They were also easier to protect during a siege because they had more than one wall.



Source 5A

Puilaurens Castle, in the south of France, was built high on a mountain top in 1163.



Source 5B

In 1386, Richard Abberbury the Elder was given permission by King Richard II to turn his manor house at Donnington, Berkshire, England into a fortified castle. This twin-towered gatehouse is all that remains of Donnington Castle.

Castle defences

From the 12th century, all castles were built to be secure bases that could be easily defended. They had the same basic features:

- 1 They were often built in places that had natural defences, on cliffs or mountain tops, near rivers or lakes, or on coastal areas (see source 5A).
- 2 They were protected from frontal attack by high, thick walls and gates (see source 5B).



- 3 They were protected from undermining by deep foundations or a moat (see source 5C).
- 4 They had places where soldiers could fire at attackers but still be protected (see source 5D, 5E and 5F).
- 5 The most secure part of the castle was the tower, also called a keep or *donjon*
- 6 They had secret tunnels and hidden gates that could be used to escape or to launch a surprise attack (see sources 5E and 5G).



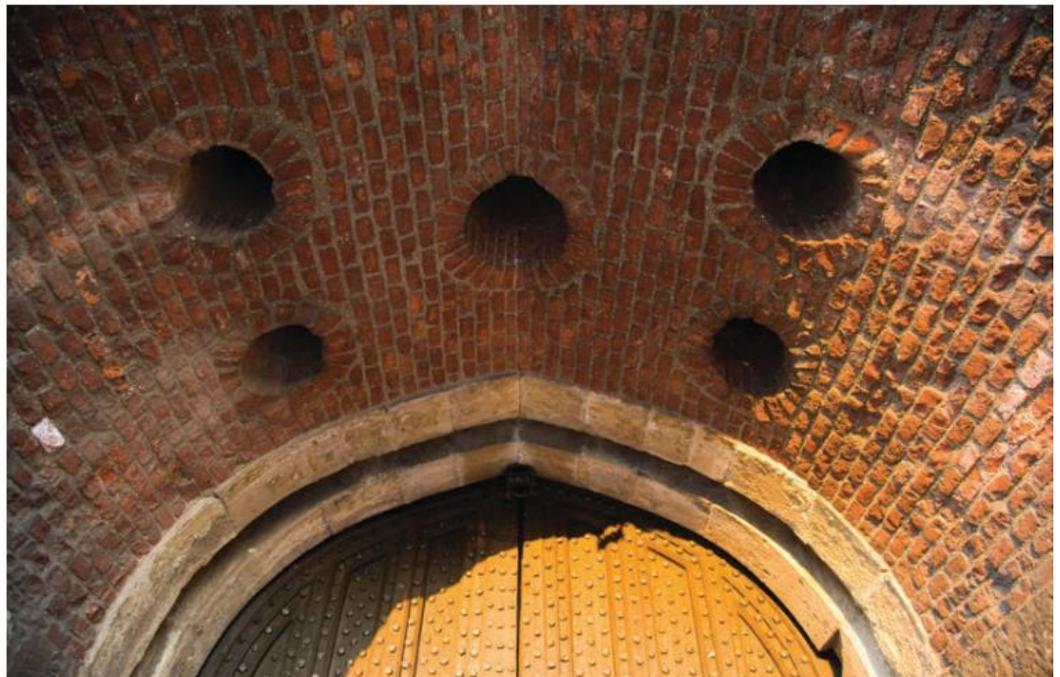
Source 5C

Aerial view of Bodiam Castle, built in Sussex, England in 1385



Source 5D

The castle walls of Carcassonne, built around the 11th century. The slits in the walls were narrow openings for arrows or crossbows to be fired through.



Source 5E

Murder holes were built into the ceilings of gateways or entrances to castles. Defenders would hide above the holes and drop stones, pour boiling water, molten lead or heated sand onto the attackers below.



hourde

Wooden structure built onto the top of castle walls in times of conflict

machiolation

Gallery at top of castle wall with holes for weapons

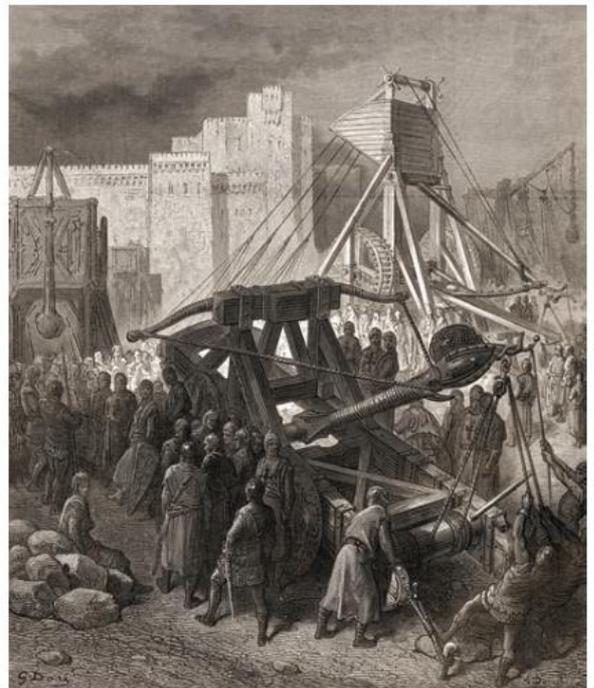
Source 5F

A reconstruction of a **hourde** at Carcassone. A **hourde** gave extra protection to defenders as they fired on the attackers. These later developed into **machiolations** that were built into castle walls. **Hourdes** were covered in animal skins to make it harder for attackers to set fire to them.



Source 5G

Underground passages in Sant'Elmo, an Italian castle built around 1275



Source 5H

Ballista, a giant crossbow, used to fire large spears or bolts, illustration from *Bibliothèque des croisades* by J-F Michaud, 1877

Castle warfare

A successful attack on a castle depended on how long the defenders could last during a siege. Castles were built for this purpose so attackers had to use weapons and tactics to break through the castle defences or try to starve the defenders in the castle and force them to surrender (source 5H).

Siege towers were used for archers and bowmen to fire into a castle and also for soldiers to get over the high castle walls to attack. They were usually made of wood and, to prevent defenders setting them on fire, protected by wet animal hides.

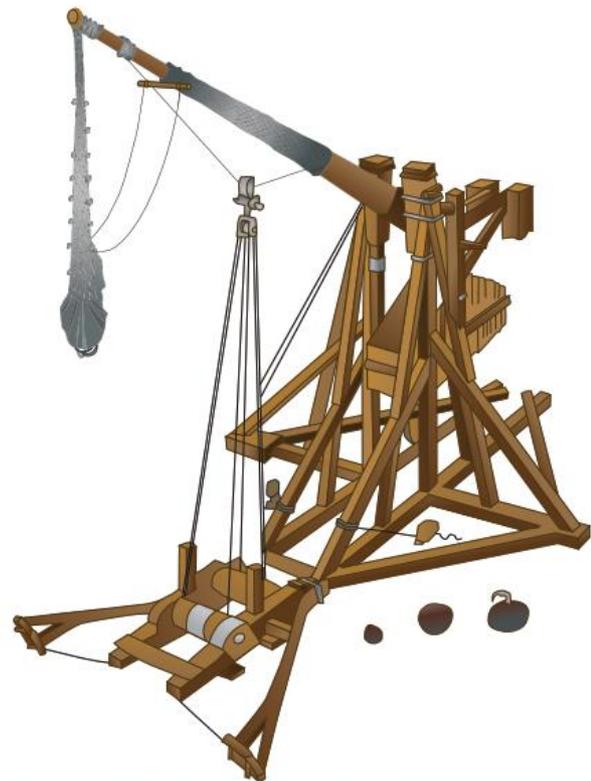
Another tactic used to attack a castle was for soldiers to climb long ladders to get into the castle. This was dangerous because defenders could simply push away the ladders, fire arrows at the attackers or throw missiles at them. The aim of this tactic was to try to get into the castle to open the gates to allow a mass attack.



Mangonel, a catapult designed to throw objects heavy enough to damage the castle or city walls, or used to throw large pots of fire



Siege tower



Trebuchet, a large catapult, to throw large missiles over castle walls



WEBLINK

Medieval siege



Battering rams were used to break through brick walls or the large wooden gates of the castle.

Chronology, terms and concepts

- 1 Define the following terms:
 - a motte
 - b bailey
 - c siege
 - d ballista
 - e mangonel
 - f murder hole.
- 2 Describe the main tactics used to attack a castle.
- 3 Describe the main tactics used to defend a castle.

Explanation and communication

- 4 Do you think it would have been easier to attack or defend a concentric castle? Give specific reasons and examples for your answer.

Historical questions and research

- 5 Find out more about how the Crusades led to developments in European warfare. Use this information to write a report on the impact of the Crusades on European warfare.
- 6 Research:
 - a Find out which invention meant the end of medieval forms of warfare.
 - b Find three primary sources that are useful for studying this invention and explain why each of the sources you have chosen is reliable.
 - c Create a plan for a webpage for Year 8 students that will help them to learn about the history and importance of this invention.



UNIT 6: THE CRUSADES

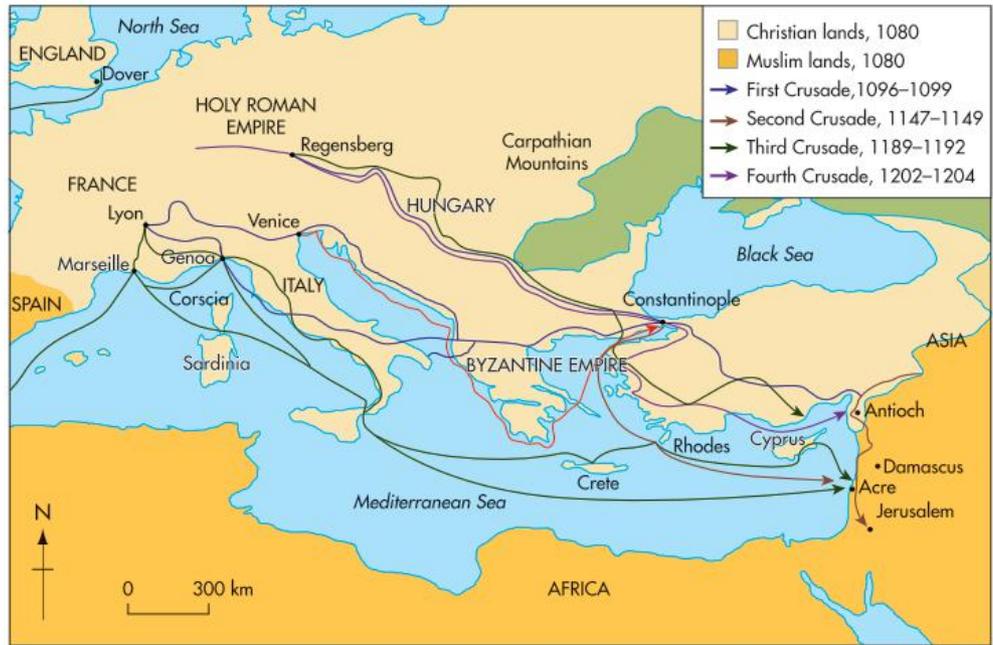
WEBLINK

The Crusades

WEBLINK

The Crusades documentary

The Crusades were a number of wars fought between 1096 and 1291. They were called by the Popes and most of these wars were fought between Western European Christians and Muslim armies over the control of the Holy Lands, especially the city of Jerusalem. This part of the world is important for the Christian, Muslim and Jewish religions. Crusaders also attacked other Christian groups, including the Byzantine (or Eastern) Christian Church, Jewish communities and other kings or noble families who opposed the Pope.



Map of the Crusades, c. 1080-1204

When Pope Urban called the First Crusade in 1096, he declared that anyone who fought would have an indulgence. The Church also taught that killing Muslims was not a sin. The word 'crusade' comes from the word 'cross'. Soldiers going on a crusade were said to 'take up the cross'. Crusaders used the term 'Saracen' for their Arab opponents. The Arabs did not use the term crusades. They called them the 'Frankish Wars' and the Europeans were the 'Franj' or 'Franks'. Many people saw the Crusades as an opportunity for travel, adventure and economic gain.

For your brothers who live in the east are in urgent need of your help ... the Turks and Arabs have attacked them ... They have occupied more and more of the lands of those Christians ... I, or rather the Lord, beseech you ... to persuade all people of whatever rank, foot-soldiers and knights, poor and rich, to carry aid promptly to those Christians and to destroy that vile race from the lands of our friends ... Christ commands it.

All who die by the way, whether by land or by sea, or in battle against the pagans, shall have immediate remission of sins. This I grant them through the power of God with which I am invested.

Source 6A

Extract from Pope Urban's speech calling for the First Crusade, 1095 from *Gesta Francorum Jerusalem Expugnantium* by Fulcher of Chartres



The People's Crusade

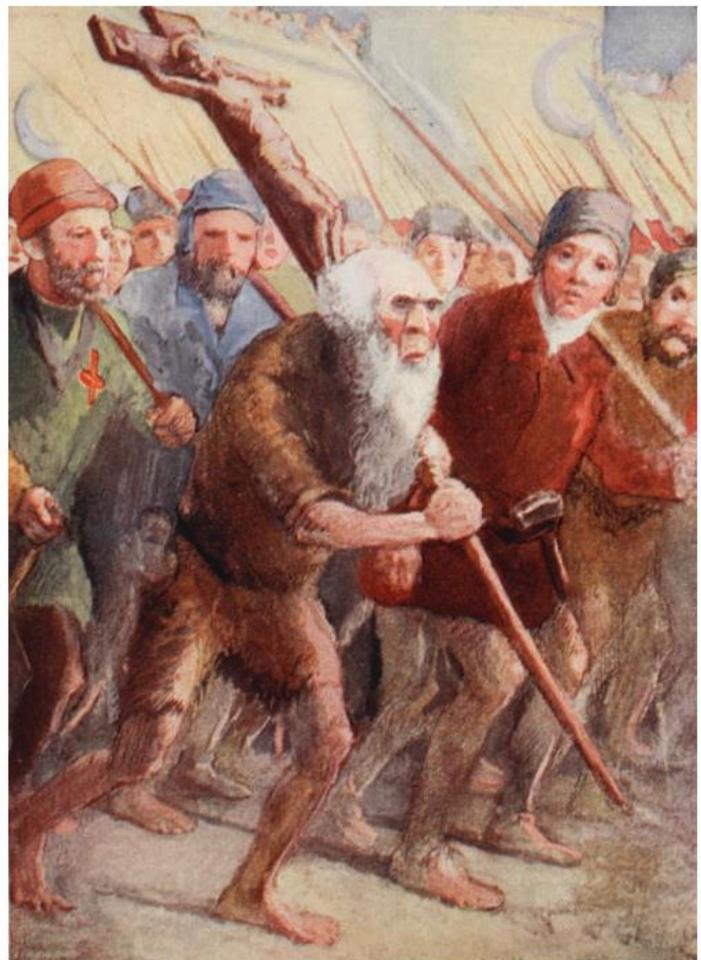
The first crusaders were groups of ordinary people led by Peter the Hermit, a monk from France. Before the main army of knights were organised to set out for the Holy Lands, Peter the Hermit claimed that God sent him a letter telling him to lead an army. About 80 000 men, women and children followed him and another monk, Walter the Penniless. They were not an organised army and they attacked and burned down Christian and Jewish towns and communities in Eastern Europe. They killed over 4000 people in one city in Hungary. By the time they reached Constantinople, only one-third were still alive. Many had died of starvation or disease along the way. The rest were killed or captured in a surprise attack by Turkish forces.

The first official crusaders, about 4500 knights and 15 000 foot soldiers, laid siege to a number of Muslim cities. When they finally captured Jerusalem in 1099, they massacred the Muslim and Jewish inhabitants of the city. The Second Crusade was led by King Louis VII of France and Emperor Conrad III of Germany. This was called in 1145 after Edessa, one of the states captured in the First Crusade, went back to Muslim control. On their way through Germany, the crusaders attacked Jewish communities, killing thousands. By the time they reached Turkey, they faced a combined force of the Turks and Byzantines. Only about one-fifth of the original army reached the Holy Lands where the crusade collapsed in defeat.

Saladin recaptures Jerusalem

In 1187, Jerusalem was recaptured by the Muslim leader Saladin. Pope Gregory VII called for the Third Crusade. This time, the army was well organised and led by the rulers of King Phillip of France, Emperor Frederick Barbarossa of Germany and King Richard I of England. Richard was able to capture the city of Acre (in modern-day Israel) in 1191 but eventually made a truce with Saladin.

Apart from a short time between 1228 and 1244, Jerusalem remained under Muslim control. The city of Acre, the last Christian-controlled city, was recaptured by the Muslims in 1291. After 200 years of conflict, the Crusades were a military failure.



Source 6B

Artist's impression of Peter the Hermit leading the 'people's crusade'

In the year eighty-three Saladin's campaign and conquests began. This year the Sultan gathered the army and set out with a division of soldiers to lay siege to Kerak ... He sent another division with his son Malik al-Afdal to raid the region of Acre, and they took a lot of things as booty. The Sultan then went to Tiberias, took up his quarters there, laid siege to the town and occupied it by force of arms ... The Franks gathered to meet the Sultan, and the battle of Hattin took place ... The two armies met and the fighting between them was very hard ... And Allah helped the Muslims to be victorious, they surrounded the Franks on all sides and destroyed them, killing and capturing them. The group of prisoners included the great king of the Franks, the prince Reynald, lord of Kerak, the lord of Jubail, Humphrey, the son of the Humphrey, the grand master of the Temple and a lot of Hospitallers. From that time the Franks never managed to invade Syria.

Source 6C Translation from *A History of the Crusades* written by Arab historian Sihab al-Din, c. 1345.

... our leaders were grief stricken when they received reports that the Turks in many areas mutilated and killed our pilgrims. They dispatched some knights who carefully combed the place for Turks, and after discovery of them our men pressed close and attacked ... The Christians killed many of the enemy and led the captives before a gate of Antioch, where they decapitated them so as to bring sorrow to the Antiochians. Now before Christmas grain and all victuals became very scarce. But we were afraid to stray far, and we found no food in Christian lands, and no one had the courage to forage in Saracen lands without a large host.

Source 6D Extract from an eyewitness account of the Battle of Antioch during the First Crusade, by Peter Tudebode, written c. 1111.

Impact of the Crusades

It is difficult for historians to work out how many people died as a result of the Crusades. Estimates vary from two million to six million.

One of the most important effects of the Crusades was the opening of contact and trade between East and West. Ideas, learning and goods from the East became available in Europe. Muslim advances in medicine and mathematics spread to Europe. Arab architects used European engineering and building techniques. However, many of the invaded peoples were killed just because they were not Christian. Their stories are not often told as part of the Crusades.

Some historians also believe that the Crusades began to weaken the European feudal system. As lords sold their lands to raise money to go on a crusade, or never returned to their lands, their power weakened. Commerce in towns was needed to supply the armies of the Crusades and this may have influenced the growth of many European towns.



Source 6E The Cockhorse Regiment: a group of children who took part in the Children's Crusade of 1212.



Source 6F *Procession of the Crusaders Around Jerusalem*, painted by Jean Victor Schnetz in 1841

Chronology, terms and concepts

- 1 Define the following terms:
 - a Crusade
 - b Frank
 - c Saracen.
- 2 Look at the map of the Crusades. List the modern-day countries that each Crusade passed through. Use an atlas to help you.
- 3 Read source 6A. Use this source to:
 - a explain the reasons why Pope Urban called the First Crusade
 - b describe what the Pope promised people who went on the Crusade.
- 4 List the reasons why you think the People's Crusade failed and the 'official' First Crusade was successful from the perspective of the Crusaders.

Perspectives and interpretations

- 5 Read sources 6C and 6D. For each source:
 - a describe all of the specific information that historians can learn about the Crusades
 - b explain how it is useful for historians studying the Crusades.

WORKSHEET

Timeline of the Crusades

HIS08WIWK00018



WEBLINK

Children's Crusade

Historical questions and research

- 6 Source 6E is an illustration of the Children's Crusade.
- Use the links on NelsonNet to find out about the Children's Crusade.
 - Use the information that you have found to write an exposition on the question: 'Did the Children's Crusade happen?'. Use at least *three* pieces of historical evidence or sources to support your opinions.

Analysis and use of sources

- 7 Look at source 6F.
- Do you think that it is an accurate picture of the Crusades? Give specific reasons and evidence for your answer using the sources and information in this unit. How might the people in Jerusalem have felt?
 - What do you think the person who created the source wanted their audience to think about the Crusades? Give reasons for your answer.

Explanation and communication

- 8 Create a script for a podcast on the impact of the Crusades from the perspectives of both the Crusaders and the people invaded. Your script should include information on:
- short-term results
 - impact on Jewish and Muslim communities
 - long-term results.



UNIT 7: SIGNIFICANT INDIVIDUALS

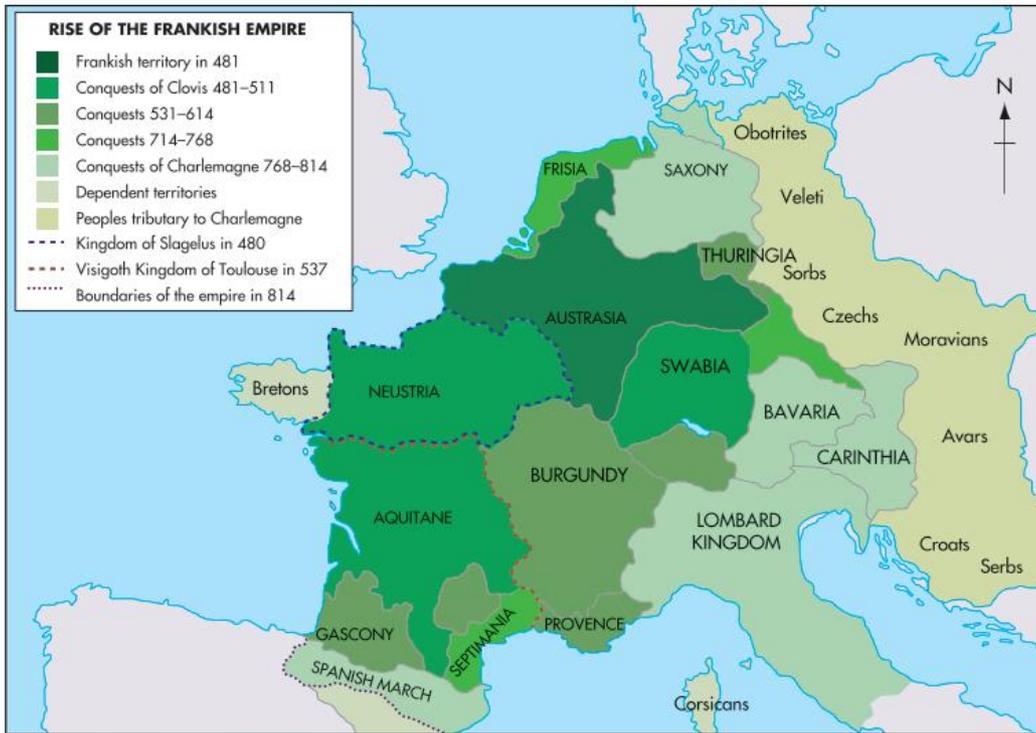
CHARLEMAGNE

Charlemagne, or 'Charles the Great', was born in 742. He became the most powerful ruler in Europe and it is believed that he developed the feudal system. His father was Pepin the Short, King of the Franks. When Pepin died in 768, the kingdom was divided between his two sons, Charlemagne and his brother Carolman. When his brother died suddenly in 771, Charlemagne ruled on his own.

Under his rule, the Frankish Kingdom became the biggest and most powerful in Europe. Pope Adrian V was in conflict with powerful groups of Italian nobles. After he was attacked, the Pope fled to the Frankish Kingdom and asked Charlemagne for help. Charlemagne invaded the Italian states, defeated the rebels and took their lands. The Pope crowned Charlemagne the Emperor of Rome in 800. This made Charlemagne the most powerful person in Europe.

Charlemagne is given credit for developing the feudal system. He rewarded his closest supporters by giving them huge pieces of land. These supporters then divided up their lands for their supporters.





The Frankish Empire, 481–814

The period of Charlemagne's rule is known as a time when art, culture and learning flourished. Charlemagne had great admiration for education. He set up many **scriptoria**. It is thanks to Charlemagne that we can read many of the writings of ancient Rome. If he had not done this, they probably would have been lost. Although he had not been educated, he ordered that his children and grandchildren, both girls and boys, have the best education possible. He even took lessons in grammar, arithmetic and astronomy. Charlemagne set up schools with a set curriculum. He also attracted leading writers and thinkers to his court and encouraged art and music. Charlemagne died in 814.

scriptoria

Places where books were copied by hand

He was heavily built, sturdy, and of considerable stature, although not exceptionally so, since his height was seven times the length of his own foot. He had a round head, large and lively eyes, a slightly larger nose than usual, white but still attractive hair, a bright and cheerful expression, a short and fat neck, and he enjoyed good health, except for the fevers that affected him in the last few years of his life. Toward the end, he dragged one leg. Even then, he stubbornly did what he wanted and refused to listen to doctors, indeed he detested them, because they wanted to persuade him to stop eating roast meat, as was his wont, and to be content with boiled meat.

Source 7A A description of Charlemagne, written around 817

From the lands where the sun rises to the western shores, people are crying and wailing ... all Christians are stung with mourning and great worry ... the young and old, glorious nobles all lament the loss of their Caesar ... the world laments the death of Charles ... O Christ ... grant a peaceful place to Charles in your kingdom. Alas for miserable me.

Source 7B Extract from a letter written by a monk at the time of Charlemagne's death



FAST FACT

When he became king, Charlemagne could not read or write. According to his biographer, he tried very hard to learn to write and practised every night, before going to bed, on wax tablets hidden under his pillow. Despite his hard work, Charlemagne was never able to write properly, leading some historians to believe that he was dyslexic.



Source 7C

Pope Adrian I meeting Charlemagne, from the *Chronicles of France*, Paris, 1493

Chronology, terms and concepts

- 1 Name the modern-day countries that were part of the Frankish Empire.

Analysis and use of sources

- 2 Read source 7A. Use this source and the information in this unit to design a personality profile of Charlemagne.
- 3 Which sources suggest that Charlemagne was a popular leader? Write a step-by-step explanation of how you would go about finding out if these sources were accurate.
- 4 Describe the relationship between Charlemagne and the Christian Church.
 - a Explain which sources you used for your answer, and why.
 - b Give evidence from the source or sources for your answer.

Explanation and communication

- 5 Imagine that you are a reporter for the *Frankish News*. Write an article for the newspaper or its blog that is a tribute to Charlemagne after his sudden death. Use the information in this source and your own research, using the weblinks on NelsonNet.

WEBLINK

Charlemagne

HILDEGARDE OF BINGEN

In a time when most women did not learn to read or write, Hildegarde of Bingen was a woman who wrote plays, religious works, music and books on medicine. She gave advice to bishops, popes and kings at a time when women did not play a role in public life. She is the first composer of music whose name we know.

Hildegarde of Bingen was born in Germany to a noble family in around 1098. She was the tenth child and her parents dedicated her to the Church at birth. This was a custom in medieval Germany, often because families could not feed so many children. At the age of eight, she was sent to live with an anchoress called Jutta to begin a religious life.

Instead of entering a convent and becoming a nun, an anchoress spent her life shut in a small room built on the side of a church. There was a small window so that she could follow church services and also a window for food to be passed in and waste to be passed out. An anchoress spent her days praying, meditating or doing crafts for the church. People would often go to the anchoress for advice. Jutta was a famous anchoress, known for having visions, and noble families sent their daughters to her. A small community of nuns grew around Jutta in her tiny cell.

anchoress

Woman who dedicated her life to God



FAST FACT

When a woman became an anchoress, a special ritual was held. It was actually her funeral ceremony, symbolising the fact that she was now dead to the world. In some places, the anchoress was walled in and never left her room. Before she entered the room, her grave was dug in the room to remind the anchoress that she was preparing for her life after death.

Source 7D

An illumination from one of Hildegarde's books, *Liber divinatorum operum simplicis hominis* (*Book of Divine Works*), published c. 1173, shows her receiving a vision.

Hildegarde worked for Jutta until her death, when Hildegarde was 38 years old. She was chosen by the other nuns to be their leader and moved them to another town where she set up a separate convent in 1150. In 1165, she set up a second convent. During this time, she wrote religious songs and music as well as a play called *Ordo Virtutum (Play of Virtues)*. She developed a philosophy of religion based on the belief that people were the most important part of nature and everything else was put into the world for them to use.

Hildegarde wrote books about the visions that she said she had experienced since her childhood (source 7G). She wrote a book about natural science and another about illnesses and how to cure them. Her religious books became well known and were published all over Europe during the Middle Ages. She travelled around Germany preaching to priests and ordinary people, which was extremely unusual for a woman at this time. Many priests, abbots and abbesses wrote to her for advice. She was also in contact with the emperor of Germany and the Pope, giving them her opinions on religious matters. By the time Hildegarde died in 1179, she was one of the most influential and respected people in Germany.

And it came to pass ... when I was 42 years and 7 months old, that the heavens were opened and a blinding light of exceptional brilliance flowed through my entire brain. And so it kindled my whole heart and breast like a flame, not burning but warming ... and suddenly I understood of the meaning of expositions of the books...

Source 7E Extract from Hildegarde of Bingen, *Scivias (Know the Ways of the Lord)*, c. 1151

Hildegarde took a variety of sources and developed new knowledge ... Hildegarde's life and work shows that in the early Medieval world 'thought' was still an active process ... she developed a ... science of nature and medicine.

Source 7F Extract from *Hildegarde's Medicine: a Systematic Science of Medieval Europe* by Kevin Anthony Hey (2008)



Source 7G Engraving of Hildegarde by W Marshall from *Fuller's Holy State*, 1648



Chronology, terms and concepts

- 1 Create an illustrated timeline of the important events in Hildegarde's life.

Analysis and use of sources

- 2 Look at sources 7D, 7E and 7F. For each source:
 - a describe what you learn about Hildegarde
 - b describe the perspective of the source towards Hildegarde.

Perspectives and interpretations

- 3 Imagine that you are one of the nuns who were with Hildegarde when Jutta died. Write a letter to another nun. The purpose of your letter is to convince her to vote for Hildegarde to be your new leader.

Explanation and communication

- 4 Sometimes, the time of the Middle Ages is called a 'Dark Age' where the arts and learning were forgotten. Do you agree? Use the sources and information on both Charlemagne and Hildegarde of Bingen to write a balanced opinion on this question.
-

WEBLINK

Medieval women

WORKSHEET

Write an obituary

HIS08WTWK00019

MAKING

PUZZLE SHEET

Medieval Europe crossword

HIS08WIPS00110

INTERACTIVE

Medieval Europe word match

HIS08WIIN00142

INTERACTIVE

Medieval Europe crossword

HIS08WIIN00141

Looking deeper

- 1 Create an illustrated timeline of the most important events of the medieval period.
- 2 Write a report on the changes in warfare that took place during the medieval period.
- 3 Write a role-play between people who belonged to each of the different groups in medieval society. In your role-play each person has to:
 - a describe their role
 - b describe their rights and responsibilities
 - c describe the benefits and/or disadvantages of being in this group.
- 4 Research and make a model of an artefact from the medieval world. You could choose housing, weapons, castles, armour, clothing, food or games.

Going further

- 1 Find out more about the developments in technology and inventions of the Middle Ages. Use this information to create an illustrated worksheet that is designed to help other students in your year-group learn about them.
- 2 Find out more about some of the important groups of people in medieval Europe:
 - a the Anglo Saxons
 - b the Normans
 - c the Franks
 - d the Lombards.

Use the information you have found to create a series of information posters on each group. Each poster should include a map showing where each group lived and ruled.

- 3 The Byzantine Empire was an important part of Eastern Europe during this time. Find out about the history of this empire. Use the information that you have gathered to create a storyboard or script for a short documentary on the Byzantine Empire. Your script should include:
 - a a timeline of the most important events that took place in the Byzantine Empire during this time
 - b a description of the government and social structure of the empire
 - c an important or interesting person from the Byzantine Empire.
- 4 Hildegard of Bingen was not the only medieval woman who wrote books on medicine. Use the NelsonNet links to find out more about women and science in the Middle Ages. Use the information that you

CONNECTIONS

have located to design a series of short biographies on the lives and achievements of at least two other women.

- 5 Research medieval crimes and punishments. Use www.warningsigngenerator.com or www.dangersigngenerator.com to design a warning sign about your crime. Be sure to use an appropriate graphic and write a brief warning describing the crime and the punishment that will be imposed if the crime is committed. Print or post the warning sign onto your class blog. Comment constructively on a classmate's warning sign. Reply to any responses you may receive.
- 6 In groups of two or three, use the Internet to find images of siege warfare and the weapons used during a siege. Use www.popplet.com to create a chart of 8–10 weapons and siege warfare tactics used, and to describe the way they were used. Share your Popplet on your class blog and post constructive feedback or a question to another group's Popplet. Be sure to answer any questions you may receive.

Review questions

- 1 Define the term medieval.
- 2 What is another term for the medieval period?
- 3 When did the medieval period begin and end?
- 4 Who was the Pope?
- 5 Describe the feudal system.
- 6 Explain the importance of the Church during this time.
- 7 Were men and women equal in medieval Europe? Use evidence to support your answer.
- 8 What was an oath-helper?
- 9 Describe the different ways that were used to decide if a person accused of a crime was guilty or innocent.
- 10 Describe the differences between the art of the Renaissance and the art of the Middle Ages.
- 11 Why is Charlemagne famous?
- 12 What was a concentric castle?
- 13 How did a person become a knight?
- 14 List the achievements of Hildegarde of Bingen.

QUIZ

Review quiz

IIIS08WIIN00143

WORKSHEET

Middle Ages yll in the blanks

IIIS08WIWK00021

Reflection question

Why do you think medieval punishments were so harsh?

Reflection question

Write a brief statement describing what a siege was and how it took place. Why do you think sieges occurred?

THE OTTOMAN EMPIRE (1299–1683)

Unit 1 Geography and environment of the Ottoman Empire

Unit 2 The Ottoman way of life

Unit 3 Culture and cultural achievements

Unit 4 The fall of Constantinople

Unit 5 Trade and the economy

Unit 6 The power and role of the sultan

Unit 7 Law and religion

Unit 8 The role of the military

Unit 9 Significant individual

Between 1299 and 1683, the Ottoman Empire was the centre of the world. It was at its greatest from 1520 to 1566, under Suleiman the Magnificent. Territory from Hungary to Baghdad and from Aceh to the Straits of Gibraltar came under Suleiman's control or influence, together with the trade routes between the Eastern and Western worlds. This was at the expense of the newly expanding European countries and the ports of Portugal, Spain and Venice, and had an enormous influence on the development of Europe. In the context of world history, the Ottoman Empire began at the end of the Crusades and ended when Ottoman expansion was finally stopped outside Vienna in September 1683.

Ottoman culture combined Turkic, Arabic, Persian, Byzantine and European elements that slowly moved towards an Ottoman style. Constantinople developed as the centre of Islamic and Ottoman learning. The translation of books from the Jewish, Greek, Roman, Chinese and Indian traditions into Arabic brought knowledge of the sciences, such as astronomy, chemistry, mathematics and medicine, and literature, music and art into the new centres of learning established in the major cities. Ottoman knowledge and developments, especially in astronomy and mathematics, also flowed to European cultures. The Ottoman Empire allowed the sharing and development of knowledge from many traditions.



4

□ **1299–1326**

Reign of Osman I, first sultan of the Ottoman Turkish Empire



□ **1413**

Civil war resolved by Mahomet I, son of Bajazet I



□ **1453**

Constantinople captured



□ **1402**

Bajazet I's defeat by the Mongol warlord Timur the Lame led to a short period of civil war

□ **1396**

□ Bulgaria taken over

□ **1371**

□ First success for the Ottomans in the Balkans in Europe

□ **1499**

□ Venetian fleet destroyed, opening the way to Europe

□ **1456**

□ Athens captured



□ **1516**

Egypt, Syria and Palestine became Ottoman,
Selim I became the first Caliph of the Ottomans

□ **1521**

Suleiman the Magnificent became sultan



□ **1683**

Second siege of Vienna failed

□ **1699**

Ottomans were pushed back to the
Dardenelles with only a toehold on
Europe which they held until 1923



□ **1619-81**

Ottomans struggled to hold onto
their European territories

□ **1566**

Suleiman killed during a surprise
raid by Hungarian soldiers

□ **1526**

Hungary overrun; the empire now at its
largest and strongest

□ **1523**

Rhodes attacked and the crusader knights
there forced to retreat to Malta



WORKSHEET

Scrambled events

HIS08WIWK00103

Chronology, terms and concepts

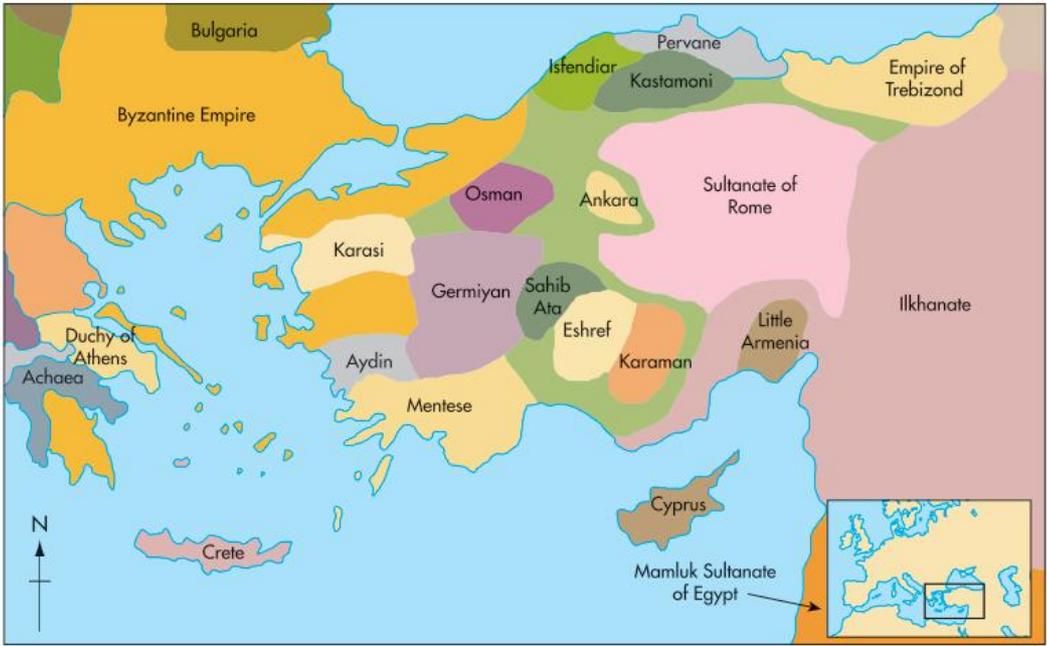
- 1 To what extent, or how far, does the timeline support the written opening text? In your answer write about specific places and events mentioned in each one.
- 2 Suleiman's reign can be seen as a 'fascinating time of change'.
 - a Go online and research the period 1520 to 1566 in the context of world history and find out what other significant developments were occurring then.
 - b Create a historical text in the form of a chronological table, or a more detailed timeline, or a poster, onto which you put the people, events, inventions and other facts you discover. *Note:* whatever you create should show the whole period and ideas from across the world in one view, so that it can be seen in the context of world history and not just European or Asian or American history.

UNIT 1: GEOGRAPHY AND ENVIRONMENT OF THE OTTOMAN EMPIRE

The geography of the Ottoman Empire was extraordinarily diverse. Initially based on the old Byzantine, or Eastern Roman, Empire, it eventually covered an area of more than five million square kilometres. Its territory, inherited from the Byzantines, included deserts in North Africa, coastal ports along the southern, northern and eastern shores of the Mediterranean Sea, vast farming lands around the Black Sea and the Fertile Crescent and the major mountain ranges of the Caucasus, the Taurus and Balkans. By the time of its greatest extent under Suleiman the Magnificent it also controlled vast farming lands in southern central Europe, the coastal plain on the southern shore of the Mediterranean Sea to Algeria, and both sides of the Red Sea.

The political environment of the Ottoman Empire was equally diverse as can be seen in the map of the Byzantine Empire. The slow collapse of the Byzantines had led to the development of independent states within their territory and, when the Ottomans began their rise, they had to face the challenge of a group of independent states including the Seljuk Sultanate of Rum (Rome), the Ilkhanate of the Mongols, the Empire of Trebizond and the Mamluk Sultanate of Egypt. As a result of the existence of these states, the religious and cultural environment of the Ottoman Empire was also diverse. Religions included Islam, Christianity (both Roman Catholicism and Eastern Orthodoxy), Judaism and other minor religions from the Middle East including Zoroastrianism. Languages were also diverse and included Turkish, Arabic, Berber, Greek, Hebrew, Kurdish, Latin, Persian, Aramaic and many others.





The Byzantine Empire and surrounds c. 1300, showing the different ethnic groups and political divisions



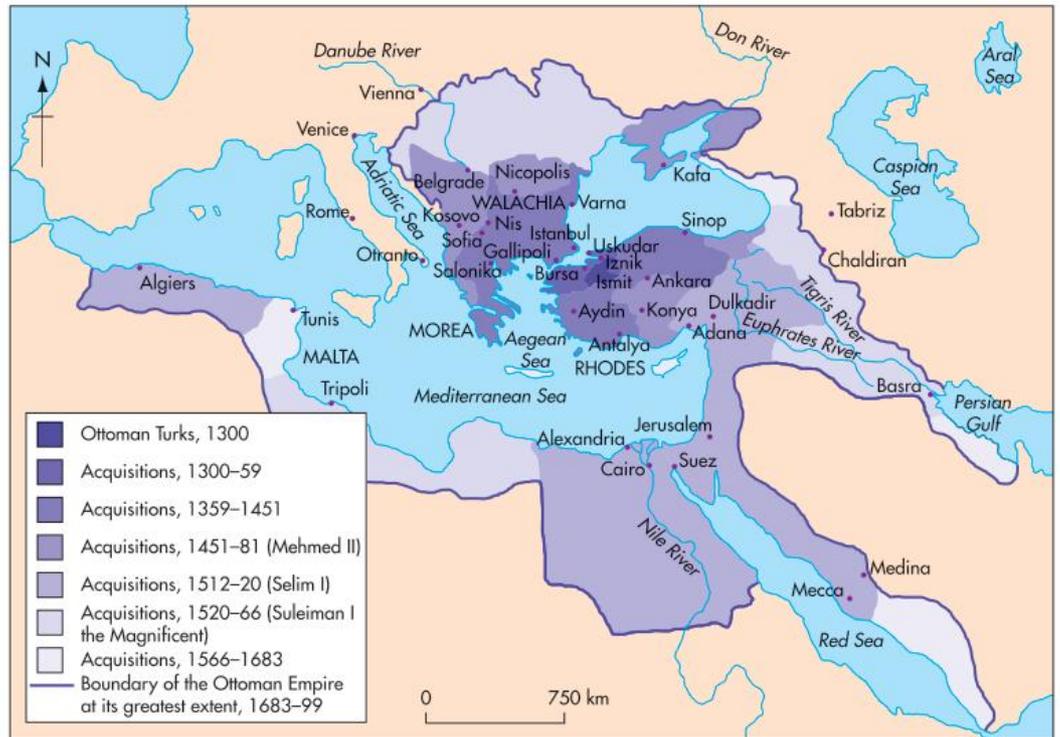
Source 1A Oasis in the desert



Source 1B Medieval walled city of Dubrovnik on the Adriatic Coast



Farming country around the Mediterranean



Map of the Ottoman Empire at its greatest extent under Suleiman

SKILLSHEET

Identifying the origin and purpose of primary and secondary sources

HIS08WISS00106

Analysis and use of sources

- Maps can be very useful sources for historians but historians must be careful what types of questions they ask when looking at maps. Which of the following historical questions cannot be answered by an historian using these maps? (*Hint: only three questions can be answered using the two maps.*)
 - What territory was conquered by the Ottomans after the 14th century?
 - How did the ethnicity of the empire change after the reign of Mehmed II?
 - Why did Suleiman capture Basra on the Persian Gulf?
 - Who conquered Algeria?
 - When did the Ottomans gain control of Mecca and Medina?
 - Where did the Ottomans establish their first capital?
 - What motivated the Ottomans to expand their empire?
 - How long did it take the Ottomans to control the Black Sea?
 - To what extent did the Ottomans control the Mediterranean Sea?
 - For how long did the Ottomans control Algiers?
- Write out ten historical questions that can be answered using these maps. Remember that the question 'why' cannot be answered from the information on maps. However, 'who', 'what', 'when', 'where' and 'how' questions can be answered from the information on maps as long as the questions refer specifically to the content of the maps. Your teacher may give you some hints.

UNIT 2: THE OTTOMAN WAY OF LIFE

Ottoman society

Turkic Ottoman society was an urban society. The cities were thriving commercial and industrial centres. **Sultans** realised that if they wanted to tax people, the people had to be making enough money to be able to pay the taxes. Then the people would remain supporters of the empire. Farming developed and expanded to both feed the urban dwellers and to provide excess for the farmers to sell. This enabled farmers to pay their taxes and buy manufactured goods, supporting both the city and country economies.

At the top of society was the sultan. Just below him, were his male companions who came from a small core of noble families called *askeri*. These companions had grown up with the sultan in the palace school and were always of Turkic background. They were educated by the best **ulema** available and studied together in a *medrese*. The **Qur'an** and **shari'ah** law formed the basis of their learning.



Source 2A

Miniature of Sultan Osman I, founder of the Ottoman Empire



Source 2B Medrese in Aleppo, Syria

sultan

Title adopted by rulers of the Ottoman Empire to indicate their authority or power over the people they ruled. Sultans had no religious authority.

ulema

Legal scholars and teachers

Qur'an

The religious book of Islam

shari'ah

Islamic religious law

A medrese was a school that could be religious or secular, primary, secondary or tertiary. It was only for Muslim boys and young men. Girls in Ottoman society did not attend school. The school was usually associated with a mosque and the **imam** of the mosque led the teaching. Christian converts to Islam attended the *enderun*, or boarding school, where they were taught the same subjects as the Muslim boys but were not permitted to mix with them.

imam

Person who leads worship in a mosque but is not a cleric

janissary

Soldier

castrate

To remove the testicles from a boy or man. Such men were called 'eunuchs'.

harem

Place where the women of the family lived in Ottoman Turkey. It was a forbidden place to everyone else except for the eunuchs and the male head of the family.

FAST FACT

Each major town or city was divided into three districts: one for the Muslims, one for the Christians and one for the Jews. Some remain so today. As Jewish people were often under the special protection of the sultans or the local nobility, they sometimes occupied the safest place, in the centre of town.

Below them were the *rayah*, or the rest of society, whether conquered people or not, whether of European, Turkic or Arabic origin and whether Christian, Muslim or Jew. If they were not part of the *askeri*, they were *rayah*.

Although the Christians and Jews were allowed religious tolerance under the Ottomans, they were also suppressed in some ways. They could not possess or carry weapons of any sort. They were more heavily taxed than Muslims. Christians also had to allow their male children to be taken in the *devshirme*.

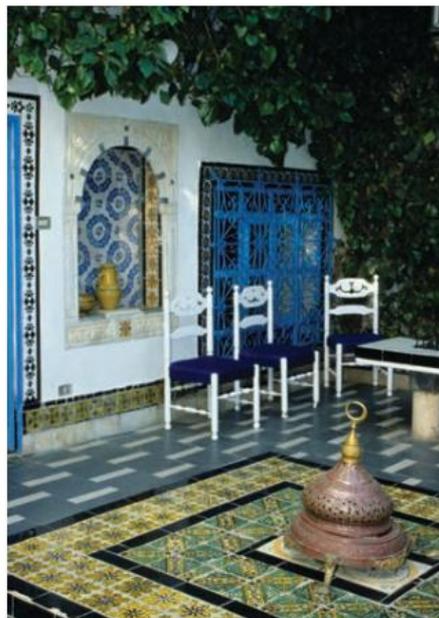
The *devshirme* was the regular round up of Christian boys usually under the age of 10. They were taken to become *kul* (converts to Islam) and slaves to the sultan. They would act as his bureaucracy (the brightest boys), his religious officials (those most committed to Islam), his **janissary** corps (the strongest boys), and his palace servants (the rest, some of whom were **castrated** to work in the **harem**).

Houses

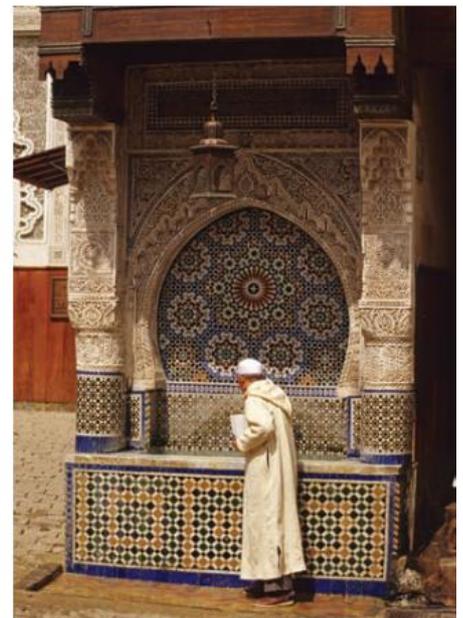
Houses were usually built around a central courtyard, with blank walls and strong doors facing the street (see source 2C). This structure was designed to provide privacy for the family and to keep the noise and dirt of the outside streets from coming into the house. It began as a defensive structure but remained as the traditional style. The houses were usually plastered and painted in a pale colour, to reflect the heat in summer and keep the inner rooms and courtyard warm in winter. Wealthier households, like the one in source 2D, had a well or a fountain in the middle of their courtyard. Poorer households relied on the water from public fountains found across the towns and cities (see source 2E).



Source 2C Typical entry to a house in a walled Ottoman city



Source 2D Inner courtyard in a wealthy house today. This building style has not changed much since the Ottoman Empire.



Source 2E Public fountain

The bazaar or 'souqs'

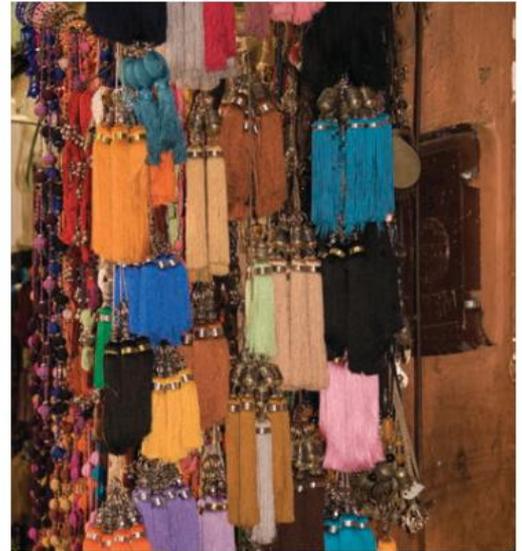
The bazaar, with its **souqs**, was the centre of every walled town with the Great Mosque at its core. Around the mosque lay the souqs of the various crafts and industries. The people lived above or behind their shops. The cleanest crafts, such as the perfume makers, the goldsmiths and silversmiths, were closest to the mosque. Furthest away were the dirtiest, such as tanning, leather making and dyeing. In-between, were the woodworkers and instrument makers, the cloth and silk weavers as well as the merchant traders. Outside the walls were the peasants who brought their vegetables, meat or handicrafts to sell to the townspeople. Each stall displayed its goods. For example, the silk weavers would display their tassels as shown in source 2G.

souq

Separate streets given over to the specialist trades in a bazaar, e.g. the silk weavers' souq or the woodworkers' courtyard



Source 2F A souq today

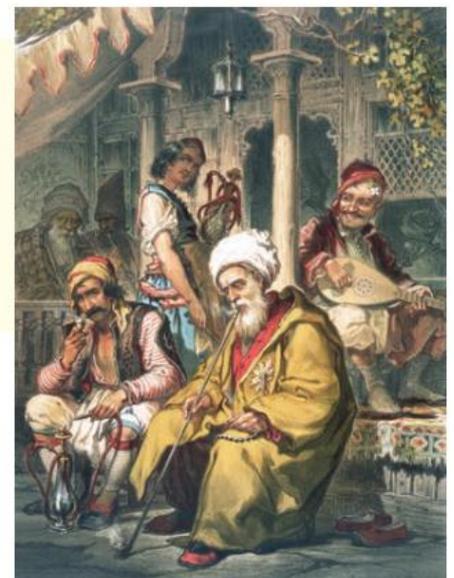


Source 2G Tassels at a silk weaver's stall

Marriage, having children and setting up a separate, taxable, household that made both men and women 'adults' in the eyes of Ottoman law. Men and women who remained unmarried lived 'outside' society as they did not contribute to either the population or to the economic activities of society. They were often shunned and ignored. Single people also became the target of malicious gossip, criminal proceedings and accusations of social crimes, in an effort to force them to conform to society's expectations.

Men and the coffee house

By the middle of the 16th century, coffee houses had spread to nearly all parts of the empire. Coffee was traded from Ethiopia to Istanbul. Initially considered a medicine, it soon came to be a socially acceptable drink over which men met and socialised in the bazaar, listening to poets and music, playing chess and other board games and discussing the day's events.



Source 2H

Drawing of a Turkish coffee house by Amadeo Preziosi, 1858

hamam

Public baths

WORKSHEET

Ottoman way of life

HIS08WIWK00024

Women and the hamam

Muslim society expected a very high level of cleanliness and provided public fountains for people to use before attending the mosque or prayers. Towns and cities also provided public baths, called **hamam**, for men and women to use for the same purpose.

The hamam also provided a place for women to meet outside the house. Young Muslim women lived an enclosed life in the house, with little opportunity to socialise. Older women, widowed, or beyond marriageable and child-bearing age, sometimes acquired freedom, but it was very limited. The hamam was a place where women could throw off their veils and be themselves, and have some freedom to make friends and socialise without fear of criticism or complaint.



Source 21 Inside a *hamam* in Isfahan, Iran

Knowledge and understanding

- 1 List the advantages of having a wealthy society for:
 - a the sultans
 - b the urban dwellers
 - c the farmers.
- 2 Although the devshirme helped the sultan to run the empire from the capital city, what effect would the removal of these boys have had on the countryside?



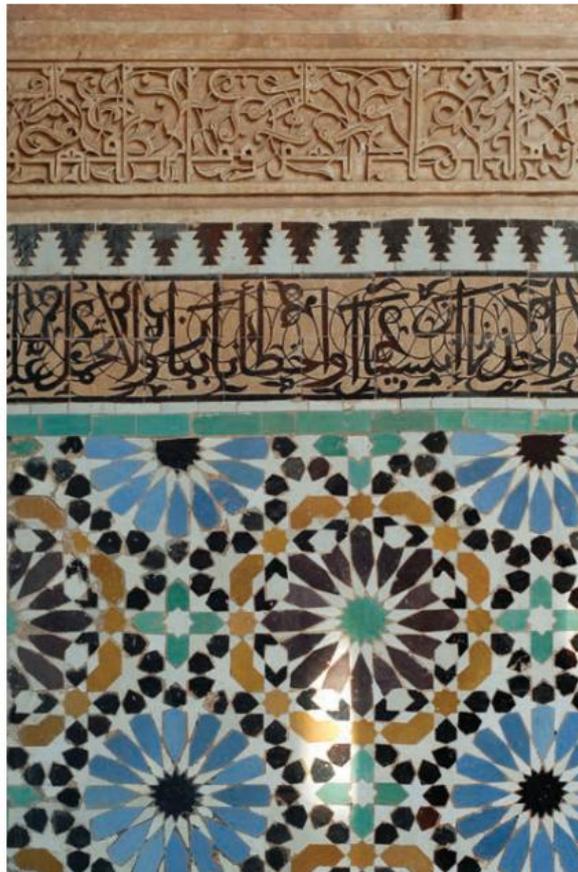
Explanation and communication

- Use a computer program such as Inspiration and the information in the text to create a diagram showing the relationships between each part of Ottoman society. Clearly label all parts and use colour to reinforce your ideas. This diagram will take some thinking and will not fall into the usual triangular design. You must include the connections between the conquered people and the government; the connection between the Christians and the Jews and the government, and the different relationships the Turkic people had with the government, compared to the conquered Arabs. Print out your finished task and display it in the classroom.
- After discussion with your teacher, and using the information from this section of the text, create a website or a series of webpages using Weebly, Webs or Doodlekit, or a similar program, showing what it would have been like to have lived in an Ottoman town of this period. In your answer, make sure that you refer to the lives of both men and women, and that you include at least one piece of information from each of the sources 2B to 2I. Go online to find images to support your ideas. Remember to reference them.

UNIT 3: CULTURE AND CULTURAL ACHIEVEMENTS

The multicultural make-up of Ottoman society led to the development of a distinctive artistic style. Early Muslims were forbidden by their religion to portray living things in their art. So painters, ceramic artists, manuscript illuminators, metalworkers, weavers, architects and woodworkers instead turned to intricate geometric designs and **calligraphy** to display their crafts (see source 3A).

Influences came from all the lands conquered by the Ottomans and included the Greek Orthodox basilica in Byzantium and the Roman ruins, buildings, mosaics and baths. From Samarkand came the idea of using coloured and shaped ceramic tiles to create the geometric designs found in Ottoman buildings. From China came the tin-glazed blue and white porcelain, to which the Ottomans added red, purple and green to establish the **Isnik** style.



Source 3A Calligraphy and tile mosaic detail

FAST FACT

Over 3000 shapes were used in creating the mosaics. It took an apprenticeship of at least 10 years to memorise how to make each one and how they fitted into the patterns.

calligraphy

Beautiful writing whereby the writer creates a piece of art from the letters being used to form a word, phrase or sentence

Isnik

A city in Western Turkey from which this particular style of pottery emerged and became symbolic of Ottoman pottery

portico

Porch leading to the entrance of a building

colonnade

Row of columns

Later miniature art showed images of the sultans and caliphs but there were very few of these.

Mimar Sinan was Suleiman's favourite architect. He adorned mosques and palaces with slender minarets, or towers, and double semi- or half-domes. His buildings had **porticos**, at the front and inside the front, and **colonnaded** courtyards using single and double arches to support the weight. It all demonstrated the Ottoman style.

The most spectacular Ottoman buildings were the Sulemaniye Mosque complex in Istanbul (source 3C), and the Selimiye Mosque complex in Edirne (source 3B). Both broke with traditional Ottoman architecture, were larger and more complex than any built before them and remained the most outstanding examples of Ottoman architecture for centuries. Each had schools, baths, accommodation and public kitchens within their walls.

FAST FACT

Persian miniature art, adopted by the Ottomans during the 15th century, allowed for the representation of living things, which strict Islamic tradition did not. When creating illustrations for books, later artists depicted early Ottoman sultans in a formal, stylistic manner that was representative of their character and ability rather than reflecting what they actually looked like.



Source 3B

Selimiye Mosque, Edirne, Turkey, built between 1568 and 1574

Sinan Pasha, Suleiman's brilliant architect, invited both Leonardo da Vinci and Michelangelo to submit designs for a two-tiered arched bridge he wanted to build. There is no record of whether they responded. However, this event shows the level of communication between East and West and the willingness of the Ottomans to adopt others' ideas.



Source 3C Süleymaniye Mosque, Istanbul, built between 1550 and 1557, also to Sinan's design

Explanation and communication

- Using the sources and text in this book as a beginning point, research the artistic culture of the Ottoman Empire during this period and create a museum display. If you can from your examples, show how the influences of past and current societies affected the development of the uniquely Ottoman style. In your presentation you should include architecture, painting, mosaics, calligraphy, ceramics and metalwork.

Knowledge and understanding

- In groups of three or four, use coloured paper or cardboard and try to recreate the detail of the mosaic in source 3A. *Hint:* you will need to break down the pattern into its component parts. The simplest way to do this is to scan the image into a computer and display the image on an interactive whiteboard. From there, you can isolate the individual tiles and copy their shapes onto paper. If you cannot use a computer, put the image onto an overhead slide, project that image, and go from there.

WORKSHEET

A virtual tour of the Süleymaniye Mosque

HIS08WIWK00025

UNIT 4: THE FALL OF CONSTANTINOPLE

Constantinople had been threatened, plundered and rebuilt many times but its fall to Ottoman rule in 1453 finally ended the Byzantine Empire and established the Ottomans as the main power in the Middle East. In April 1453, Mehmed II surrounded Constantinople with one of the largest armies ever assembled and, by the end of May, had successfully defeated the last remnants of the Roman Empire, and killed its emperor, Constantine IX. Mehmed II renamed the city Istanbul and it became the capital of the Ottoman Empire.

The medieval map of Constantinople shows it just before it was captured and turned into the Ottoman capital, Istanbul (see source 4B). This map shows how the city was vulnerable. The city was almost surrounded by water, making it vulnerable to the newly developed ship-based cannons. The Byzantines had thought that their seawalls could not be **breached** and had left almost no

breach

To break or be broken

besiege

To surround a city/ place with hostile forces

Constantinople had been under attack by the Ottomans in 1391. It was **besieged** by them again in 1422, but was not finally taken for Islam until 1453 and the storming of the city by Mehmed II.

Source 4A

Constantinople under attack, from Colin Platt's *The Atlas of Medieval Man* (1979) p. 201



Source 4B Medieval map of Constantinople in 1422



defenders there. The new cannons brought the walls down. On the land side, the Lycus River created a gap in the walls where they could be undermined. The walls were also breached with land-based cannons. However, it was only after a long siege that success was claimed by the Ottomans.

After conquering Constantinople in 1453, the sultan claimed that the Ottoman Empire had replaced the Roman Empire as the centre of the world. There were different reactions around the Mediterranean and Europe. The following sources give you some idea of what happened and how people viewed this event.

On the fifth of the month of April, Mahomet Bey came before Constantinople with about 160000 men. On the sixth ... the Turkish Emperor moved with half his force to within a mile of the walls of the city. On the seventh ... he moved ... to within about a quarter of a mile of the walls ... On the twelfth of April ... the Turkish fleet arrived at the harbour ... [they] did not cease at any hour of the day or the night bombarding the gate ... firing their cannon again and again ... all along the length of the walls ... [finally on the 29th of May] at sunrise the Turks entered the city near San Romano, where the walls had been **razed** to the ground by their cannon ... and anyone whom they found was put to the **scimitar** in their rage [or] were all taken and sold as slaves.

Source 4C

Extracts from *Diary of the Siege of Constantinople 1453* by Nicolo Barbaro, a Venetian surgeon who lived and worked in Constantinople at the time.

raze

To cut down

scimitar

Short sword with a curved blade

Why did Constantinople fall?

[The Sultan] surrounded the entire 18 miles [30 km] of the City with 400 small and large vessels from the sea and with 200000 men on the land side ... our defenders amounted to 4773 Greeks, as well as just about 200 foreigners ...

No aid whatsoever was dispatched by other Christians. On the contrary, an official of the Sultan was sent to the Serbian despot Lord George ... to inform the despot that the Sultan intended to march against Constantinople [but] the despot paid no attention to him ... Although it was possible for the despot of Serbia to send money secretly from many places and, similarly, men, did anyone see a single penny? ...

The doge [of Venice] ... was opposed to dispatching aid not because he was inept ... but because of spite and malice.

The Hungarians, however, did dispatch an embassy with the following message to the Sultan: 'Assuming that you had a peace treaty with the City, we also concluded the treaty with you.'

Source 4D

Extracts from the *Chronicon Minus* by George Sphrantzes, a diplomat and ambassador for the Byzantine Empire living in Constantinople at the time.

Drained of its substance by the **Latins** ... the city had really crumbled from within before the Turkish advance.

Source 4E

A modern understanding of why the city fell from historian Fernand Braudel in his three-volume work, *The Perspective of the World* (1984), p. 137

Latins

Italians, mostly from Venice and Genoa



After the event

The fall of Constantinople in 1453, which came as a bolt from the blue, took the Turks to the very heart of the Mediterranean, into a city which might have been tailor-made to dominate the sea ... it was quickly replaced by a new and powerful capital, Istanbul ...

Source 4F A modern assessment from Braudel in *The Perspective of the World* (1984), p. 137

So they entered it, erasing the Bizantine government, opening the doors of Europe for the call of Islam. They recorded a white page in our history ... Heracle [Constantinople] would be liberated ...

Source 4G Br. Muhammad El-Halaby, in his article 'The Liberation of Constantinople' in the journal *Nida'ul Islam*, 14 (1996). He was a modern commentator, writing in Sydney.

SKILLSHEET

Quoting from sources

HIS08WISS00100

Analysis and use of sources; perspectives and interpretations

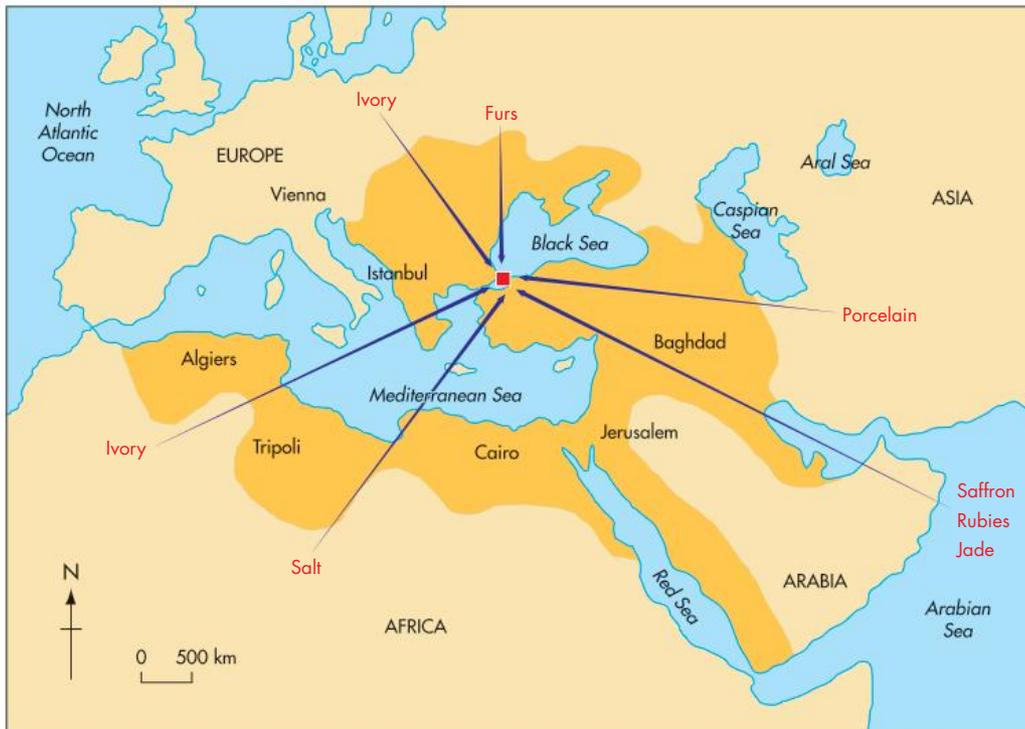
- 1 What do sources 4A and 4B tell historians about the strengths and weaknesses of the city over a long period of time?
- 2 What do the extracts from Nicolo Barbaro (source 4C) suggest was the main cause of the defeat of the city?
- 3 To what extent does George Sphrantzes support Nicolo Barbaro's viewpoint? In your answer consider all the extracts and make a judgement based on how far he supports Barbaro. In your answer consider any alternative views.
- 4 Who does Braudel blame for the collapse of Constantinople? Why?
- 5 In source 4F Braudel calls the collapse of Constantinople 'a bolt from the blue'. Write in your own words what is meant by this expression.
- 6 Br. Muhammad El-Halaby called the collapse of Constantinople 'a liberation'. What is his argument for doing so?





UNIT 5: TRADE AND THE ECONOMY

As you have read earlier in this chapter, successful trade was critical to the survival of the Ottoman Empire. Control of the Black Sea, the Aegean Sea and the Mediterranean Sea meant control of the trade then passing through Venice and Genoa. That trade went from India to Venice through Baghdad and Basra; and from Yemen to Vienna and beyond to Scandinavia, Europe and Russia. As a result, the Ottoman economy was highly complex. The constant movement of materials, and the taxes and tariffs associated with them, were coordinated through the local and district governments as well as the central government. Trade allowed the Ottoman Empire to keep in contact with the countries around it and Ottoman merchants frequently operated as spies.



Special items of trade in the Ottoman Empire, c. 1680

Nothing was too small or insignificant to trade, whether the Ottomans could use it or not. However, there were many especially valuable items. Salt came from the deserts of North Africa. Saffron arrived from India. Rubies came from Burma and jade from China. Furs were shipped from Russia and porcelain was sent back by return. Ivory came from the West African coast and Scandinavia, and found its way to China via Istanbul. Transport took all forms, from the backs of slaves to large dhows sailing on the Nile and around the coasts of Africa and India.

FAST FACT

The most valuable item carried by Ottoman traders was not diamonds or gold, salt, or even saffron, but knowledge.





Source 5A A dhow on the Nile River



Source 5B Camels carrying salt blocks

Knowledge and understanding

- 1 What made trade in the Ottoman Empire complex?
- 2 Why was knowledge the most valuable item carried around the empire?

Explanation and communication

- 3 Go online and find out what the major items of trade were that went into, out of and across the Ottoman Empire. A good starting point is the History World website. Use the link to 'Timelines' and follow from there. This website will give you other ideas to pursue. On a large poster, create a map of the world with Istanbul at its centre. Illustrate the map to show where various items mentioned in this chapter and others found in your research came from, and where they ended up after being traded by the Ottomans.

WEBLINK

History World

diwan

the council

FAST FACT

Ottoman sultans were the first people to use public opinion polling, which they did through the Friday prayers at mosques. The services had an option to pray for the welfare and life of the sultan. Its inclusion meant the mosque supported the sultan. If they left it out, as a sign they were unhappy with the sultan, this would be reported back to him by his 'spies'.

UNIT 6: THE POWER AND ROLE OF THE SULTAN

The sultan was also the Caliph, the 'Earthly leader of Islam'. He controlled the politics of society. His role was to administer *adala* (justice), protect the weakest members of society, and make sure that the people were never affected by bad government, corruption and unfair taxation.

Below him was the **diwan**, the council that controlled a highly centralised government. All members of the diwan were devshirme slaves who could be dismissed without fear or favour. In the diwan, a *grand vizier* (senior minister) controlled the executive activities of the government through lesser viziers.

The *aga of janissaries* (head of the army) attended the diwan when planning for war or if there was infighting within the sultan's family. Lower officials called

beylerbey (leader of the army) and *sanjakbey* (territorial leader) coordinated local governments in the various districts. There was a highly structured bureaucracy centred on the *askeri* (army) and with a very effective system of spies to report any problems back to the central government and the Sultan. Below the viziers were two *defterdars* (treasurers) and two *kaziaskers* (supreme judges).

FAST FACT

The diwan met within the Sultan's palace in the Topkapi **serai**, which was a town within a town, having its own rooms, kitchens, outdoor kiosks, fountains and gardens.

serai

Palace or court



Source 6A

Late 18th-century painting by Konstantin Kapidagli of a reception at the court of Ottoman sultan Selim III in the Divan Court of Topkapi Palace, Istanbul, Turkey. It shows courtiers assembled in strict protocol at the Gate of Felicity, at the entrance to the serai.

Explanation and communication

In pairs, discuss and create a diagram of power based on this text. You could use a mind map or spidergram, thought balloons, a tree of knowledge or any other shape that allows you to include both sides of power and responsibility. Remember that '**power**' can mean many things, and you need to work out what is meant by this term in this context. You might think about the power of making laws, or policing, or even collecting taxes. Remember also that along with power, go other ideas such as **rights**, including safety in trade and travel, respect and recognition of difference in a multicultural society, and **responsibilities**, such as paying taxes and serving in the army when required. So your diagram of power should show power, rights and responsibilities flowing to and from each one. When you are satisfied with your diagram, create a PowerPoint show to explain your ideas.

WORKSHEET

the Gate of Felicity

HIS08WIWK00139

ulema

Muslim scholar who had studied Shari'ah law

fatwa

Decision based on religious points of law

kanun

Secular law

firman

Public notice advising of new law or tax

UNIT 7: LAW AND RELIGION

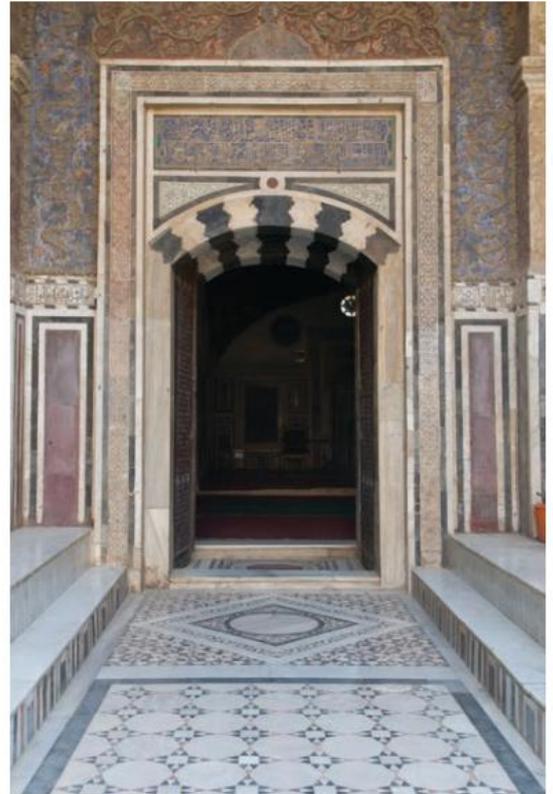
Law and religion were firmly united. Shari'ah was accepted as being more important than state law. The **ulema** played an extremely important role in daily life. Their courts interpreted Shari'ah laws through **fatwas**.

Because the Ottomans had a mix of Turkish and Mongol traditions, as well as their Arabic ideas, they also believed that laws made by the sultan were sacred. This allowed the sultans to create a new set of laws called **kanuns**. Based on the Shari'ah, they were actually independent of that tradition and became an entirely separate set of laws which could be imposed on the conquered territories without requiring the people to convert to Islam. These laws were publicised by the use of **firman**s.



Source 7A

Firman authorising the Capuchin order of monks to travel in the east, c. 1628



Source 7B

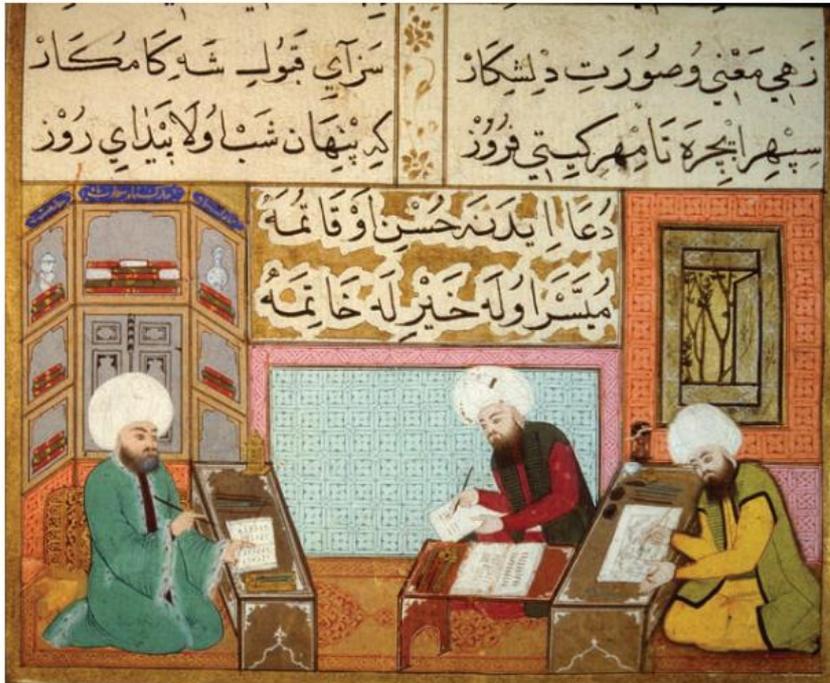
Entry to the inner court of a district chief's house

Shari'ah law is the code of law which derives from the Qur'an or the teachings of the Prophet Mohammed. It is the common set of laws that are used across the whole of the Islamic states and cannot be changed by any ruler.

Anyone, whether of high or low status, had access to the law. They could appeal for assistance to the diwan and be heard, especially if it was a complaint about an official. Capital punishments were applied to bad, corrupt officials. Illegal taxation, forced labour, mistreatment of the peasants and the **billeting** of troops on the peasants without permission, all attracted the death penalty. For lesser crimes, whippings, beatings and hands and fingers being cut off were the usual punishments. Murder was difficult to prove unless there was a witness.

billet

Place for soldiers to sleep



Source 7C

This Ottoman miniature painting c. 1595–1603 shows court painters keeping records

The millet system

Religious tolerance was a very powerful political tool for the Ottomans. By allowing people to continue to worship in their own way, the Ottomans were able to reconcile conquered people to their government quickly and effectively.

To manage this religious tolerance, the Ottomans established the millet system, whereby local religious authorities were appointed to administer their own legal system, to collect and distribute taxation, and to report directly to the sultan. This essentially created separate nations within the empire based on religion, rather than on race or ethnicity, but with all remaining loyal to the sultan.

Christians and Jews were not allowed to wear the Cross or the Star of David, or to show their religion in any way. They were not allowed to build new churches or temples, although they were allowed to use the existing ones, but only for services and not as a gathering place. Male Christians and Jews could not marry Muslim women, although Muslim men could marry Christian or Jewish women. Also, Christians and Jews could not take a Muslim to court unless they had two adult male Muslims as witnesses.

FAST FACT

The Ottoman Empire was perhaps the first truly multicultural empire, as it tolerated religious, cultural and political differences within its people.

Knowledge and understanding

- 1 Which was more important in Ottoman society, Shari'ah law or the sultan's law?
- 2 What was the major benefit for the Ottomans in having laws that were outside Shari'ah law but which supported the religious laws?
- 3 Who had access to the law?
- 4 Why would the Ottomans have banned marriage between Christian or Jewish men and Muslim women?

UNIT 8: THE ROLE OF THE MILITARY

ghazi

Islamic mercenaries, trained and paid soldiers

spahi

Landholder

From the very beginning of the Ottoman Empire, Osman I had used Muslim refugees, fleeing from the Mongols, as **ghazi** to attack the failing Orthodox Christian Byzantine Empire. This had enabled him to expand his territory on the Mediterranean coast and lay the foundations for his empire.

Osman's son, Orkhan, created the janissaries (new soldiers) from boys taken from the conquered territories. They were forced to convert to Islam and train as soldiers totally loyal to the Ottomans. For centuries, the janissaries were considered the finest army in the world and were greatly feared.

Later sultans had professional soldiers, **spahis** and volunteers to fight for the empire. The janissaries were the professional soldiers. The spahis, from the free Turkish population, performed feudal military service. They were usually mounted and made up the cavalry. Infantry were then found from local men who generally volunteered for the army to defend their territory.



Source 8A

Miniature of a janissary (soldier) in 16th-century uniform, by JC Bar, 1789



Source 8B

Miniature of a spahi. The spahis were supervised by the sanjakbeys, and leased their land from the sultan.

War was carefully planned so that the local population would not be financially ruined once it was over. The sultans recognised the importance of local support after the war was over and so needed to keep the local population happy. Suleiman had a permanent army of between 150 000 and 200 000 soldiers, both infantry and cavalry. Before he started a military campaign, Suleiman made sure that all supplies needed by the army had been gathered and stored in accessible places so that the local inhabitants would not have to feed or house this large army. Billeting, food and water were all pre-arranged and paid for by the state. This was a remarkable innovation in the Western world at this time.

Knowledge and understanding

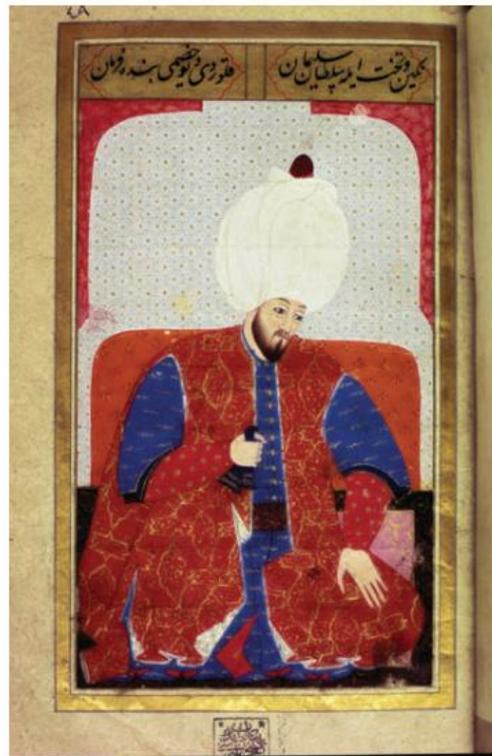
- 1 What is meant by the term 'feudal military service'?
- 2 Write in your own words why war was carefully planned.

UNIT 9: SIGNIFICANT INDIVIDUAL

KANUNI SULTAN SULEIMAN, THE JUST, THE LAWGIVER, THE MAGNIFICENT AND THE CONQUEROR

Suleiman was born in 1494 and ruled from 1520 to 1566. He was one of the most significant individuals to emerge during the Ottoman period. He expanded the empire to control most of Hungary and Eastern Europe; he took over most of the area now called the Middle East, including Egypt, the Red Sea and Yemen; and controlled as far west as modern-day Algeria, including Tripolitania and Tunisia on the southern coast, and Sicily, Nice and Toulon on the European side of the Mediterranean Sea. As well, Suleiman sent expeditions to Aceh to fight the Portuguese, the Dutch East India Company and the Johor (Indian) Sultanate.

To Islamic history, he is Suleiman the Just and the perfect example of what



Source 9A

Miniature of Suleiman I as a young man, from *Semalname*, 1579

FAST FACT

By using calligraphy to form their signatures, medieval rulers were the first people to create a written image of themselves in what, today, we call a 'tag' and use in graffiti to identify ourselves. Begun under the Ottomans, it quickly spread across Europe. Queen Elizabeth I had a very distinctive signature.

WORKSHEET

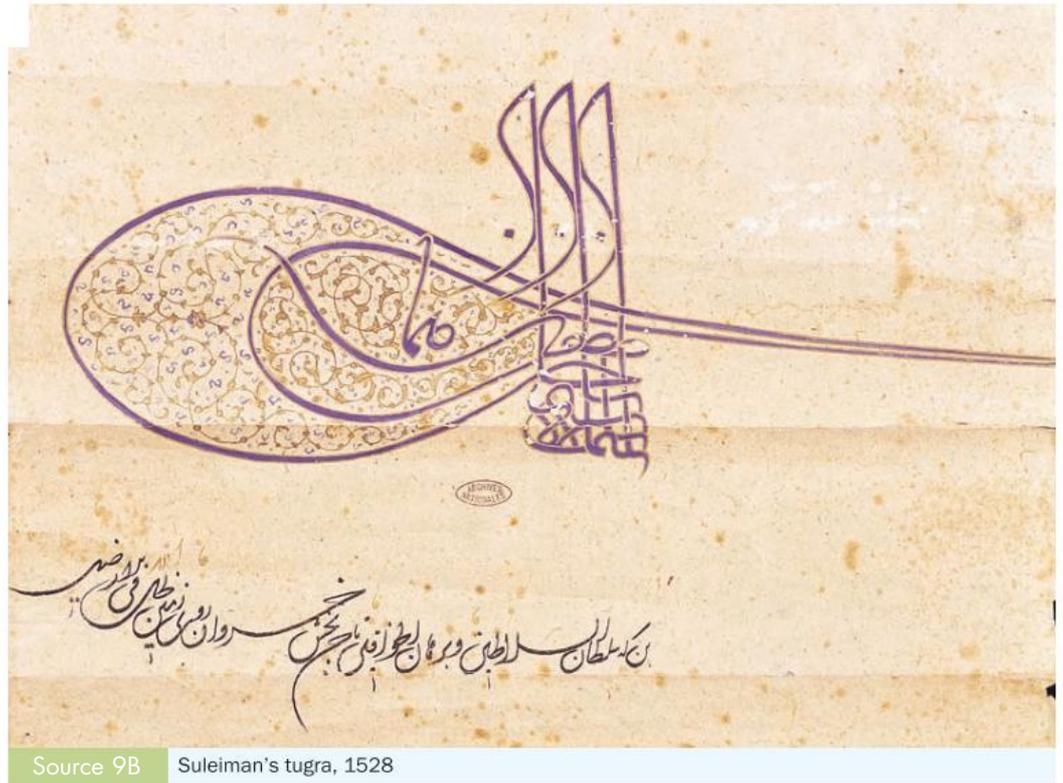
Arabic calligraphy

HIS08WIWK00027

an Islamic ruler should be. He is also the 'Lawgiver', or *Kanuni*. He established the final revision of the collected laws of his forefathers into what became known as the Ottoman laws. These laws remained in place until the 20th century.

The Europeans called him Magnificent because he conquered lands where he wanted to, opposed European expansion and gave support to those he thought would help Islam to expand. In particular, he supported the Protestant countries in their opposition to the Roman Catholic centres of Spain, Portugal and the Italian states. He took his revenge violently when betrayed, which was a very European thing to do and for which he was much admired. He was called the Conqueror for the fear that he caused in Europe. Yet, at the same time, he was benevolent and tolerant to Christian and Jewish people under his control, guaranteeing safe access to Jerusalem for pilgrims.

Suleiman called himself 'Slave of God' and 'His deputy on Earth', but also 'Master of the World' and 'Caesar'. He was the Shah of Baghdad and Iraq, and Sultan of Egypt. Above all, he was Caliph of Islam.



Source 9B Suleiman's tugra, 1528

tugra

Unique signature

Each sultan had his own **tugra**. It gave the name and titles of the sultan and appeared at the top of every law. Every stroke and shape meant something and it incorporated the sultan's name and his motto.



Chronology, terms and concepts

- 1 Why was Suleiman so significant on the world stage of history?
 - 2 Where did the title 'Kanuni Sultan' come from?
 - 3 What connotations are attached to the word 'magnificent'? List as many ideas as you can, beginning with a word such as 'tall'. When you have run out of ideas, share your list with a partner and discuss your choices of words.
 - 4 Now share your word lists from question 3 with the class, writing a combined list on the board. From this list write a description of Suleiman at the peak of his powers.
 - 5 Suleiman called himself a 'slave' but also a 'master'. What does this suggest about his view of his role?
-

WORKSHEET

Sultan Suleiman's titles

HIS08WTWK00026

MAKING

WORKSHEET

Arabic in English
language today

HIS08WTWK00028

WEBLINK

Children & Youth
in History

WEBLINK

Hyeclub Forum

Looking deeper

- 1 Using a dictionary and the Internet, find 10 Arabic words that are commonly used in our language today. Use the Worksheet provided on NelsonNet to complete this task or draw up a three-column table to show the Arabic word, the English word and the meaning of the Arabic word.

Historical questions and research

- 2 Research the life of Mimar Sinan, architect to Suleiman the Magnificent, and show the contribution he made to the life of the people of the empire in a PowerPoint presentation. You should include a picture of him.
- 3 Sultan Suleiman was a scholar in many different fields, including poetry, mathematics and languages. Research his life and find examples of his skills in the different arts. Prepare a poster showing what a well-rounded scholar he was.

Going further

- 1 Create a blog with 20 entries of a man who, as a young boy of 10, was taken in the devshirme from Anatolia, and by age 25, has become a captain of the janissaries. This is an empathy task and must show that you clearly understand the life he would have led, the conditions under which he would have grown and matured, and his hopes and fears.

Your research should begin with the Children & Youth in History website, and then continue with the Hyeclub Forum website. You should then research further, finding out more information before beginning to write. Remember always to Read, Think, Plan and, only then, Write.
- 2 In groups of four or five, research the Ottoman way of life. Use pictures, photos and other images to illustrate aspects of the Ottoman lifestyle. In particular, find images and sources that add to your understanding of the different lives of men and women in the Ottoman Empire. Use www.fotobabble.com to upload your images and to record your explanation of the significant details in the images. Share the link with the other groups by posting the link on your central class blog (be sure to set your fotobabble to 'public!'). Post constructive comments to another group's fotobabble and be sure to reply to any your group receives.
- 3 You are a citizen living in Constantinople at the time of Mehmed's siege. In groups of four or five, create a www.twitter.com feed giving an eyewitness account of the developing story of the fall of Constantinople. Be sure to include details found in sources relevant to the siege.

Reflection question

How did task 3 add to your understanding of the Ottoman way of life? What skills do you think were useful in completing this task?

Reflection question

Which sources were useful in providing details about the siege or about people's point of view at the time? (Be sure to include the source name or URL!)

CONNECTIONS

Review questions

- 1 How long did the Ottoman Empire last?
- 2 Who was the first sultan?
- 3 Who was the sultan during the Ottoman Empire's most significant period?
- 4 How did Suleiman the Magnificent die?
- 5 What different types of geography make up the empire?
- 6 Was Ottoman society essentially agricultural or urban?
- 7 What was the purpose of the devshirme?
- 8 What was the bazaar?
- 9 What is meant by the term 'souq'?
- 10 What roles did girls and women play in Ottoman society?
- 11 Name the two greatest mosques designed by Sinan the architect.
- 12 Why were patterned mosaics used in Ottoman art rather than people and animals?
- 13 Why was trade so important to the Ottomans?
- 14 How did the government function in Ottoman society?
- 15 Why and how were law and religion linked together in the Ottoman Empire?
- 16 What was the millet system and how did it work?
- 17 What role did the military play in government?
- 18 What steps did the Sultan take to make sure that the ordinary people were not affected by war?
- 19 How did the Ottoman Empire fit our modern way of thinking about a multicultural society?
- 20 Why was the takeover of Constantinople seen as a 'fall' on one side but as a 'liberation' on the other?

QUIZ

[Review quiz](#)

HIS08WIIN00146

PUZZLE SHEET

[The Ottoman Empire terms](#)

HIS08WIPS00112

INTERACTIVE

[Ottoman Empire word match](#)

HIS08WIIN00145

INTERACTIVE

[Ottoman Empire crossword](#)

HIS08WIIN00144



RENAISSANCE ITALY (1400–1600)

Unit 1 Life in Renaissance Italy

Unit 2 Social, economic and political features of Renaissance Florence

Unit 3 Developments and achievements

Unit 4 Significant individuals

Unit 5 The legacy of the Renaissance

As trade with Asia and the Middle East developed, many cities of Italy became rich. This wealth spread through powerful city-states, which fought each other for power and land. A new class of people, who had made fortunes from trade and banking, rose to power. They challenged the old feudal ideas and began to spend money on artists, writers and thinkers. The new works that were created began a new age in history, the Renaissance, which spread through Europe and changed the world.





□ **1401**
Ghiberti started to sculpt the bronze doors of the San Giovanni church in Florence (took him 28 years)

□ **1429**
Cosimo de Medici took over his father's bank, within five years had taken control of Florence

□ **1452**
Leonardo da Vinci was born

□ **1456**
First printed book: the Bible

□ **1397**
Giovanni de Medici moved to Florence, and took part in Florentine public life

□ **1450**
First printing press developed in Germany by Johannes Gutenberg

□ **1454**
Peace of Lodi

□ **1453**
Fall of Constantinople encouraged revival of classical learning

□ **1466**
Leonardo da Vinci began his apprenticeship in Florence





1469
Lorenzo de Medici became ruler of Florence

1492
Christopher Columbus sailed to the New World

1513
Niccolo Machiavelli wrote *The Prince*

1525
Francis I became King of France



1600
Italian Renaissance ended

1560
Flemish painter Bruegel painted scenes of peasant life

1564
William Shakespeare was born



1494
Medici family was expelled from Florence by Girolamo Savonarola

1517
Reformation Movement began

1543
Astronomer Copernicus published his theory on the planets

1583
Catherine de Medici, aged 14, married King Henry II of France

UNIT 1:

LIFE IN RENAISSANCE ITALY

Renaissance

A very creative period in history where there was a rebirth of ancient Greek and Roman art, architecture, literature and science.

In this chapter you will investigate how the **Renaissance** began and grew in the city of Florence. The Renaissance was a period in history when there was new interest in the art, architecture, literature and science of the ancient Greeks and Romans. You may have studied one of these civilisations in Year 7. The term comes from a French word *renaissance*, meaning 'reborn'.

It started in the cities of northern Italy, especially Florence, in around 1400, and continued until around 1600. We cannot date the Renaissance more precisely, as changes in ideas only ever occur slowly and gradually. Many historians consider the Renaissance as one of the most creative periods in history. In this depth study we will use Florence as our focus.

People of the Renaissance wanted to learn more about everything. They were curious about the world, nature, science, the human body, art and architecture.



Source 1A St Peter's Basilica, Rome, completed in 1626, shows Classical Greek and Roman influences



... a prince ought to inspire fear in such a way that, if he does not win love, he avoids hatred; because he can endure very well being feared whilst he is not hated, which will always be as long as he abstains from the property of his citizens and subjects and from their women.

Source 1B

From Niccolò Machiavelli's *The Prince*, an influential book during the Renaissance and part of the intellectual questioning about life as it was then. Ed. WK Marriott, London: JM Dent and Sons (1908) pp. 117–18, 129–31

Families

Children in Renaissance Italy lived with their parents and often with their extended family. This included their grandparents, unmarried or widowed aunts and uncles, as well as servants, if their family was wealthy. The father was the head of the family and his wife and children were expected to obey him. In fact, children could only become adults either when their father died or when he went to a judge who declared that they could be independent.

Marriages were often arranged between families to protect and increase the family's wealth and status. When a girl married, her family gave her husband's family a **dowry**. If she had a large dowry, a woman could marry into a family that had a higher status and help her own family to move up in society. After they were married, a woman's role was to look after the household and have children. Girls usually were married by the time they were 17 years old but men were not expected to get married until they were older, often not until they were in their thirties. This meant that women commonly lived longer than their husbands. Because women inherited their husbands' property after his death, they did not have to remarry and many children of wealthier families grew up in single-parent homes.

Although peasant women and the wives of middle-class merchants and shopkeepers often worked or helped to run the family business, they still had to look after the home. Women who did not marry lived with their male relatives or joined a convent.

Education

Boys from wealthy families were educated either at home by a private tutor or at an academy or school. They studied Latin, Greek, history, mathematics, astronomy, music and poetry. They were also expected to take part in physical training and sports such as swimming, archery and wrestling. Boys from poorer families became apprentices. Some were as young as seven years old when they were sent off to learn a trade. Other children, both boys and girls, would begin work as servants.

Girls usually stayed at home and learnt how to run the household. In a wealthy family, girls learnt music, dancing, painting and poetry. Some wealthy families sent their daughters to convent schools, where they stayed until they married. Peasant children simply began working alongside their parents as soon as they were old enough to work.

The poor have no time to improve their minds and are unable to do it.

Source 1C

A quote attributed to Lorenzo de Medici

WEBLINK

Everyday life

dowry

A sum of money or property given upon marriage





Source 1D

A Renaissance table, *The Issue de Table*, a 19th-century reproduction of a woodcut in Christoforo di Messisburgo's *Banchetti Compositi di Vivende*, Ferrara, 1549

Entertainment

As the wealth of the city-states grew, rulers like the Medici used public entertainment to gain popularity. During the 1500s and 1600s, public celebrations became more elaborate and magnificent. There were many public holidays and festivals. One of the biggest and most important of these festivals was Carnival. It was an opportunity for people to celebrate and have a good time before the period of Lent, which was a time of prayer and sacrifice. It was also the time of year when many people got married. Carnival lasted from December 26 until Shrove Tuesday, six weeks before Easter.

In major cities like Rome, Venice and Florence, spectacular processions of elaborately decorated floats were held. These were very expensive, paid for by leaders such as Lorenzo de Medici. There were special performances, tournaments, banquets, races and games. People would often wear masks and elaborate fancy dress to the many street parties and feasts, where they would sing special songs (often

written by their rulers) and sometimes have massive food fights, throwing water, eggs and fruit at each other. According to many sources, the parties could get out of control. Fights often broke out and deaths were common.

FAST FACT

A cookbook published in 1430 includes a recipe called 'Torte of Live Birds'. To make this, you would bake a pie crust and then, after taking it out of the oven, fill it with live birds that would fly out after the crust was broken. This book also describes how to skin a peacock to keep the head, feathers and skin, so that once it was roasted you could put it back together again and the bird would look as though it was still alive.

Carnival came ...
and I was the principal supervisor
of the celebrations ...
and of the football too,
with the trumpeters and footballs and players,
and I had found costumes
of lovely colours ...
and I had provided for towers ...
masks and inventions never seen before,

Source 1E

Antonfrancesco Grazzini (1503–1584) in *Le Rime Burlesche*, 1549

Sports and games

People also took part in physical games and sports. In the towns, people took part in mock battles and fighting. In Venice, *guerra dei pugni*, or wars of the fist, were hugely popular. Hundreds of men would gather on bridges to fight. The goal was to throw as many opponents into the dirty water as possible and take



Source 1F Calcio being played in the Piazza Santa Croce, Florence, in 1969

the bridge. The battles ranged from small-scale fights to battles prepared weeks in advance and held for hours in front of tens of thousands of spectators. In Pisa, the *Gioco dei Ponte* was a similar battle using armour and poles.

Just as popular were ball games, such as *pallone col bracciale* and *calcio*, a form of football. A game of skill and strength was *pome*, where competitors threw a spear, while running, at an apple hanging in midair. Nobles held **jousts** and tournaments, and horse and buffalo racing were also common. During festivals, thousands of people would line the streets of major cities to watch the races. The prize for the winning rider was often a piece of expensive cloth. Another competition, chariot racing, also became popular in the 1600s.

joust

A type of combat where two men in full armour on horseback charge each other with lances

WEBLINK

Calcio Storico

Sports and games

Skills: Identify and locate relevant sources, using ICT and other methods. Locate, compare, select and use information from a range of sources as evidence.

Task:

- Research and collect a range of historical paintings and images detailing the types of sports and games played in Renaissance Italy. Try to find images that reveal the way each game would have been played.
- Use Animoto (www.animoto.com) to make a video presentation of Renaissance sports and games. Use captions to point out various aspects of each image.
- Post the link on your class blog. Watch another student's Animoto video and post a question about their video. Be sure to answer any questions about your video too.

Reflection: What did you learn about Renaissance sports and games from this activity? How did the questions and comments on your class blog add to or refine your understanding of the topic?

WEB 2.0





Source 1G

Fight between Castellani and Nicolotti on the Ponte dei Pugni at San Barnaba, Venetian School, c. 18th century, in the Museo Correr, Venice

Chronology, terms and concepts

- 1 Describe the type of education the following people would have had:
 - a the son of a wealthy family
 - b the son of a farmer
 - c the daughter of a wealthy family
 - d the daughter of a servant.
- 2 What was a dowry?

Analysis and use of sources

- 3 Was Renaissance Italy a place where people were treated equally? Use at least two sources or pieces of evidence to support your answer.

Explanation and communication

- 4 Explain the purpose of public entertainment in the city-states.
- 5 Create a leaflet advertising Carnival. Your leaflet should include:
 - a a program of events
 - b a guide to what to wear
 - c illustrations of the events
 - d advice to help keep people safe.



- 6 What event is source 1G showing? Give evidence from the source and the text to support your answer.
- 7 Look at source 1F. Imagine that you are one of the players in the photo. A journalist has asked you:
- why you take part in this traditional game
 - how you found out about how to play the game, for example, the rules and what to wear.

Write the answers that you would give.

Historical questions and research

- 8 Examine source 1D.
- List all of the information that this source gives you about everyday life in Italy.
 - What social class do you think these people belonged to? Use evidence from the source to support your answer.
 - Find out about the types of food that people ate in Renaissance Italy. Use this information to create a menu for the meals that you think this family would eat in a day. Remember your answer to **b** – you need to find out what types of food this class of people ate.

WORKSHEET

Your life is better than mine

HIS08WTWK00033

WORKSHEET

Italian Renaissance families

HIS08WTWK00035

WEBLINK

Renaissance food



UNIT 2: SOCIAL, ECONOMIC AND POLITICAL FEATURES OF RENAISSANCE ITALY



Main Italian city-states, c. 1494, showing their main cities and the city-states

Italy was divided into small monarchies (kingdoms) and **city-states** that were ruled by nobles (duchies and republics). During the Middle Ages (1066 to 1485), the Church was very powerful but **feudal** kings and lords challenged this power of the Church. As trade developed, cities became wealthier, more important and powerful. The most powerful city-states were Florence, Naples, Milan and Rome. As the cities tried to gain more land, power and wealth, they constantly went to war with each other. Even the Pope, the head of the Church, was an important political figure. He ruled Rome and the city-states called the Papal States.

Florence

Florence was perhaps the wealthiest, most influential and powerful city-state. Today, it is more commonly called by its Italian name, Firenze. Its coin, the florin, became the standard **currency** used throughout Europe. Florence was a **republic** controlled by powerful

city-state

Region ruled by a powerful central city

feudal

A political and social system where power and wealth is based on owning land

currency

Money

republic

State ruled by representatives chosen by the people

WEBLINK

Renaissance Period

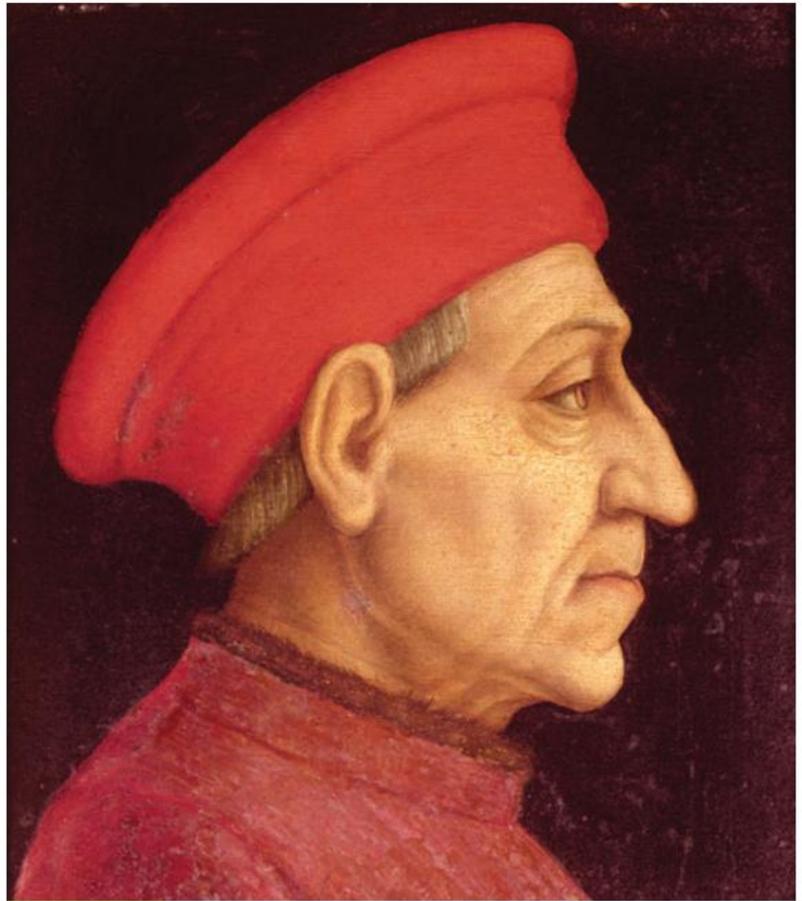


Source 2A The Harbour of Naples by Pieter Bruegel, c. 1558, shows how busy it was with trade

and wealthy families who had made their fortunes through banking and trade. The Renaissance began in Florence, and it became the most important centre for art and learning in Italy. It was also a place of conspiracies, rebellion and fierce political battles, as people tried to gain power and influence.

Much of Florence's wealth came from making and trading cloth. This cloth was made mainly from wool. They bought high quality untreated wool from England and Spain, and sold the finished material all over Europe. The Italians were masters at processing raw wool into yarn and weaving it into cloth. Another industry that flourished in Florence was banking. The early bankers made loans to kings, princes and nobles who needed the money to finance wars and their lifestyles. They also lent money to merchants and were often traders themselves.

By the 1200s, a number of families in Florence were successful bankers and, along with the Medici, were becoming some of the wealthiest families in Europe. They established branches all over Europe and were the bankers for the Pope. Banking was risky, however. The banks owned by two successful banking families, the Bardi and the Peruzzi, failed when King Edward III of England did not repay the huge loans they had given him to finance his war against France.



Source 2B

Cosimo I, Grand Duke of Florence, painted by Angelo Bronzino in c. 1550

Naples

Renaissance Naples, in the south of Italy, was a monarchy. Although officially part of the Kingdom of Sicily, the mainland portion was known as the Kingdom of Naples. In 1442, Alfonso I conquered Naples, and under his rule it became a famous centre of artists and culture.

In 1495, Charles VIII of France conquered Naples, but in 1502, Spanish general Cordoba threw out the French king, and the rule of the viceroys began. Under almost 200 years of peace the city grew to be the second largest in Europe (after Paris).

The economy and culture

Because of increased manufacture and trade, cities became larger, and new classes of people emerged (see the diagram on page 143). Venice and Genoa were on trade routes that linked western Europe with Asia, so they became thriving trading centres. Many Italian ships traded between Europe, England, Scandinavia and even Russia.

FAST FACT

One of the reasons why there was no real banking during the Middle Ages was because people believed that lending money and charging interest, called usury, was a mortal sin. In the view of the Catholic Church, a mortal sin was one that condemned a person to hell after they died.



Before the Renaissance, people bartered with each other. If they had more crops or goods than they needed for themselves, they would exchange their surplus for other things they needed. But in the Renaissance, people began to use money for trading. Many craftspeople, merchants (and bankers) became rich and important in society.

With this wealth they had more spare time to enjoy life: paintings, music, books and beautiful buildings. Very rich people sponsored learning and creative people such as artists, composers and writers.

WEBLINK

[History of Florence](#)

WORKSHEET

[Mind maps](#)

HIS08WIWK00029

Popes

During this time, the Popes were not just leaders of the Roman Catholic Church. Popes came from rich and powerful noble families and could be the most ruthless politicians. When a Pope died, the election of a new Pope in Rome was often a time of political chaos, sometimes even leading to attacks on the city.

Government in Florence

WEBLINK

[Virtual tour of Florence](#)

Source 2C

The Palazzo Vecchio at Piazza della Signora – the place where the guild members met to govern Florence





In the 1450s, Florence was ruled by 21 merchant **guilds**, which met in the Palazzo Vecchio to discuss and make decisions on issues affecting the city. Only guild members were allowed to take part in government and they had to be approved by a special group of officials, called the **accoppiatori**. A council, or **signoria**, of nine men, who served for only two months, ran the city. They were chosen by the accoppiatori by having their names drawn from a leather bag. Decisions made by the council were then passed on to other, bigger councils, which would approve or reject their decisions.

By 1480 this had changed and one family – the Medici family – ruled the city. How did this happen?

guild

Organisation of people who work in the same trade or industry

accoppiatori

Officials who chose the government of Florence

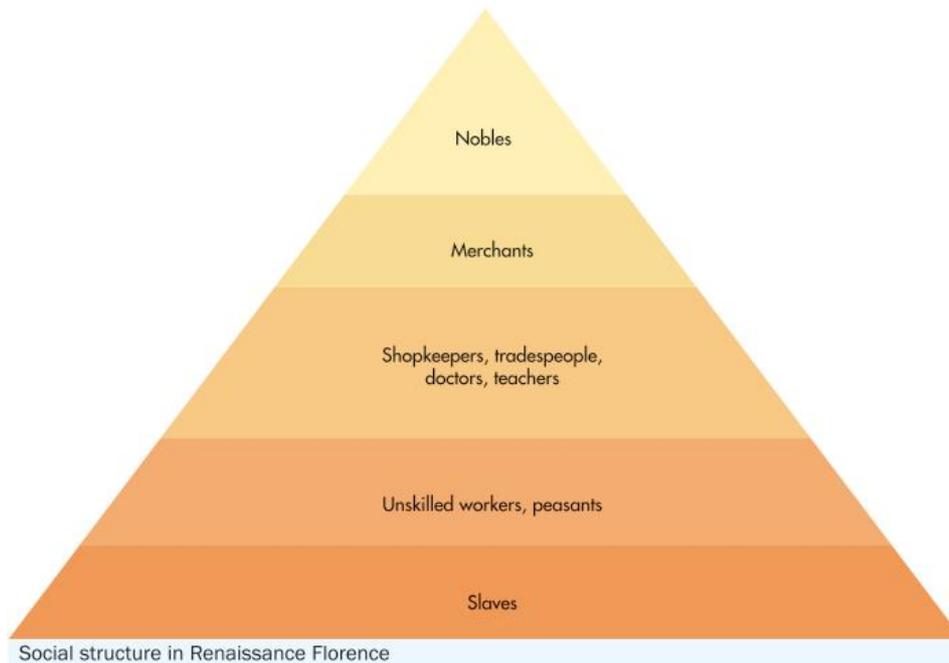
signoria

The council that ran the government of Florence

In peaceful times he [Lorenzo de Medici] often entertained the people with various festivities, such as jousts, feats of arms, and representations of triumphs of olden times. He aimed to maintain abundance in the city, to keep the people united and the nobility honored.

Source 2D Extract from *The History of Florence*, Vol. 1, Book 8, 36 by Niccolò Machiavelli (1469–1527)

Society



There were five main social classes in Florence. The nobles owned much of the land. They lived on large estates outside the city. Merchants were the people who made their money from trade and banking. Many became extremely wealthy and powerful by influencing government and marrying into noble families. During the Middle Ages, most of the wealth of Italy was in the hands of the nobility who had owned most of the land. By the 15th century most of the wealth in Italy was in the hands of the new merchant class who controlled the new source of wealth, trade. They spent vast amounts of money on art and public works. There was a middle class of shopkeepers, tradespeople and professionals such as doctors and

WEBLINK

Life in Florence

WORKSHEET

Florence society

HIS08WTWK00030

teachers. There was also a lower class in the city, unskilled workers who had few rights. Peasants worked on the estates of the nobles. The events of the Renaissance did not affect the lives of peasants, who lived and worked in much the same way as they did in the Middle Ages.

During this time the slave trade was reintroduced to Europe. As the Italian city-states grew, they became one of the biggest markets for slaves. Most of the slaves sold in Italy were from North Africa, Spain, Crete, Cyprus and the Ottoman Empire. Slaves usually worked in houses as servants.



Source 2E

The Triumph of Death, fragment showing beggars, from a fresco by Andrea di Cione Orcagna, 1348, Santa Croce, Florence



Source 2F

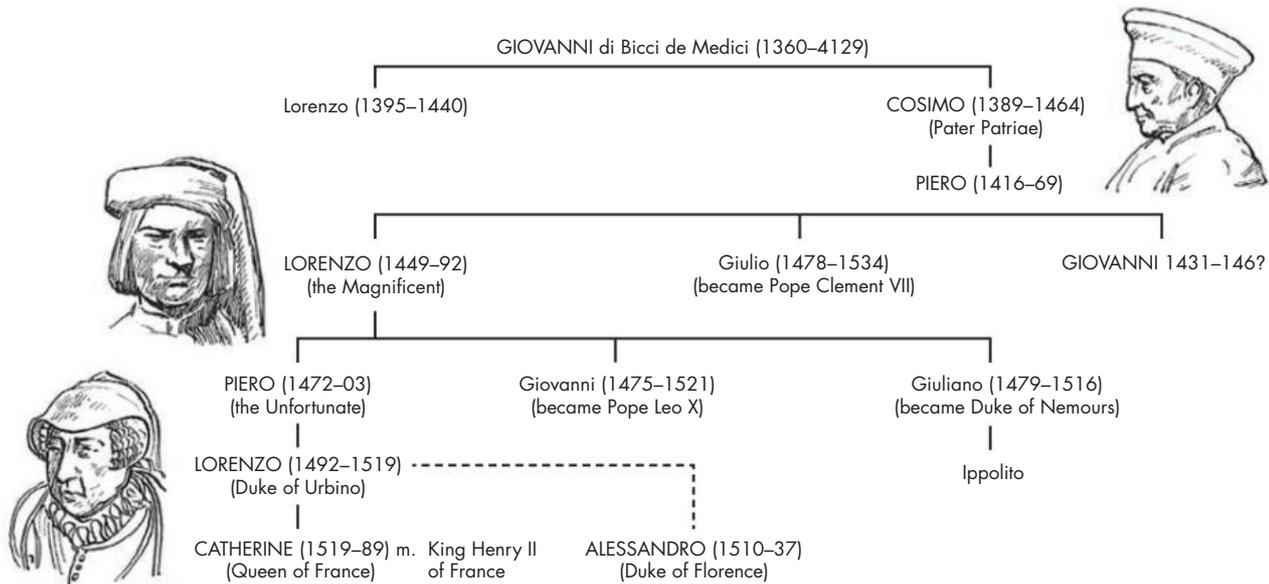
Painting of workers building a hospital, c. 1442–43 by Domenico di Bartolo, at the Ospedale di Santa Maria della Scala, Siena

Who were the Medici?

The Medici family were wealthy bankers. They initially grew powerful when Cosimo de Medici secretly used his wealth and influence to take control of the accoppiatori. After Cosimo's death, his son Piero, and then Lorenzo, dominated the city. Although Florence kept its government, it was completely controlled by the Medici. Anyone who opposed the Medici was expelled from Florence or imprisoned. Nobles were loyal to them because the Medici gave them important positions. They made peace with their enemies by arranging marriages with them.

WEBLINK

The Medicis



The Medici family tree, 14th–16th centuries

The Medici were strong rulers who protected Florence against the other city-states. They made important agreements with other powerful families outside Florence and tried to stop the constant fighting between the city-states. They achieved this in 1454 with the Peace of Lodi, a deal between the five most powerful city-states: Venice, Milan, Naples, Florence and the Papal States.

The Medici family also spent vast amounts of money on the arts, literature and learning. The most famous of the Medici was Lorenzo, Cosimo's grandson. Known as 'Lorenzo the Magnificent', he ruled Florence at the time of its greatest wealth and power. A clever politician who was also interested in learning, art and music, Lorenzo helped to make Florence one of the most beautiful cities in the world and encouraged the artists who began the Renaissance.

Savonarola's revolt

Girolamo Savonarola was a monk who came to Florence in 1489. He preached that people had turned away from God and that politics and art had become **pagan**, evil and corrupt. He burned books and artworks in public. Savonarola criticised the Medici and the Pope and claimed that the people of Florence would be punished if they did not change their ways.

pagan

A term used to describe people who were not Christians



Source 2G

Savonarola burned at the stake, anon., painting from the 16th century, in the Museo San Marco, Florence

**heresy**

Ideas that were against the teachings of the Church

In 1494, Charles VII of France invaded Florence and overthrew the Medici. Savonarola became the leader of Florence and held his biggest public burning, called the Bonfire of the Vanities, in February 1497. His followers went from door to door, taking everything they thought was corrupt – mirrors, fine clothes, cosmetics, art they thought was ‘immoral’, playing cards, gaming tables, musical instruments and books. Savonarola was so successful that even the artist Botticelli, whose works are some of the greatest paintings of the Renaissance, is said to have burned some of his own pictures.

Savonarola, who had already made enemies of the Pope and other powerful political leaders in Italy, soon lost his popularity among the people. Florence suffered because of his opposition to trading and making money. Riots broke out in May 1497 and Savonarola was arrested and tried by the Pope for **heresy**. After three weeks of torture, Savonarola and two of his supporters were burned at the stake in the same place where he had held the Bonfire of the Vanities.

WORKSHEET

The Medici family – heroes or villains?

HIS08WIWK00031

WORKSHEET

Savonarola interview

HIS08WIWK00032

WORKSHEET

The slave trade

HIS08WIWK00034

Chronology, terms and concepts

- 1 Write sentences defining the following terms:
 - a florin
 - b city-state
 - c accoppiatori
 - d signora
- 2 Create a diagram that would help to explain the social structure of Italy at the beginning of the Renaissance.

Analysis and use of sources

- 3 Refer to the map of the governments of the Italian city-states, c. 1494 (page 140). List the different types of government that existed in Italy.
- 4 How did Florence become wealthy?
- 5 Look at source 2C. How would this photograph be useful for a historian investigating the wealth of Florence during the Renaissance?
- 6 Explain how the Medici family was able to become the most powerful family in Florence. Use the text and source 2D.

Explanation and communication

- 7 Imagine that you are a follower of Savonarola. Write a letter to a friend explaining the reasons why you support him and the Bonfire of the Vanities.

Perspectives and interpretations

- 8 Did all people in Italy benefit from the wealth created by trade and banking? Conduct a class debate on the topic ‘The Renaissance was a disaster for ordinary people’.





UNIT 3: DEVELOPMENTS AND ACHIEVEMENTS

During this time, Florence became the home of the Renaissance – the changes in art, culture and learning that were spreading across Europe. The wealthy merchant and banking families, such as the Medici, became supporters of artists, writers and scholars. Cosimo de Medici founded three libraries in Florence. He was interested in the ideas of ancient Greece and Rome. Cosimo paid for the works of the Greek philosopher Plato to be translated into Latin, encouraging people to study philosophy and spread new ideas, particularly **humanism**.

Humanism

In the Middle Ages it was believed that God was directly involved in every part of life. During the Renaissance educated people began to see things differently. They believed that humans should be proud of their achievements and curious about all the life around them. This new way of thinking was called humanism.

A person who studied the classics – the writings from ancient Greece and Rome – was called a humanist. They believed that studying the ideas of the past would help them to understand the world. They also believed that it was important to study human values, not just religious beliefs. They broke away from the medieval idea that people had to obey God's will and accept the teachings of the Church without question. The humanists believed that people had the freedom and the responsibility to make up their own minds because they had reason. This gave people the ability to learn and discover.

Renaissance art and science

The artists of the Renaissance broke away from the formal religious art of the Middle Ages and created a new age where many of the most famous works of art, in all of history, were created. This was started by wealthy Florentines who wanted to recreate the beauty of ancient Greece and Rome in their homes and in the city, in works that glorified their position in Florence. The merchants and bankers who employed artists wanted them to create more realistic art that celebrated human life and beauty. They wanted to have paintings of themselves and their families, as well as pictures of nature and landscapes. Art became more realistic. The Renaissance artists used perspective – ways of drawing and painting that made their works look more three-dimensional. The most well-known artists of the Renaissance are Leonardo da Vinci, Michelangelo and Botticelli.

humanism

In the Renaissance period, humanism meant the study of classical (ancient Greek and Roman) ideas. Humanism today means a focus on human concerns and values.

WEBLINK

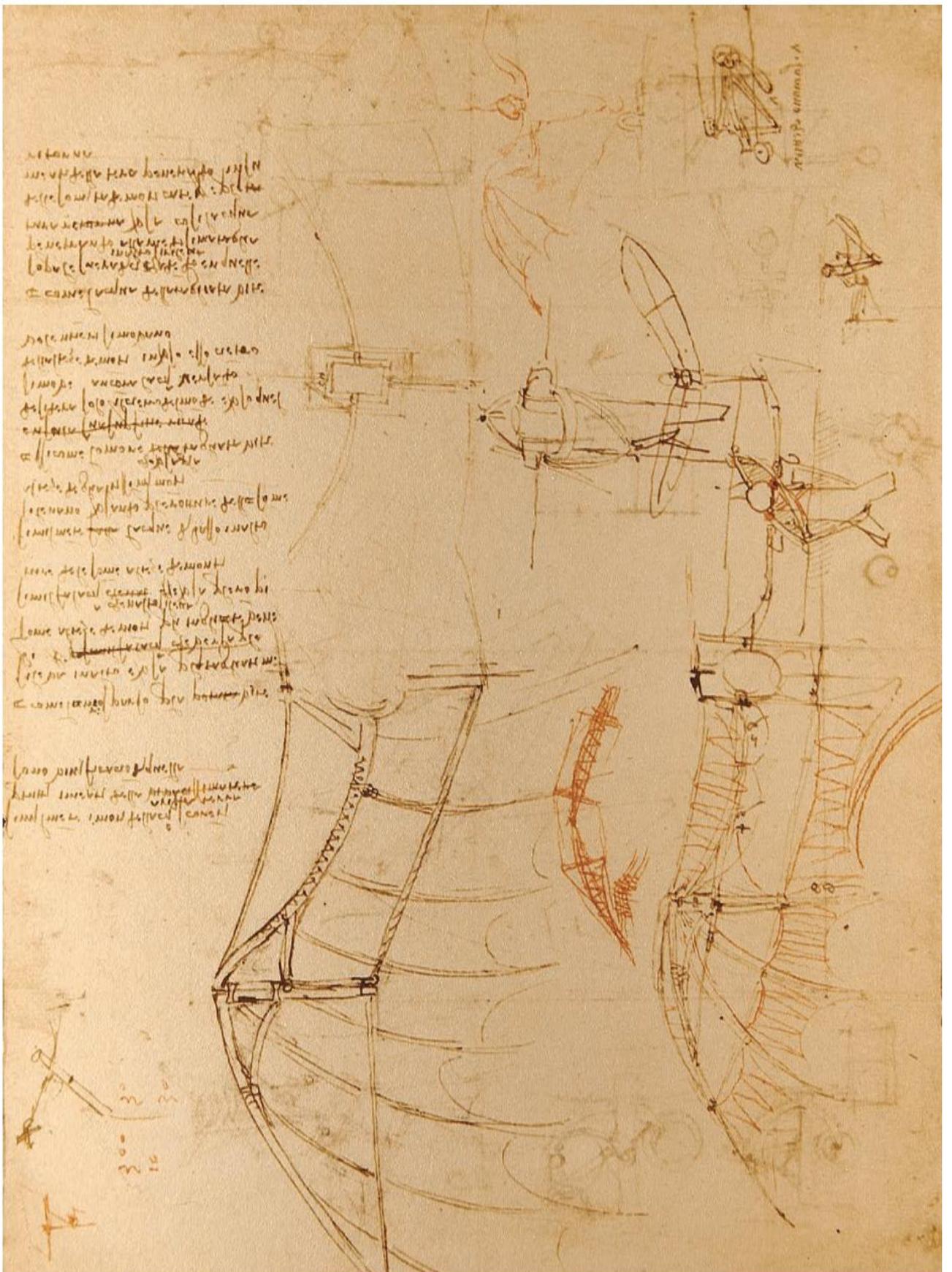
Renaissance humanism

WEBLINK

The Mona Lisa

WEBLINK

Renaissance art



Source 3A Leonardo da Vinci's sketch of a flying machine, based on the structure of a bat's wings, c. 1485

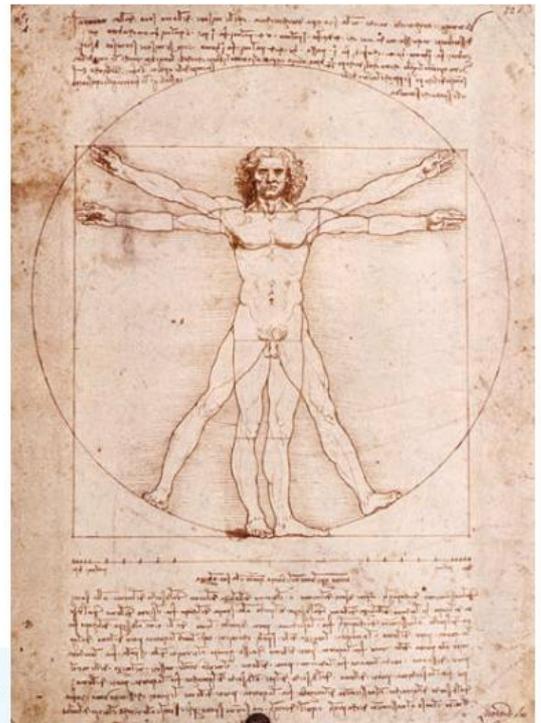


Source 3B

The Last Supper, painted by Leonardo da Vinci in c. 1496, is the most copied religious painting ever. It is located in the Convent of Santa Maria delle Grazie in Milan, Italy.

Leonardo da Vinci

Leonardo da Vinci (1452–1519) began his painting career in Florence. He is one of the most famous people from the Renaissance. His *Mona Lisa* painting is the most famous portrait ever. Leonardo is not only known for his painting and drawing. He was interested in many different subjects and was a scientist and an inventor. From 1490, he recorded his studies and ideas in notebooks that still exist today. They show an amazing range of works, from detailed studies of human anatomy, mechanics and architecture to sketches for paintings and inventions. His drawings of possible inventions include flying machines, an early version of a helicopter and a plan for harnessing solar power.



Source 3C

Leonardo da Vinci's drawing of Vitruvian Man explored the relationship between human proportions and geometry, first described by the Roman architect Vitruvius in c. 15 bce





Source 3D

Visitors to the Galleria dell'Accademia in Florence look at Michaelangelo's sculpture of David, carved between 1501 and 1504

patronage

Support of an artist, writer or scholar by a wealthy person or family

WEBLINK

Michelangelo

Michelangelo

Michelangelo (1475–1564) studied and worked in Florence. He was a sculptor, painter and architect. Under the **patronage** of Lorenzo de Medici, Michelangelo created some of the most famous works of art in the world, including his statue of David (see source 3D), which was originally made to stand as a symbol of Florence, outside the Palazzo Vecchio. His detailed and realistic portrayals of the human body in his sculptures, showing muscles and veins, are a feature of Renaissance art and thinking.

Sandro Botticelli

Sandro Botticelli (1445–1510) was the favourite painter of the Medici family and knew both Leonardo and Michelangelo. He painted subjects from Roman and Greek stories and myths, such as the goddess Venus and the three Graces. His most famous paintings are *The Birth of Venus* (painted around 1485) and *Primavera* (painted around 1482) (see source 3E), which were created for the houses of members of the Medici family. Over 500 different species of plants, 190 of them flowers, have been identified in *Primavera*. He later became a follower of Savonarola (see page 145). In line with Savonarola's teachings against 'immoral' art, Botticelli gave up painting for a time, after which he painted religious subjects only.

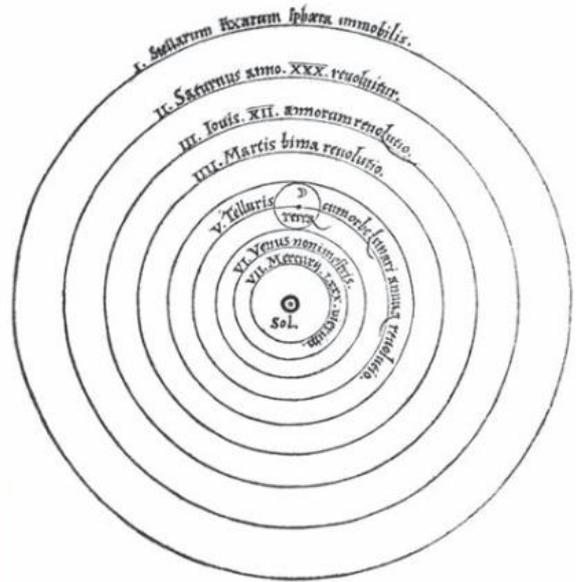


Source 3E

Primavera by Sandro Botticelli, painted c. 1482 is an example of the many important paintings created during the Renaissance in Italy.

Nikolaus Copernicus

Nikolaus Copernicus (1473–1543) was born in Poland. Like many educated people of his time, he was involved in many different areas of work. For example, he was a lawyer, doctor, translator, artist and economist, among other things. We remember him mostly for his developments in astronomy. Until Copernicus, people had believed that the Sun and planets moved around the Earth. Copernicus drew the Sun in the centre of the solar system. After Copernicus' death, his theory was criticised by the Church and his original books were made illegal until 1835.



Source 3F

The model of our solar system developed by Nikolaus Copernicus and published in *De revolutionibus orbium coelestium* (*Orbits of the celestial bodies*), 1543. It was an important scientific development in Europe.

WEBLINK

Copernicus

Chronology, terms and concepts

- 1 Describe the ways that wealthy people like the Medici encouraged the spread of new ideas and learning.
- 2 Which societies did Renaissance people study to help them to create new ideas?
- 3 What is a humanist?
- 4 Explain how the ideas of humanists were different from the ideas of the Middle Ages.

Analysis and use of sources

- 5 Look at sources 3A to 3C.
 - a Identify the possible purpose of each, at the time when Leonardo da Vinci created them.
 - b From these three sources, what can you say about Leonardo da Vinci?

Historical questions and research

- 6 Find out more about either Michelangelo or Botticelli. Use the information that you have gathered to create and present a PowerPoint presentation, or create a web page on their lives and best-known works.
- 7 **Alchemy** had been practised widely for long before the Renaissance. Using at least three websites for your research, prepare a short interview with a Renaissance alchemist. Ask them what they are working on, and what success (or failure) they have had.
- 8 Astrology is the study of the relationship between the movements of the Sun and planets with events on Earth. Today it is not considered a science. In the Renaissance period, astrology was very important. Research Renaissance beliefs about astrology and produce a presentation, showing the differences between the Renaissance use for astrology and ours today.

alchemy

Medieval science that sought to turn metals into gold or silver.

UNIT 4: SIGNIFICANT INDIVIDUALS

GALILEO (1564–1642)

WEBLINK

Galileo

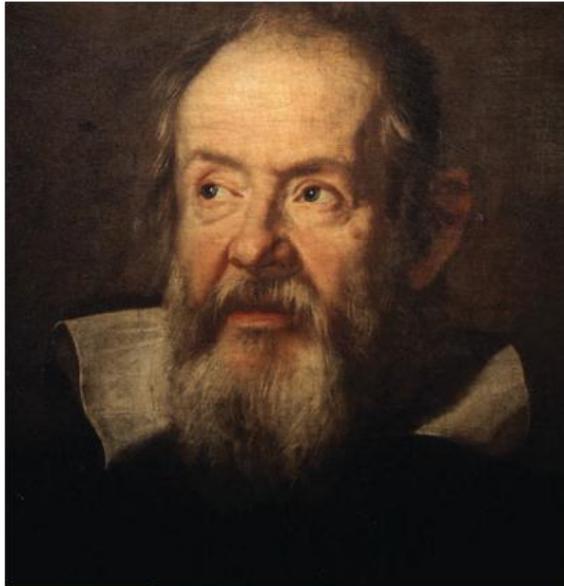
Galileo Galilei is considered to be one of the greatest scientists of all time. He is often called the father of modern science because his work laid the foundations of the study of physics and astronomy. He was born in Pisa, near Florence, in 1564. He studied mathematics and taught at the universities of Pisa and Padua. Galileo based his findings on what he could see and measure for himself, rather than on theories or accepting old ideas. He was the first scientist to use mathematics to explore the laws of nature and movement.

Galileo's most important and controversial finding was his proof that the Earth moved around the Sun. As you have read on page 151, it was believed that the Earth was the centre of the universe and that all the other planets, including the Sun, revolved around it. Even though Copernicus had published his theory in 1543 that the Sun was at the centre and the Earth moved around the Sun, this idea was condemned because it was believed to be against the teachings of the Church. Galileo agreed with Copernicus. He believed that the ocean tides were caused by the Earth moving around the Sun. Even though his theory about why we have tides was wrong, Galileo was still able to prove that the Earth moved around the Sun. When Galileo heard about the invention of

the telescope in the Netherlands in 1609, he built one himself. By 1613, Galileo had built a telescope that was powerful enough to prove that Copernicus was right. This was a revolutionary change in thinking. Church teachings insisted that the Earth was the centre of the universe and that any ideas that were different from this were heresy, or against the word of God.

Galileo did not invent the telescope, but he was the first person to use it to look at the night sky. He put up with ridicule and prejudice against his ideas; ideas we take for granted today. When he tried to show professors at Bologna University the four moons of Jupiter through his telescope, they laughed at Galileo and said he was playing tricks on them. In 1616, after his work was published, Galileo was arrested for heresy. He was threatened with torture unless he denied that

the Earth moved around the Sun. Galileo's sentence was that he could never again say, or try to prove, that the Earth moved around the Sun. His books were banned and publishing anything he might write in the future was also banned. In 1634, he was sentenced to house arrest for the rest of his life.



Source 4A

Galileo, painted by Justus Sutermans, a Flemish painter, c. 1637



Source 4B

Galileo before the Inquisition Court, painted by Christiano Banti in 1857

WEBLINK

the scientific revolution

Galileo, perhaps more than any other single person, was responsible for the birth of modern science ... for Galileo was one of the first to argue that people could hope to understand how the world works, and ... that we could do this by observing the real world.

Source 4C Extract from Stephen Hawking, *A Brief History of Time: From the Big Bang to Black Holes*, 1989

ISABELLA D'ESTE – 'THE FIRST LADY OF THE WORLD' (1474–1539)

During the 1400s and 1500s, Italy was a battleground. City-states were constantly at war with each other and powerful families fought for more power and influence. Daughters had to marry men chosen by their fathers, to help their families become wealthier and more powerful. Women during the Renaissance had no political rights and their role was to marry, have children and run their households. Some women, such as Lucrezia Borgia, were married several times to help their father's political career. Others, like Isabella d'Este, broke the rules and went on to become leaders in their own right.

Isabella d'Este was one of the strongest and most influential women of the Renaissance. She was born in 1474, the daughter of the duke of Ferrara. Her grandfather was the king of Naples. She was very intelligent and her family encouraged Isabella by giving her an excellent education, which was unusual for a girl. When she was six years old, Isabella was **betroted** to Francesco Gonzaga, the Marquis of Mantua. They married when she was 15.

In 1509, her husband was captured and held hostage in Venice. Isabella took control of Mantua's army and defended the city until Francesco was released in 1512. She was praised as a more popular and effective leader than her husband, which made him so angry that their marriage broke down. Divorce was not allowed but Isabella began an independent life, travelling, developing her skills as a talented musician and collecting art. She also became a leader of fashion with wealthy and noble women across Europe copying her style.

When Francesco died in 1519, Isabella again ruled Mantua, this time as **regent** for her eight-year-old son, Federico. To help her to carry out her role, she studied architecture, agriculture and industry. She also read, and followed, Machiavelli's *The Prince*. She began to play an important role in Italian politics, protecting Mantua from an invasion by France. A popular ruler and skilled negotiator, Isabella also built Mantua's power and importance.

In 1527, after a conflict with her son, Isabella moved to Rome. When Rome was invaded by rebel soldiers later that year, Isabella turned her home into a safe house for nearly 2 000 people. She was then able to get them out of Rome safely. When she returned to Mantua, Isabella turned the city into a centre for art and culture, sponsoring philosophers, poets and artists, including Leonardo da Vinci. Isabella also turned her home into a museum filled with art treasures and set up a school for girls. When she was in her sixties, Isabella returned to politics and ruled the region of Solarolo until her death in 1539.

FAST FACT

The Roman Catholic Church's declaration of Galileo as a heretic was not formally removed until October 1992.

betroted

Promised to marry

regent

Person who rules a country in place of a ruler who is too young

WORKSHEET

Fashion

HIS08WIWK00037



Source 4D

Portrait of Isabella d'Este, Marchioness of Mantua, by Titian, painted between 1534 and 1536



WEB 2.0

Historical skills: Sequence historical events, developments and periods. Use historical terms and concepts. Identify a range of questions about the past to inform a historical inquiry. Identify and locate relevant sources, using ICT and other methods. Locate, compare, select and use information from a range of sources as evidence. Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged.

Task:

- 1 In groups of three to four, research the life of a famous Renaissance figure. Outline the key events in his or her life. Describe the ways in which this person contributed to Renaissance life. Explain why this person is a significant figure or in what ways they affected life in Renaissance Italy.
- 2 Use www.wallwisher.com to collaborate on developing questions, posting resources such as images, videos and links, and to organise group members' contributions.
- 3 Post the link to your group's Wallwisher to the class blog. Post a question or make a constructive comment on another group's Wallwisher.

Reflection: Consider why the Renaissance was such an important period in history. How did your research into a significant figure add to your understanding of Renaissance Italy? How did the questions and comments posed to you add to or refine your understanding of Renaissance Italy?



Explanation and communication

- 1 Use source 4C as the opening sentences of a report on the achievements of Galileo. Use the text and your own research to help you to write your report.
- 2 Look at source 4B. This is a painting of Galileo being questioned by the Church Court about his scientific findings, before being sentenced as a heretic. Write the dialogue between Galileo and the Court.

Historical questions and research

- 3 How did the location of Italy influence the beginning of the Renaissance? You may need to refer to the map in Unit 2.
- 4 **a** In what ways were there strong cultural links between the people of Italy and the ancient Romans?
 - b** Why might the people of the Renaissance have believed ancient Greek and Roman texts were important?
- 5 In pairs, discuss the reasons why Italy, especially Florence and Naples, was at the centre of the Renaissance.
- 6 Imagine that you are the Pope and you have decided that Galileo is a heretic.
 - a** Use the Internet to find out more about why the Church disagreed with people like Galileo.

WORKSHEET*Design two stamps*

HIS08WIWK00036



- b Write your judgement on Galileo, giving specific reasons why he is wrong. Use the information in the text and from your research in your judgement.

Chronology, terms and concepts

- 7 Create an illustrated timeline of the events of Isabella d'Este's life.
- 8 Explain how and why Isabella d'Este was able to rule in a society where women could not have political power.
- 9 Was Isabella d'Este a typical woman of the Renaissance? Give specific reasons for your answer.

Analysis and use of sources

- 10 Answer these questions based on source 4D.
 - a Approximately how old was Isabella d'Este when this portrait was painted?
 - b Do you think that this might have been a realistic portrait of Isabella? Give reasons for your answer.
 - c What does your answer to b tell you about how reliable or unreliable portraits can be for historians investigating people from history?

UNIT 5: THE LEGACY OF THE RENAISSANCE

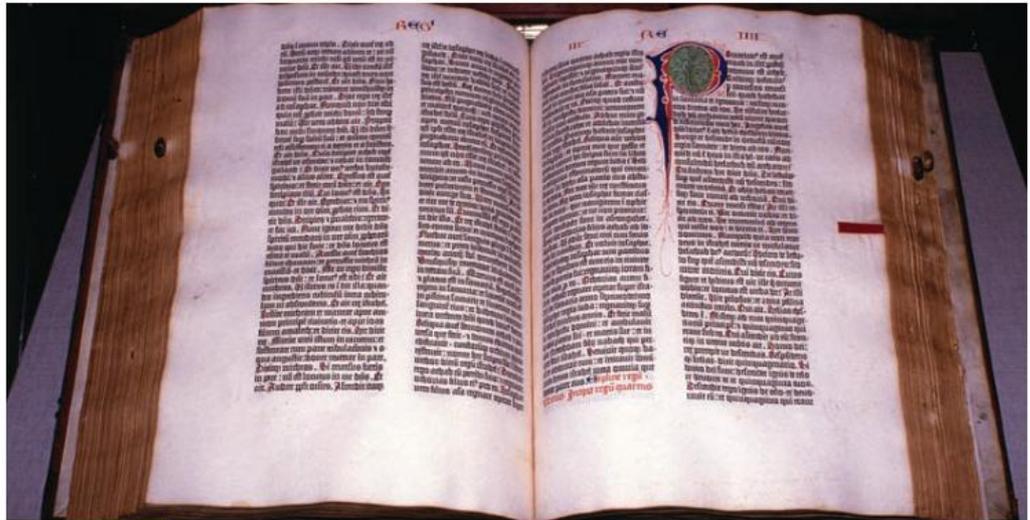
Ideas and developments from the Italian Renaissance travelled to other parts of Europe during the 1400s and 1500s. As contact between countries became stronger through trade, the ideas of humanism and the new types of art, literature and science began to spread.

One of the most important reasons for this spread of Renaissance ideas was the invention in Germany of the moveable metal type printing press in 1450 by Johannes Gutenberg (1398–1469). Before the printing press, books had to be copied by hand and few people were able to read or access them. Once books were cheaper and more easily produced, a real 'information revolution' took place. More people learnt to read and write, and they had more access to information and ideas, than ever before. It was much easier to produce accurate information, vital for the scientific and technological changes that were taking place at the time. People now had exactly the same information to work from, which made progress in science and learning faster and more reliable.



Source 5A

Before efficient printing presses were developed, books were copied by hand. Often years were spent copying and decorating ('illuminating') a single book. This page is from a manuscript by Vidal Canellas, copied by Michael Lupi de Candiu, c. 1290–1310



Source 5B This copy of Gutenberg's Bible is one of three existing copies, printed, illuminated and bound in Germany c. 1455 by Johannes Gutenberg. A single complete copy of the Gutenberg Bible has 1272 pages.

The spread of ideas

As writers and thinkers travelled from Italy across Europe to teach and set up schools, the ideas of humanism spread. They rejected medieval education that focused on religion and writing according to strict rules. The new, humanist education focused on teaching people to express themselves clearly, to think, and to make good moral decisions for themselves. They tried to mix the new ideas with Christian beliefs. This view changed the way people were educated across Europe. Humanist ideas influenced philosophy, politics and the law.



Erasmus of Rotterdam

A priest, academic and philosopher called Desiderus Erasmus wrote a new version of the New Testament in 1516, as well as books that criticised corruption within the Church. He believed that the Church should be open to new ideas and discuss them rather than condemn and outlaw them. He studied and taught in France, England and Switzerland, and his ideas are thought to have inspired the Reformation. He was invited to the court of King Henry VIII of England.



Some historians believe that the Renaissance marks the beginning of ‘modern history’. This is because they believe that the changes in the way people thought had a huge impact, and led to many of the big changes that took place after this time, to create the modern world. The humanists’ focus on individual thought and questioning encouraged challenges to religious teachings and the creation of new Christian churches during the Reformation. The idea that rulers were not put in power by God inspired people to demand political rights and to take action. This led to our democratic system of government today. The work of scientists, such as Galileo, laid the foundations for modern science and the technological changes that have transformed our lives. The Renaissance idea of learning from the past has influenced education to the present day.

He who first shortened the labor of copyists by printing was ... creating a whole new democratic world.

Source 5C Extract from *Sartor Resartus* by Thomas Carlyle (1833)

The church will call me a heretic. With this thunderbolt they terrify the people they don't like. Their opinion of themselves is so great that they behave as if they were already in heaven; they look down pityingly on other men like they are worms. A wall of ... definitions, conclusions and big words ... protects them.

Source 5D Extract from *The Praise of Folly* by Erasmus (1509)

The Renaissance spreads

The monarchs of Europe played an important part in establishing the Renaissance in countries outside Italy. Artists and intellectuals from all over Europe visited the Italian Renaissance cities through the 15th and 16th centuries. At the same time, Italian artists, writers, architects and craftspeople travelled through Europe.

King Henry VIII of England appointed German painter Hans Holbein the Younger as his court artist. King Francis I of France was an enthusiastic patron of some of the great artists of his time, including Leonardo da Vinci, Andrea del Sarto and Benvenuto Cellini.

Albrecht Dürer (1471–1528) was a German painter, printmaker, engraver and mathematician. He became famous across Europe while he was still in his twenties, and is called the greatest artist of the Northern Renaissance (north of Italy).

Pieter Bruegel the Elder (1525–69) was a Flemish Renaissance painter and printmaker known for his landscapes and scenes of peasant life. He is rumoured to have disguised himself as a peasant to research his paintings.



Source 5E

Anne of Cleves, the fourth wife of King Henry VIII, by German painter Hans Holbein the Younger, 1539





Source 5F Painting of a hare by Albrecht Dürer, 1502



Source 5G Peasant Wedding by Pieter Bruegel the Elder, 1568



Historical questions and research

- 1 The invention of printing is sometimes called the most important invention in history. Write as many reasons as you can for why this may be true. Use source 5A to get you started.

Chronology, terms and concepts

- 2 How did trade allow the spread of Renaissance ideas to other parts of Europe?

Explanation and communication

- 3 Imagine that you are setting up a new school that will teach a humanist education in Renaissance England. Write and design an advertisement for your school that will convince parents that this is a better way of educating their sons.
- 4 Read source 5D.
 - a Why does Erasmus think that the Church would call him a heretic?
 - b What events or examples have you read about in this chapter that can help you to answer this question?
 - c Use information in the text to write the next paragraph of this source. In this source, Erasmus should explain what he thinks the Church should be like.

Analysis and use of sources

- 5 Look at sources 5A and 5B.
 - a Identify the differences between the sources.
 - b Explain what these sources show you about the changes that took place in Europe during the Renaissance.
 - 6 Imagine that you are an archaeologist who has found sources 5F and 5G but you have no information about when they were created. You have found them with some paintings that you know were made in the Middle Ages. For each painting, identify all of the features that make you believe that they were painted in the Renaissance, not the Middle Ages.
-

MAKING

Looking deeper

Chronology, terms and concepts

- 1 Create an illustrated timeline of the most important events of the Renaissance in Italy.
- 2 Write a report on the changes in art, literature, science and thinking that took place during the Renaissance in Italy.

Analysis and use of sources

- 3 Choose four sources from this unit that you think are the most useful for historians investigating the changes that took place during this time. For each source, write a paragraph explaining why you chose this source.
- 4 Describe why the influence of the Church became weaker during the Renaissance.

Going further: Historical questions and research

- 1 Find out more about the life and achievements of Leonardo da Vinci. Use the information that you have gathered to create a plan for a museum display about Leonardo. Your purpose is to help people understand how important his works are and to enjoy them. Your plan should include:
 - a a list of at least 10 items that you would include (you can access anything that exists today)
 - b a description of each item and the reason why you are including the item in the display
 - c a storyboard for a television or web advertisement encouraging people to visit the display.
- 2 Find out more about the Medici family. Use the information that you have gathered to create a Family File on the Medici family from 1397 to 1495. Your file should include:
 - a a family tree
 - b a report on how and why they became powerful
 - c a visual guide to their impact on art, architecture and learning.
- 3 Choose one other European country. Find out about the history of this country during the Renaissance. Use the information that you have gathered to create a series of posters. Your posters should include:
 - a a timeline of the most important events that took place during this time
 - b one important person who lived during this time and their achievements
 - c one important event.

CONNECTIONS

Review questions

- 1 Define the term Renaissance.
- 2 What was a city-state?
- 3 Explain how cities like Florence became wealthy during this time.
- 4 Describe the government of Florence.
- 5 Who were the Medici?
- 6 Were men and women equal in Renaissance Italy? Use evidence to support your answer.
- 7 How did rulers use public entertainment? Give one example to support your response.
- 8 What was a humanist?
- 9 Explain how the ideas of humanism were different from medieval ideas.
- 10 What made it possible for new ideas in art and learning to grow during this time?
- 11 Describe the differences between the art of the Renaissance and the art of the Middle Ages.
- 12 Why is Michelangelo famous?
- 13 Why did Galileo come into conflict with the Church?
- 14 Which invention helped to spread the ideas of the Renaissance to other countries in Europe?
- 15 Explain why some historians believe that the Renaissance is the beginning of 'modern history'.

QUIZ

Review quiz

HIS08WIIN00147

WORKSHEET

Extra review questions

HIS08WTWK00038

INTERACTIVE

Renaissance Italy crossword

HIS08WIIN00148

INTERACTIVE

Renaissance Italy word match

HIS08WIIN00149

PUZZLE SHEET

Renaissance Italy crossword

HIS08WIPS00114



PART B

THE ASIA-PACIFIC WORLD

Key inquiry questions

- 1 How did societies change from the end of the ancient period to the beginning of the modern age?
- 2 What key beliefs and values emerged and how did they influence societies?
- 3 What were the causes and effects of contact between societies in this period?
- 4 Which significant people, groups and ideas from this period have influenced the world today?

As you investigate one of the civilisations in this Depth Study, you will see that many of the features of medieval and early modern Europe also existed in Asia and the Pacific. The Khmer Empire covered modern-day Cambodia, Vietnam, Thailand, Laos, Burma and Malaysia. Their enormous wealth, based on trade and farming, allowed them to build the spectacular temple complex in their capital Angkor which still stands today. Because the Khmers left no written records, there are many unanswered questions about how and why the largest empire in South-East Asia fell and you will rely on archaeology to help you to find the answers. The study of Shogunate Japan will help you to enter the world of the samurai and the power of the shoguns, the lords who ruled Japan. You will learn how Japan was able to use Western ideas and technology to modernise but you will also see that this led to the downfall of the shoguns. If you study Polynesian Expansion, you will investigate questions such as who built the massive and mysterious Easter Island statues and how Polynesian settlers spread throughout the Pacific. You will discover that Polynesian societies developed in different ways and examine the ways in which they used natural resources.



THE KHMER EMPIRE (802–1431)

- Unit 1** Geography of the Khmer Empire
- Unit 2** Rise of the Khmer Empire and the role of their king
- Unit 3** Military achievements of the Khmer
- Unit 4** Khmer society
- Unit 5** Khmer economy
- Unit 6** Khmer cultural splendour: Angkor Wat
- Unit 7** Decline of the Khmer Empire

Khmer kings ruled the Khmer Empire in Cambodia for around 500 years. During that time, they built one of the world's largest complexes of temples, palaces, libraries, irrigation canals and artificial lakes at Angkor in Central Cambodia. The Angkor complex includes more than 1000 temples covering an area of 160 square kilometres and is a symbol of the power and wealth of the Khmer kings. Historical information about the Khmer Empire is based on the buildings, relief sculptures and a book written by a foreign ambassador. For a long time, the Khmer people lived in a successful, organised society with a god-king, an effective fighting force, respect for women, trade, artistic skills, efficient food production and irrigation systems. Eventually, however, the Khmer people faced attack, droughts, floods and the failure of their irrigation system. The Khmer civilisation became unsustainable and fell into decline. In the 21st century, the challenge is to preserve and study Angkor and other Khmer sites, protecting them from looting, overuse by tourists and natural erosion. Caretakers of many sites have decided to leave jungle roots and collapsed structures in place because they are part of the story of the Khmer Empire.



□ **6000 BCE**

Archaeological evidence suggests that the first settlements developed in the Mekong Delta

□ **400**

Indian ideas were introduced: Hinduism, Buddhism, Sanskrit writing, astronomy, law and kingship



□ **889-900**

King Yasovarman I built the Bakheng temple-mountain and the East Baray



□ **944-68**

King Rajendravarmen II fought a successful campaign against the Champa Kingdom

□ **1002-50**

King Suryavarman I organised government and security and expanded the Khmer Empire into southern Thailand. The Khmer Empire was then at its largest extent

The Western Baray was built

□ **802**

Jayavarman II became first king of the Angkor period

□ **877-89**

First of the temple-mountains (Bakong) built by King

□ Indravarman I



□ **1113-50**

Suryavarman II was king, Angkor Wat was built

□ Khmer sent ambassadors to China



□ **1100s**

□ Angkor Thom and Bayon were built

□ **1060**

□ Baphoun was constructed

□ **1145**
Champa Kingdom was defeated by Khmers

□ **1177**
Champa launched a naval attack on Khmer by sailing up the Mekong River into Tonle Sap. Angkor was attacked and badly damaged by the Champa

□ **1177-1217**
Led by Jayavarman VII, the Khmer fought against the Champa



□ **1550**
Portuguese trader Diego do Couto described the ruins at Angkor; the first European to do so

□ **1623-36**
The earliest known plan of Angkor Wat was drawn by a Japanese visitor

□ **1992**
Angkor was listed as a UNESCO World Heritage site by the United Nations

□ **2000**
Angkor Wat still used as a Buddhist monastery



□ **1432**
Accepted end of the Khmer Empire

□ **c. 1400**
25-year drought followed in the first half of the 15th century

□ **c. 1350**
30-year drought

□ **1327**
End of classical Khmer era, last stone engravings

□ **1300-1400**
Thais invaded Khmer territory several times

□ **1296**
Chinese ambassador Zhou Daguan visited Khmer court and wrote a book describing the customs of Khmer

□ **1190**
King of Champa was captured, Champa was taken as part of Khmer territory





UNIT 1: GEOGRAPHY OF THE KHMER EMPIRE

reservoir

A place where water is collected and stored

monsoon

Seasonal wind; season when the monsoon blows

The Khmer people made use of their location in central Cambodia. They used the Mekong River, Tonle Sap (which means 'Great Lake') and Tonle Sap River, the Gulf of Thailand and the South China Sea for transport, trade and water supply for their cities and farms. As well as relying on natural water systems, Khmer people constructed **reservoirs**, canals and irrigation channels to make use of water in South-East Asia's **monsoonal** wet season. It was vital that the Khmer collect water from the floods in the wet season for use during the dry season.



Source 1A

A present day image of flooding over the rice fields at Tonle Sap.



The Khmer Empire, c. 1200

The Tonle Sap is a vast lake in central Cambodia, just south of Angkor. The lake fills as the result of a strange event. When the Mekong River fills up and overflows, as a result of melting snow in the Himalayas and the downpours of the rainy season, it backs up and prevents water from the Tonle Sap river joining it in Phnom Penh, the modern capital of Cambodia. This forces the Tonle Sap to flow backwards during the rainy season and the Tonle Sap lake expands from 3000 square kilometres to 16 000 square kilometres. The depth changes from 1 metre to 14 metres. When the monsoon delivered its rain, and Tonle Sap expanded, there was enough water for the Khmer people to use for another year. Tonle Sap provided fish as well as water for irrigating rice crops.

Climate affected the way Khmer people lived and what they wore. Temperatures were rarely below 25 degrees Celsius and summers were very hot

WORKSHEET

Major events in the history of the Khmer Empire

HIS08AWWK00040

WEBLINK

Landscapes and daily life animation



and humid. As a result, ancient Khmer people bathed several times a day in private and public pools. Clothing was light and simple and they did not worry about wearing shoes.

Knowledge and understanding

- 1 Name the water features used by the Khmer people.
- 2 What were the benefits of living near these water features?
- 3 To manage water in their environment, what did the Khmer need to build?
- 4 How did climate affect the Khmer lifestyle?

WORKSHEET

Map of the Khmer Empire

HIS08AWWK00041

UNIT 2: RISE OF THE KHMER EMPIRE AND THE ROLE OF THEIR KING

Zhou Daguan

To study Cambodia's medieval period, historians study Khmer buildings, statues, reliefs and inscriptions to piece together the story of the Khmer Empire. The sculptured **reliefs** show both mythical and actual events. They also use the surviving part of a book written by Zhou Daguan, a Chinese **ambassador** who visited Angkor in 1296. The book was published in China at the time and is the longest written description of life in the Khmer Empire. Zhou Daguan wrote from a Chinese **perspective** and believed that other civilisations were inferior and strange.

relief

Sculptural technique where the subject is three-dimensional and the background is chiselled away

ambassador

An official sent by one country as its representative to another to keep up friendly relations

perspective

Point of view

prehistoric

Before the time of written records

Rise of the Khmer Empire

In **prehistoric** Khmer, people lived in settlements; grew rice and vegetables; domesticated ox, buffalo and pigs; made pottery for cooking and storing food; worked metals and worshipped spirits. Later, from around 100 to 800 AD, Indian and Chinese traders found their way into the Khmer area. At Oc-Eo, archaeological finds of Roman coins and Indian jewellery suggest trade was well established. It is generally agreed that several small separate kingdoms (for example Funan, Zhenla and Champa) existed before the Khmer Empire was founded.

In 802, after fighting to gain control of the Angkor area, Jayavarman II conducted a ritual declaring that he was a god-king and became the first king of the Khmer Empire.

During the next 500 years, Khmer kings ruled an area based around Tonle Sap and, at times, spreading as far as modern Thailand and Vietnam. Angkor was not always the capital city, as different kings moved the capital from time to time to make it more secure from attack. Khmer kings are known for their building projects and their military exploits.

WEBLINK

History of Cambodia

devaraja

god-king

deify

To make into a divine being

baray

Large water reservoir in Angkor

Role of the king

Jayavarman II introduced the religious idea that he was the **devaraja**, or god-king. Each new king was **deified** during a ceremony conducted by priests. Originally, the king became the human representation of the Hindu god Shiva. Each king had to build a new temple, palace and **baray**, as symbols of his authority. Each new temple had to be bigger and better than the previous king's. Kings dedicated their temples to whichever god they preferred. Many kings also built temples to honour their parents. The king was seen as the protector of his land and people, in fact, *varman* in their names translates as 'armour'. Kings were military leaders as well as dealing with day-to-day government and law. When the king moved out of his palace, he travelled in a huge procession with hundreds of palace men and women, horses, elephants, carts, gold ornaments, music, weapons, and special umbrellas, banners and fans, which showed his status.

After living in Angkor for a year, and seeing the king several times, Zhou Daguan made this observation of the authority of the *devaraja* and his people:

We can see from [the processions] that although this is a country of barbarians they all know at first hand that they have a supreme ruler.

Source 2A

From Zhou Daguan, *A record of Cambodia, the land and its people*, P. Harris (2007), p. 84

FAST FACT

Zhou Daguan wrote that the king had a 'sacred piece of iron' embedded in his body so that knives and arrows could not injure him.



Source 2B

Carved wall relief at Angkor Wat of the king in a royal procession. Note the king riding the elephant with the *mahout* at the front; a procession of soldiers accompanies the king.



The Angkor Wat relief in source 2B shows King Suryavarman II in a parade. The way he is standing is his 'parade position'. Soldiers accompany him, and his power is shown by his size and the number of umbrellas and fans. His **mahout** sits on the elephant's neck.

mahout

Elephant handler

Knowledge and understanding

- 1 Sketch a small picture of a god-king. Label the picture *Devaraja*. In speech bubbles around the sketch, have your god-king describe his role. For example, 'I might build a temple to honour my parents'.

Analysis and use of sources

- 2 Using the fact box called 'Zhou Dagan' on page 169, describe the historical sources used by historians to study the Khmer Empire. How reliable do you think each source is likely to be?

Perspectives and interpretations

- 3 Suggest reasons why Zhou Dagan describes the Khmer people as 'barbarians' in source 2A. Find your answer in the fact box.
- 4 Does source 2B confirm or contradict Zhou Dagan's opinion that the king's processions were impressive? Explain your answer.
- 5 Why do you think the king is depicted as much larger than his mahout and soldiers in source 2B?

WORKSHEET

The king in and out of the palace

HIS08AWWK00042

WORKSHEET

A royal procession

HIS08AWWK00043

UNIT 3: MILITARY ACHIEVEMENTS OF THE KHMER

By studying the reliefs at Angkor, historians can learn about the military forces of the Khmer and their enemies. Many reliefs describe legends. Other reliefs are based on real events – these may be relied upon to describe the army, cavalry and navy.

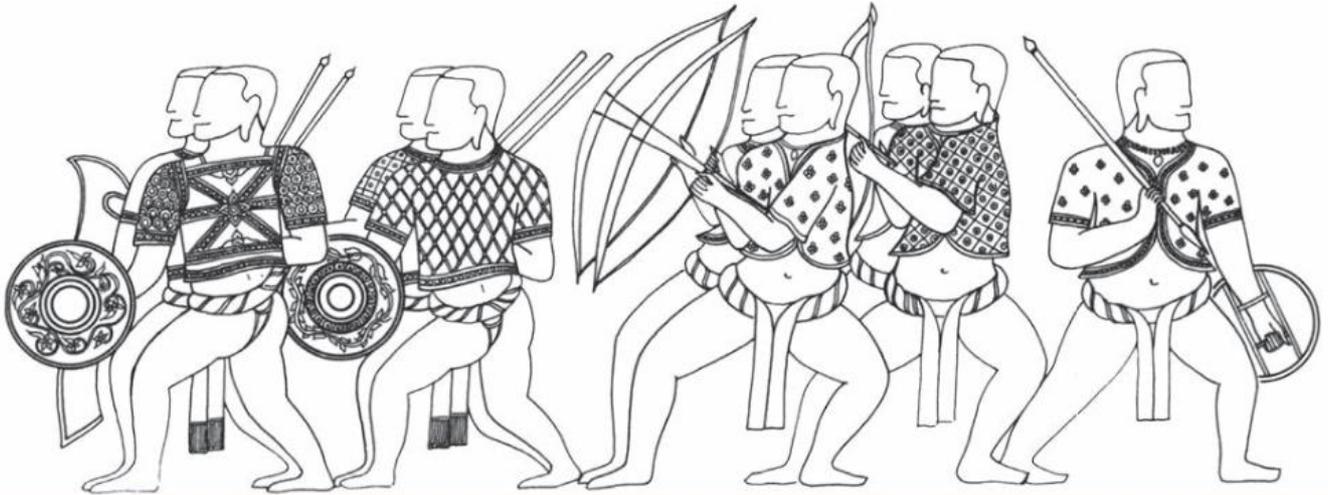
The reliefs show equipment such as breastplates, lances, shields, bows and arrows, swords, axes and knives. However, not all soldiers had these weapons for their battles. A few reliefs show chariots drawn by horses. Elephants were used to carry important officers and special equipment such as a **ballista**. Other ballistas were mounted on carts. A strange war machine appears in some of the reliefs: soldiers are shown pushing a cart on which other soldiers prepare for attack from behind a shield wall.

FAST FACT

Catching Khmer people unaware at night raiding, Chams would cut out their gall bladders and collect them to give to the Champa king. Zhou Dagan noted that this practice had recently stopped. The officials who had collected the gall bladders were given new jobs.

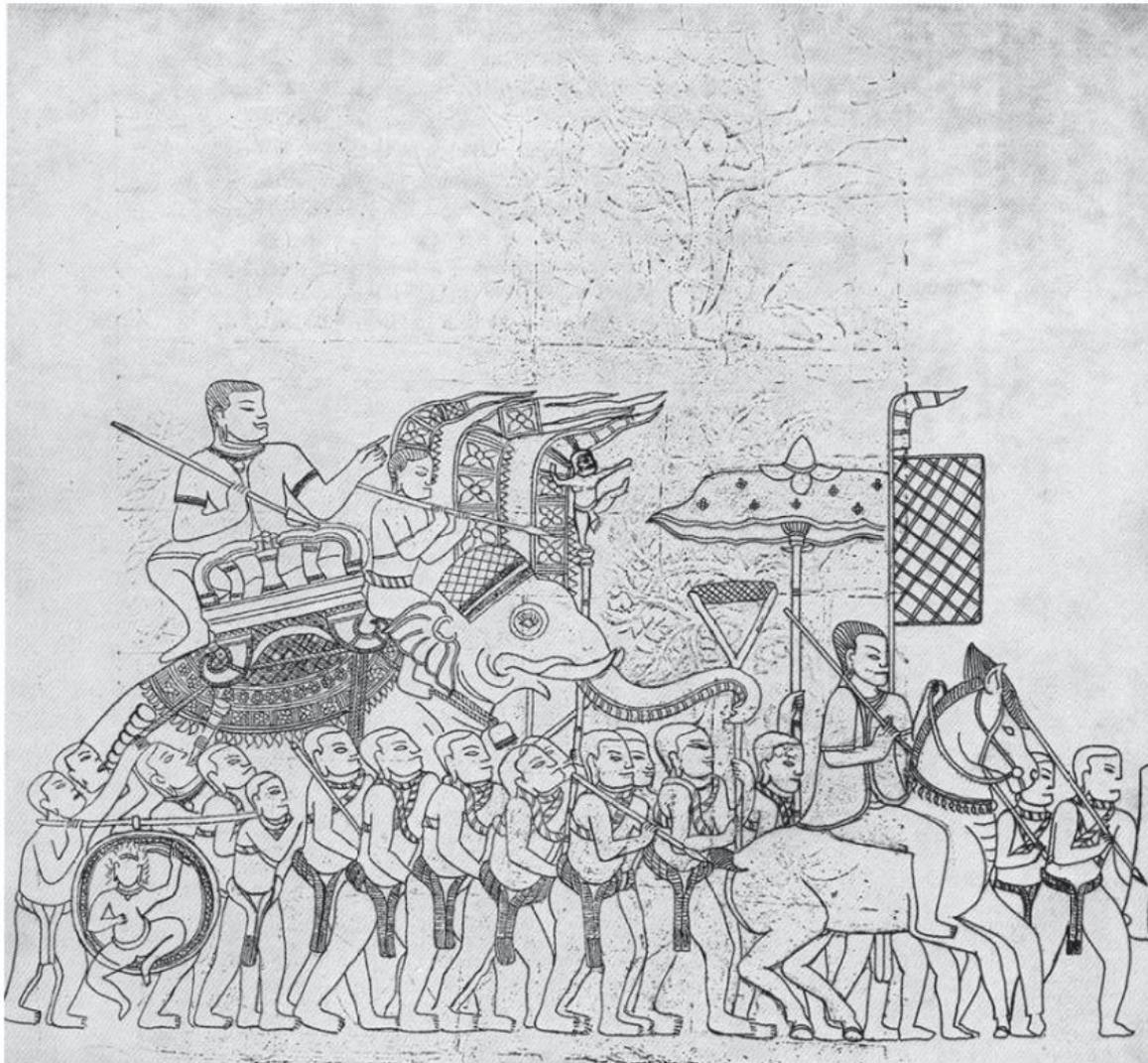
ballista

Machine for hurling arrows at the enemy



Source 3A

Khmer infantry (foot soldiers). This modern sketch is based on a relief at the Bayon, the grand temple in the centre of Angkor Thom. It was built by Jayavarman VII, who reigned from 1181–c. 1220.



Source 3B

A Khmer fighting unit. The sketch overlays a photograph of a relief from the Bayon. The horseman here is a scout, not a member of a fighting cavalry. The officer on the elephant is in fighting position with legs splayed out.



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 [Thais] attacked, all the ordinary people were ordered out to do battle, often with no good strategy or preparation.

Source 3C

Zhou Daguan admits that part of his description of the Khmer army is based on what he has heard rather than what he has seen, from *Zhou Daguan, A record of Cambodia, the land and its people*, P. Harris (2007), p. 82.

trebuchet

Medieval machine with a sling for hurling missiles at the enemy

Analysis and use of sources

- 1 Compare sources 3A and 3B. List similarities and differences by creating a Venn diagram.
- 2 To what extent does Zhou Daguan's description of the army (source 3C) match the Khmer reliefs in sources 3A and 3B? Explain your answer.
- 3 Which type of source, relief or document, do you think is more reliable and useful? Use information from the previous pages as well as your own ideas. You could answer in a table like this:

Historical source	What makes this source reliable and useful?	What makes this source unreliable and not useful?	Which type is generally more reliable and useful?
Reliefs (Source 3A and 3B)	e.g. Khmer sculptors would have had first-hand experience.	e.g. The events might be mythical.	
Document (Source 3C)			

Explanation and communication

- 4 Write a script for an argument between Zhou Daguan and a Khmer general about whether soldiers need shoes.

UNIT 4: KHMER SOCIETY

The king was the most important person in Khmer society. After him, there were officials who organised day-to-day administration such as tax collecting, organising law courts and astronomy. Most of the officials were relatives of the king; if someone else wanted to be an official, they might give the king one of their daughters as a **concubine**, in exchange for being given a government position. People knew how important an official was by the number, colour and materials of his **palanquin** and **parasols**. Gold jewellery and ornaments were signs of a person's high status.

concubine

A second wife or mistress, who lived within the king's court

palanquin

Covered box-like chair carried by several people

parasol

Umbrella to protect against the sun

WORKSHEET

Naval ships of Khmer and Cham

HIS08AWWK00044

WORKSHEET

Fighting units

HIS08AWWK00101

**artisan**

Person who makes things, e.g. potter, weaver, goldsmith

chenjjalan

Female servants in the palace

apsara

A beautiful, divine woman in Hinduism and Buddhism

devata

A guardian spirit in Hinduism

divine

Beautiful female spirits in Hinduism and Buddhism

Most free Khmer men were farmers, **artisans**, traders, soldiers or priests. Most families had slaves to work for them. Rich families had hundreds of slaves; only the poorest people had none. People from beyond Angkor were described by Zhou Daguan as ‘savages’ because they were nomadic and ‘ferocious’, uneducated and couldn’t communicate.

Women were well treated in the Khmer Empire. Women could be respected and skilled traders while many other women ended up in the palace. The kings had five official wives and thousands of concubines. Beautiful girls would, almost certainly, be ordered by the king to become a concubine. Many more women were servants in the palace. They were called **chenjjalan** and, to show their occupation, shaved the top of their heads and painted this part red. This was like a pass to get them in and out of the palace. Palace women did important jobs such as carrying the king in his palanquin. In the reliefs, elegant, beautifully dressed women are often shown in their own palanquins. Khmer reliefs and statues also show divine women: graceful **apsaras** and **devatas** who are often shown dancing or flying. At Angkor, each apsara and devata is unique, with different poses, clothing, jewellery and hair.

Sappho Marchal

French girl Sappho Marchal was 12 years old when her father was an archaeologist at Angkor. She made drawings of devata features and published her drawings in 1927. Her book remains one of the only collections of drawings of Angkor’s **divine** women. It is unusual for someone so young to have published such a book. Historians also like the fact that the reliefs were seen through the eyes of a young woman. She seems more interested in clothes, hairdos and jewellery than an older male historian might be.

Dress

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 ...

Only the king can wear material with a full pattern of flowers on it. On his head, he wears a gold crown ... Sometimes he goes without a crown and simply wears a chain of fragrant flowers such as jasmine wound around the braids of his hair. Around his neck he wears a large pearl weighing about four pounds [nearly 2 kg]. On his wrists and ankles and all his fingers and toes he wears gold bracelets and rings ... He goes barefoot ...

Senior officials and relatives of the king can wear cloth with a scattered floral design, while junior officials and no others can wear cloth with a two-flower design. Among the ordinary people, only women can wear cloth with this design ...

Source 4A

Zhou Daguan describes Khmer fashion, from Zhou Daguan, *A record of Cambodia, the land and its people*, P Harris (2007), pp. 50–1

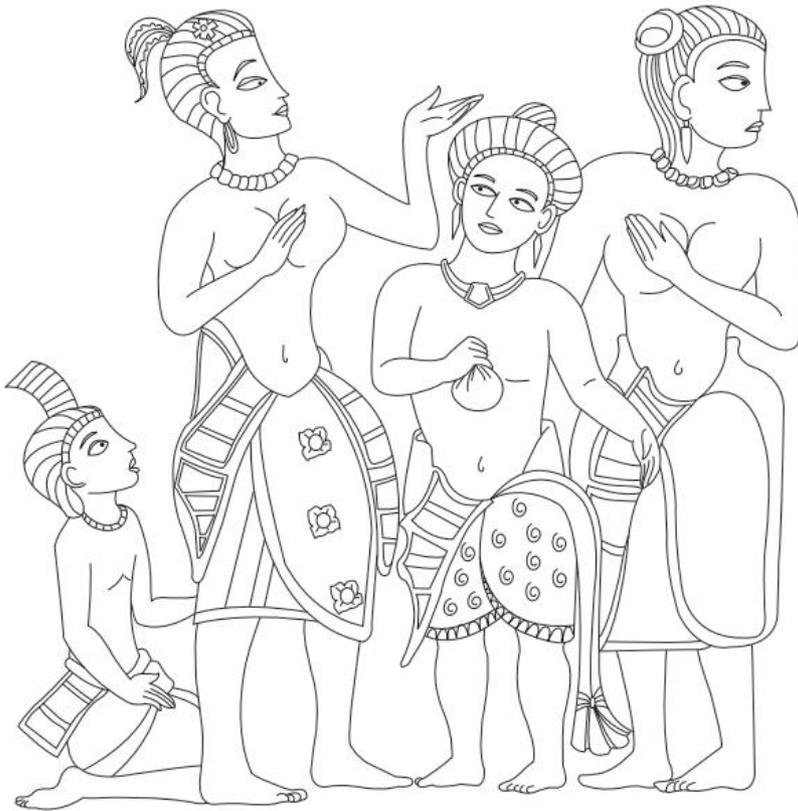
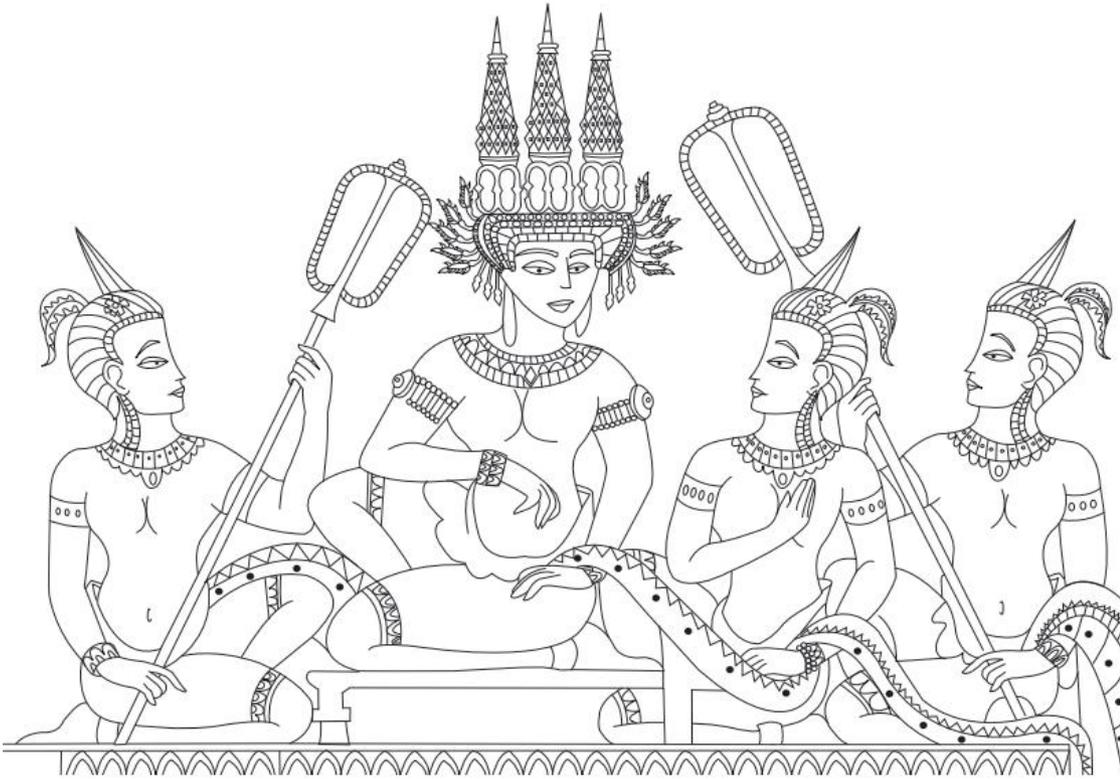
WEBLINK

Sappho Marchal review

WEBLINK

Angkor Wat Apsara and Devata





Source 4B

Sketches of Khmer women based on reliefs from Angkor Wat: (top) a princess with her attendants; (bottom) women and children attending an event





Khmer law

Problem	Consequence
Disputes are referred to the king.	Penalties are fines, burying alive, amputation of fingers, toes or nose; there are never whippings or hangings.
A person finds a dead body in their doorway.	Person drags the body with a rope to wasteland outside the city. There is no further action.
A family catches a thief.	The family decides the punishment: detention, torture or beating.
A family suspects someone of stealing and that person won't own up.	The suspect's hand is put in boiling oil. If the flesh turns putrid, they are guilty. If the flesh is untouched, they are innocent.
Two families are arguing about something.	A person from each family is sent to sit next to a tower. The first person to fall ill is the guilty one.
Source 4C	Examples of Khmer law adapted from Zhou Daguan's section on 'Settling disputes' in <i>Zhou Daguan, A record of Cambodia, the land and its people</i> .

Khmer religion

Khmer kings built either Hindu or Buddhist temples, depending on their own beliefs.

Hinduism

Introduced from India, Hinduism in the Khmer Empire was based on ancient legends, sacred texts and belief in Indian **deities**. The Hindu stories *Mahabharata* and *Ramayana* were illustrated in the reliefs at Angkor. The main gods are Brahman, Shiva and Vishnu but there are thousands of other deities. Hindus believe in *samsara* (**reincarnation**), *karma* (how actions have positive and negative consequences) and *dharma* (duty). To escape endless reincarnation and achieve *moksa* (liberation), Hindus believe they have to escape ignorance by doing their duty and having good karma. As a result of karma, Hindus are reincarnated into one of four castes: *Brahmin* (priests and teachers), *Kshatriya* (warriors and rulers), *Vaishya* (farmers, merchants and artisans) and *Sudra* (labourers). Untouchables are people born outside the caste system.

Buddhism

Buddhists follow the teachings of the historical Buddha and other respected teachers. Buddhists strive to achieve pure knowledge (enlightenment) and escape reincarnation and suffering by following the Four Noble Truths: that life is full of suffering; that suffering happens when people want something they should not have; that to be free from suffering you must free yourself from wanting and desires; that to be free, you must lead a perfect life full of charity and without harming any living thing. The Buddha taught that human misery can be avoided by understanding that selfishness and materialism cause suffering. Buddhists meditate by focusing on images of, for example, Buddha, Buddhist saints or simple objects such as a bowl of water.

deity

A god or divine being

reincarnation

To be born again to live another life





Explanation and communication

- 1 Create a diagram to show the order of importance of these groups in Khmer society:
priests, the king's wives, king's concubines, traders, artisans, slaves, female traders, female palace servants, kings, farmers, officials, soldiers, other Cambodians.
- 2 Use the text and source 4A to explain how palanquins, parasols, jewellery and cloth could be used in Khmer society to indicate a person's social status.

WORKSHEET

Funeral practices

HIS08AWWK00045

Analysis and use of sources

- 3 Refer to the text and source 4B. Select five ideas that suggest that Khmer women were well treated. Is there any evidence to suggest that they were badly treated?
- 4 Based on Zhou Daguan's description, what are some Khmer punishments? List five different types.

Explanation and communication

- 5 Do you think Khmer law would have been effective in preventing or punishing crime? Explain your answer.

UNIT 5: KHMER ECONOMY

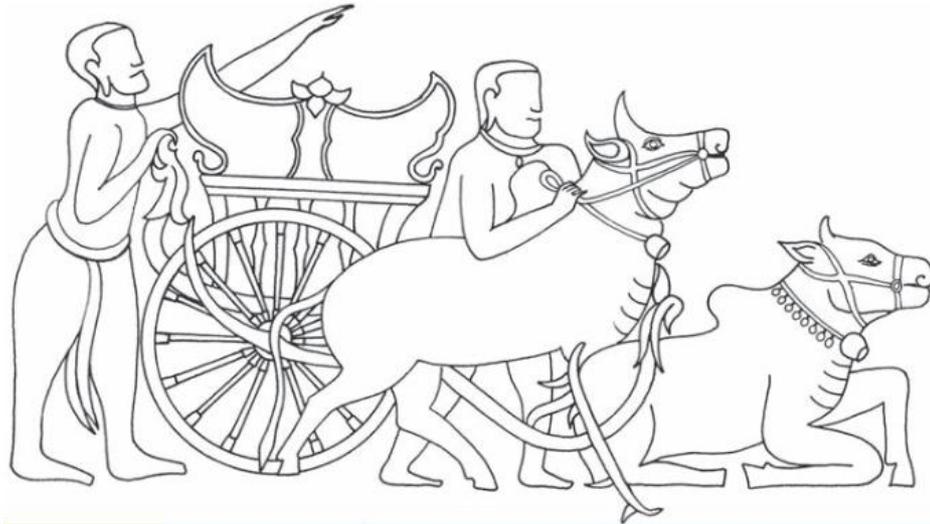
A tropical climate and plenty of water in the wet season allowed Khmer people to farm and fish successfully. Zhou Daguan reported that farmers worked in higher fields when Tonle Sap was in flood, and moved to lower fields when the lake dried out. A long, warm growing season allowed farmers to grow three or four crops of rice each year. To avoid mosquitoes and tropical heat, Khmer people used mosquito nets and bathed several times a day.

Khmer merchants traded with their neighbours in what are now called Vietnam, Thailand, China and India. They liked gold, silver, silk, mercury, paper, umbrellas, iron, copper, needles and combs from China. Zhou Daguan said that 'the local people who know how to trade are all women', who set up market stalls every day. Depending on the value of the purchase, Khmer people paid with grain, cloth, gold or silver.

Fine things include kingfisher feathers, elephant tusks, rhinoceros horns and beeswax. Less refined things include rosewood, cardamom, gamboge [dark yellow pigment], lac [resin from insect bodies, used for varnish] and chaulmoogra oil [plant oil used for treating leprosy] ... In some places, there are also peppers.

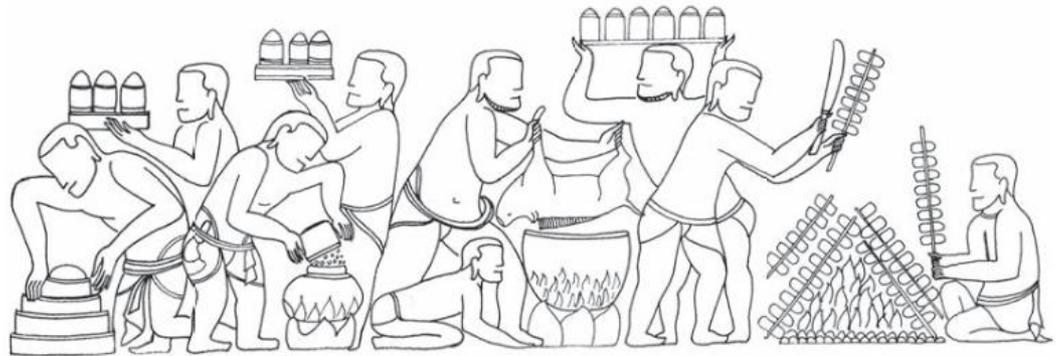
Source 5A

Zhou Daguan describes the Khmer exotic products available for trade, from *Zhou Daguan, A record of Cambodia, the land and its people*.



Source 5B

Men fitting out a cart, and harnessing animals. A drawing by Dufour of a relief in the Bayon, inner gallery



Source 5C

Men preparing food for soldiers on an overnight stop. Men are getting out cooking equipment and preparing to cook rice, pork and brochettes (skewered meat) in pots and on open fires. The pots sit on grates over the fire. This drawing by Dufour is from a relief at the Bayon, external gallery

Reflection question

Why are there no women in sources 5B and 5C? Refer to the section on women for extra ideas.

Knowledge and understanding

1 Complete the following table by listing the trade goods produced in Khmer and in China:

	<i>Raw materials (goods which are natural or have had limited processing)</i>	<i>Manufactured materials</i>
Khmer goods		
Chinese goods		

2 Based on the information in the table, make a generalisation about the level of manufacturing in the Khmer Empire and China at this time.

Analysis and use of sources

- Look at sources 5B and 5C. List the occupations that are shown in the reliefs.
- Suggest occupations *implied* by the reliefs (sources 5B and 5C). For example, leatherworkers are implied by the depiction of harnesses worn by cattle.

UNIT 6: KHMER CULTURAL SPLENDOUR: ANGKOR WAT

Khmer temples

Khmer temples were built to ensure the relationship between a king, his ancestors and the gods. Khmer people worshipped local spirits, as well as Hindu and Buddhist deities, so temples were dedicated to various gods depending on the wishes of the king. Some temples are simply a shrine surrounded by a wall; many other temples are complex arrangements of towers, courtyards, halls, libraries, **causeways**, water reservoirs, **moats** and enclosing walls.

causeway

Built-up road that crossed a river, lake or marsh

moat

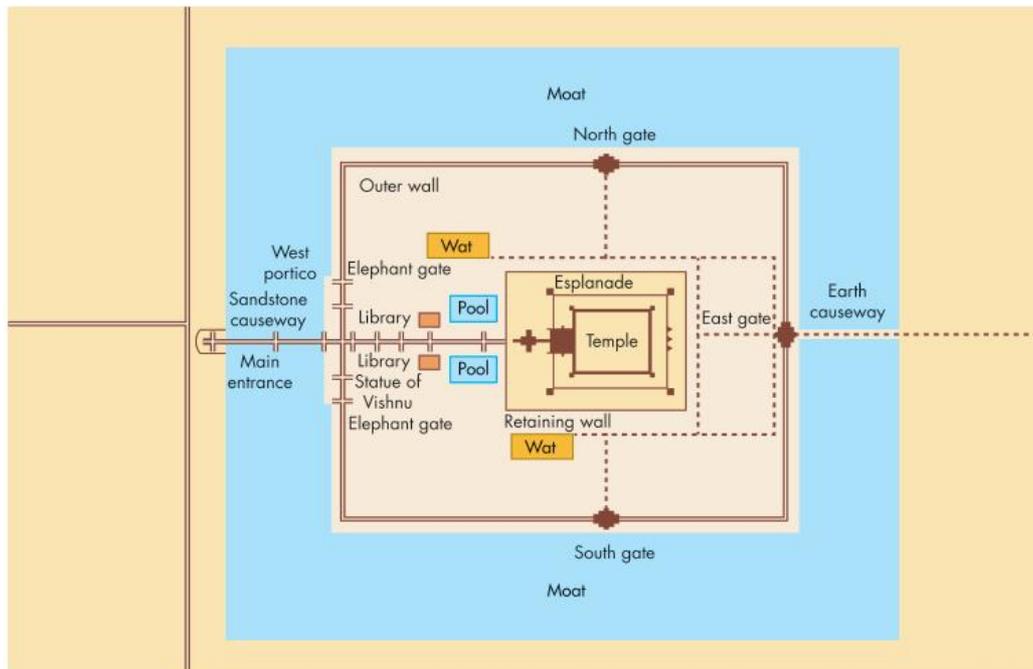
Deep wide ditch, usually filled with water, surrounding a building

Angkor Wat is huge – it covers 210 hectares, its enclosure wall is 5.5 kilometres long, its moat is 200 metres wide. It is an impressive, beautiful building, but is it a replica of the universe, a temple or a tomb? Angkor Wat's plan reflects Hindu legends. For example, its five towers represent the five peaks of mythical Mount Meru, which Hindus believe is at the centre of the universe. The reliefs include 1850 apsaras, as well as illustrated stories of Hindu legends such as the *Mahabharata* and *Ramayana*. A statue of the Hindu god Vishnu once occupied the central shrine. It has also been a Buddhist temple.

Wat is the Khmer word for temple. Strangely, however, Angkor Wat faces west, the direction of the setting sun and funeral ceremonies, whereas other Khmer temples face east. Once inside, the reliefs are designed to be seen counter-clockwise, the direction associated with death. This westward orientation may be evidence that Angkor Wat was a tomb before it was a temple.

wat

temple



WEBLINK

[Angkor Wat facts](#)

Source 6A

Plan of Angkor Wat. The plan of a building could also be called a floor plan. It is like an aerial view of the layout of towers, rooms and courtyards.



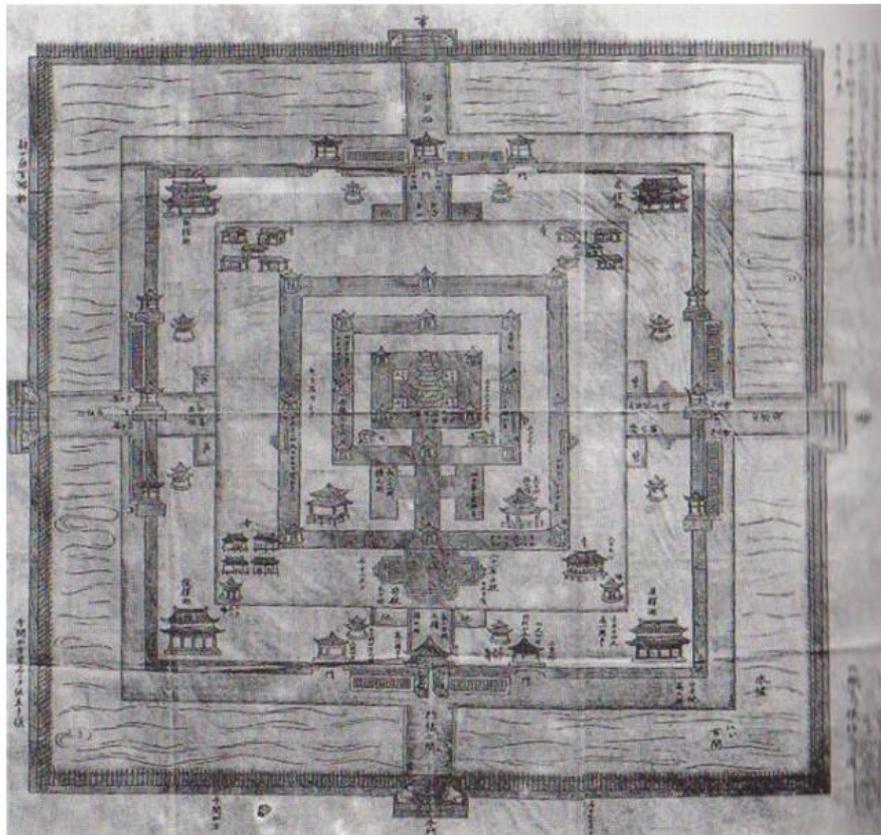
WEBLINK

Satellite view of Angkor Wat



Source 6B

This digital reconstruction of Angkor Wat was produced in Cambodia in 1964. It was based on a drawing of the remains of the inner temple.



Source 6C

This ground plan of Angkor Wat was drawn by a Japanese pilgrim c. 1623–1636. He thought he was in India but historians agree that the layout matches Angkor Wat's plan. When he drew the plan, the Japanese man seems to have had his own architecture in mind; notice that the towers look like Japanese pagodas. The drawing is in the Shohohan Museum in Mito, Japan.

pagoda

Tower with several storeys and upward-curving roofs





Source 6D

Angkor Wat has been photographed many times; historians as well as artists try to capture the mystery and grandeur of the temple complex.

Knowledge and understanding

- 1 Sketch the map shown in unit 1, or download a blank map template from NelsonNet. Shade in and label the Khmer Empire. Plot and label Angkor Wat.

Chronology, terms and concepts

- 2 If someone asked you, 'What is Angkor Wat?', what would you say? In your detailed answer, use the following terms and concepts:
temple-mountain, complex, king, temple, tomb, moat, towers, Mt Meru.
- 3 In your opinion, what is the most interesting feature of Angkor Wat? You could choose the moat, for example. Explain your choice.
- 4 List five other features that are shown in source 6A.

Analysis and use of sources

- 5 Make a list of the major differences between the plan (source 6A) and the digital reconstruction.
- 6 Does it matter that there are differences between Source 6A and 6B? Explain your answer.

Perspectives and interpretations

- 7 Refer to source 6C.
 - a Who made the drawing (source 6C) and when was it made?
 - b Why do the towers look like Japanese pagodas rather than Khmer structures? Explain your answer.
 - c Compare the plan in source 6A with source 6C. Is it possible that source 6C is not Angkor Wat? Provide evidence to support your ideas.

TEMPLATE

Khmer Empire map

HIS08AWTM00117

WORKSHEET

Aerial photographs

HIS08AWWK00046

WORKSHEET

Bird's-eye view of Angkor

HIS08AWWK00047





UNIT 7: DECLINE OF THE KHMER EMPIRE

There are several theories about what caused the decline of the Khmer Empire in the 15th century.

Theory 1: Warfare pushed the Khmer to their limits

Raiders from Thailand continually attacked Khmer territory in the 1300s and 1400s. In 1431, the Thais launched a seven-month siege of Angkor. While the country was at war, the kings may not have paid attention to the maintenance of reservoirs and buildings at Angkor. Labour shortages probably occurred because so many men died in battle. Eventually, the kings shifted their capital south to Phnom Penh and away from the dangerous border area of Angkor.

Theory 2: Khmer kings lost the people's support

The Khmer people may have been angered by the vast building programs of their kings; they had already revolted against Jayavarman VII's extravagance in the 12th century. At around the same time, Theravada Buddhism arrived in the Khmer Empire. It did not require Buddhists to gain prestige by building great temples. As a result, almost no new buildings were built towards the end of the Khmer Empire.

Different schools of Buddhism

Buddhism has different schools of thought. Mahayana Buddhists hope to be like the Buddha and reach enlightenment. Generosity, such as the king's gift of a temple to the city, was one way of reaching personal enlightenment. Theravada Buddhists were not interested in public displays of generosity. They focused their attention on personal study and behaviour.

Theory 3: Population growth and climate change put pressure on the Khmer Empire

Over hundreds of years, more and more towns were built around the great temple-mountains. Increased population led to deforestation and pressure on water systems and farming. The water system was complicated and rigidly controlled; as a result, it was not easy for the Khmer to adjust or repair it when conditions changed. In addition, archaeologists have found evidence of climate change in the region. A study of growth patterns of trees, as shown by their growth rings, has revealed two very serious droughts in the 14th and 15th centuries. Both droughts lasted 20 to 30 years. After the droughts, there were very wet periods and massive floods. At one site, archaeologists have found damage to the water system: one large water reservoir was filled with flood debris and one channel outlet was blocked. This serious damage had not been repaired. This may show that the kings were not coping with the increased flooding and damage brought about by climate change.

WEBLINK

Divining Angkor

WEBLINK

Climate change





The jungle takes over. A strangler fig is spreading and 'eating up' the ancient buildings at Ta Prohm, Cambodia, built around 1186. Photo taken in October 2000.

WEBLINK

UNESCO World Heritage
Centre

WORKSHEET

Protecting Angkor

HIS08AWWK00048

A city struggling with its water supply at a time of climate change sounds like any town in Australia right now. But the same problem could also explain the demise of Angkor. 'You've got a city that clearly died out ... and the older story is that it died because the Thais sacked it', said Professor Fletcher. 'The alternative is that other problems caused its demise ... and one possibility is that it was the over-rigidity of the water management system that caused problems and made it difficult for the society to adjust to changing circumstances.'

Source 7A

Adapted from a news report, 'Water Problems are an old, old story', by Chee Chee Leung published in *The Age* newspaper in 2007. The report summarised the findings of an international research team including University of Sydney archaeologist Roland Fletcher.

A team of researchers spent 15 years investigating an area covering 3000 square kilometres. The team confirmed the views of Groslier (a French archaeologist working in the 1960s) by using NASA's airborne imaging radar. This radar can reconstruct the Earth's surface and shows where hundreds of roads, canals and rice fields used to be.

Groslier said that a network of roads, canals and irrigation ponds established between the 9th and 16th centuries proved too vast to manage. He argued that extensive land clearing for rice fields supporting up to a million people living beyond Angkor's walled city produced serious ecological problems, including deforestation, topsoil degradation and erosion.

Source 7B

'Khmer kings were architects of their own demise', University of New South Wales, Faculty of Science website (5 September 2007)



Perspectives and interpretations

- 1 Refer to the Khmer timeline. Jayavarman VII was accused of extravagance. Which buildings did Jayavarman VII construct that may have angered the Khmer people?
- 2 Use the Internet to investigate the two buildings you identified in question 1. From photographs and plans, do you think these buildings can be described as extravagant? Justify your response.
- 3 According to source 7A, what was the old theory for the cause of the Khmer Empire's decline?
- 4 List the reasons given by Groslier (source 7B) for the decline of the Khmer Empire.
- 5 Explain how NASA's photography helped confirm Groslier's theory that the Khmers' irrigation network was very complicated.

Explanation and communication

- 6 Think about the mystery of why the Khmer Empire declined.
 - a Write three questions you'd like to ask a Khmer king (from the last 200 years of the empire) that would help explain the causes of the decline.
 - b Have a person in the role of one of the kings answer your questions.



MAKING CONNECTIONS

Looking deeper

- 1 Make a mind map to describe the culture of the Khmer Empire. You could use the Internet site here to publish your mind map.
- 2 List the reasons suggested for the decline of the Khmer Empire. After a discussion, rank the reasons from most likely to least likely.
- 3 Use photo libraries on the Internet to see more photographs of Angkor Wat. Use these photographs, as well as the plan (source 6A) and digital image (source 6B), to create an itinerary (detailed schedule, day-by-day) for visiting Angkor Wat.
- 4 Create a segment in a campaign to preserve Angkor Wat. You could use the computer program Audacity to make a short radio program about why Angkor Wat is worthy of preservation and continuing interest.

WEBLINK

Mind maps

MAKING

Going further: Khmer cultural splendour of Angkor Wat

- 1 Why is Angkor Wat the most famous temple of the Khmer Empire? Are there other temples which deserve to be just as famous?

Use the following ideas to help you make a decision:

- a Research Angkor Wat to find out why it is such a famous temple.
- b Research several other temples and complexes in the Angkor area to find out if they have any features which should make them as famous as Angkor Wat.
- c You could collect information about the appearance, plan, size, building materials, reliefs, interesting features and state of preservation.
- d There are more than 70 other complexes and temples. Use the search words, 'map Angkor archaeological park' to find a map that will give you the names of other sites.

- e Here are some complexes and temples you could choose from:

- Angkor Thom city
- Bayon in Angkor Thom
- Baphuon in Angkor Thom
- Preah Khan
- Neak Pean
- Ta Som
- Pre Rup
- Banteay Kdei
- Ta Prohm
- Phnom Bakheng
- Bakong
- Preah Ko

Publish a brochure, poster, photo story or report to convince people that Angkor Wat (or some other temple or complex) deserves to be famous. Give photographs, maps and diagrams a title and a reference to show where you obtained them.

- 2 Create a museum display about Khmer society. Use www.museumbox.e2bn.org to create a display about Khmer society. Be sure to include varied displays on the lives of the king, men and women. Include references to sources that highlight the differences in each person's life. What kind of objects would these people own? How would they be used? Share your museum box on the central class blog. Leave a comment to three classmates about one of their exhibits. Be sure to respond to any comments or questions you might receive.

Reflection question

In what ways were the lives of men, women and kings different? Which sources in your exhibit for task 2 provided evidence of this? Write at least two to three sentences for each source explaining how.

CONNECTIONS

- 3 Use www.voicethread.com to hold a class discussion on the cause of the decline of the Khmer Empire. You must refer to sources that provide evidence for theory 1, 2 or 3 (page 182). Respond to a classmate's voicethread to challenge their opinion. Respond to any challenges you may receive with further evidence to support your case.

QUIZ

Review quiz

HIS08AWIN00150

Reflection question

What do you think was the main cause of the decline of the Khmer Empire? What evidence best supports this? Which comments challenged your view the most? Explain why.

Review questions

- 1 Define these historical terms: prehistoric, *devaraja*, *varman*.
- 2 What did Khmer people use the oceans, seas, rivers and lakes for?
- 3 Explain what happened to Tonle Sap lake during the wet season.
- 4 List the ideas brought into the region by traders from India and elsewhere.
- 5 Who was the first king of the Khmer Empire? When did he begin his rule?
- 6 Who was Zhou Dagan and why is he important?
- 7 Explain the expectations of the people of each new king with regard to building projects.
- 8 How do we know that the Khmer had an army, cavalry and navy? Is the evidence reliable?
- 9 Describe three of the most important roles for women.
- 10 List three crimes and their punishments in the Khmer Empire.

Crime	Punishment

- 11 Describe the imports and exports (trade goods going in and out) of the Khmer Empire.
- 12 Zhou Dagan mentioned farmers, government workers and traders. What other occupations would have been necessary to build Angkor Wat and equip the army?
- 13 Under the heading *Angkor Wat*, list 10 features of the building.
- 14 List the reasons suggested for the decline of the Khmer Empire. After a discussion, rank the reasons from most likely to least likely.

PUZZLE SHEET

Khmer Empire terms

HIS08AWPS00116

INTERACTIVE

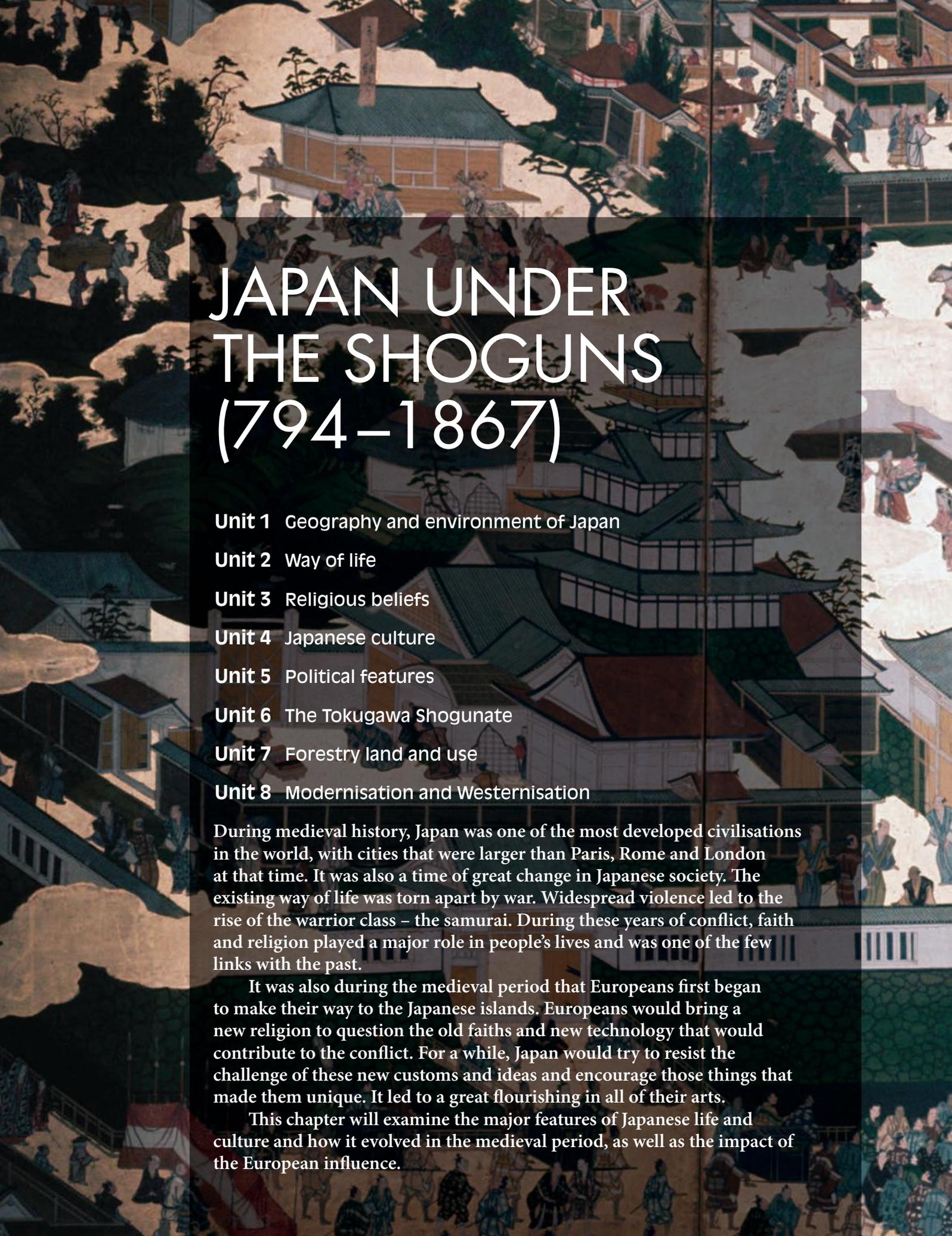
Khmer Empire word match

HIS08WIIN00152

INTERACTIVE

Khmer Empire crossword

HIS08WIIN00151



JAPAN UNDER THE SHOGUNS (794–1867)

Unit 1 Geography and environment of Japan

Unit 2 Way of life

Unit 3 Religious beliefs

Unit 4 Japanese culture

Unit 5 Political features

Unit 6 The Tokugawa Shogunate

Unit 7 Forestry land and use

Unit 8 Modernisation and Westernisation

During medieval history, Japan was one of the most developed civilisations in the world, with cities that were larger than Paris, Rome and London at that time. It was also a time of great change in Japanese society. The existing way of life was torn apart by war. Widespread violence led to the rise of the warrior class – the samurai. During these years of conflict, faith and religion played a major role in people's lives and was one of the few links with the past.

It was also during the medieval period that Europeans first began to make their way to the Japanese islands. Europeans would bring a new religion to question the old faiths and new technology that would contribute to the conflict. For a while, Japan would try to resist the challenge of these new customs and ideas and encourage those things that made them unique. It led to a great flourishing in all of their arts.

This chapter will examine the major features of Japanese life and culture and how it evolved in the medieval period, as well as the impact of the European influence.

□ 1185

Minamoto no Yoritomo (the barbarian conquering great general) was appointed shogun



□ 1543

Portuguese arrived in Japan

□ 1549

Christian missionaries arrived in Japan

□ 1587

Japanese peasantry were disarmed



□ 1593

Villagers and ordinary Japanese were banned from carrying weapons. Only samurai were allowed to carry two swords



□ 1281

'Divine wind' (*kamikaze*) saved Japan from Mongol invasion

□ 1260

Kublai Khan became Mongol leader

□ 1185

Zen Buddhism was introduced to Japan

□ 794-1185

Heian period



□ 1600

Dutch ship with English pilot, William Adams, arrived in Japan

□

Battle of Sekigahara – led to establishment of the Tokugawa Shogunate

□ **1603**

Emperor made Tokugawa Ieyasu shogun. Capital was moved to Edo, modern-day Tokyo

□ **1606**

Anti-Christian decrees were proclaimed

□ **1610**

Missionaries were expelled from Japan

□ **1633**

Shogunate forbade overseas travel



□ **1868**

Tokugawa Shogunate came to an end

1635

Daimyo lords were required to reside alternate

□ years in Edo



1639

□ Sakoku ('closed country') was established

Chronology, terms and concepts

- 1 Which events reflect the impact of European countries on Japan?
- 2 Based on the events listed in the timeline, how do you think the attitude of the Japanese towards Europeans changed over the years?

UNIT 1: GEOGRAPHY AND ENVIRONMENT OF JAPAN

Japan is a series of islands (archipelago) located off the north-east coast of the Asian mainland. There are hundreds of islands but the majority of the people are located on the four main islands: Hokkaido, Honshū, Shikoku, and Kyūshū.

The Japanese islands were raised above the ocean's surface by the collision between the major geological plates that surround the Earth's core. The movement of these plates created the islands and mountains of Japan. Today, the continued movement of these plates causes regular tremors throughout the islands and they are frequently rocked by earthquakes. There are over 100 active volcanoes located in the country and many islands are difficult to access, being either steep and mountainous or covered in dense forests.

The climate differs greatly from north to south but is mild overall. However, on the northern island of Hokkaido, there can be especially cold winters with many deep snow banks.

The many mountainous islands mean that, in medieval times, there was little land available for farming crops.





Knowledge and understanding

- 1 Research the last major earthquakes in Japan. On which island was their effect strongest?
- 2 Use the Internet to find five photographs of Japan that demonstrate the range of climates that exist across the islands.

WORKSHEET

Japanese climate

HIS08AWWK00052

UNIT 2: WAY OF LIFE

The village

The emperor owned all the land in Japan and used *shōen* to get loyalty and cooperation. Over decades, an important family would be granted many shōen by the emperor, and the shōen were exempt from taxes. As a result of the emperor's gifts, the *daimyo* became rich and powerful. While the emperor still ruled in Kyoto, the role became increasingly symbolic and ceremonial, as the power of the daimyo grew.

shōen

Grants of land

daimyo

Lords, noble leaders of samurai



Source 2A

Photograph c. 1890s of Japanese actors portraying a daimyo and his servant, who kneels before him.

Daimyo

The daimyo also competed with each other for power and recognition. They were always very sensitive to status and strict customs influenced many aspects of their lives. The style and material of clothing, the type of carriage and even the shape and number of folds of the fan they carried were closely regulated (only the highest ranks were allowed to use 25-fold fans). They also used their armed men, *samurai*, to try to claim more land. As the medieval period continued, the samurai became increasingly important.

WEBLINK

[Samurai Wiki history database](#)

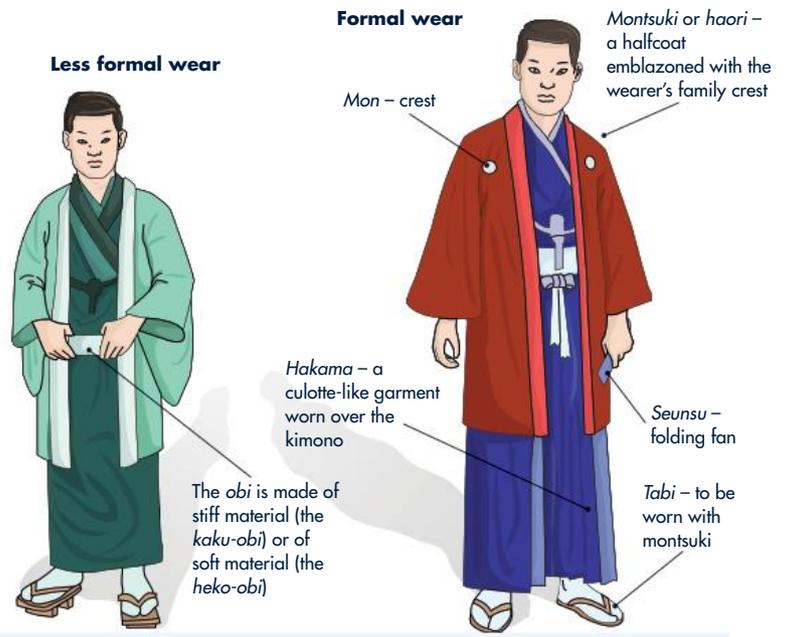
samurai

Name for the traditional soldiers or warriors of Japan



Source 2B

Traditional wedding kimono with *tsunokakushi* (wedding headpiece).



The style and material of traditional clothing such as the kimono was heavily regulated and symbolic during the medieval period. This illustration shows two male kimonos, less formal and formal.

Life on the shōen

Like Europeans at the same time, most Japanese villagers made their living through agriculture. In Japan there were two main types of fields: wet and dry. The wealthier villagers worked wet fields. These required more investment to establish and were regularly flooded. They produced rice, which was the most valued crop. Rice was the basis of the economy, as the daimyo collected taxes in the form of rice. Taxes were very high, often as much as 40 per cent of the harvest. Only some of the villagers would eat rice on a regular basis and most would have it only three or four times a year on special occasions.



Source 2C

This painting of peasants harvesting vegetables near Kyoto in the Middle Ages was published in *The Kokka* magazine, 1900–01



Most of the other villagers would work in the dry fields that would produce barley, millet, soybeans, vegetables and hemp. Other sources of income, and crucial sources of food, were the oceans and forests. After the taxes were paid, there was not always enough food and by spring, many villagers were forced to hunt in the forest for small animals, ferns and plants until the summer harvest. For those Japanese who lived near the ocean, all of its products became a vital source of food.

In a successful village, not everyone was always needed to work in the fields. Women especially were able to develop a wide range of crafts, including ceramics, embroidery and jewellery-making.

FAST FACT

Seaweed has been an important Japanese food for centuries.



Source 2D Rice grown in terraces today was grown in a similar way in medieval times

Knowledge and understanding

- 1 How did the emperor get the daimyo to be loyal and cooperative?
- 2 During the Japanese summers, fans were popular among the samurai. Create your own fan and decorate it with a suitable scene from Japanese life.
- 3 What were the two types of fields in the Japanese village and what was grown on each of them?
- 4 If there wasn't enough food in the village what would the Japanese do?

Chronology, terms and concepts

- 5 Using the Internet, research the male or female kimono. Download an appropriate image and then label each part of the kimono.

Explanation and communication

- 6 Using the Internet, research Japanese food. Design a menu using food and cooking techniques that would have been available in medieval times.

WORKSHEET

Women in shogunate Japan

HIS08AWWK00056

WEBLINK

Japanese food

UNIT 3: RELIGIOUS BELIEFS

The people of Japan were influenced by three major beliefs during the medieval period: Shinto, Confucianism and Buddhism.

FAST FACT

The Japanese royal family were believed to be *kami*.

Shinto

Shinto is the oldest Japanese belief system and means ‘the way of the spirits’. Shinto involves showing respect to the spirits or gods that exist in the world. These spirits are called *kami*. A *kami* is the spirit of a special natural feature, such as a large tree, waterfall, lookout or quiet resting place. Any place that produces a feeling of wonder or fear is likely to have a *kami*, and this could also apply to certain people. Ceremonies were created to show respect to these spirits and seek their approval or cooperation. Over time, Shinto shrines were built to provide a place for the ceremonies to be held.



Source 3A

The Izumo Grand Shrine at Taisha is thought to be the oldest in Japan. The shrine has been in this place since c. 900.

Reflection question

Why were shrines rebuilt? Find out more.

Confucianism

Confucius lived in China between 551 and 479 BC. His ideas became very influential in Chinese life and he became known as ‘The Ancient and Perfect Sage’. Around the 3rd century AD, Confucianism spread from China to Japan.

Confucianism is not about god or spirits so it is not a religion. It is focused on how people live and is more a large list of suggestions or guidelines on how to behave. Confucius believed that people controlled their own lives and could improve themselves if they made the right decisions. The ideas of Confucianism are contained in the four books of the *Sishu*, which are collections of the sayings of Confucius and his followers. They encourage respect for elders, consideration for others and cooperation.



Source 3B

The world’s tallest statue of Confucius, standing 4.57 metres high, in the grounds of Yushima Seido in Ochanomizu, Tokyo. Yushima Seido is a 17th-century Confucian temple built by the neo-Confucian scholar Hayashi Razan (1583–1657).

Do not do to others what you would not have others do to you.

If the ruler is good, the people will be good.

Those who work with their minds, rule. Those who work with their muscles, are ruled.

Source 3C

Rules for living from *Lun-yu*, the sayings of Confucius

The gentleman understands what is right; the inferior man understands what is profitable ...

The gentleman cherishes virtue; the inferior man cherishes possessions ...

The gentleman makes demands on himself; the inferior man makes demands on others.

Source 3D

Confucius describes his ideal ruler. *The Analects*, W.T. de Bary (ed.), *Sources of Chinese Tradition*, Vol 1 (1979), p. 31

Buddhism

Buddhism came to Japan from India in the first century ce. It is based on the teachings of Siddhartha Gautama, called Buddha, or the 'Enlightened One'. Buddhists believe that life is a search for enlightenment and that to achieve enlightenment, one must understand the Four Noble Truths.

- 1 Life is full of suffering.
- 2 Suffering happens when people want things they should not have.
- 3 To be free from suffering you must free yourself from wanting and desires.
- 4 To be free you must lead perfect lives full of charity and without hurting any living things.

Source 3E

The Four Noble Truths of Buddhism

karma

Your fate in the next life, which is determined by your deeds in this one

Buddhists also believe in reincarnation. That is, when they die their spirit is 'reborn' into another life and that this cycle of birth, death and rebirth continues until enlightenment is achieved. In this cycle, there is no guarantee that you will be 'reborn' as a human being; you could become any animal or even an insect. Your future 'life' depends on your behaviour and actions in this one. If you perform good deeds, you receive good **karma**, while evil deeds receive bad karma. The quality of your karma at the end of your life determines your future species, beauty, intelligence, wealth and social status.

Buddhist monasteries

Buddhism had two major attractions for many Japanese. Its beliefs offered them an explanation for the world and, for poor people, it was one of the few ways they could hope to improve their position in life. Through intense study and commitment, a poor person from humble origins could rise through the ranks and eventually become successful, as a head monk in a monastery or temple, a participant in major state ceremonies, or the personal priest of a wealthy noble.



Source 3F

Japanese sculpture of a gilded Buddha, created c. 1192–1333

Knowledge and understanding

- 1 What are the major beliefs of Shintoism?

Analysis and use of sources

- 2 The *Analects* were written by Confucius' pupils 30 to 50 years after his death.
 - a Are sources 3C and 3D primary sources about Confucius?
 - b How useful are sources 3C and 3D in understanding Confucius' beliefs?
- 3 List four things Confucius thought a gentleman should do.
- 4 Who do you think Confucianism would appeal to? Explain why.

Perspectives and interpretations

- 5 Confucius lived nearly 2500 years ago.
 - a How would source 3D, the description of the ideal ruler, differ if written today?
 - b Use the Internet to research Confucius' sayings. Rewrite one of his sayings in more modern language.
- 6 According to Buddha's Four Noble Truths, how could you be free from suffering and lead a perfect life?
- 7 Give an example of an action you think would give you good karma. Buddhists believe that their actions are important. Form into small groups and design a short play that demonstrates Buddhist attitudes. Act it out for the rest of the class.

UNIT 4: JAPANESE CULTURE

As most of the food and wealth was generated by the Japanese villager or peasant, the daimyo (nobles) and members of the Imperial court had a large amount of leisure time to develop a highly elaborate and unique culture. This culture was heavily influenced by Buddhist and Shinto beliefs. Some of the unique cultural activities were bonsai, ikebana, noh, haiku and origami.

Bonsai

Bonsai is the art of carefully pruning and training a tree, kept in a pot or container, so that it grows as a miniature version of its normal shape.

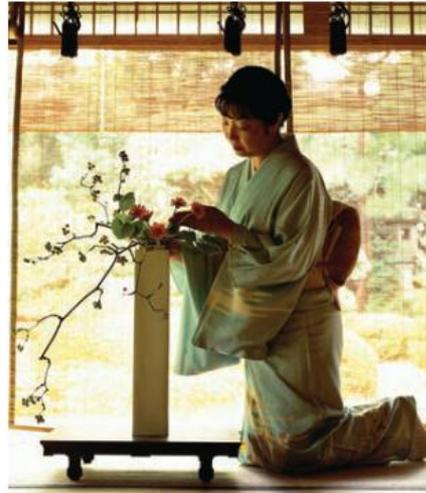
A Japanese story from 970 provides an insight into the idea behind bonsai:

A tree that is left growing in its natural state is a crude thing. It is only when it is kept close to human beings who fashion it with loving care that its shape and style acquire the ability to move one.

Source 4A Utsubo Monogatari, *The Tale of the Hollow Tree*, written in the 10th century



Source 4B Japanese white pine bonsai tree



Source 4C

A modern Japanese woman, dressed in a traditional kimono, practising the art of ikebana

Ikebana

Ikebana is the art of flower arrangement. It is usually conducted in silence as a sign of respect and as an act of meditation. This is another Japanese art that has a clear connection to both the respect for kami and Buddhism. It started with the offering of flowers at Shinto and Buddhist shrines.

Noh

Noh, from the Japanese word for 'skill', is a Japanese musical drama that has been performed since the 14th century. It was originally a way of presenting Shinto and Buddhist stories and morals to people. Noh actors remain almost exclusively men, although on stage they perform male and female roles. The costumes and actions are highly symbolic and many characters wear masks to represent the ideas.

Haiku and origami

As paper became more commonly available in Japan, two other distinct art forms emerged: poetry and origami. One of the most popular forms of poetry was the *haiku*. Each haiku has 17 on (like syllables), divided into three lines of five, seven and five. It usually includes a nature or seasonal reference.



Source 4D

Noh mask of demon Hannya, carved in 1280. From the Noh Theatre Collection, Kongo School, Kyoto

an ancient pond
a frog jumps in
the splash of water [1686]

now then, let's go out
to enjoy the snow ... until
I slip and fall! [1688]

Source 4E

Two examples of haiku by Matsuo Bashō, a famous Japanese medieval poet who wrote many haiku in the 17th century.

WORKSHEET

Haiku

HIS08AWWK00050



WORKSHEET

Origami frog

HIS08AWWK00051

WEBLINK

Origami Club

Origami is the Japanese art of paper folding. The shapes, usually animals, were used extensively in rituals and often left as offerings at temples.

1 Start with a square piece of paper, coloured side up. Fold in half and open, then fold in half the other way.

2 With white side up, fold paper in half, crease well, open, then fold and crease well in the other direction.

3 Using the creases, bring the top three corners down to the bottom corner and flatten into a square.

4 Fold the top outer flaps into the centre and unfold.

5 Fold the top down, crease well and unfold.

6 Open the top flap and lift upwards, pressing the sides inwards at the same time. Flatten down, creasing well.

7 Turn over and repeat steps 4 to 6 on the other side.

8 Fold top flaps into the centre and repeat on the other side.

9 Fold the bottom points up, crease well, then unfold.

10 Inside reverse fold the points along the creases.

11 Inside reverse fold one of the tips to make the crane's head, then fold down the wings.

12 Finished!

Origami instructions on how to fold a crane. The paper crane has special significance in Japan; you may want to find out why.



Knowledge and understanding

- 1 What were two major influences on Japanese culture?
- 2 When was source 4A written?
- 3 Based on source 4A, explain the purpose of bonsai.
- 4 What was the original purpose of Noh theatre?
- 5 Based on the example in source 4E write your own haiku.
- 6 Create an origami crane. How might doing this help people follow Shinto?
- 7 Complete the following sentence:
Shinto and Buddhism had a major effect on Japanese culture, which can be seen through _____ and _____.

WEBLINK

HaikuOz

WEBLINK

Your name in Japanese

UNIT 5: POLITICAL FEATURES

The emperor

The *mikado*, 'heavenly sovereign', or emperor was the head of the government. The emperor was also the highest authority of the Shinto religion. According to Shinto beliefs, the first emperor, Jimmu, was a direct descendant of the sun goddess, Amaterasu. He became emperor in 660 bce.



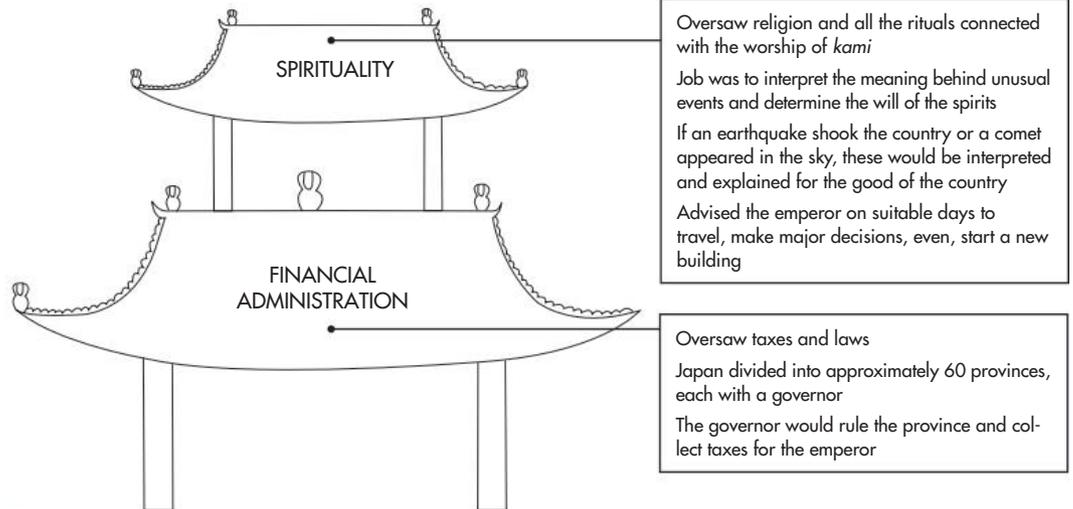
Source 5A

The Kashihara Shrine in Kashihara, Nara Prefecture, Japan, was built in 1889 to honour Emperor Jimmu, Japan's first emperor

Japan's medieval sovereigns could be male or female, and during the period the court was based at Nara, about half the sovereigns were women. In the 8th century ce, women dominated. For example, Empress Gemmei ruled from 707–15, followed by her daughter, Empress Genshō (715–48).

Structure of government

Under the emperor, government was divided into two parts.



Oversaw religion and all the rituals connected with the worship of *kami*

Job was to interpret the meaning behind unusual events and determine the will of the spirits

If an earthquake shook the country or a comet appeared in the sky, these would be interpreted and explained for the good of the country

Advised the emperor on suitable days to travel, make major decisions, even, start a new building

Oversaw taxes and laws

Japan divided into approximately 60 provinces, each with a governor

The governor would rule the province and collect taxes for the emperor

The structure of government

WORKSHEET

Samurai

HIS08AWWK00053

bushido

Means 'way of the warrior' and was a code of behaviour for samurai



Source 5B

19th-century woodblock print of a Japanese samurai wielding his sword

Samurai

During the medieval period, as violence and conflict became more widespread, the role of the samurai increased. Initially, they had been looked down on by members of the Imperial Court as uncivilised ruffians but in the end, they rose to rule Japan.

The samurai (or bushi) were the professional soldiers of feudal Japan. They lived according to the military code of **bushido**. This was strongly based on Confucian ideas. It stressed honour, respect of elders, loyalty to one's master and self-discipline. Samurai were expert with a range of weapons, including the long and short sword, bow and spear. They wore armour made of many small pieces of leather or metal that were lacquered and joined together like scales, to provide protection and flexibility.

Kato Kiyomasa (1562–1611)

Kato Kiyomasa was a 16th-century samurai who rose to become one of the most successful and powerful daimyo of his time. His career began at just 14 years of age when his ability was recognised after his first battle and he was awarded the rights to property with an annual revenue of 170 koku (a weight measure that was also used as a measurement of a samurai's wealth). In the next 10 years he established a reputation for his ability with the spear and for being a fierce warrior. He became known as one of the 'Seven Spears of Shizugatake'. His efforts were richly rewarded and by the age of 24, he controlled half of Higo province and had an annual income from his property of more than 250 000 koku.

In following years, his reputation was further improved when he was one of the three commanders who led the Japanese army in a war of expansion onto the Korean mainland. His passion and commitment to the bushido code earned him the nickname Kishokan, or 'Devil General'. He also designed some of the most significant Japanese castles.

In the centuries since his death, he has become regarded as the 'ideal' samurai, and his name and image have been used in a range of modern computer games including *Samurai Warriors II* and *III* and *Age of Empires III*.



Source 5C

A statue of Kato Kiyomasa outside Kumamoto Castle, which he designed, Kumamoto Prefecture, Japan



Source 5D

Kumamoto Castle was built in 1467 and is considered one of the three premier castles in Japan.



WEBLINK

The origin of the Samurai

WORKSHEET

The story of the 47 ronin

HIS08AWWK00054

seppuku

Ritual suicide by self-disembowelling

FAST FACT

In much the same way Christian knights had emerged in Europe, Buddhist warrior monks (*sōhei*) appeared in Japan in the medieval period and tried to protect the weak.

shogun

Supreme military ruler

If a man does not investigate into the matter of Bushido daily, it will be difficult for him to die a brave and manly death. Thus it is essential to engrave this business of the warrior into one's mind well.

Source 5E

Quote from Kato Kiyomasa, one of the most powerful and well-known daimyo. From William Scott Wilson, *Ideals of the Samurai: Writings of Japanese Warriors* (1982) p. 131

In matters both great and small, one should not turn his back on his master's commands ... One should not ask for gifts or land from the master ... No matter how unreasonably the master may treat a man, he should not feel disgruntled ... An underling does not pass judgments on a superior

Source 5F

Another daimyo, Takeda Nobushige (1525–61). From William Scott Wilson, *Ideals of the Samurai: Writings of Japanese Warriors* (1982)

So strong was a samurai's commitment and belief that if a samurai's reputation was damaged by defeat, disobedience or an inability to complete his lord's orders, he would commit **seppuku** in an attempt to demonstrate he was worthy of regaining his honour. The samurai would plunge a sword into his lower abdomen and cut upwards, disembowelling himself.



Source 5G

General Akashi Gidayu preparing to commit seppuku after losing a battle for his master in 1582. He has just written his death poem. Painted in c. 1890 by Yoshitosi Tukioka

Samurai would pledge their loyalty to a lord in the same way as knights did in medieval Europe. These noble leaders, the daimyo, created feudal armies of samurai whose loyalty was firstly to them. As a result of this loyalty, a power emerged that was capable of challenging the emperor and taking over the country.

In 1184, the Minamoto daimyo united in an attack on the Imperial Court. Their victory led to Minamoto no Yoritomo (1147–1199) being recognised as **shogun** of Japan and the establishment of military rule over the country for the next 140 years.

Samurai swords became symbols of power and honour. In the late 16th century, the lower classes of Japan were banned from possessing weapons and only the samurai were allowed to carry the two swords that had become their trademark.





Minamoto no Yoritomo (1147–99)

Yoritomo was born into the Minamoto clan, one of the four great families of Japan (the other three were the Fujiwara, the Taira, and the Tachibana) who had traditionally produced the Japanese emperor. However, Yoritomo was a third son and a Fujiwara was emperor so he would not normally have expected to be very important. When he was nine years old, rival groups within the Imperial Court took up arms against each other. After four years, the Fujiwara were driven from the throne and, in 1160, a member of the Taira clan became emperor at the age of 13. Yoritomo was forced to flee for his life as his father had supported the old emperor.

After 20 years, the Japanese people became tired of the Taira rule. It seemed to have become ridiculous when they placed a one-year-old child on the imperial throne in 1180. In the spring of 1181, Yoritomo (now 34) returned and many of the great families and their samurai rose in support of him. Initially, Yoritomo appeared to want to compromise with the Taira but while they talked, he organised his supporters and trained his soldiers. Then in a series of campaigns, culminating in the Battle of Dan-no-uta in 1185, Yoritomo and his allies defeated the Taira. Yoritomo claimed the title of shogun and moved the Japanese capital to Kamakura. It was the start of a period of dominance of Japan by the shogun, his loyal daimyo and samurai that would last more than 600 years.



Source 5H

Believed to be a portrait of Minamoto no Yoritomo, this is a copy of a 1179 original hanging scroll attributed to Fujiwara no Takanobu

WEBLINK

[The Samurai way](#)

Chronology, terms and concepts

- 1 Where was the emperor believed to get his authority from?
- 2 Use the Internet to research the names of all the women who were empresses of Japan in the 8th and 9th centuries and construct a timeline with their dates and pictures, if possible. You could use Timetoast, or use sheets of paper joined in a long timeline.
- 3 How did the spiritual arm of the government affect the emperor's behaviour?

Perspectives and interpretations

- 4 Look at sources 5E and 5F and consider the following questions:
 - a Are sources 5E and 5F primary or secondary documents about the relationship between the daimyo and samurai?
 - b Are sources 5E and 5F reliable sources for the attitude of the samurai?
- 5 What was the samurai's key symbol of power and honour?

Explanation and communication

- 6 Use the Internet to find pictures of different samurai. Draw and label the various weapons they used.
- 7 Not all samurai were male. Tomoe Gozen was just one of a number of famous female samurai. Use the Internet to locate information and images of her. Then, using a program such as Inspiration and the information you have gathered, create a visual presentation about her.



Source 5I

Woodblock print of Tomoe Gozen in her armour by Japanese artist Tsukioka Yoshitoshi, 1876.

UNIT 6: THE TOKUGAWA SHOGUNATE

A new regime

After a great victory at the battle of Sekigahara, Tokugawa Ieyasu became the new shogun of Japan in 1603. He established control by granting land to those who promised him loyalty, in the same manner as European feudalism. He created an empire that lasted over 250 years. Its capital was in Edo (modern-day Tokyo) and the shogun ruled this feudal kingdom from Edo Castle. The castle was a stronghold from



Source 6A

Edo Castle, with surrounding residential palaces and moats, from a 17th-century screen painting. Built by Tokugawa Ieyasu in 1453, the castle was finally destroyed in a fire in 1873

which the shogun could exert his influence on the surrounding countryside.

So the shogun could keep an eye on the daimyo and make sure that they remained loyal to him, the daimyo were required to spend at least part of every second year at Edo. When the daimyo returned to their estates, they had to leave their wives and family behind in Edo, to make sure they continued to support the shogun.

As a result of the requirement to live in Edo, the daimyo spent large sums on their Edo residences and the city became a great capital. Furthermore, the annual procession of the daimyo from their country estates to the capital became a great spectacle during which they could demonstrate their power and wealth, with hundreds of samurai and servants marching alongside them.

The door closes

The Tokugawa Shogunate adopted a new attitude towards the Europeans in Japan. First, the religion introduced to Japan by the Europeans, Christianity, was attacked. It was considered a threat to traditional Japanese values. Believers were publically tortured and some were crucified to encourage others to give up their beliefs. In 1606, widespread anti-Christian laws were introduced, followed in 1610 by Portuguese and Spanish missionaries being expelled from the country.

All contact, including trade with Europeans, was restricted. All Japanese ports except Nagasaki were closed to European ships. Japanese ships were forbidden to leave the country and Japanese sailors were even forbidden to work on foreign

WEBLINK

Castles of Japan



Source 6B Himeji Castle built in 1346, a view of the central castle towers from the west

sakoku

A 'closed country' immigration policy

kokugaku

The study of Japan by the Japanese

ships. Any who tried and were caught disobeying, were executed. The policy was known as **sakoku** or 'closed country'.

Japanese pride

The Tokugawa Shogunate saw a major rise in Japanese nationalism. There was an increase in the unity and pride of the Japanese in their distinctive culture. **Kokugaku** was introduced, the study of Japan by the Japanese.

There was a flourishing in culture. The first novels were written and included romantic stories about the wealthy as well as the average person. Tea ceremonies became popular as well as the theatre, especially kabuki and bunraku puppet theatre. The most famous bunraku playwright was Chikamatsu Monzaemon. He wrote more than 100 plays and is sometimes called the Shakespeare of Japan.



Source 6C

The Japanese tea ceremony, also called the 'Way of Tea', involves the ceremonial preparation and presentation of powdered green tea. An open tea house (right) and a peddler selling drinks (left) in the Muromachi period. The monk's clothing depicts the relationship between the tea ceremony and Buddhism. This illustration is from *Seventy-one Poetry Matches on the Occupations*, reproduced in 1846, originally compiled in 1500.

Kabuki and bunraku

Kabuki is a traditional style of Japanese theatre that began in the 17th century. It was usually a funny scene based on events from everyday life. In later years it became more formal with only male actors and elaborate make-up.

Bunraku was originally associated with Kabuki theatre and adapted some of their stories from everyday life, especially those that concerned conflict between the characters' feelings and society's expectations. They are acted through large stylised puppets, each usually operated by three people.



Source 6D Performers operating Bunraku puppets in Osaka, Japan

Chronology, terms and concepts

- 1 What were two things the shogun did to make sure the daimyo remained loyal to him?
- 2 Explain why the daimyo spent a large amount of time and money building grand residences in the capital.
- 3 Why did Japan become *sakoku*?
- 4 Complete the following sentence:

During the Togukawa Shogunate the Japanese attitude towards Westerners changed with the _____ and the _____ as well as _____.

Explanation and communication

- 5 Using the Internet, research the different parts of the Japanese tea ceremony. Then, in small groups, act out the tea ceremony using the information you have discovered.
- 6 Using the Internet, collect a range of images of Bunraku puppets and explain their roles.

WORKSHEET

Geishas

HIS08AWWK00049

UNIT 7: FORESTRY LAND AND USE



Source 7A

Jhomonsugi is the largest and oldest Yakusugi (*Cryptomeria japonica*) tree in Japan. It grows on Yaku Island, and is native to Japan.

FAST FACT

In 1801, Edo (Tokyo) was the largest city in the world with a population of 1 million. London had a population of 860 000 and Paris, 540 000.

Japan's forests have played a large role in its culture and economy. As a result of their belief in the Shinto religion, Japanese people believed that kami, or spirits, lived in places of great natural beauty or grandeur. The old forests of Japan were therefore a place of reverence and respect for the medieval Japanese. Shinto shrines were built on the most sacred sites and these areas were regarded as sacred forests.

Under the peace imposed by the Tokugawa, the population and the consumption of wood both soared. By 1666, this escalating demand for wood had led to widespread deforestation, contributing to increased erosion and floods. This shortage of wood was made worse by sakoku, which had ended trade with other countries. Japan was unable to import the wood it needed. The management of the forests became a matter of national concern.

Medieval Japanese families used wood in many parts of their life, so trees were very important to them. They used wood for houses, boats, cooking and eating (bowls, chopsticks), paper and woodblocks for art, heating, washing tubs, weapons (bow, staff), tools (spade, hoe handles) and for heating metal to make into tools.

During the Tokugawa period, Japan's forests were overseen by the shogun and the daimyo. For a time, any major use of wood needed their approval. The continued shortage of wood led to a huge increase in its value. At first, this meant that some daimyo were tempted to over-harvest to make more money. However, over time the forests regenerated.

The continued high value of timber led most daimyo, as well as the emerging merchants, to see the long-term advantage in supporting timber production. Villages were encouraged to tend the forests and grow wood, and this became an important source of extra income to help alleviate their tax burden.

This program of forest management was so successful that more than 70 per cent of Japan is now forested.



Explanation and communication

- 1 Using the Internet, research the sacred forests of Japan. Select one and explain why it is considered sacred.
- 2 Using the computer and a program such as Inspiration, create a diagram illustrating the importance of wood for Japan.
- 3 Research traditional Japanese objects made of wood. Using a light wood, such as balsa, create a copy.
- 4 Complete the following sentence:
Wood was important in medieval Japan because _____ and _____.
- 5 Research the growth of conifers. Obtain a conifer seedling and grow it in a small pot.



UNIT 8: MODERNISATION AND WESTERNISATION

Portuguese visitors

In 1543, a Portuguese ship involved in the China trade was blown off-course during a storm. The sailors on board accidentally became the first European visitors to Japan. The Japanese called them **nanban**. Given the warlike nature of the period, the Japanese were greatly interested in the guns the Portuguese carried and the local daimyo ordered his **swordsmith** to make copies. The daimyo then asked the Portuguese for shooting lessons. The introduction of guns to Japan had a profound effect. The guns did not need the same high degree of training as the sword to be useful and the new weapon would shift the balance of power between the warring daimyo. In 1575, during the Battle of Nagashino, Oda Nobunaga used over 1000 guns to defeat a samurai cavalry charge on the plains of Shitaragahara and secure victory. The arrival of this Western invention would continue to have a significant impact on events in Japan.

nanban

Southern barbarians

swordsmith

Person who makes swords out of iron by heating and reshaping them over a fire.



Source 8A

This scene depicting Portuguese ships carrying 'nanban' foreigners arriving in Japan is a detail from a 17th-century Japanese folding screen.

As well as knowledge of a new weapon, the Portuguese also introduced trade and Christianity to Japan. In 1549, the first missionaries arrived. Initially they used paintings of Christ, the Madonna and Jesus to help them communicate, as they found the Japanese language very difficult to learn. This inability to speak Japanese, and the European practice of eating with their fingers rather than with chopsticks, convinced most Japanese that the new visitors were ignorant barbarians.

An exception was João Rodrigues (1561–1633), who was sent to Japan as a 15 year old to become a Jesuit priest. He had a natural ability with languages and within a short time could speak Japanese fluently. Nicknamed the 'interpreter', he produced a Japanese grammar guide and dictionary that helped many other Europeans to communicate. When the first missionaries returned to Europe, they took stories of the distinct Japanese culture and its ceremonies. In the early 1600s, Luís Fróis (1532–97) from Portugal wrote the *Historia de Japan* and Europeans were amazed by his tales of this densely populated exotic country ruled by warrior samurai.



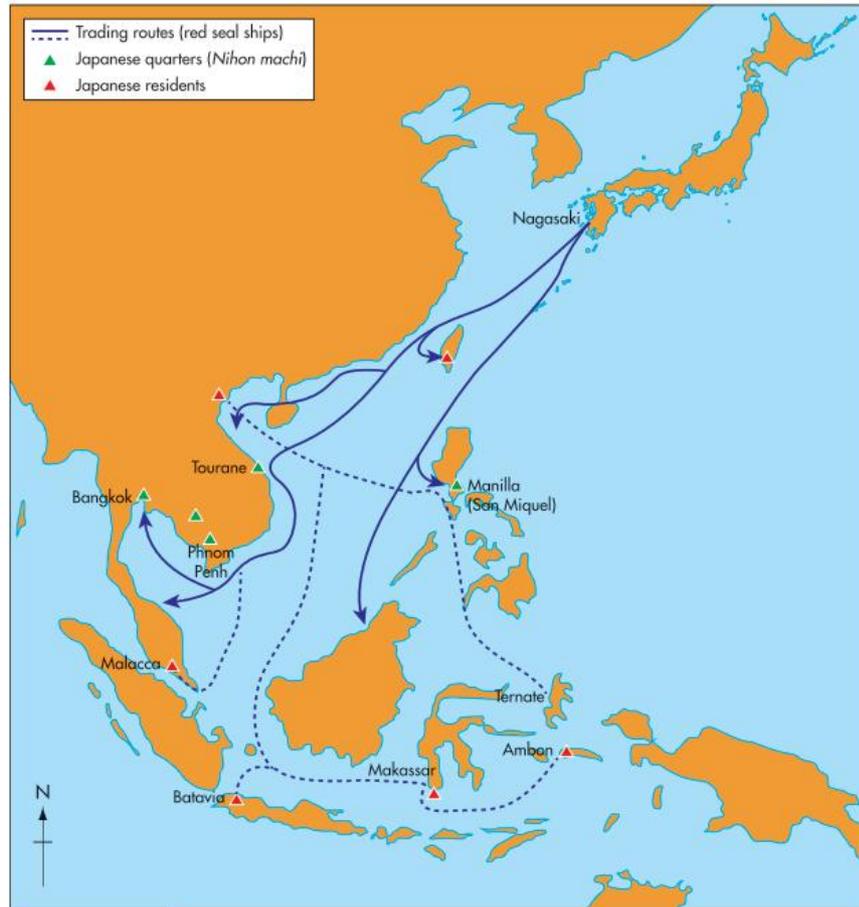
More visitors

In 1600, a Dutch ship that had also been blown off-course and damaged in a storm drifted into Kyūshū harbour. For the Japanese, the light-skinned Dutch were obviously different to the Portuguese and they called them 'Kōmō' or 'Red Hair'. Aboard the ship was William Adams, the ship's pilot, who became the first Englishman to reach Japan. The ship also had nineteen bronze cannons, 5000 cannonballs and 500 muskets. A daimyo, Tokugawa Ieyasu, learnt of the ship's arrival and seized the cannon and the pilot. William Adams then provided the daimyo's men with vital training. The cannon and guns were used to gain victory in the battle of Sekigahara and Tokugawa Ieyasu became the new shogun. His success had been secured, at least in part, by the arrival of the Dutch ship and her cargo of weapons.



Source 8B

A Japanese red seal ship used for Asian trade, 18th century, unknown artist. The Tokugawa Shogunate issued red-sealed permits to a few merchants who were interested in foreign trade. The shogun's seal authorised the mission and guaranteed protection against pirates and other nations who might attack it.



Source 8C

Japanese red seal trade in the early 17th century, based on the *Histoire du Japon* by Michel Vié



Source 8D

1707 map of Japan. From *Naukeurige Versameling der Gedenk-Waardigste Zee en Land-Reysen* (a series of accounts of famous land and sea voyages). Thought to be drawn by Pieter van der Aa.

Continuing influence

Despite the introduction of *sakoku*, or the 'closed country' policy, Japanese interest in the West remained. While most Europeans were excluded from Japan, the ban on trade and influence was not complete. Japan still sought to learn from and understand Europeans. The Englishman William Adams remained in Japan and became a trusted advisor to the shogun. He received the great honour of being made a samurai and was given the right to wear the two samurai swords.

Some trade also continued. The Dutch were allowed to operate a trading post in Nagasaki. Through this limited contact, the Japanese maintained a study of European science which they called *rangaku*. They received information and books, as well as samples and demonstrations of new inventions such as clocks and hot air balloons. This enabled Japan to maintain some awareness of Western developments, although this awareness would prove inadequate when confronted by the American fleet under Perry in the 1850s.



Source 8E

William Adams meeting the shogun. Unknown artist, c. 1600

Knowledge and understanding

- 1 Explain how the first Europeans came to visit the islands of Japan.
- 2 How did the Portuguese arrival influence Japanese history?
- 3 How did Europeans try to explain their religion to the Japanese? Why did they use this method?
- 4 The first Christian missionaries to arrive in Japan did not understand the language. Make a list of key Japanese words and find the symbols (*kanji*) they would need to know to explain themselves to the Japanese.
- 5 Carefully study source 8B and give three differences between European and Japanese ships.
- 6 What were the two major influences on the rule of Japan that arrived on the first Dutch ship?

Explanation and communication

- 7 Using the computer and a program such as Inspiration, create a diagram illustrating the influence of the West on Japan.
- 8 Research William Adams and create a blog of his life.

MAKING

Looking deeper: perspectives and interpretations

- 1 Imagine you were on board the Dutch ship that arrived in Japan in 1600. Create a blog describing the differences between Japan and Europe.
- 2 Imagine you were a Japanese sailor who managed to board a Dutch ship leaving Nagasaki in 1635. Describe your reaction when you stopped at Venice.
- 3 Did the 'closed door' policy help or hurt Japan during the medieval period? Make a list of the positive and negative effects of the policy.
- 4 Overall, did William Adams have a positive or negative effect on Japan, in your opinion?
- 5 Japanese culture is broad and complex. Select a particular aspect, such as origami, ikebana or scroll painting. Research the traditional methods and produce some examples. Then take pictures and label them explaining how they represent traditional Japanese values and beliefs.

WORKSHEET

A samurai's sword

HIS08AWWK00055

Reflection question

Describe life in a medieval Japanese village. Which sources most helped in developing your understanding? Which sources in your audiobook provided evidence of this? Write at least two to three sentences for each source explaining how.

Reflection question

Who or what do you think was a major person, place or event during the Tokugawa Shogunate? What sources supported this most?

Going further: Samurai – medieval soldier

The weapons and skills of the samurai developed over hundreds of years.

- 1 Use the Internet to research samurai weapons and armour. Locate images and the names of the weapons and armour used.
- 2 While many weapons were used, the sword is most associated with a samurai. Use the Internet to find out how they were made.
- 3 Training played a major role in the development of the samurai. Use the Internet to research *Kendo* and how it would have helped to train samurai.
- 4 Over the years samurai became increasingly specialised. Use the internet to research about *ninja*. How were they different to the samurai?

Create a website or blog to display the information located on the samurai.

- 5 Research the history of the Japanese way of life. Use www.audiobook.fm to record and upload brief descriptions of the village, daimyo, the samurai and the shōen. (Be sure to draft your script before you record it.) Invite other groups to listen to your group's podcast about life in the village. Post a comment or question to another group. Answer any questions you may receive.
- 6 Research the Tokugawa Shogunate. In groups of two to three, use www.dipity.com to create a timeline of the significant events during this period. Include dates for any important people and events who contributed to Japanese culture during this time. Also include images and use quotes

CONNECTIONS

from sources to reveal their significance. Share your timeline link on your class blog. Post a constructive comment or question to another group's timeline. Make sure you respond to any questions your timeline receives.

Review questions

- 1 What are the main islands of Japan?
- 2 What were the three major systems of belief that influenced people in Japan?
- 3 Complete the sentence. A *kami* is a _____.
- 4 What were three things that could have a *kami*?
- 5 How was respect shown to *kami*?
- 6 How did these beliefs influence the structure of government?
- 7 Who was the head of the Shinto religion?
- 8 How did Japanese beliefs influence its culture?
- 9 How did Japanese beliefs influence *bushido*?
- 10 What were the two types of fields in the Japanese village and what was grown on each?
- 11 What is a *haiku*?
- 12 What was the samurai code called?
- 13 Which belief system was strongly connected to the samurai code?
- 14 What was the samurai's key symbol of power and honour?
- 15 Explain how the first Europeans came to visit the islands of Japan.
- 16 How did the Japanese describe the first European visitors?
- 17 What did the first visitors bring with them that interested the Japanese?
- 18 Why was João Rodrigues different from most other European visitors to Japan? How did he influence relationships between the Japanese and Europeans?
- 19 When did the Tokugawa Shogunate begin?
- 20 Where was the new Japanese capital located?
- 21 What laws were introduced as part of *sakoku*?
- 22 How did Japanese policy towards Europeans change in 1635?

QUIZ

Review quiz

HIS08AWIN00153

PUZZLE SHEET

Shogunate Japan crossword

HIS08AWPS00118

PUZZLE SHEET

Shogunate Japan wordynd

HIS08AWPS00104

INTERACTIVE

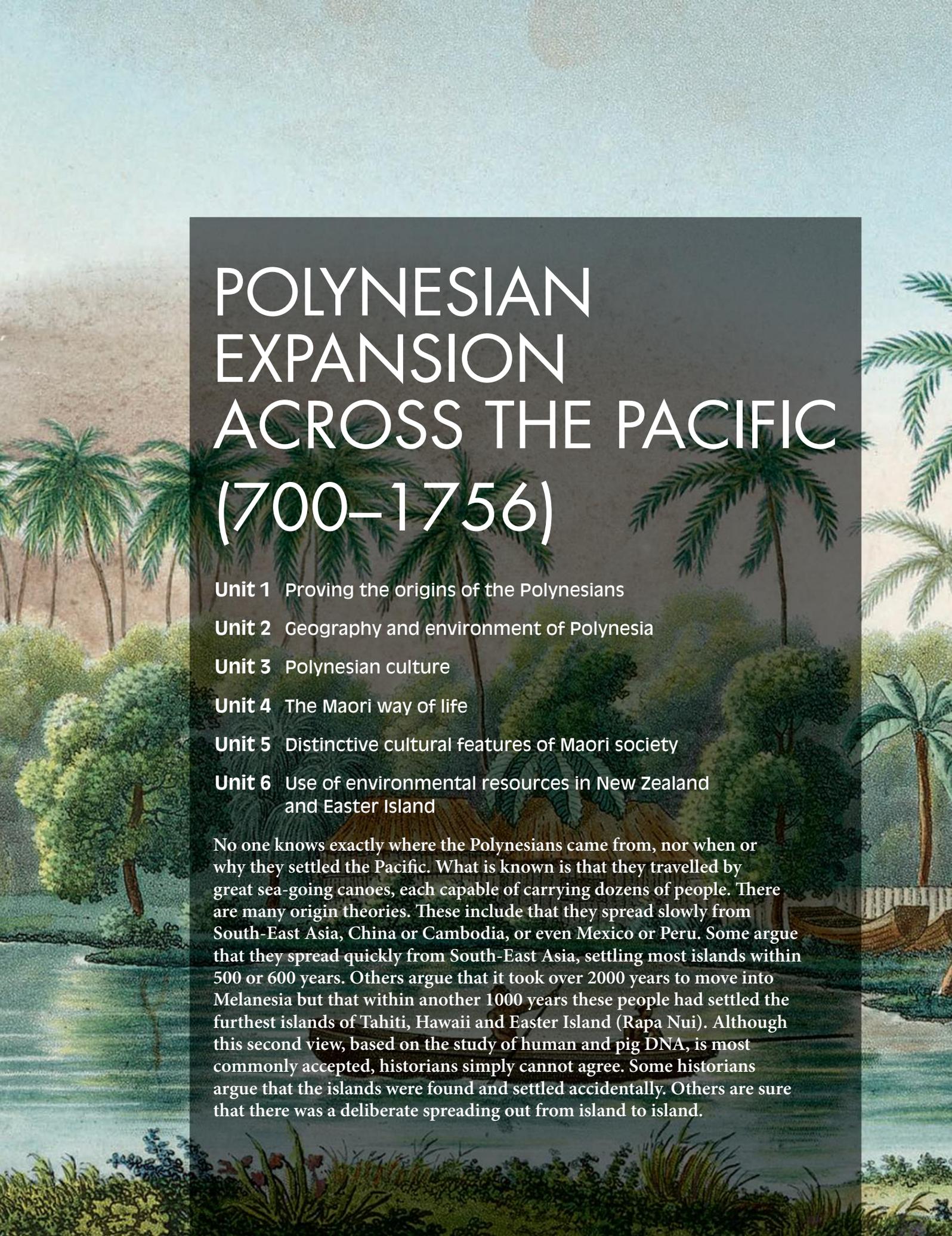
Shogunate Japan word match

HIS08AWIN00154

INTERACTIVE

Shogunate Japan crossword

HIS08AWIN00155



POLYNESIAN EXPANSION ACROSS THE PACIFIC (700–1756)

Unit 1 Proving the origins of the Polynesians

Unit 2 Geography and environment of Polynesia

Unit 3 Polynesian culture

Unit 4 The Maori way of life

Unit 5 Distinctive cultural features of Maori society

Unit 6 Use of environmental resources in New Zealand
and Easter Island

No one knows exactly where the Polynesians came from, nor when or why they settled the Pacific. What is known is that they travelled by great sea-going canoes, each capable of carrying dozens of people. There are many origin theories. These include that they spread slowly from South-East Asia, China or Cambodia, or even Mexico or Peru. Some argue that they spread quickly from South-East Asia, settling most islands within 500 or 600 years. Others argue that it took over 2000 years to move into Melanesia but that within another 1000 years these people had settled the furthest islands of Tahiti, Hawaii and Easter Island (Rapa Nui). Although this second view, based on the study of human and pig DNA, is most commonly accepted, historians simply cannot agree. Some historians argue that the islands were found and settled accidentally. Others are sure that there was a deliberate spreading out from island to island.



300 CE

The first people on Rapa Nui
(Easter Island)



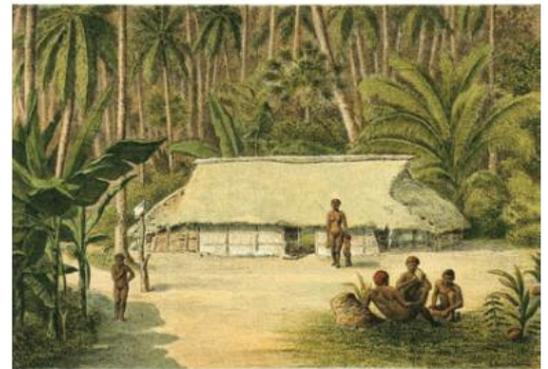
450

Tonga and Samoa began to develop
the distinctive Polynesian culture



400

First settlements in Hawaii



650

Hawaii settled by Polynesians

600

Polynesian settlement of Tahiti
by the ancestor Tu-te-rangiata

□ **675**

Polynesian settlement in Marquesas and Hawaii, and first Polynesian migration to Rapa Nui (Easter Island)

□ **1000**

Second migration to Rapa Nui (Easter Island) from the Marquesas



□ **1519**

Ferdinand Magellan, first European to cross the Pacific Ocean, saw none of the islands

□ **1568-98**

Portuguese explorer Mendana sailed around north and central Pacific, contacted the Melanesians and the Marquesans

□ **1642**

Abel Tasman sighted the south island of New Zealand and then Tonga

□ **1350**

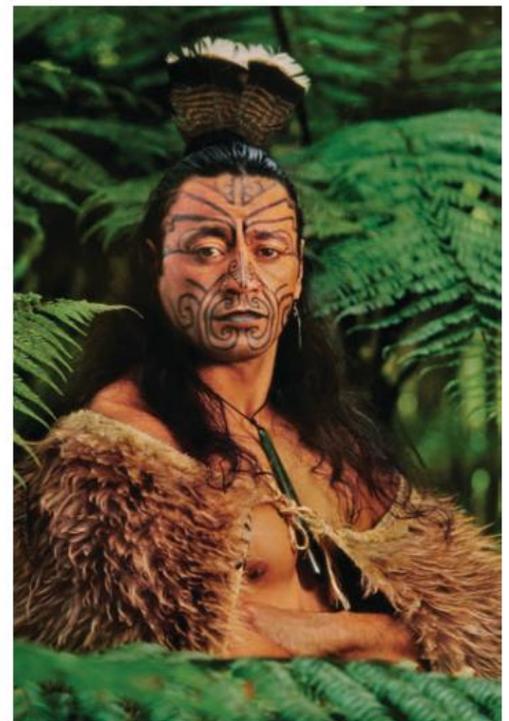
New Zealand was settled from Tahiti

□ **1250**

Polynesians settled Rarotonga

□ **1200**

Tonga occupied Samoa



UNIT 1: PROVING THE ORIGINS OF THE POLYNESIANS

moko

Facial or body tattoos

Traditional Maori

This image of a Maori warrior was one of the first ever seen in the Western world. It was drawn by an artist on Captain Cook's first voyage to New Zealand in 1769. It came to be the accepted view of what Polynesian people looked like. They had **moko**, wore few clothes and used natural items for decoration and clothing, in this case, feathers and a flax coat.



A trilithon

An 800-year-old trilithon, or three stone monument, called *Ha'amonga 'a Maui* and built by Tu'i Tonga Tu'itatui as a ceremonial gateway, is the oldest stone structure in the western Pacific. It is located in Tonga, on the island of Tongatapu. Only some Hawaiian stone garden walls predate this structure.

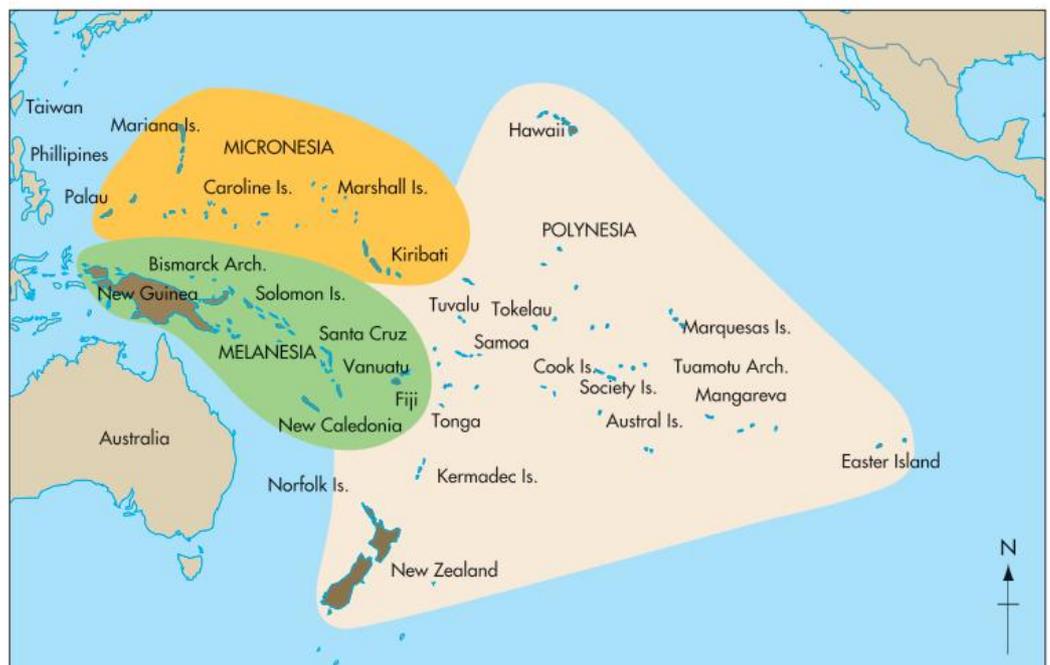


FAST FACT

The word 'Polynesia' comes from the Greek words '*polus*' meaning 'many' and '*nesos*' meaning island. The name was given to the islands of the Pacific by a Frenchman, Charles de Brosses.

FAST FACT

According to Maori oral mythology, the ancestors of the Maori people were two brothers, Whiro and Hua. They lived in the Hawaii/Tahiti area around 1250–75. It was their family members who set sail for New Zealand.



Micronesia, Melanesia and the Pacific islands of Polynesia

Historians have tried many ways to prove the origins of the Polynesians. They first used carbon dating of **Lapita** pottery. It did not help as pottery was not used on islands east of Tonga. Next they tried **ethnobiology** and found that all the islands shared a culture because they farmed similar animals and grew similar plants. However, their investigations raised more questions, as they confirmed that the earliest Polynesian cultivation of sweet potato, or *kumara*, was in eastern Hawaii and the Cook Islands, not in the west.

Lapita

Pottery commonly used in Melanesia and found only on Samoa and Tonga in the Polynesian triangle

ethnobiology

Study of the relationships of plants and animals with human cultures



Source 1A Lapita pottery from Vanuatu showing the patterns used on these pots.

Carbon dating

Carbon dating is also called radiocarbon dating and is used to date organic material found by archaeologists. It measures the amount of carbon-14 in the material. Knowing the rate at which carbon-14 decays, scientists can work out the length of time the material has not been absorbing carbon-14. They can then work out the age of the object.

Linguistic studies have concluded that there are enough words in common to identify the Maori and most of the Melanesian and Polynesian languages as being from the same language family. Without any form of writing, spoken language is the key. The study supported the idea of the Polynesians coming from South-East Asia. This is called the **Out of Asia theory**.

There was no form of Polynesian writing until the late 19th century, when different Polynesian languages were recorded by missionaries and early settlers. Before this, history was recorded on carved panels and on tapa cloth and was spread by word of mouth.

WORKSHEET

Dating pottery

HIS08AWWK00062

linguistics

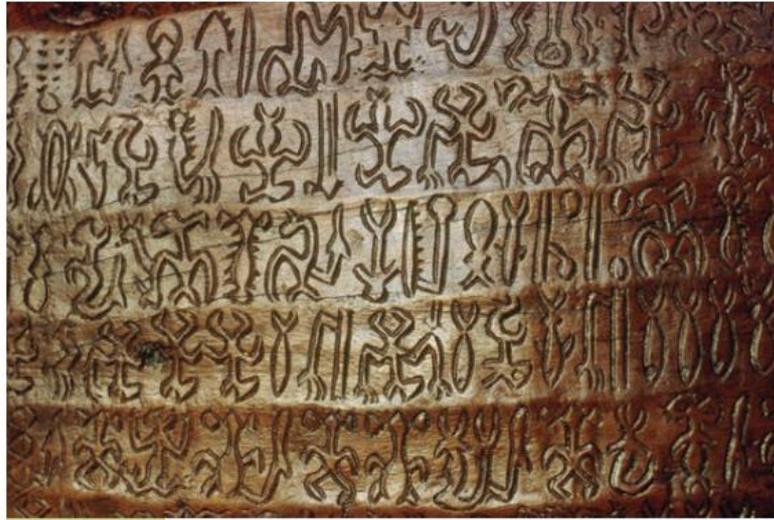
The study of languages

Out of Asia theory

The theory that all the settlers who peopled the Pacific islands originated in Asia

FAST FACT

The only writing that existed in the Pacific before the arrival of the Europeans has been found carved onto wooden blocks on Easter Island, which is at the furthest point away from South-East Asia. It has not been deciphered by linguists and islanders do not understand it. It is called Rongorongo and an example can be seen in Source 1B.



Source 1B

An example of Rongorongo writing from Easter Island shown here on a wooden tablet. This language has still not been deciphered.

Tapa cloth

Tapa cloth is made from the bark of the paper mulberry tree which, when beaten and processed, can be joined together to make a larger sheet depending on what is needed. It can then be painted with traditional designs. It can be used for ceremonial clothing, pieces of art or even a blanket.



Source 1C Samoan tapa cloth, c. 1890s

We can conclude that the Lapita expansion ... as far south as New Caledonia and as far east as Tonga and Samoa – was accomplished in two to three centuries. If we conceptualize the Lapita dispersal in directly human terms, these small groups of intrepid seafarers explored an ocean realm stretching across 4500 kilometers during the course of perhaps 15–25 successive human generations.

Source 1D

Patrick Vinton Kirch, *On the Road of the Winds: An Archaeological History of the Pacific Islands before European Contact* (2002), p. 96



The Polynesians ... did not come from Southeast Asia or through Micronesia or from South or North America. In fact they did not come from anywhere other than Polynesia itself. The Polynesians evolved in the western Polynesian region of Samoa and Tonga from a small population of mixed *Southeast Asian* origins.

Source 1E John H. Chambers, *On-the-road-histories: Hawaii* (2006), p. 24.

Almost all scholarly evidence points to a Southeast Asia origin. Polynesian food stuffs (the taro, yam, coconut, breadfruit and bananas) and animals (the pig, dog, and chicken) are all found to have been first domesticated in southeast Asia, except perhaps the sweet potato that had a South American origin. The cultivation of these crops by Polynesians as well as their fishing methods and social organizations all trace their origins to southeast Asia, and Polynesian legends tell of westward migrations not eastern migrations into their islands.

Source 1F Robert D. Craig, *Dictionary of Polynesian mythology* (1989), p. xii

... the sweet potato or Cumar has been dated back in Peru to about 100 CE. However, it was widely cultivated in Hawaii by 1250 CE, 200 years after the island was reputedly settled by the Polynesians ... winds could not possibly have blown the tubers from Peru to Hawaii. Birds are unlikely to have carried them ... one can only suppose that men in ships must have brought the sweet potato from America to Polynesia.

Source 1G Glen Barclay, *A History of the Pacific from the Stone Age to the present day* (1978)

Analysis and use of sources

- 1 Why is the image of a traditional Maori important to historians?
- 2 When was the image of the Maori first drawn and for what purpose would it have been drawn?
- 3 What six pieces of evidence can historians use from the image of the Maori to tell us about the early Polynesians? (*Hint*: do not write in generalisations but give specific information.)
- 4 Using source 1D, answer the following questions:
 - a How long did it take for the Lapita culture to expand across Oceania?
 - b How widely was the Lapita culture spread across Oceania?
 - c What is the estimate of the number of generations it took for the Lapita people to spread across Oceania?

Chronology, terms and concepts

- 5 What does Polynesia mean?
- 6 Polynesia is often referred to as a triangle of islands across the Pacific. Using the map of Micronesia, Melanesia and the Pacific Islands of Polynesia, list the islands or groups of islands that would make up the north-eastern point, the south-eastern point and the south-western point of the Polynesian triangle.
- 7 What accuracy problem exists for historians with the timeline on pages 220–21?





WORKSHEET

Why move?

HIS08AWWK00057

WORKSHEET

Harappan and Rongorongo writing

HIS08AWWK00063

WEBLINK

Rongorongo script

Perspectives and interpretations

- 8 To what extent, or how far, do sources 1E and 1F contradict or support each other?
- 9 Using the text, source 1F and your own knowledge, why does the growing of kumara on Hawaii and the Cook Islands lead historians to question the 'Out of Asia' theory?
- 10 Using the text and your own knowledge, why does the existence of writing only on Easter Island throw doubt on the settlement of that island from South-East Asia?
- 11 Explain how useful the sources in this unit are to understanding the origins of the Polynesians. In your answer consider each source separately.
- 12 Research Harappan and Rongorongo writing and the latest theories about the connection between the Indus Valley civilisation and Easter Island using the worksheet on NelsonNet. Create a poster showing how these civilisations may have been linked using the evidence you have found.

UNIT 2: GEOGRAPHY AND ENVIRONMENT OF POLYNESIA

Polynesia is made up of more than 1000 tiny atolls, small- and medium-sized islands and island groups. The largest of the island groups, in area, are New Zealand, Fiji and Hawaii. New Zealand has the largest land mass with 268 021 square kilometres, which is approximately 16 times larger than the land mass of Hawaii.

FAST FACT

An atoll is usually an island of coral that forms a reef around a lagoon, sometimes completely enclosing the lagoon but at other times leaving a gap. Some atolls are also the last remnants of volcanoes.



Artist's impression of a typical Polynesian island





However, Hawaii had the largest population at the time of the arrival of the Europeans, with around 400 000 people. This was twice the size of New Zealand's population of 200 000 people. Tahiti and Fiji, too, had around 200 000 people on their islands. Samoa had only around 70 000 people and the Marquesas supported a population of between 50 000 and 100 000. Tonga was by far the smallest of the large groups with a population of 27 000 to 30 000 settled on 748 square kilometres. The smallest territory was Easter Island at 164 square kilometres (see source 2A). It had the densest population, with about 7000 people living in only 100 square kilometres.

Polynesia's weather and environment are as diverse as its geography. Hawaii is the northernmost island group. It has a tropical climate with rich volcanic soil on flat, large islands that can sustain significant populations. New Zealand is the most southern island group. It is in the low temperate zone and is subject to cold southerly winds. It is mountainous with rich volcanic soil good for food production. It, too, can sustain large populations.



Source 2A Easter Island



Source 2B Aerial view of Atafu atoll, a coral islet in Tokelau

Both Hawaii and New Zealand are volcanic islands. Easter Island, in the east, is the worn-down summits of large volcanoes rising more than 2000 metres from the seabed. It is relatively flat and has poor soil. It is unable to support a large population.

Tonga and Samoa, in the far west of Polynesia, are tropical with large islands of volcanic soil enriched by natural plant deposits and are able to support good-sized populations.

Between these places are large and small coral atolls (see source 2B) and reefs with generally sandy soils on which only small populations exist. They have limited farming and are dependent on harvests from the sea.

Chronology, terms and concepts

- 1 Use the map in Unit 1 and the text in Unit 2 to answer the following questions.
 - a Which island group in Polynesia has the largest land mass?
 - b Which island group in Polynesia had the largest population at the time the Europeans arrived?
 - c Which three island groups had approximately the same size population?



- d Of the large island groups, which had the smallest population?
 - e Which was the smallest territory and why was its population also very small?
 - f How are atolls formed?
- 2 Using the text and your own research, explain in a long paragraph, in geographic and scientific terms, how atolls are formed. In your answer provide examples of the various types of atolls.

UNIT 3: POLYNESIAN CULTURE

Language and music



Source 3A

A traditional-style Samoan house with a large centre post, many side posts and a domed thatched roof. They were used for ceremonies, entertainment and as village guest houses.

WORKSHEET

Polynesian language heritage

HIS08AWWK00061

Throughout Polynesia, the people shared language, music, religion and a way of life. As a seafaring culture, most villages were built next to lagoons or bays. People across the islands could understand each other, even though there were subtle differences in their languages. For example, in Tongan, the word for house is *fale* and in Tahitian, it is *fare*. The word for parent in Samoan is *matua*, and in Marquesan, it is *motua*.

Traditional music was based on chants, song and dance. The lyrics of the songs were an important element in sharing the past within communities, telling stories of love and of death in war. Choirs and dancers often accompanied the singer, reinforcing the ideas of the song usually through the movement of their hands and arms. Handclapping, simple drums and conch shells were the usual instruments.





Source 3B Dance on Tahiti, a 1777 watercolour by English artist John Webber

Religion

The traditional Polynesian religion was **polytheistic** and included common gods to explain how their world was created, discovered and settled. Some of the islanders worshipped their kings and chiefs as demi-gods. Others had more personal gods related to their family, genealogy, living space or origins, particularly those special ancestors who led the people to their settlements. Priests talked to the gods on behalf of the people and especially for the chiefs.

Way of life

Most Polynesians lived in simple wooden, palm-thatched houses in small villages with food coming from family- and village-owned gardens and the sea. They grew yams, breadfruit, bananas and coconuts, along with taro and kumara, which they would dig up using a simple wooden stick. They gathered other local fruits and vegetables that required no farming. The women and children carried out the farming and gathering. They domesticated dogs, pigs and chickens, which lived within the village and among the gardens, but they also ate rats, pigeons



Source 3C

Conch shells were used by the Polynesians as musical instruments. A hole was cut in the pointed end of the shell and the shell was then used like a trumpet.

polytheistic

Having many gods

and flying foxes. The Polynesians also relied on seafood for protein and it was the men's responsibility to fish. Many of the islands developed alcoholic drinks but for ceremonial purposes only.

Cannibalism throughout Polynesia

Cannibalism was an accepted practice in the Polynesian islands and was especially used as a way of emphasising success in war. The winner usually ate parts of the loser to show that he had acquired the power, or *mana*, of the conquered warrior.

Cannibalism was considered so common in Fiji that it was, at first, called the Cannibal Isles by early explorers. One chief, Ratu Udre Udre, kept records that showed he had eaten more than 800 people. In New Zealand in 1809, the crew and passengers of the convict ship, the *Boyd*, were killed and eaten as punishment for a crew member whipping the chief's son. The human meat was called 'long pork'.

Pigs were currency and barter was the most common form of trade. Food was traded between the islands. Other items that were traded included tapa cloth, sharks' teeth and pearls.

The Polynesians usually built only in wood or palm leaves, having no need of more permanent shelter because of the tropical climate. The exception was in New Zealand where permanent stone and wood huts built on strong stone platforms protected them from the worst of the southern winds. There is very little left of the early settlements on the islands.



Source 3D Hawaiian feather helmet

Three structures from early settlement

Only three significant structures remain from the time of early settlement in Polynesia. The first is the tilithon called *Ha'amonga 'a Maui* (see page 222) in Tonga. It was built of three limestone slabs around the beginning of the 13th century as a grand entrance to the royal compound. The second is the *Pulemelei* mound in Samoa. The name translates as 'ownership of this place'. The mound has not been dated accurately yet although it is believed to be more than 1000 years old. The third is the ancient stone walls of the Hawaiian gardens.

Clothing was made out of fresh leaves, coconut and either hibiscus fibre or bark cloth. The bark cloth was made from the paper mulberry tree and was called *tapa* in Hawaii or *siapo* in Samoa. Ceremonial clothes, such as the helmet in source 3D, were made out of feathers and other exotic materials. Natural fibres were also used to make mats, rope, nets and baskets.



Source 3E Modern women in traditional clothing, Samoa

Knowledge and understanding

- 1 What role did song and dance play in Polynesian society?
- 2 What does the existence of many gods in Polynesian society reveal about their view of the world?
- 3 The Polynesians were cannibalistic on occasion. What does that tell historians about the value they placed on a defeated enemy? Why?

WORKSHEET

Create an acrostic story

HIS08AWWK00059

Government

Across Polynesia, before the arrival of the Europeans, the organisation of the settlements varied. On the larger, united islands there were complex feudal kingdoms which coordinated public constructions such as farming terraces, irrigation systems and seawalls. On the small islands there were single clan-based, independent settlements.

Tonga was the most structured feudal society with a hereditary chief, the *Tui Tonga*, at the top. He was the spiritual leader of much of Polynesia, personally owned all the land in the Tongan group of islands and held power over many others. Beneath him were lesser chiefs, the *Tu'i Ha'atakalaua* and the *Tu'i Kanokupolu*, who looked after the day-to-day organisation of the kingdom and

FAST FACT

No two Tongans held the same status. Each person, regardless of level, was above or below someone else. Underneath the appearance of tranquillity there was constant bickering between people as each tried to improve their status.

exercised power over those in the lower levels. They were, nevertheless, under the Tui Tonga's control. Commoners, the majority of the population, had no powers at all and were subject to the wishes of those above them. Women of commoner status had absolutely no rights.

Tongan society was so structured and organised that it did not need to have defensive walls around its settlements or warriors to defend its shores. So peaceful did this society appear that when the first Europeans encountered the islands they gave the Tongan group the name the 'Friendly Islands'.

Across the other side of the Pacific, the Hawaiians also followed a feudal system. An early system of organisation was established with a *kahuna nui*, or high priest, in control of each island. From the high priest's family later emerged a chief, or *moku*, of each island. Other social classes were created under the chief with the extended family of the chief becoming the wealthy class.

Unlike Tonga, these islands were not united under one leader until 1810 when Kamehameha I, born into the chiefly line on the island of Hawaii, conquered the other islands. There was, however, extensive organisation in place on each Hawaiian island with coordinated labour creating defensive seawalls, walled gardens and fish ponds, all of which contributed to the production of sufficient food to allow specialists in crafts to exist.

In the southernmost section of the Pacific, the Maori established yet another form of government. With a smaller population than Hawaii and a more difficult climate for growing food than the Tongans experienced, the Maori adopted a more defensive and less cooperative form of organisation.



Source 3F

Tonga became known as the 'Friendly Islands' following the friendly reception given to European visitors. These modern Tongan women are performing a welcome dance.



Source 3G

Illustration from *Voyage round the world* (1826) by Frenchman Louis Isidore Duperrey depicts Maoris, one wearing European dress, paddling a canoe.

Because the various family and clan groups were so spread apart, living only in the most accessible and fertile areas, control of the islands by one person, family or clan group was impossible. The limited resources had been fought over since the very beginning of settlement and each group had built huge fences and defensive ditches around their houses and gardens. Therefore, no single leader of the Maori emerged but, instead, each family clan or group, based on its origin canoe or *iwi*, had its high chief, and its noble and warrior leaders. These leaders could be male or female though, more usually, were male.

In between these edges of Polynesian settlement were groups such as the Tahitians and the Marquesans. On the one hand, the Tahitians suffered from having too much of an easy life. Food was plentiful and easy to grow on the fertile volcanic plains, unlimited supplies of fish were available from within safe reefs and there was a high population. As a result, many chiefly families developed; they could use other people's labour to produce their food and enjoy time to rule and relax.

On the other hand, and in total contrast to the Tahitians, the Marquesans struggled to exist on their harsh volcanic islands. The climate was unreliable with little rain and frequent droughts, the fishing was difficult as there were no encircling reefs to protect the island, and their settlements were limited to a few

iwi

Original Maori tribes





FAST FACT

Unlike most Polynesian islands, the Marquesan islands are very dry and the only guaranteed, regular rain falls on the mountaintops. These are 750 metres above sea level, making agriculture very difficult.

fertile valleys. As a result, the Marquesans were organised into isolated family clans who were prepared to defend their breadfruit gardens to the death and, indeed, frequently had to do so.

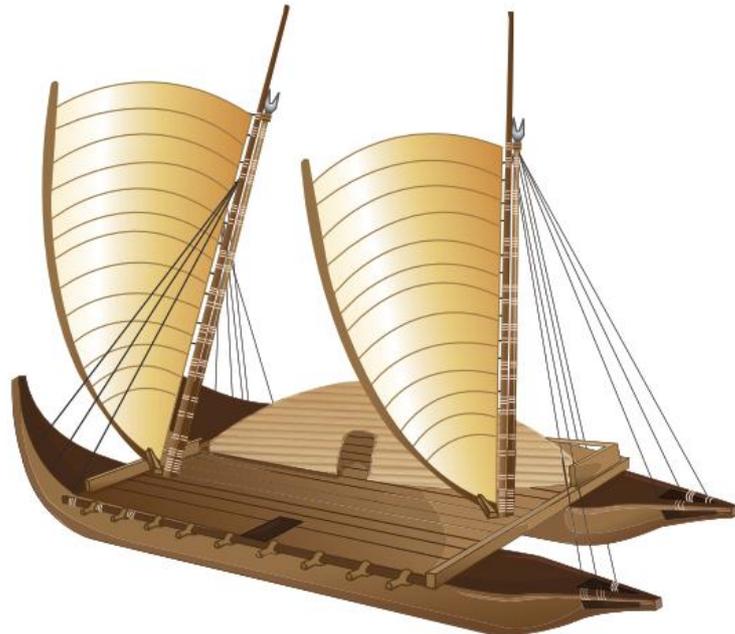


Source 3H Approaching Marquesan Islands by sea

UNIT 4: THE MAORI WAY OF LIFE

A SPECIAL CULTURAL STUDY

Maori culture was unique in Polynesian society. It was clearly eastern Polynesian in that it shared common myths with Hawaii. However, as it was established in the most southern part of Polynesia and was subject to extremes of climate and living conditions, it also developed its own unique features.



Polynesian double-hulled canoe

WORKSHEET

*Storyboarding a
Hawaiian Myth*

HIS08AWWK00060

WEBLINK

Hawaiian canoes





Social features

Traditional Maori society was divided into tribes, or *iwi*, who could trace their ancestry back to the people who arrived on the first canoes from Hawaiki. They believed that a great fleet of eight canoes brought the founding settlers. Those canoes, or *waka*, were Aotea, Arawa, Kurahaupo, Mataatua, Tainui, Takitimu, Tokomaru and, a possible eighth canoe, Horouata. The *iwi* were further divided into clans or sub-tribes, called *hapu*.



Source 4A Aruhe or bracken fern

The *hapu* coordinated the communal activities of the group, such as the construction of the defences around the settlement or **pa**, the clearing of forests and the replanting of them using plants such as the bracken fern or *aruhe*. This was an essential food item for the Maori but is said to have contributed to the deforestation of New Zealand.

The *hapu* also controlled ownership of land, seashore, forest and waterways. However, as control of these resources rested solely on the ability of the *hapu* to defend its territory – which was a shifting resource depending on marriages, deaths and temporary or permanent migrations – war was frequent. The defence of a *hapu*'s territory was one of the most important political activities in Maori society. New *hapu* were formed as the population grew. Others collapsed because of war or family feuds and then reformed as new *hapu* through the power or **mana** of a warrior, or *toa*, a leader, or **ariki**, or through intermarriage.

FAST FACT

'*Hapu*' in Maori literally translates as 'pregnant' and shows how children and grandchildren had membership of their parents' and, through them, their grandparents' *hapu*. Their primary *hapu* was the one in which they grew up but it was their genetic connection to the *hapu* that gave it such importance.

pa

Maori settlement or village

mana

An individual's power and prestige within their community

ariki

Principal Maori chief

The Great Fleet

Despite the tracing of most traditional Maori genealogies to one of the first canoes of the Great Fleet of around 1350 CE, the whole idea of a single migration of seven, possibly eight, canoes has now been discounted. Modern lists include at least 50 great canoes.

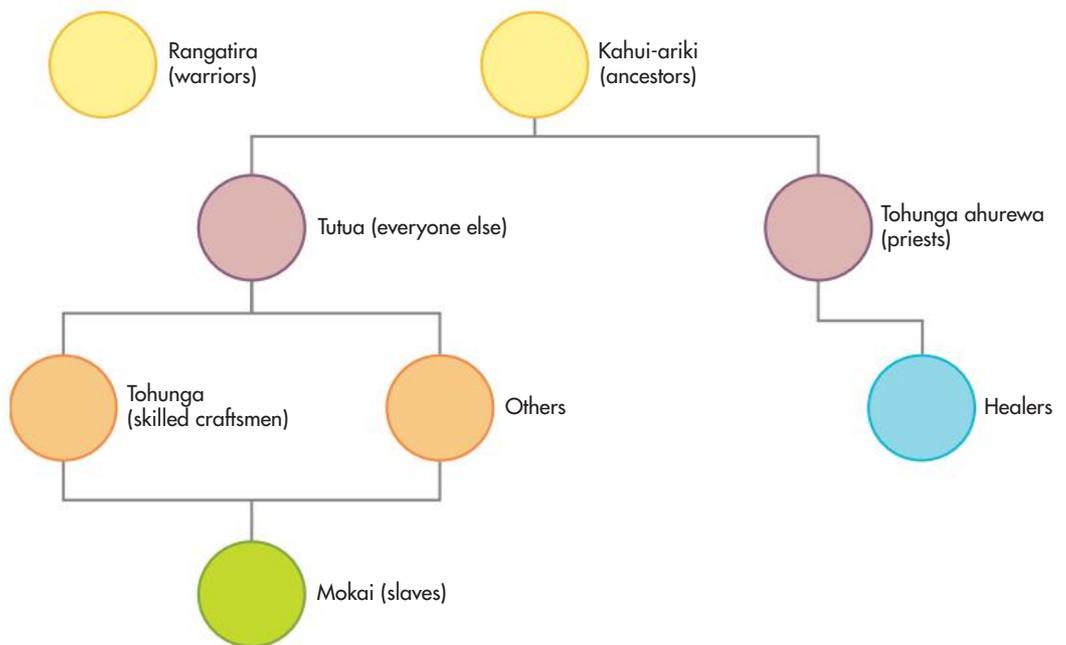




The role of the ariki was extremely important. The four qualities that gave male ariki the respect of the members of their iwi and made them paramount chiefs of their tribe were their tapu, or their personal religious status, their mana, or their personal authority, their *ihi*, or the way others saw them as being great, and their *wehi*, or their personal power given to them by their ancestors.

At the top of Maori society were the leaders – made up of *rangatira* (leaders because of their ability as a warrior or diplomat) and *kahui-ariki* (leaders because of their tapu, mana, ihi and wehi) – who were recognised as being descended from the most senior, or *tuakana*, ancestors. They were followed by everybody else, *tutua*, whose ancestors belonged to less important lines called *teina*. The exceptions were the slaves, or *mokai*, who were at the bottom.

There were also many specialists in a wide range of skills. At the top were the *tohunga ahurewa*, or priests and healers, who were given special training in the religious requirements of the Maori and who learnt about the traditional medicines that could be obtained from the forests and the sea. Other *tohunga* were expert woodcarvers, tattooists, canoe-builders, navigators and workers in stone.



The structure of Maori society

WORKSHEET

Kupe – a history mystery?

HIS08AWWK00064

WEBLINK

Te Ara

WEBLINK

Maori society

Historical questions and research

Use the weblinks to research Maori society in more detail and create a PowerPoint presentation of between 10 and 12 slides showing the structure of Maori society in a visual format, supported by an explanation of the role of each level, group or person you refer to. Present your findings to your class.



UNIT 5: DISTINCTIVE CULTURAL FEATURES OF MAORI SOCIETY

There were a number of distinctive cultural features of Maori society that made it unique. These included the political and economic role of the ariki and the trading system which they built up to make friends, keep friends and limit warfare; the building of fortified pas to protect settlements; the use of a meeting house or **whareniui** as a focus for their culture; and the importance of tattooing or *ta moko*.

whareniui

Communal meeting house

An ariki is one in whom many ancestral lines converge, and from whom many ancestral lines diverge; by the first he becomes the superior descendant-of-many; by the second he becomes the superior ancestor-of-many: ancestor-in-chief; father-in-chief. Such an ariki was my ancestor Rahiri, representative of the four main tribes whose domains extended originally from the present city of Auckland northwards along both coasts to the North Cape.

Source 5A

A quote from Hare Hongi, son of Huhana, a daughter of the Ngapuhi Ariki, Maumau. From the *Journal of the Polynesian Society*, vol. 18 (1909)

Formal trade between iwi or hapu was generally conducted by the ariki and had greater importance than just the exchange of goods. They were formal exchanges. The Maori called it *homai o homai*, or a gift for a gift, and the expectation was that each side would carefully consider what an appropriate trade would be for the exchange. It was usually something that each side could not obtain easily. Thus inland birds and animals would be exchanged for fish and South Island **greenstone** would be traded for **obsidian**. This trade consolidated alliances, made new friends, bought support and eased threats of war.

Maori society was the most violent of all the Polynesian societies. They built and lived in fortified villages called *pa*. These were usually constructed in easily defensible and strategic places. They contained the full defences of a ditch with a **palisade** built on top of the excavated dirt, food storage pits called *rua* and, generally, access to water. People from the surrounding areas would seek refuge in the pa when danger appeared.

greenstone

A green nephrite jade stone used to make weapons and jewellery. Because it was found in water it was usually considered sacred.

obsidian

A naturally formed glass that could be sharpened into a cutting implement

palisade

Fence made with stakes set firmly in the ground



Source 5B

Stockaded hills and pa, Bay of Islands, artist unknown c. 1835, Alexander Turnbull Library, New Zealand

FAST FACT

Senior females, such as the eldest daughter of a chief, carried their own status and were generally referred to as *ariki tapairu*. Often their role was to marry into another *iwi* or *hapu* to establish or consolidate connections between the two families or clans.

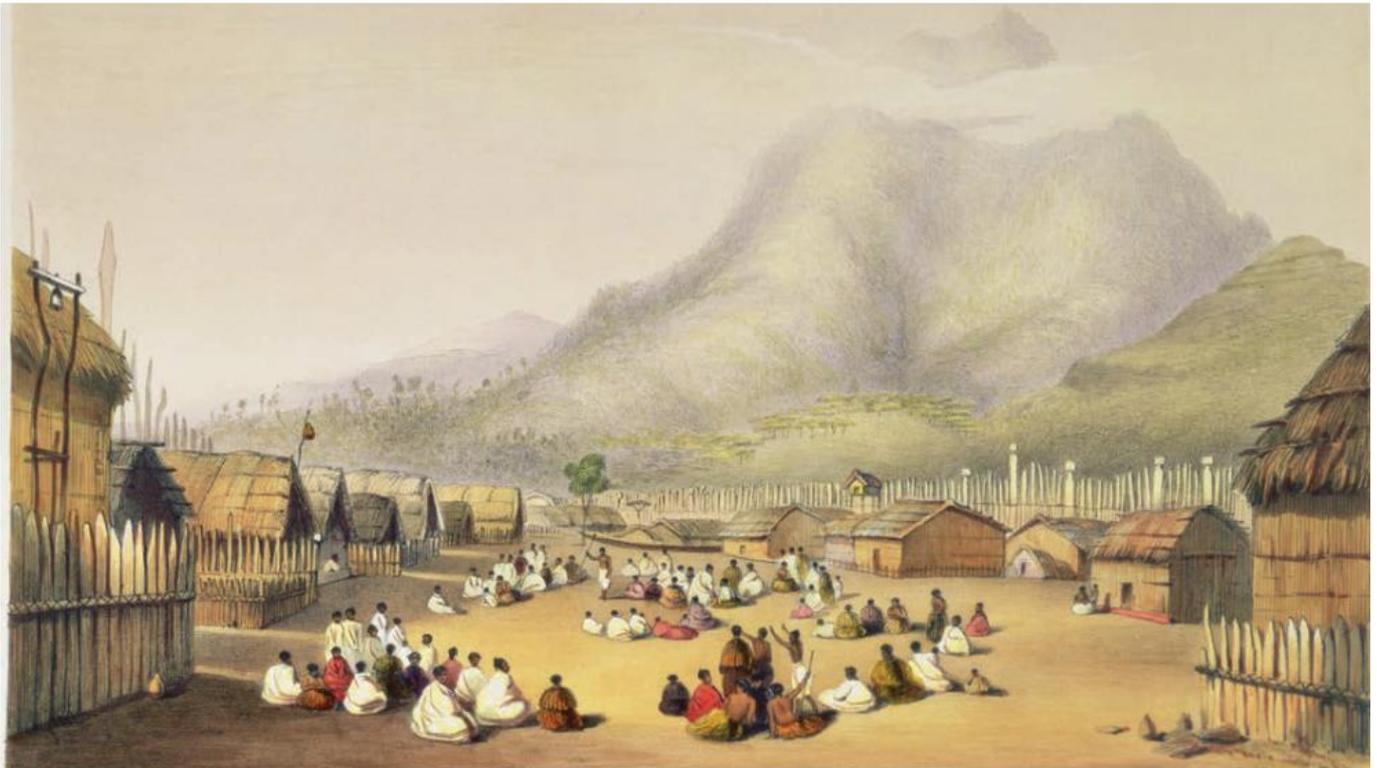


Source 5C Greenstone mere

Fighting was usually over land or resources. Membership of the iwi and hapu was not firmly established and so ownership of land was similarly flexible. Fishing rights, farming rights, access to forests for the tall timber needed for canoes, mining rights, and trade and communication routes were all fought over. Revenge, for causing an accidental death or for the mistreatment of a member of the hapu, was another reason for going to war.

Guerrilla-style warfare was usual with hand-to-hand combat. The aim was always to kill every member of the opposing war party and preferably eat them or, at the very least, take the head for shrinking and display. Weapons were simple, with the short club, or *mere*, and the long war club, or *taiaha*, being the preferred weapons. They also had hand-axes called *toki poutangata*, made out of wood with an obsidian or greenstone blade, and a short, thrusting club called a *wahaika* which was used to jab upwards under the throat or armpit to immobilise the enemy.

At the centre of each settlement was an enclosed piece of land called the *marae*. This was where traditional communal ceremonies took place. The marae acted as the religious focus for both the individual and the hapu. It was also the place where the younger generations learnt about their culture and traditions. To one side of the marae was a whareniui or meeting house in which many activities such as weaving and carving took place.



Source 5D

Painting of a marae beneath Taupiri mountain, Waikato, created in the 19th century by George French Angas for *The New Zealanders illustrated* (1846). This marae was associated with Pōtatau Te Wherowhero (c. 1780–1860), a chief who became the first Māori king.

Tattoos



Source 5E

(Left) Young Maori woman with traditional moko, feathers in her hair and traditional dress. Women generally received moko only their lips and chins. (Right) Maori man with full-facial moko and traditional costume.

Ta moko, or traditional tattoos, were an extremely important part of Maori life and were used to indicate social status, ability, experience, contribution to the *iwi*, usually as a warrior, and marital status. These tattoos could be read by other Maori to understand more about the personality and experiences of people without the need to talk to them.

Ta moko were made by the tapping, or *ta*, of a bone comb or chisel, *uhi*, into a design, or *moko*. Bone or tortoiseshell combs, dipped into a black dye of soot or blue ground-up seashell, were used to make the marks and the whole process was accompanied by chants and the careful removal of any blood from the wounds.

The tattoos were generally placed on the face and thighs, leaving ridges. As it was a long and painful process to acquire these tattoos, the more tattooed a man was, the more he was respected. They were always created ceremonially and had important sacred connections to the person being tattooed. They were generally created by a *tahua*, or priest, as part of a ritual and were always related to the *mana*, or spiritual force, of each person. Tattoos made the skin sacred and helped people communicate with the spirit world. Women generally limited their tattoos to their faces, usually the lips and the chin.

Tattoos could take many forms. Some were simple lines. Others were swirls and circles called *koru*. Stylised designs of boats, birds, flowers and fish were used. Others took the form of a specific totem animal or fish and, when depicting a human or god figure, were called *tiki*.

Tattoos in Polynesia

The practice of tattooing the body with signs and symbols was shared across all the island groups of Polynesia, although each group had its distinctive patterns and behaviours. The Marquesans had the most developed tattoos, even identifying the separate styles. For example, women's ear tattoos were called *puaina* and their lip tattoos called *koniho*. In Samoa all tattooing was called *pe'a*. Putting marks on the body was a way of recording the stages in a person's life, their rank, their experiences, their relationships with others and, through this combination, their identity.

Perspectives and interpretations

- 1 Explain, in your own words, Hare Hongi's description of the place of the ariki in society (source 5A). Include in your answer Hare Hongi's perspective of his ancestor Rahiri.

Analysis and use of sources

- 2 Both the image of the pa (source 5B), and the description of the pa in the text, are secondary sources. Draw up a list of the primary sources that may be available to support these interpretations. Be specific. Find examples of two different types of primary sources you have included in your list.

Explanation and communication

- 3 Go online and research a range of traditional moko including tattoos specific to both men and women. Present your findings to your class in a visual display and explain what each of the tattoos means to the wearer.

WORKSHEET

Maori language

HIS08AWWK00058

WORKSHEET

Te e hangi

HIS08AWWK00102

UNIT 6: USE OF ENVIRONMENTAL RESOURCES IN NEW ZEALAND AND EASTER ISLAND

A CASE STUDY IN SUSTAINABILITY AND UNSUSTAINABILITY

Aotearoa

Maori name for New Zealand, meaning 'land of the long white cloud'

When the Maori arrived in **Aotearoa**, they immediately began clearing the forests and planting root crops they had brought with them. They quickly established the *aruhe*, or bracken fern, as a staple food and, by clearing the tall trees for canoe building and burning off the remaining forest, made it possible for the fern to take over much of the mountainous land.

The new settlers also hunted the large flightless birds, the moas, whose meat they ate and whose bones they used to make tools such as fish hooks and spear



heads, and body decorations such as tiki, into extinction. Medium-sized birds, such as kiwi, kakapo and weka, and the large wood pigeons were hunted to near extinction. Smaller birds were hunted in an annual activity, stripped of their feathers, de-boned, cooked and stored in **gourds** in their own fat so that they could be kept over a long period.

By introducing new animals, such as rats and pigs, the new settlers contributed to the extinction of many ground-dwelling flightless birds, unique lizards, frogs and other invertebrates which had developed on the isolated islands.

gourd

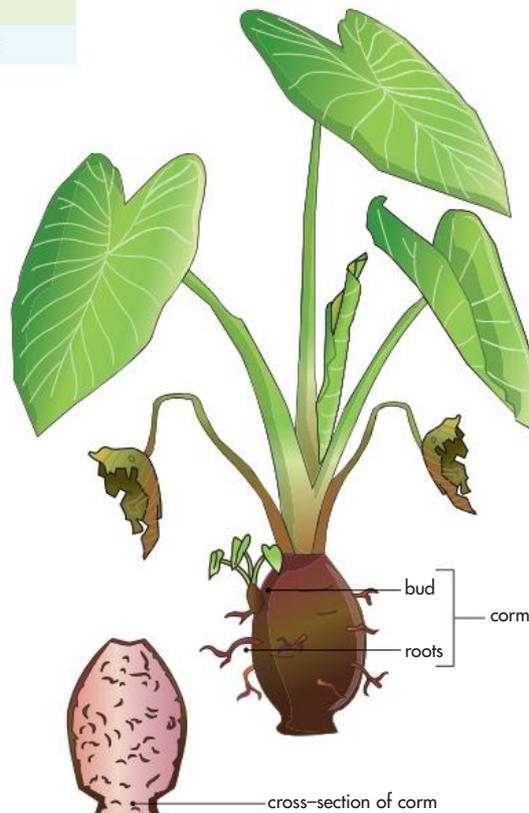
A dried plant shell used as a bowl or bottle

<i>Birds</i>	Moa (2 types) South Island and North Island geese Adzebills Six types of ducks Six types of rails Two coots NZ wrens Piopio Huia Greater short-tailed bat
<i>Reptiles</i>	Tuatara Kawekaweau
<i>Frogs</i>	Five different types of frogs
<i>Fish</i>	Grayling or upokororo
<i>Plants</i>	Adams mistletoe Coastal cress
<i>Other</i>	Seals Porpoises Insects such as the weta

Table of extinct or near-extinct fauna and flora of New Zealand



Illustration of Moa from *Extinct Birds* by W Rothschild, 1907



Source 6A Taro plant

FACTSHEET

The extinction of the moa

HIS08AWFS00103

**weir**

Small dam across a river that forms a barrier to the water flow

The landscape itself was changed by the draining of swamps for the growing of taro, with evidence of deliberate digging of ditches and the improvement of soil to assist this gardening. Fish **weirs** were often built at the mouths of rivers, shifting the course of those rivers. Mining for greenstone and obsidian was carried out over the whole of the period of settlement of Aotearoa.

Historical questions and research

In pairs, research the flora and fauna brought into New Zealand by the Maori settlers and what they did to the land to help their farming that had an impact on the natural flora and fauna of New Zealand. Create an interactive timeline that shows when and how these changes were introduced. Use the evidence archaeologists have discovered in their excavations of *pa* and shell heaps.

Rahui

To protect their environment from further destruction, the Maori used *rahui*, a form of tapu, which placed restrictions on the use of land and sea resources by individuals and groups for different reasons and different time periods. Most *rahui* were temporary and were used to allow the natural restoration of the resource. The Maori believed that their life was absolutely linked to the natural world around them and that it was their responsibility to guard the place because of their ancestral relationship with it. The placing of *rahui* on an area or resources made sure this relationship continued and so conserved their food resources.

The *rahui* took many forms, from taking only what could be eaten immediately to using the correct size of woven basket, which would allow undersized fish to escape. Other *rahui* included protecting birds during their egg-laying and chick-rearing seasons.

Rahui prohibited gathering resources within a defined area. For example, for the sake of sustainability, the resources of a lake or a forest might be temporarily unavailable. Then people would be unable to gather plants, hunt animals or fish until the *rahui* was lifted.

A *rahui* was also imposed for the sustainability – temporary or long-term – of a particular resource. Examples of this are: a particular area of land set aside for a special purpose or function (called a *whenua rahui*); specific trees set aside as a carving resource like the panels of a new meeting house on a marae; certain flax bushes ear-marked for the weaving of a special cloak for a chief; or specific areas placed under *rahui* and left unfarmed so that the resources may regenerate.

Placing a rahui

Rahui can be placed on land, sea, forests, rivers, gardens, fishing grounds and other food resources. It is given its authority by the *mana* of the person or group that imposes it.

WEBLINK

Nga Whenua Rahui





Placing a rahui has four stages:

- 1 It is spoken by a *waiata* (song).
- 2 It is shown by a pole or a carved or decorated wooden stick placed in the ground.
- 3 The boundaries of the rahui are defined usually by the natural features of the landscape. For example, the gathering of pipi and cockle (shellfish) is not allowed between Wilson Bay and Pupuraka Stream (Ngarimu Bay) (source 6B).
- 4 Today, people are told of the placing of the rahui by advertising or a sign; in earlier times by telling people in the area.

Maori believe that anyone who defies a rahui will be penalised by falling into a deep pit. The name of the pit is *waro rahui*.

There is a story from the 19th century about a chief, Tukuha, who put up a rahui post at Te Rautawhiri. The post remained in the same position, but whenever the chief wanted to rahui the eels of his part of the Rangitaiki River, he would hang an old item of his clothing on it.



Source 6B

A sign letting people know of a current rahui set on coastal land

Rahui today

The custom of rahui is still used today, and has many similarities to the bans imposed by the New Zealand government on the gathering of food resources for conservation purposes. However, such bans on the gathering of traditional resources such as shellfish and native birds are considered by many Maori to interfere with their customary rights. For this reason, the collaboration between government agencies and Maori is essential for most rahui the New Zealand government seeks to impose. An example of this is in source 6B where the rahui was imposed jointly by the Hauraki Maori Trust Board and the Ministry of Fisheries. Since the 1996 Fisheries Act, a rahui can also be imposed by the Ministry of Fisheries alone.

Although the New Zealand government is known to support Maori rahui, perhaps the most important way it has contributed to it is by establishing the Nga Whenua Rahui Fund in 1990. This fund was formed to help support the voluntary protection of native forest on Maori-owned land.



Easter Island (Rapa Nui)

Easter Island is one of the most isolated settlements in the world. It is more than 2000 kilometres from any other settlement, which made the first Polynesians, who probably arrived about 1200 °, from the Marquesas, totally dependent on what they could find and use. Being a small volcanic high island with three extinct volcanoes on it and located in the subtropical region, it has low rainfall and is subject to constant winds.



Source 6C The difficult terrain of Easter Island



Source 6D *Sophora toromiro*, a flowering tree native to Easter Island, is now extinct in the wild.

The toromiro

The toromiro is the national tree of Easter Island. Like all trees, it drew condensation from the air and helped increase the moisture in the ground. Its disappearance contributed to the increasing aridity of the island and the regular famines that occurred after the forest clearances. It has recently been reintroduced onto Easter Island from seeds grown in Kew Gardens, England and in Germany.



When the first settlers arrived, the island was well covered with large, slow-growing, palm trees and at least two other forms of tree including the toromiro. Some of these trees grew up to 14 metres high. These trees provided wood for canoes for fishing and seeds for food. There were also many different land birds, indigenous insects and sea birds that provided sources of protein. The soil was relatively fertile because of the volcanic nature of the island.

By the time the first Europeans arrived, approximately 500 years later, they found little evidence of the forests, no evidence of the land birds, a decimated population of sea birds and a very small and starving human population who were unable to fish at sea any more as the wood for canoes had been used up. As well, erosion of the soil, now exposed to the wind and rain and no longer protected by the forest, had begun. The replacement of native plants by introduced yams, breadfruit, taro and banana, all of which were dependent on high rainfall, had also affected both the soil and the climate.

Historians and archaeologists cannot agree on how this disaster occurred but it appears that the larger palm trees were cleared for settlement or cut down to make canoes. It is also possible that they were used as rollers to move enormous stone statues, or *moai*, from quarries to the coast as part of the Rapanuian worship of their ancestors.

The Polynesians also brought with them the Polynesian rat and there is evidence that it also played a key role in preventing the regrowth of the palms and other trees by eating the seeds.

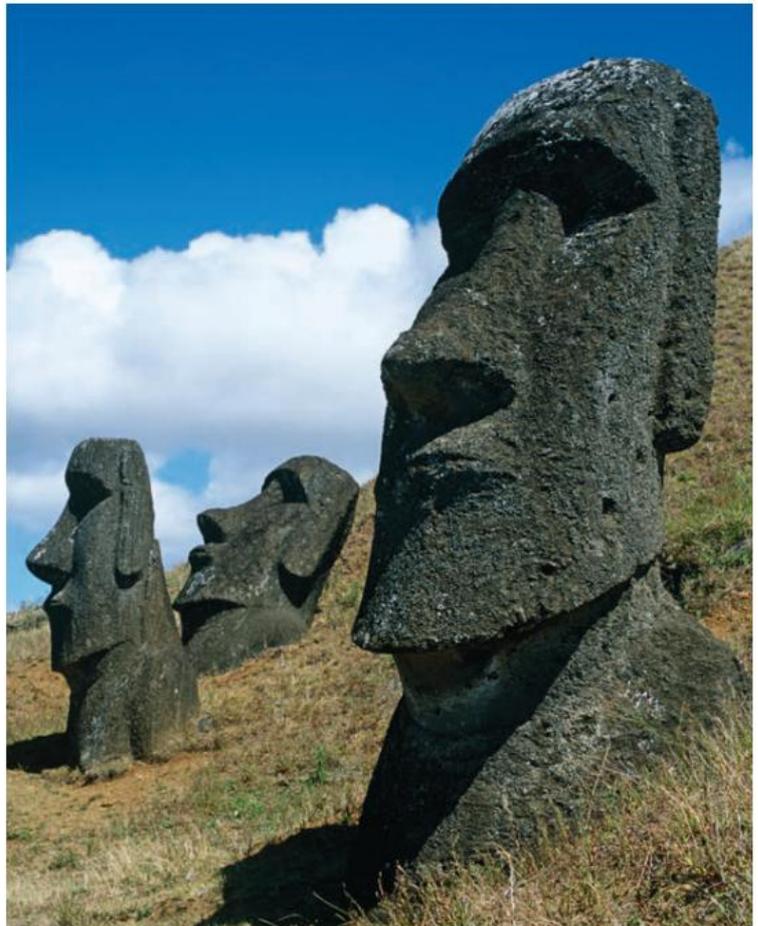
Using carbon dating techniques, archaeologists have been able to show that, as the forests disappeared and the carving of canoes stopped, the people also turned to eating the soft palm hearts of the smaller palm plants, thus destroying the future plantations. As well, they ate all the indigenous land birds and caused a total collapse in the sea bird population by taking the eggs and chicks for food.

FAST FACT

Moai weighed between 82 and 86 tonnes and ranged from 10–15 metres in height. Creating and moving them would have required enormous effort.



Source 6E The Polynesian rat



Source 6F

Some of the huge moai in Easter Island. Moai were placed between the settlements and the sea to provide religious protection for the people.

MAKING

WEBLINK

Christchurch City Libraries

WEBLINK

Te Ara

Looking deeper

Working in pairs, use the Internet to access the Christchurch Library in New Zealand and type 'NZ birds' into the search facility to find out more about extinct and near-extinct animals and birds of New Zealand. Also try the Te Ara website and type 'extinctions' into the search engine for more information. After completing your research on a particular animal or bird, write an illustrated article about your choice and what happened to it and publish it online in a combined class journal. Do not forget to include any good news you find about the preservation of your choice of animal or bird.

Analysis and use of sources

From Nukuoro island in the far N.W. to Easter Island (Rapanui) in the distant S.E.; from Hawaii in the extreme N.E. to New Zealand (Aotea-roa) in the S.W., we find one people, speaking dialects of one language, having practically the same customs and beliefs, and bearing so great an affinity in physique, colour, and general appearance, that it is difficult to distinguish the inhabitants of one part from those of any other ... nature provides most of their wants with very little aid from themselves; the breadfruit, coconut and banana grow and produce abundantly – almost spontaneously, – whilst fish is abundant and good.

Source 7A

Smith, S. Percy, *Hawaiki: the Original Home of the Maori: with a sketch of Polynesian History* (1904), pp. 9–11

- 1 List the four things that identify the people of the Polynesian triangle as being of the same culture according to the author of source 7A. In an extended paragraph, and quoting from the source, explain the links across Polynesia.

Going further

- 1 Across the period of the history of Polynesia being studied in this chapter, oral traditions were the only way of maintaining the culture through art, music, song and dance. In pairs, research the foundation story of one of the islands or island groups of Polynesia and prepare and present a performance using three of the above cultural skills to illustrate your chosen story.

CONNECTIONS

2 Use the Internet and your school library to research the types of food available to each island. Use Google Docs to graph these in a Google spreadsheet. Use Google Docs to graph the size of four islands. Which foods did most islands have in common? Brainstorm reasons why you think that the population on each of the islands varied so much. Debate this on your class blog by providing evidence from the spreadsheet to support your argument.

Review questions

- 1 Where did the Polynesians come from?
- 2 Across what time period did the Polynesians settle the Pacific?
- 3 Why were New Zealand (Aotearoa) and Easter Island (Rapa Nui) the last to be settled?
- 4 What is the difference between an atoll and an island?
- 5 The Polynesians are often referred to as a seafaring society. What is meant by this term both in the long and the short term?
- 6 Which four main elements demonstrate that Polynesian society has a shared culture no matter where it is located in the Pacific Ocean?
- 7 What is the most common form of social hierarchy found on the islands?
- 8 Name three characteristics of Polynesian religion.
- 9 What was *mana* and why was it important to an *ariki*?
- 10 To what extent did the Maori and the Rapanuans change the environment they found on the islands of New Zealand and Easter Island?

Reflection question

How does your research add to your understanding of Polynesian geography? How do your spreadsheet results support your answer?

QUIZ

Review quiz

HIS08AWIN00156

PUZZLE SHEET

Polynesian expansion crossword

HIS08AWPS00121

INTERACTIVE

Polynesian expansion word match

HIS08AWIN00158

INTERACTIVE

Polynesian expansion crossword

HIS08AWIN00157



PART C

EXPANDING CONTACTS

Key inquiry questions

- 1 How did societies change from the end of the ancient period to the beginning of the modern age?
- 2 What key beliefs and values emerged and how did they influence societies?
- 3 What were the causes and effects of contact between societies in this period?
- 4 Which significant people, groups and ideas from this period have influenced the world today?

What happens when cultures meet for the first time? How has this influenced our world? How does contact affect the people at the time? In this Depth Study, you will explore one of three events that will help you to think about these questions. The Mongols, under their leader Genghis Khan, conquered territories that made their empire one of the largest land empires in history. How could a group of nomadic warriors achieve this? What was it like to live under their rule? If you study the Black Death, you will see how expanding contacts and trade between Asia, Europe and Africa during the Middle Ages enabled a deadly plague to sweep through these past of the world, killing hundreds of thousands of people and changing the way the survivors saw the world. When the Spanish Conquistadors made their way to the Americas in search of territory and gold, they found the powerful Aztec and Inca Empires. You will discover how the Aztecs and Incas became colonies of Spain. No matter how mighty these Empires were, they could not defeat the Spanish guns or survive the European diseases the Conquistadors bought with them.





MONGOL EXPANSION (1206–1368)

- Unit 1** Geography of the Mongol world
- Unit 2** Nomadic lifestyle of the Mongols
- Unit 3** The rise of Genghis Khan
- Unit 4** The Mongol army
- Unit 5** Mongol expansion
- Unit 6** Mongol China
- Unit 7** Consequences and impact

The Mongols were a nomadic people, famed for their horsemanship and, in particular, their ferocity in battle. Stories of the fabled leader of the Mongols, Genghis Khan, have thrilled and mystified students of history for centuries. While it is true that he was a skilled fighter who was capable of committing terrible acts of cruelty, he also unified the Mongol people and led them to build an empire which grew to be the largest, continuous land empire in the world at that time.

In this chapter, you will learn about the lifestyle of the Mongols, the rise of Genghis Khan and Mongol expansion, with a particular emphasis on the impact of the Mongols on China. You will also learn that the Mongol conquests did far more than create death and destruction.



□ **1162**
Birth of Temujin

□ **1189**
Temujin took the title of Genghis Khan

□ **1189–1205**
Genghis Khan united the Mongols



□ **1216–23**
Genghis Khan led conquests from northern China to Persia and the Caspian Sea



□ **1211**
Attacks on China by Genghis Khan and his army began

□ **1206**
Genghis Khan was proclaimed supreme ruler of the Mongols



□ **1260**
Kublai became khan

□ **1253–55**
William of Rubruck from France visited the khan's court

□ **1245–47**
Friar John of Plano Carpini visited the Mongol capital and tried to establish an alliance

□ **1227**
Genghis Khan killed in battle; his son Ogedei becomes the new khan

□ **1264**

Mongol capital was moved from Karakorum to Khanbalik (Beijing)

□ **1275**

Marco Polo arrived in China

□ **1276**

Hangzhou, capital of Song China, fell to the Mongols

□ **1279**

Kublai Khan completed the conquest of China and established the Chinese Yuan Dynasty



□ **1368**

Mongols were driven out of China and the Yuan Dynasty was destroyed

□ **1297**

Marco Polo wrote his account of the Mongol world

□ **1294**

Death of Kublai Khan



WORKSHEET

Mongol timeline

HIS08ECWK00065

WORKSHEET

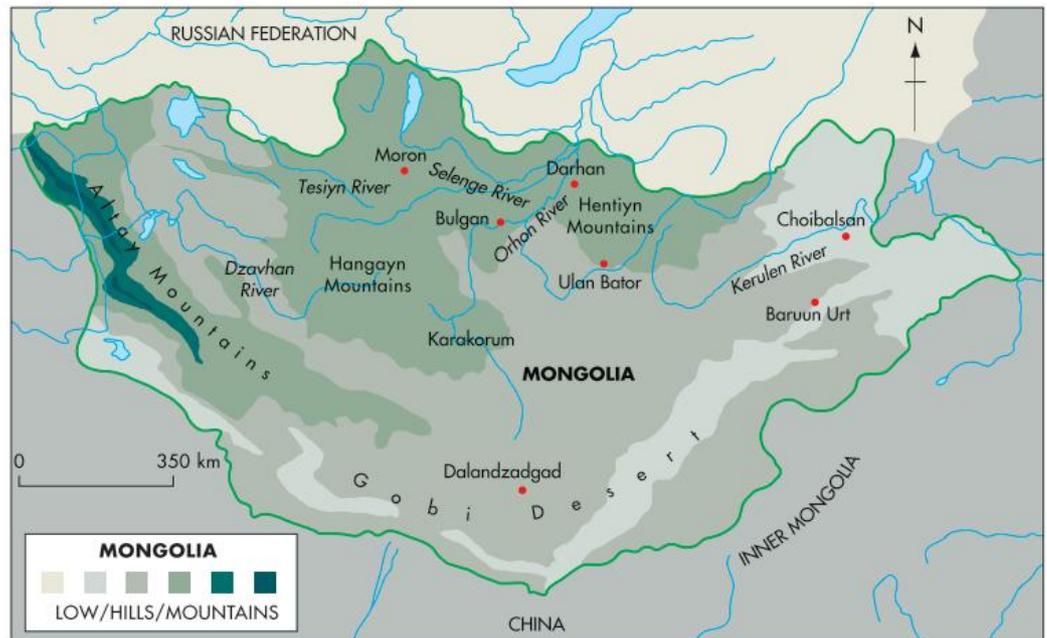
Supreme khans during
the Yuan Dynasty

HIS08ECWK00066

Chronology, terms and concepts

- 1 Place these events in chronological order:
 - a Genghis Khan unites the Mongols
 - b Death of Kublai Khan
 - c Mongol capital moved from Karakorum to Beijing
 - d Birth of Temujin
 - e Attacks on China by Mongols begin
 - f Genghis Khan proclaimed supreme leader of the Mongols
 - g Death of Genghis Khan
 - h Marco Polo arrives in China.

UNIT 1: GEOGRAPHY OF THE MONGOL WORLD

World map showing
Mongolia's location

Mongolia - showing key geographical features

land-locked

Country entirely enclosed by land

steppe

Very large grass-covered plain, often experiences a harsh climate

nomadic

To wander or roam in search of food to hunt, or for pasture

As you can see from the map, Mongolia today is a **land-locked** country in North-East Asia that shares borders with two major powers, Russia and China. Mongolia is the world's seventh-largest country. Its geography is very diverse and can be divided into four main areas: mountain-forest **steppe**, mountain steppe, semi-desert and desert. It is mountainous and dotted with hundreds of lakes.

Mongolia has been inhabited for over 800 000 years and its people have a long history of being **nomadic**. The Mongols lived in tribes but inhabited separate territories. There was no sense of national identity as each group waged war on other groups for livestock, grazing rights and prestige.





The Mongols, in the period of history covered in this chapter, lived on the Mongolian steppes. There were around two million Mongols spread across a region known for being inhospitable, covering the vast waterless Gobi Desert to the east and the Altay and Tien Shan mountains to the west. The harsh climate and nomadic lifestyle created a people who were skilled riders, warlike in nature and who could exist in extreme temperatures. It is little wonder that the land of the Mongols was believed to be a place of terror. Thirteenth-century European mapmakers even drew men with dogs' heads and headless monsters for this area.

WEBLINK

The Mongol Empire

WORKSHEET

Map of Mongolia

HIS08ECWK00067

Knowledge and understanding

- 1 Explain why the nomadic background of the Mongols had an impact on their ability to form links with their neighbours.
- 2 How did the rough terrain and harsh weather affect the lifestyle of the Mongols?
- 3 Look at the map of Mongolia on page 254 and explain why Mongols would have raided countries such as Russia and China.

Explanation and communication

- 4 Draw your own map of Mongolia and surrounding countries. Make sure you include images of fearsome creatures to indicate where the Mongols lived. Include a fact sheet explaining why the early European mapmakers included such details.

UNIT 2: NOMADIC LIFESTYLE OF THE MONGOLS

The lives of Mongolians revolved around their livestock and the need to provide them with adequate grass and water. Because of their shared borders with China, it was common for the Mongols to trade animals and their products for metal utensils, grain, ceramics and textiles. If they couldn't trade, due to drought or disease among their animals or unwillingness on the part of the Chinese, then the Mongols would raid farms to take what they wanted.

Their dwelling-places are round like tents and are made of twigs and slender sticks. At the top in the middle there is a round opening which lets in the light, and is also to enable the smoke to escape, for they always make their fire in the middle. Both the sides and the roof are covered with felt, and the doors also are made of felt ... Some of these dwellings ... can be speedily taken down and put up again and are carried on baggage animals ... Wherever they go, be it to war or anywhere else, they always take their dwellings with them.

WEBLINK

The Mongols in World History

Source 2A

A description of a typical Mongol dwelling, called a yurt or ger by Friar John of Plano Carpini, who visited the Mongols between 1245 and 1247.





Source 2B A yurt on the move

They are extremely rich in animals, camels, oxen, sheep, goats; they have such a number of horses and mares that I do not believe there are so many in all the rest of the world; they do not have pigs or other farm animals.

Keeping such large flocks requires continuous access to good pasture land and water; hence the patterns of regular nomadic movement between summer and winter encampments, movement which generally repeats the same routes for generations and even centuries unless somehow disrupted by outside forces or drastic climate change.

Source 2C Carpini's description of the livestock kept by the Mongols

Food

The Mongols were carnivores and ate whatever meat they could, including rats. They thought eating vegetables would make them weak, as they saw vegetables as being like the grass their horses ate. White foods, such as flour, rice, milk, cheeses and yoghurt, all formed a part of the Mongol's **staple** diet and, indeed, their food has been called *tsagan-ide* or 'white food'. Milk from sheep, horses, camels and goats was consumed and another popular beverage was tea made with salt. Sometimes the Mongols made this tea into a warm drink by adding butter, flour and milk.

staple

Food item which is eaten regularly and in such quantities as to constitute the main part of the diet

Mongolian alcohol

Mongols enjoyed drinking *kumiss*, which was made of fermented horse milk. Friar William of Rubruck, who visited Mongolia between 1253 and 1255, described it by saying, 'As long as one is drinking it, it bites the tongue like vinegar. When one stops, it leaves on the tongue the taste of milk and almonds, and greatly delights the inner man'.

Tribal organisation

The Mongols did not have a formal government. They lived in separate tribes and often preyed on other tribes, regularly fighting, taking horses, cattle and women. Any captives taken would be absorbed into the winning tribe and used as slaves. This type of lifestyle created a cycle of revenge, where tribes would form

raiding parties to regain lost property. Some tribes also formed alliances and gave personal loyalty to strong leaders.

Religion and beliefs

The Mongols had a strong belief in gods, goddesses and demons and worshipped nature such as the sun, moon, animals, lakes, mountains and sky. They also worshipped fire and made offerings to it. Because of these beliefs, there were many rules about the treatment of fire. For instance, you could not put dirt or a stick into a fire and it was wrong to jump over one.



Source 2D

A Mongol Shaman, 1820. Shamans were Mongol holy men who were believed to communicate with the gods and guided Mongol worship. When a Mongol died, the tribal shaman would go into a trance and take the spirit of the dead person to the other world.



Source 2E

Special altars were made of piles of stones called ovoos and were used to bring luck. Each tribe had their own way of building their ovoos and it was common to make offerings of food or other goods by placing them on top of the pile of stones.

Festivals

The Mongols loved to sing, dance and feast and would meet as a whole tribe for the celebration of their two main festivals. One of them, the ancient festival of Naadam, began around 3000 ~° and was held during midsummer. At this festival, the Mongols held huge competitions and played the 'three manly games' of horse racing, wrestling and archery. After the games, they would share a huge feast and tell tales of great battles, great horses and great warriors.

Mongol children

From an early age, Mongol children were taught to ride a horse and to respect their parents. It was considered a necessity to teach children important skills such as using a bow and arrow, how to milk the livestock, cooking and sewing, and how to collect dry animal dung for firewood. Popular games played included puzzles and guessing games, and games played with animal bones.

FAST FACT

The Mongols believed it was wrong to dig the soil and cut grass because it was an attack on nature and could bring you bad luck.

FAST FACT

The Mongols were known for their cruel punishment of criminals. Robbers were beaten up to 100 strokes with a cane and, if caught stealing a horse, would be cut in two with a sword. Other crimes, such as gluttony, urinating in running water and bathing during a thunderstorm, could also be punished by death.

Mongol customs

Some rules of the ancient Mongol world included:

- Do not beat horses, dogs, or animals as this would be the same as beating a close friend.
- Do not throw any waste into water, including rivers and lakes.
- Two bonfires must be built with an open path between them. Traders should be directed to walk along the path between the fires to be purified before trade can begin.
- Show deep respect for others by putting your hand on your heart and bowing.
- All guests must be fed or at least offered food.
- To be unfair is forbidden – ‘better the bone be broken than one’s reputation’.

Reflection question

In what ways could the religious beliefs of the Mongols have affected their ability to become farmers?

Explanation and communication

- 1 What animals did the Mongols keep and why?
- 2 Make a list of the games Mongol children played and the lessons they were taught. How did these prepare them for their adult lives?
- 3 Complete research on the role of women in Mongol society. The weblink on NelsonNet should help you to get started. Once you have your information, prepare a brochure for modern women explaining how they would need to behave, the types of duties they would need to perform and their value to the Mongols, if they were to go back in time and live among them.

Perspectives and interpretations

- 4 Review the box on Mongol customs above.
 - a What do these rules tell us about what was valued by Mongol society?
 - b Could any of these rules be applied to modern society? Why or why not?
 - c Select a rule from the list and create a poster in which you supply the rule and provide an illustration. You could create your poster using your computer, art supplies and magazine images. Make sure you explain why the rule was important to the Mongols and how it reflected their beliefs.

Historical questions and research

- 5 Refer to sources 2A and 2C. Why would Carpini have made written records of his observations? To answer this question, you will need to conduct some research on Carpini. What do you think you will need to find out about him? Work with a partner to make a list of possible questions to guide your research.

Analysis and use of sources

- 6 Look at sources 2A and 2C.
 - a How useful are Carpini’s records in teaching us about the lifestyle and beliefs of the Mongols?

WEBLINK

Women who ruled the Mongol Empire

WORKSHEET

Mongol stories

HIS08ECWK00068



- b As a class discuss the importance of the word 'useful'. What does it suggest?
 - c Consider what we need from Carpini's records if we are to learn about the Mongols from them.
- 7 List five important features of the lifestyle and beliefs of the Mongols recorded by Carpini.

WEBLINK

*Dinner with Genghis Khan***Explanation and communication**

- 8 Look at sources 2A and 2C. Imagine you are Friar John of Plano Carpini. Use the information you have gathered to:
- a write a brief report for the Pope about some aspect of Mongol life you have observed, or
 - b create an annotated photo essay on life in Mongolia, or
 - c deliver a speech to others who are intending to travel to the land of the Mongols about what they can expect to witness there.

UNIT 3: THE RISE OF GENGHIS KHAN

Genghis Khan created an empire that stretched from China to the Caspian Sea and his name was feared by all. He is credited with unifying the Mongols and for their subsequent rise in power in Asia and parts of Europe.

Genghis Khan's early life

Little is known about Genghis Khan's early life but we know he was called Temujin and his father was the chief of a clan. Temujin's mother was kidnapped from a neighbouring tribe as she and her first husband rode home from their wedding. Mongol legend says that when Temujin was born, he was holding a blood clot in his fist, a sign that he would be a great warrior. The young Temujin suffered many hardships. His father was murdered when he was nine years old and his clan refused to support the family, leaving them to die. Temujin's family hid in the mountains and were constantly short of food. Later, Temujin was captured as a slave and, it is believed, held captive for around five years. After he was freed, Temujin married but his wife was stolen by the tribe of his mother as payback. We know that Temujin, with the help of a childhood friend and 'blood brother' called Jamuka, looted their camp and reclaimed his wife.

Blood brothers

A Mongol custom was to become 'blood brothers'. To become a blood brother, or *anda*, two men pricked their fingers and mixed blood to forge a blood brotherhood. Genghis Khan had many blood brothers, who would often join him in battle.

WORKSHEET

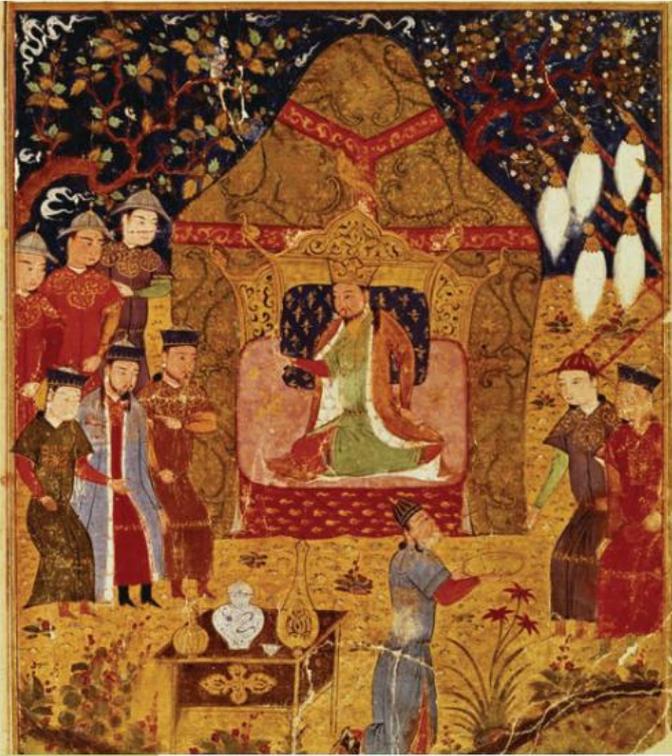
Genghis Khan's family tree

HIS08ECWK0069

Reflection question

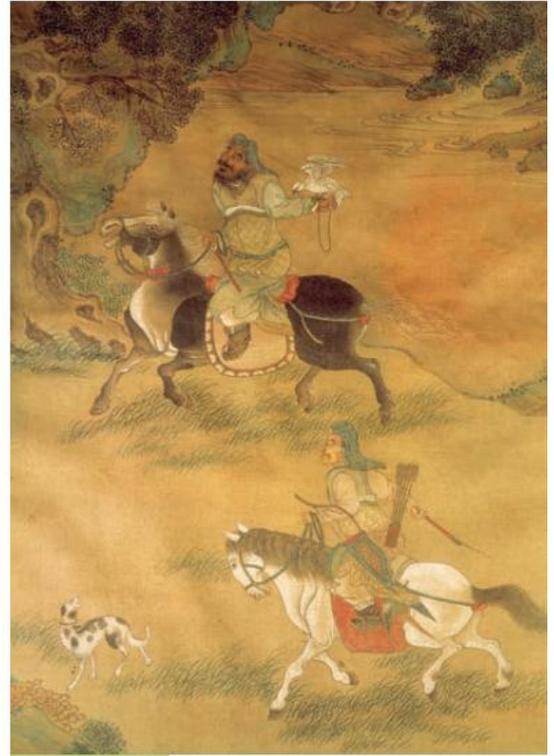
Why would the fact that Genghis Khan had many blood brothers have helped him to take and maintain power in Mongolia?





Source 3A

A painting of Genghis Khan in his tent, c. 1300s, by Persian historian Rashid al-Din (1247–1318)



Source 3B

Chinese silk painting of Genghis Khan on a falcon hunt (artist and date unknown)



Source 3C

Genghis Khan fighting the Tartars, from a book by Rashid-al-Din, 14th century, Persia

Reflection question

In what ways might the life of the young Temujin have affected his desire to unify the Mongol tribes and his attitude towards those who went against him?

Genghis Khan's rise to power

Temujin was a fierce and brave warrior who impressed his fellow tribesmen with his exploits during daring raids on rival tribes and formed close alliances. He gradually became a powerful force in Mongolia, working to unify all the tribes and declaring himself Khan of the Mongols in c. 1189. He quickly surrounded himself with those who supported him and awarded high office not just to his relatives, but to those followers who were most loyal to him. In 1206, at a council of Mongol chiefs, Temujin was formally elected as leader of the Mongol tribes of Greater Mongolia and he assumed the name and title of Genghis Khan, which means 'All between the Oceans' (*Genghis*) and 'Universal King' (*Khan*).



Unification of the Mongols

Once in power, Genghis Khan was quick to carry out **reforms** in the areas of law, religion and politics. He also reformed the organisation of his military resources. Strict rules were put in place to decrease internal disorder within the empire caused by robbery and adultery; these crimes were punishable by death. The Great Khan also made many cultural reforms including banning the kidnapping and enslavement of women and forbidding the selling of relatives into slavery or marriage. Genghis Khan established an imperial code, which meant that all his male heirs were candidates for the throne and succession, but his successor had to demonstrate his strength of support, with large numbers of followers and their military **prowess**.

reform

Change made to benefit the economy, politics or social life of a society

prowess

Skill, natural ability

I will rule them by fixed laws [so] that rest and happiness shall prevail in the world.

Source 3D Genghis Khan after being named khan

Those who were adept and brave fellows I have made military commanders. Those who were quick and nimble I have made herders of horses. Those who were not adept I have given a small whip and sent to be shepherds.

Source 3E Genghis Khan, on the reorganisation of the Mongols after he became khan

All who surrender will be spared; whoever does not surrender but opposes with struggle and dissension, shall be annihilated.

Source 3F Another quote from Genghis Khan

Heaven has appointed me to rule all the nations, for hitherto there has been no order upon the steppes

Source 3G A claim made by Genghis Khan about his leadership

Secret history of the Mongols

Mongol history was recorded in a document known as 'The Secret History of the Mongols'. This text is the oldest surviving literary work written in the Mongolian language. It was written for the Mongol royal family sometime after Genghis Khan's death in 1227 by an anonymous author, and is regarded as the single significant native Mongolian account of Genghis Khan.

Reflection question

Genghis Khan told his people that he had been sent by heaven to rule the Mongols and those who defied him, defied heaven. How might this have influenced the Mongols to follow him as their leader?

Explanation and communication

- 1 Become a quiz master. Prepare a quiz on Genghis Khan and test your classmates. Make sure you include questions and their answers on all aspects of Genghis Khan's early life, rise to power, reforms and ideas about ruling the Mongols.

Perspectives and interpretations

- 2 Why would the royal family have commissioned a text like 'The Secret History of the Mongols'?
- 3 The 'Secret History' was written after the death of Genghis Khan. Do you think its author might have tried to present him as a hero to the Mongols? Why?



- 4 What possible problems could this text present for historians studying the life of Genghis Khan?

Analysis and use of sources

- 5 Look at sources 3A to 3G.
- a List five words to describe how Genghis Khan is portrayed in the visual sources.
 - b Do these images provide us with a positive or negative impression of Genghis Khan? Provide evidence to support your opinion.
 - c Make a list of any words or phrases that:
 - i reinforce a positive impression of Genghis Khan
 - ii provide a negative impression of Genghis Khan
 - iii support our understanding of his organisation of the Mongol government.
 - d Do you think these sources provide us with a trustworthy interpretation of Genghis Khan? Which do you think are more reliable? Explain your answer.



UNIT 4: THE MONGOL ARMY

The men of the Mongol tribes were natural warriors. All Mongol boys were trained from a young age to ride, hunt and fight. They were physically tough, mobile and used to killing and death.

Organisation

One of Genghis Khan's great achievements was the way he organised his army. The structure he created was based on the decimal system. The army was made up of basic fighting units called tumens (10 000 warriors). Each tumen was further divided into units of 1000, 100 and 10 warriors.

Tumens were divided into heavy cavalry (soldiers carried lances and wore some metal armour) and light cavalry (soldiers used bows and arrows and wore leather helmets and body covering).

The forces were divided into separate groups with specific functions. These included lightly armed scouting parties that rode ahead of the army and used flags and signal fires to convey messages about the enemy's movements. The scouts also gathered information about enemy territory from an extensive network of spies and informers, and created maps for the army. Another group was the messengers, who carried urgent messages between Khan and his commanders. These soldiers travelled quickly, and for long periods; they would tightly bandage their bodies to prevent soreness from being in a saddle for days at a time.

Each military unit was led by a commander who was responsible for training, arming and discipline of their men. Commanders were able to pass their posts onto their sons. The ultimate command was with Genghis Khan, who could remove any commander with whom he was not pleased. Khan also created a personal elite army, made up of the sons and brothers of commanders, which served directly under him.

Tumen	= army of 10 000 men
Myangan	= battalion of 1000 men
Zuun	= company of 100 men
Arban	= group of 10 men

The organisation of Genghis Khan's army was based on the decimal system

To ensure loyalty and obedience, Genghis Khan established a formal **code of behaviour** for his soldiers. Promotion was based purely on merit, with courage and ability being rewarded. No one in the army was paid, though all shared, to varying degrees, in the **booty** collected. All soldiers contributed to a fund to take care of those too old, sick or hurt to fight. It was common for the army to be followed by "thousands of camp-followers and even the women took part in the fighting, slitting the throats of the wounded enemy and stripping the corpses of valuables.



Source 4A

Painting of two warriors fighting, from the Persian Mongol School, 15th century

code of behaviour

Set of conventional principles and expectations that are considered binding on any person who is a member of a particular group.

booty

Valuable article or articles obtained by force.

The Mongols had developed a composite bow made out of sinew and horn and were skilled at shooting while riding ... a wood and leather saddle, which was rubbed with sheep's fat to prevent cracking and shrinking, allowed the horses to bear the weight of their riders for long periods and also permitted the riders to retain a firm seat. Their saddlebags contained cooking pots, dried meat, yoghurt, water bottles and other essentials for lengthy expeditions. Finally a sturdy stirrup enabled horsemen to be steadier and thus more accurate in shooting when mounted ... before combat leather coverings were placed on the head of each horse and its body was covered with armour.

Source 4B Morris Rossabi, 'All the Khan's horses', in *Asian Topics in World History* (1994)

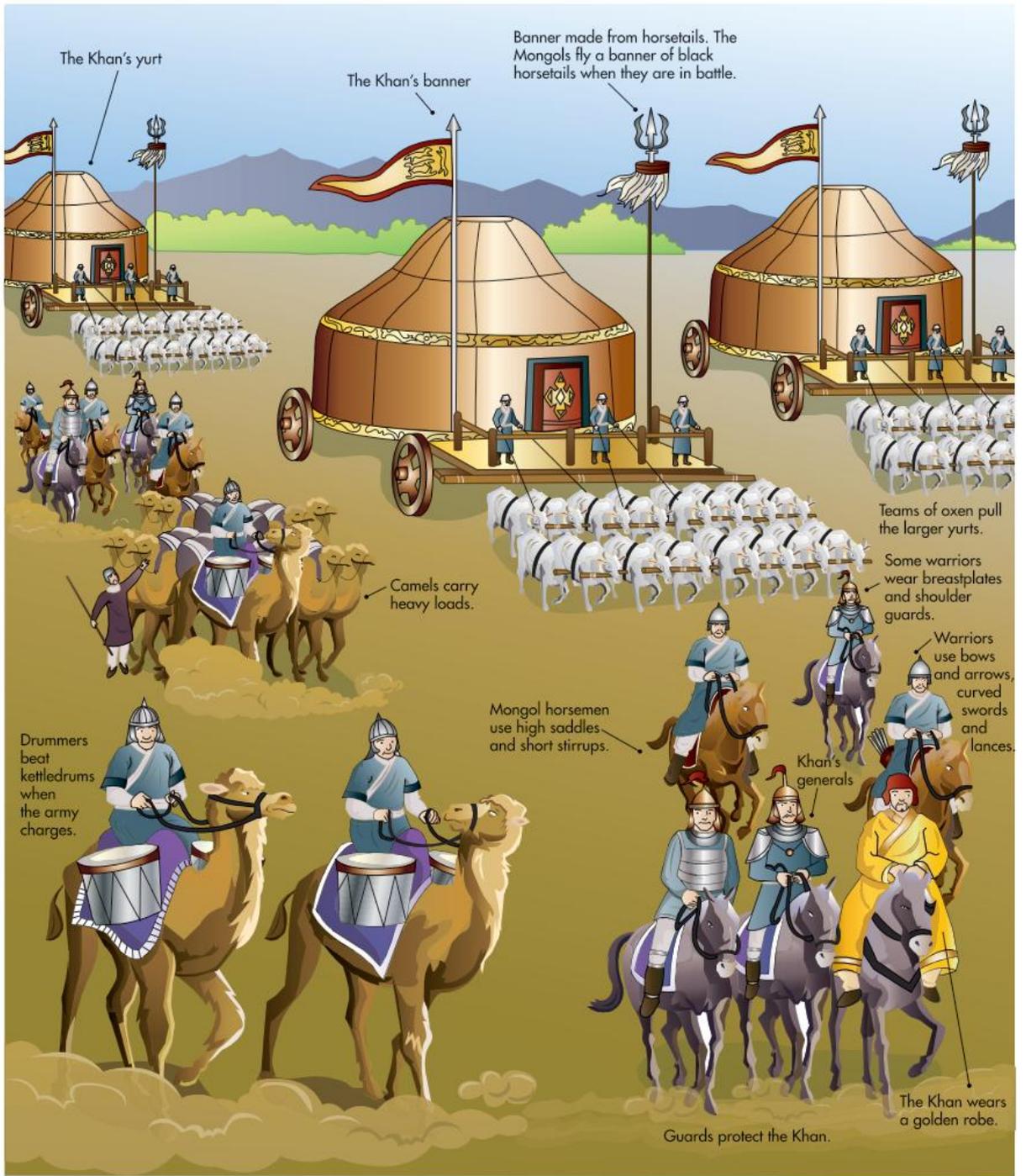
- 1 Genghis Khan and his descendants could not have conquered the largest empire in world history without their diminutive but hardy steeds. (Rossabi)
- 2 Their horses are so well-trained for quick-change movements, that upon the signal given, they instantly turn in every direction (Marco Polo in Williams, p. 38)
- 3 Mongols held these horses in highest regard and accorded them great spiritual significance. Before setting forth on military expeditions ... commanders would scatter mare's milk on the earth to ensure victory. (Rossabi)
- 4 A Chinese chronicler on the value of the horse to the Mongols ... By nature they are good at riding and shooting. Therefore they took possession of the world through this advantage of bow and horse. (Rossabi)
- 5 According to Marco Polo, the horse also provided sustenance to its rider on long trips during which all the food had been consumed. On such occasions the rider would cut the horse's veins and drink the blood that spurted forth ... and because its milk offered additional sustenance during extended military campaigns, a cavalryman usually preferred a mare as a mount. (Rossabi)

Source 4C

Different views on the importance of the horse to the Mongols taken from Rossabi, 'All the Khan's horses' and Brian Williams, *Ancient China* (1996)

FAST FACT

Mongol warriors could and did perform natural bodily functions while in the saddle – they could even sleep while mounted!



The Mongol Army on the move



[The Mongols] were outnumbered by a ratio of four to one ... they retreated for more than a week ... At the Kalka River, the Mongols finally took a stand ... positioning themselves ... with archers mounted on horses in the front ... [they] mowed down the straggling remnants of the Russian forces ... most were killed and the rest ... were captured ... rather than shed the blood of royal princes ... the unfortunate commander and two other princes [were] stretched out under boards and slowly suffocated as Mongols stool or sat upon the boards during the victory banquet.

Source 4D A description of the Mongols in battle in southern Russia from Rossabi, 'All the Khan's Horses'

Cities

We are told that Genghis Khan hated cities and sometimes butchered all the inhabitants of cities his warriors conquered. His men spared the educated so they could construct and operate siege machines, and they would use some of the residents as human shields. According to some sources, the Mongols also used captives to fill moats, so the Mongols could climb on them.



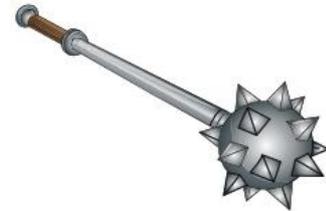
Sabre

Used for cutting and slashing
Very useful on horseback



Lance

Usually short and with a hook next to the head, which was used to drag a rider from their horse so they could be killed or taken prisoner.



Mace

Used for close-quarters fighting
Could stun or kill opponent



Lasso

Used to drag a rider from their horse
Mongols were experts because of their need for lassoes to round up horses.

Bow and arrows

Mongol warriors could draw and shoot up to 12 arrows a minute.

Could hit enemy soldiers while charging straight ahead, ducking under the belly of his pony or leaning over the horse's rump while retreating from superior forces



Whistling arrows

Used to terrify the enemy
Featured carved holes so they would whistle in flight
The more arrows launched, the louder the noise



Explanation and communication

- 1 How did Genghis Khan sometimes use the captives of the cities he had conquered?
- 2 How was it possible for Khan's warriors to travel over long distances, and for several days at a time?
- 3 India was not conquered by the Mongols but the Sultan of India once gave Genghis Khan eight leopards and ten greyhounds trained to sit on the back of a horse.
 - a Why do you think the sultan would have given Genghis Khan such a gift?
 - b How does this gift suggest that the sultan knew something about the Mongols?
- 4 Write a journal entry for a typical day in the life of a Mongol warrior. Make sure you include lots of factual information about his clothing, the weapons he would use, fighting methods and responsibilities.

Analysis and use of sources

Look at sources 4A, 4B and the illustration of the Mongol army on page 264.

- 5 One Mongol commander stated, 'If the horse dies, I die; if it lives, I survive'.
 - a Using the sources, make a list of all the benefits of the horse to the Mongol.
 - b Use the information you have collected and your own research to create an annotated photo essay, film, role play or a labelled model in which you support the opinion of the Mongol commander. Make sure you include evidence to support your view, such as the use of the horse in battle, as a form of transportation and as an emergency food supply. As an historian, it is also important that you provide a bibliography of all the sources you used to collect your information.

Explanation and communication

- 6 An English monk by the name of Matthew Paris called the Mongols 'inhuman and beastly, rather monsters than men, thirsting for and drinking blood'. Imagine you are Matthew Paris. Create a diary entry or letter home to England in which you offer this point of view and your reasons for it.
 - a To help you complete this task, review the sources provided in the text that provide facts about the lives of the Mongols. Prepare a summary of these.
 - b Look carefully at the words Paris uses to describe the Mongols.
 - i Use a dictionary to locate the meaning of any difficult words.
 - ii Use the text and your own research on the Mongols to prove/disprove each part of Paris's opinion.
 - c Consider what you need to find out to write from the perspective of Matthew Paris. Make a list of questions which you can use to help with your research.

UNIT 5: MONGOL EXPANSION

Expansion under Genghis Khan 1205–1227

Within five years of Genghis Khan's unification of the Mongols, his forces had **annexed** much of Siberia and China with an army which numbered just 100 000 men. Khan made use of audacious planning, beginning his conquest by sending **envoys** to neighbouring states threatening destruction unless they submitted to him. If the ruler of each state submitted, they were treated as allies and left in power. If they did not, they and their city were destroyed.

annex

To incorporate (territory) into an existing political unit such as a country, state, county or city

envoy

Representative of a government who is sent on a special diplomatic mission



The Mongol Empire before and after Genghis Khan



The Mongol Empire showing the major campaigns of Genghis Khan

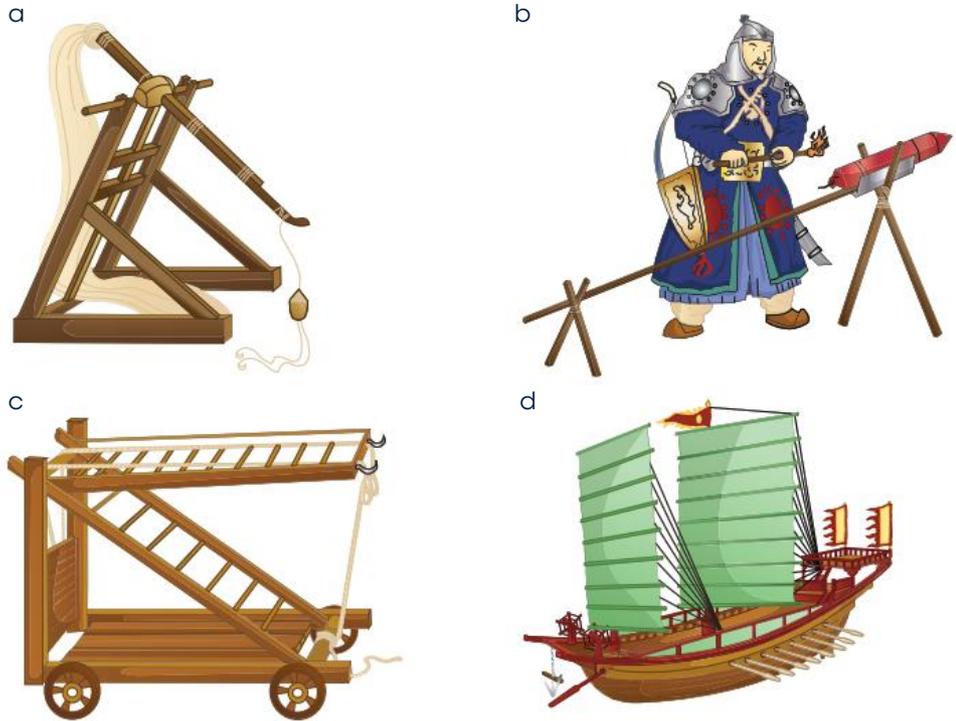
When the Mongols destroyed Zhongdu (modern-day Beijing) in 1215, it is said that it burned for more than a month. Legend has it that when Genghis Khan held the city of Zhongdu under siege, the people resorted to cannibalism and when Mongol troops stormed the city, they committed mass murder. It was said that the streets were 'slippery with human fat'.

It was the greatest city in the world where so many pleasures may be found that one fancies oneself to be in paradise.

Source 5A A description by Marco Polo of the city of Hangzhou before the Mongol conquest

Like an ancient ruin the grass grows high: gone are the guards and the gatekeepers. Fallen towers and crumbling palaces desolate my soul.

Source 5B A Chinese poem describing the city of Hangzhou after its conquest by the Mongols



The Mongols made very good use of the skills of the countries they conquered: (a) catapult; (b) gunpowder; (c) scaling ladder; (d) shipbuilding.



Source 5C Japanese 13th-century colour lithograph of Samurai Takezaki charging Mongol invaders as shells explode overhead during the Mongolian invasions of Japan in 1274



Mongol expansion under Kublai Khan

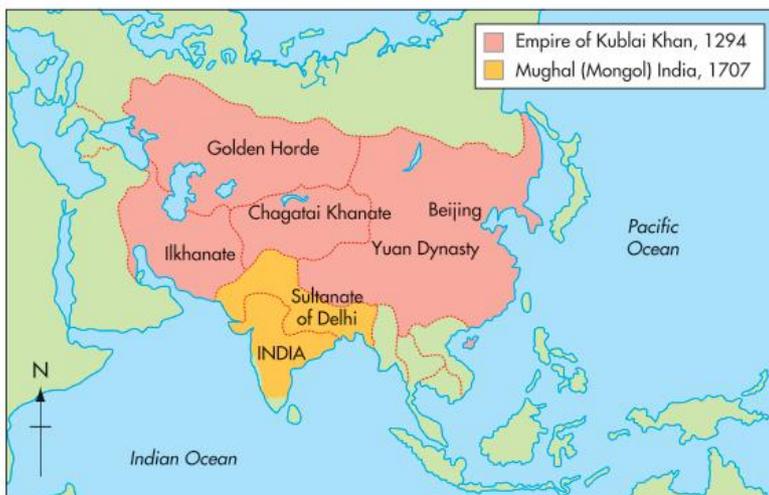
WORKSHEET

Kublai Khan

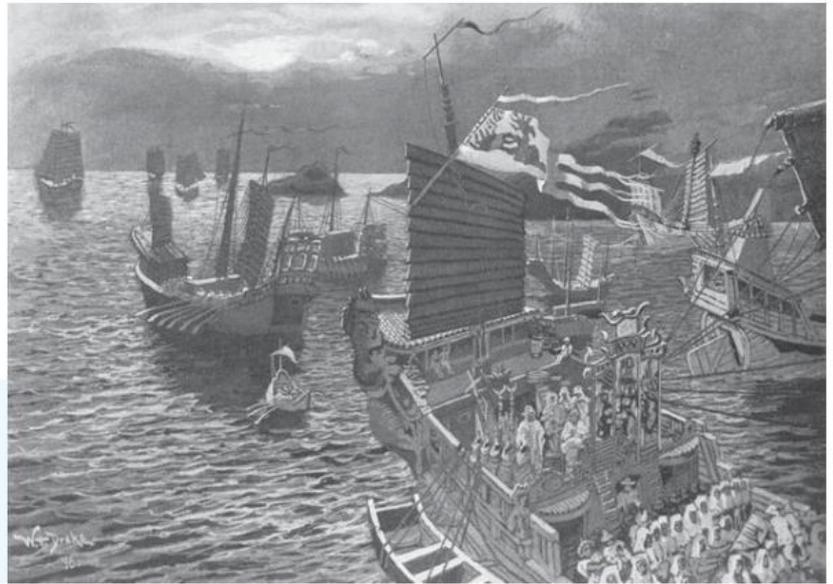
HIS08ECWK00071

Expansion under Kublai Khan 1260–1294

The Mongols' practice of looting and pillaging the lands they conquered gradually changed over time. The lands and those living on them were seized and given to military commanders, nobles and army units to be used as they saw fit. It was common for skilled workers to be taken captive and returned to Mongolia to work and to assist in populating its new capital city of Karakorum.



The Mongol Empire after the death of Genghis Khan's son Ogedei. The Mongol Empire was divided into four successor empires or khanates.



Source 5D

Drawing of the fleet of Kublai Khan passing through the Indian Archipelago, by William Henry Drake, 1896. Kublai Khan built an enormous navy of 4400 ships as he planned to extend the Mongol Empire to Japan and South-East Asia but he was defeated by typhoons and strong winds.

Empress Xie

When Kublai's army crossed the Yangzi River in 1275, he ordered the death of everyone in the city of Hangzhou. Empress Dowager Xie surrendered to save further bloodshed.

WORKSHEET

The palace at Karakorum

HIS08ECWK00070

Chronology, terms and concepts

Look carefully at the maps and sources in this unit.

- 1 Using these maps and the Internet for further research, make a list of some of the countries which the Mongols invaded.
- 2 Divide your list between those conquered by Genghis and those by Kublai.

Perspectives and interpretations

- 3 Which of the Khans do you think was the most successful in expanding the Mongol Empire? To share your views you could complete any of the following tasks:
 - a Think–pair–share with a partner.
 - b Hold a class discussion or debate.
 - c Pretend you are Genghis or Kublai Khan and prepare a talk for the class in which you explain why you think you were the most successful Khan in expanding the Mongol Empire.

FAST FACT

The Chinese despised the Mongol people for their lack of hygiene, as they hated to wash, their consumption of foods such as cheese and horse milk and the fact that they used knives to eat their food.

UNIT 6: MONGOL CHINA

The Mongols could not be kept out of China, even by China's famous Great Wall. They maintained military control in China but made use of the skills of the Chinese to govern the state and allowed them to rule themselves under Mongol supervision. They did not adopt the Chinese culture or use the Chinese to fill important positions because they did not trust them. They instead made use of foreigners such as Marco Polo, Muslims and Persians.

Yuan Dynasty

The Mongol period of rule in China was known as the Yuan (this means 'Great Originator') Dynasty and lasted officially from 1271–1369. It was the first dynasty to rule China with Beijing as the capital and made significant changes to life in China.

WEBLINK

Yuan Dynasty

Opposition to the Mongols

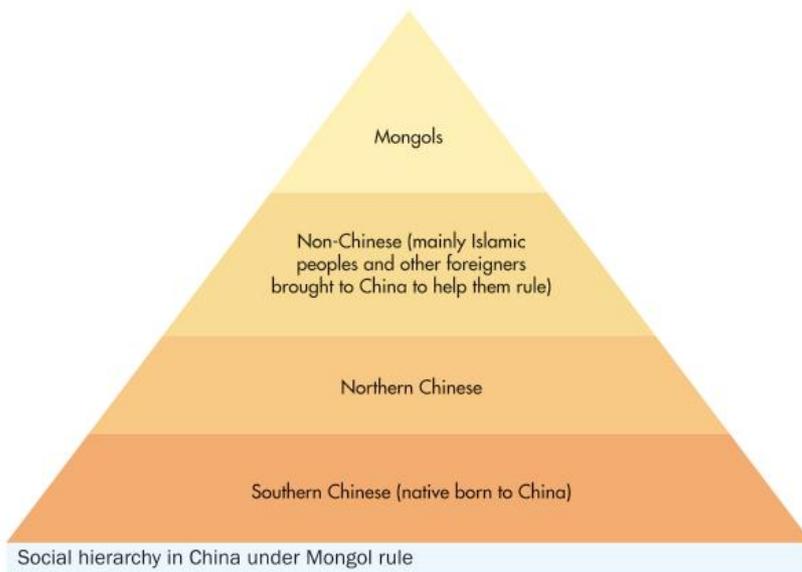
The Chinese viewed the Mongol policy of favouring other ethnic groups as an insult. Many Chinese were also deeply offended by the actions of the khan in improving the lives and status of artisans and merchants. Both groups were considered '**parasites**' by their traditional society.

parasites

Small creatures that live on and feed off a host, e.g. fleas

Rules to stop the Chinese from rebelling

- 1 Chinese were not allowed to hold public meetings.
- 2 Chinese were not allowed to own weapons.
- 3 They suffered severe penalties if they fought back when attacked by a Mongol.
- 4 Chinese were not allowed to buy and sell bamboo because this could be used to make bows and arrows.
- 5 Chinese were not allowed to take Mongol names or to pretend they were Mongol.
- 6 All workers were recorded according to their occupation, such as miner, farmer, government official, and each group was required to complete compulsory unpaid work on a rotational basis.
- 7 Peasants were organised into clusters of 50. Each cluster was supervised by a state office and each household was responsible for reporting the misdeeds of members.



FAST FACT

At one stage the Khan considered plans to murder all the Chinese people in the region he ruled, so that the land could be turned into grazing land for the Mongols. On another occasion, he was advised to exterminate all Chinese with the five most popular names of Zhang, Wang, Liu, Li and Zhao (90 per cent of the entire population) in an attempt to regain control of the country.

The Mongols brought violence and destruction to all aspects of China's civilisation. [They were] insensitive to Chinese cultural values, distrustful of Chinese influences, and inept heads of Chinese government

Source 6A

An evaluation of the impact of the Mongols by F.W. Mote in *The Growth of Chinese Despotism* (1961)

Summary of the impact of the Mongols on China

<i>Peasants</i>	<p>Strong support because they contributed to the economy</p> <p>Tax remissions for those whose land was devastated by the war between China and the Mongols</p> <p>Stopped nomads' animals from feeding off peasant crops</p> <p>Established peasant rural organisations to reclaim land and stimulate agricultural production</p> <p>Fixed system of taxation so peasants always knew what would be expected of them</p> <p>Used them to provide labour for public building works</p> <p>Provided storage for surplus grain</p>
<i>Artisans</i>	<p>Valued artisans</p> <p>Freed them from the need to provide unpaid labour to public building works</p> <p>Created tax remissions</p> <p>Gave them higher social status</p> <p>Established government offices to supervise the production of craft articles</p> <p>Recruited artisans to work on rebuilding of Beijing and to Mongolia to build the Mongol capital of Karakorum and Kublai Khan's summer palace known as Xanadu</p> <p>Some painters and their works were sent to Persia and influenced artwork there</p>
<i>Merchants</i>	<p>Valued traders</p> <p>Created merchant associations called <i>Ortogh</i> to assist long-distance traders</p> <p>Increased availability of paper money</p> <p>Reduced some of the tariffs imposed on merchants</p> <p>Merchants able to travel freely</p> <p>Merchants able to send and receive supplies through postal system</p> <p>Established '<i>Pax Mongolica</i>', which ensured safe travel</p> <p>Provided loans to merchants at a low interest rate if they belonged to <i>Ortogh</i></p>
<i>Culture</i>	<p>Conceived idea of new written language for the empire</p> <p>Loved the theatre and supported playwrights</p> <p>Set up a special theatre in the palace at Beijing</p> <p>Kublai Khan became patron of many artists such as Zhao Mengfu</p> <p>Insisted that Mongol rituals be preserved, such as special festivals and ceremonies</p> <p>Mongol traditional beliefs in shamanism encouraged and shamans employed at Kublai Khan's court in China</p> <p>Mongol princes preferred to sleep in tents in parks which had been planted with steppe grass and their wives were brought there to give birth</p> <p>Western instruments introduced</p> <p>Some converted to Islam</p>
<i>Civilian life</i>	<p>Built new capital city in Beijing</p> <p>Tolerance of religion</p> <p>Islamic mosques built</p> <p>Employed Islamic financial administrators</p> <p>Recruited Tibetan monks to help them run China</p> <p>Confucian temples protected and traditional Confucian rites and ceremonies performed</p> <p>Chinese enrolled in the army had to serve under Mongol officers</p>



Marco Polo

Marco Polo (1254–1342) was born in Venice and first visited the Mongol Empire as a 17-year-old when he accompanied his uncle and father on a journey. He learnt to speak Chinese, became a favourite of Kublai Khan and was employed as an envoy, travelling around the world on behalf of the Mongols.



WEBLINK

Marco Polo links

The streets are so broad and straight that ... you can see along the whole length of the road ... the city is full of mansions, inns and dwelling houses ... all the way down the ... streets are booths and shops of every sort.

Source 6B Marco Polo comments on the Mongol capital at Beijing

There is not a bridge in the world to compare ... ten horsemen can easily ride across it abreast. It has twenty-four arches ... and is built entirely of grey marble ... at the top ... stands a lofty column resting on a marble tortoise. At the foot of the column is a marble lion ... of great beauty and size and fine workmanship.

Source 6C Marco Polo's description of a bridge in Beijing

Reflection question

Why would a conquered nation wish to remove their conquerors if they received some benefits?



Analysis and use of sources

Look at all the sources and images in this unit.

- 1 List the criticisms Mote makes of the Mongols in China (Source 6A)
- 2 From the information provided in this unit, find at least one piece of evidence to support each of his claims.

Perspectives and interpretations

- 3 What view of Mongol rule in China does Marco Polo give us? How does he do this?
- 4 Marco Polo was given a job in the court of Kublai Khan. Could this have influenced how he wrote about the Mongols, and in what way?
- 5 Yelü Chucai (1190–1244), an extremely capable advisor who understood a great deal about China, gave a Mongol ruler some famous advice: 'The Mongol Empire was created on horseback, but it cannot be governed on horseback'.

WORKSHEET

Opposition to the Mongols in China

HIS08ECWK00072



- What do you think this quote means?
- Using the information provided in this unit explain how five Mongol reforms improved the government of China.
- Which groups did the Mongols favour and why?

Historical questions and research

- Create a role play in which you discuss Kublai Khan's options for ruling China under the Yuan Dynasty. You will need to work as a class to prepare for the role play of a meeting between Kublai Khan and his advisors.

UNIT 7: CONSEQUENCES AND IMPACT

retribution

Payback for a wrongdoing. In the past a payback was often violent

Although Mongol warriors were known for their mass slaughter of enemies and their terrible acts of **retribution** against those who dared to defy them, the Mongols' conquests brought much more than death and devastation. The Mongol conquests also brought about trade between the civilisations at each end of Eurasia, making possible the exchange of foods, inventions and ideas. Above all, the Mongol conquests brought peace to much of Asia. In the towns of the empire, handicraft production and learning flourished and artistic creativity was encouraged. The Mongol expansion, which began in violence and destruction, became a major force for economic and social development and did much to lay the foundations for more human interaction on a global scale.

Trade and the Silk Road

Under the Mongol rule of such a vast empire, it was possible for the first time to travel safely from Europe to China. Genghis Khan and his successors actively promoted the growth of trade and travellers by enforcing law and order and welcoming trade. They saw it could only be of value to them. Genghis created a set of rules which has become known as 'Pax Mongolica' (meaning 'The Mongolian Peace'), used soldiers to guard trading routes and established regular military stations along their length. By protecting the caravans that made their way across the ancient Asian silk routes and by establishing rest stations for weary merchants, Khan ensured that the trading routes were revived. Traders could earn great wealth, and the establishment of trading empires, such as those created by traders from Venice and Genoa, later influenced the development of exploration and trade by the English and the Portuguese.



Source 7A

A 'safe conduct pass' with Mongolian script from the late 13th century, made from iron inlaid with silver, used by travelling merchants as a type of passport



The Silk Road

The Silk Road was not actually a road in its own right but rather a series of trade routes that crisscrossed Eurasia for almost 2000 years. These routes were over land and sea and were vital for trade and communication. Over the centuries, many important scientific and technological innovations migrated to the West along the Silk Road, including gunpowder, the compass, the printing press, silk, mathematics, and ceramic and lacquer crafts. Eastern and Western string, wind and percussion instruments also travelled between regions and had strong influences on music over time.

Diplomatic immunity

Before the reign of Genghis Khan, the life of a messenger or diplomat was a dangerous one. It was common for messengers between rulers to be murdered in horrific ways, such as being **flayed** alive, having their heads crushed by elephants, or having their hats nailed to their heads, if the recipients did not like the message they received. Genghis realised it was in his best interests to offer **diplomatic immunity** for messengers and envoys on both sides but he did so, not out of kindness, but because it was in the economic and social interests of his empire to improve communication methods. With the implementation of such immunity, the Mongols changed international communication methods throughout the world.

flay

To strip off the skin or outer covering

diplomatic immunity

Exemption from taxation or normal processes of law that is offered to diplomatic personnel in a foreign country

Francesco Balducci Pegolotti (1310–47)

Francesco Balducci Pegolotti was an Italian merchant who had never travelled to the Mongol Empire but rather, gathered data from other traders and used it to write a 14th-century handbook called *La Pratica della Mercatura* (The Practice of Trade), which provided invaluable guidelines. His handbook contained information on resting places, appropriate modes of travel such as camel, boat and horse, what to buy and sell on each leg of the journey, where to find guides and translators, and even gave advice on the number of men and pack animals needed to escort a trading caravan. Pegolotti was astonished by the incredible fact that travellers could be given a piece of paper for their goods in Persia and redeem it for something of value in China – paper money!

The road you travel from Tana [Azov] to Cathay is perfectly safe, whether by day or by night, according to what the merchants say who have used it.

Source 7B

Advice to merchants from a 14th century guidebook, *La Practica della Mercatura* by Francesco Balducci Pegolotti (1310–47) from Florence, Italy

A window to the world – the transfer of ideas

The movement of a variety of goods for trade was not the only outcome of the safe trading routes. Ideas also spread between the vast Mongol Empire and beyond to the Western world. Travellers such as Marco Polo thrilled the Western world with stories of their adventures and the wonders they had seen. China became no longer a myth but a real place that many Europeans sought to visit.

The Mongols taught new ways of making war and their many victories demonstrated the value and effectiveness of gunpowder and the siege machine known as the **trebuchet**. Their use of fully armoured men and horses led to the adoption of armour by knights, and their raids encouraged rulers in Europe to build the castles that now dominate the landscapes of eastern-central Europe. Other inventions which made their way from the Mongol Empire to the world beyond were firearms, the compass, playing cards, printed fabrics, paper money, printing and windmills. Techniques ranging from those involving papermaking to those for improving irrigation spread from one civilisation to another.

A further consequence of the Mongol conquest was the growth of religious tolerance. Both Genghis and his grandson Kublai displayed a strong interest in all religions and insisted on tolerance of all religions within the empire. As a result, representatives from a wide range of religious groups visited the Mongol court, many of whom took on government roles. This tolerance also allowed ideas to flourish and many of the religious travellers left brilliant accounts of life at the Mongol court.

trebuchet

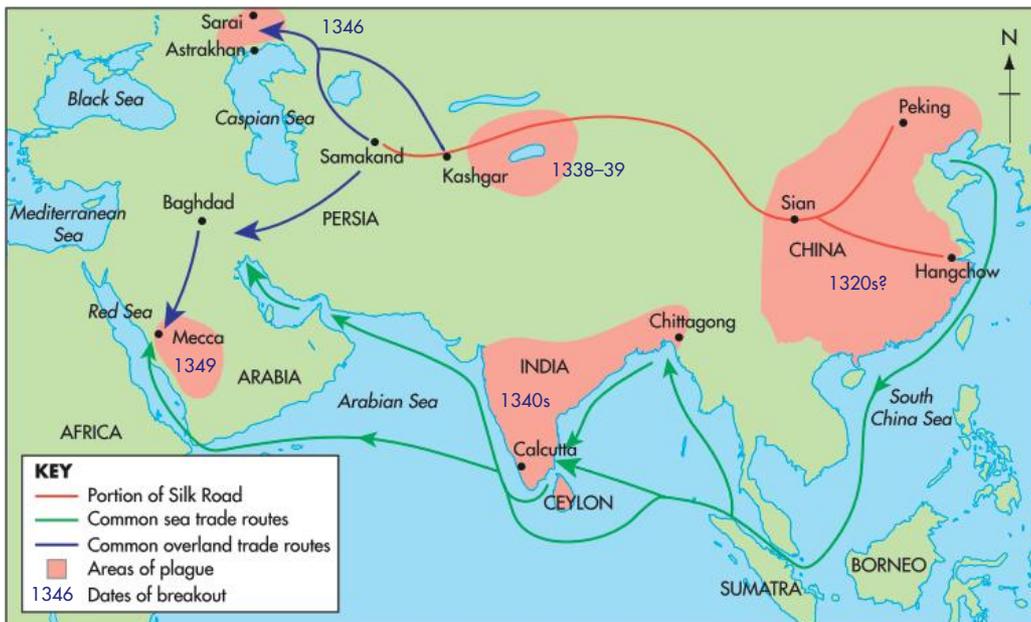
A large catapult, to throw large missiles over walls



Some of the inventions that made their way from the Mongol Empire: (a) trebuchet; (b) paper money; (c) compass; (d) playing cards.

Mongols and the plague

While expanding contact between the East and West led to the transfer of technical and scientific knowledge, it also spread disease. Many historians now believe that the Mongol conquests may have played a role in transmitting the fleas that carried the Black Death from Central Asia to Europe and the Middle East. It is believed that these fleas may have been on the Mongol livestock that was driven into their pasturelands, or on the rats that fed on the grain transported by merchants along the trading routes between the East and West. We know that the population of the Mongol Empire decreased during the Mongol rule. Causes of death include the slaughter of conquered people, a civil war during the last years of Mongol rule and, most certainly, disease. In 1232, for example, a mystery illness killed nearly one million people over a three-month period. While not a positive result of the Mongol's conquest, it certainly influenced the course of history as we know it.



The spread of the Black Death in Asia

With one stroke a world which billowed with fertility was laid desolate, and the regions became ... a desert, and the greater part of the living, dead, and their skin and bones crumbling dust.

Source 7C An opinion of the Mongol conquests by a 13th-century Persian historian

[they] enjoyed such a peace that a man might have journeyed from the land of sunrise to the land of sunset with a golden platter upon his head without suffering the least violence from anyone.

Source 7D An opinion of Muslim historian Abu'l Ghazi (1603–63) of the peoples conquered by the Mongols

[The Mongol is] terrible to look at and indescribable with heads like a buffalo's, narrow eyes like a fledgling's, a snub nose like a cat's, projecting snout like a dog's, narrow loins like an ant's, short legs like a hog's and by nature with no beards at all.

Source 7E The view of an Armenian who was conquered by the Mongols

Perspectives and interpretations

Look at sources 7C–7E

- 1 Much of what we know of the Mongols comes from the writings of those people whom they conquered – the Koreans, the Chinese, the Armenians and the Arabs – would this affect how they were depicted?
- 2 Source 7D offers a different view. How were Muslims treated by the Mongols? How might this affect how they were perceived by the Muslims?
- 3 Using source 7E as a guide, create a labelled diagram of a Mongol using your computer, art supplies or magazines.
 - a Locate an illustration of a Mongol using this textbook or the Internet
 - b Compare your image with the one you have located. Do you think the writer of source 7E has given us an accurate physical description of a Mongol?
 - c What could have influenced his point of view?

Explanation and communication

- 4 Imagine you are a traveller to the Mongol Empire along the Silk Road. Write a letter home in which you describe what you see on your journey OR prepare a 14th-century advice booklet such as the one written by Francesco Balducci Pegolotti in source 8B.

To help you complete this task you will need to complete additional research on the location of the Silk Road and select a section of the Silk Road upon which you will travel. To assist with the completion of this task and to ensure you use factual information to support your writing, conduct research on the following:

- a What might you see on your travels?
- b How would you travel?
- c What other questions would you need to consider and research?

MAKING CONNECTIONS



Looking deeper

Research a weapon

Research a weapon used by the Mongols, such as siege towers, gunpowder or rock throwers. Create a labelled diagram or model of your chosen weapon in which you provide information about its key components and uses.

Create a menu

Research common foods and cooking methods used by the Mongols and create a menu. Make sure you include illustrations of what the dishes might have looked like, OR

Make the dishes and recreate a Mongol feast in class. Each student could take on a Mongol persona. You could research the person you have chosen to be and introduce yourself at the feast.

Create a board game

Create your own board game about the Mongol Empire. Use clues which provide the players with information about the empire and its impact on the world.

Think about the impact of the Mongols

The Mongol Empire had a significant impact on the modern world. Create an annotated photo essay, film, PowerPoint or role play in which you outline at least five ways you think the Mongols influenced the way we live today.

Evaluate a website

Prepare an informative poster, a brochure or an oral presentation for the class in which you present a useful website for students studying an aspect of Mongol history and their expansion into China. You will need to decide what makes a useful website and justify your view with examples from your chosen site as evidence.

Create a newspaper

Use the information you have gathered during your study of the Mongols to create a class newspaper. Make sure you include items on fashion, food, significant events, news stories, puzzles and a classified section.



MAKING

Going further

1 Research an aspect of the Mongols and their empire which interests you. Select one of the topics below or negotiate one with your teacher.

- a** How did the geography of Mongolia affect the nomadic lifestyle of its people?
- b** Why was the Mongol army so formidable?
- c** What impact did Genghis Khan have on the Mongol people and their place in history?
- d** What factors influenced the decline of the Yuan Dynasty in China?

Negotiate with your teacher how you could present your findings. You might consider an interactive map, role play, website, documentary film or comic strip.

2 Work with a partner to prepare an interview with a notable historical figure from this period. You will need to create a series of questions to ensure you learn as much as possible about this person, and then use these to research your chosen figure. Role play your interview for the class. Some possible historical figures:

the young Temujin

Kublai Khan

Ogedei Khan

Marco Polo

William of Rubruck

Genghis Khan

Sorghaghtani Beki – the mother of Kublai Khan.

3 Identify one element of Mongol society which is of interest to you and create a model for display in an exhibition in your classroom. Possible choices are listed below:

- a** a yurt
- b** a Mongol warrior
- c** a diorama of the Mongol army on the move
- d** Kublai Khan seated on his palanquin
- e** Kublai Khan's summer palace at Xanadu.

4 Create a digital presentation, class blog, animation or visual display to share with the class on the positive and negative aspects of the Mongol Empire.

5 Create a www.facebook.com page for Genghis Khan. Include at least 10 important details about his life (they can relate to people, places or events)

CONNECTIONS

that affected his life). Share your Facebook page with your classmates by posting the link on the class blog. Become blood brothers by 'friending' your Genghis Khan page with the page of one of your classmates. Post a question or comment about a part of Khan's life that is not in your classmate's page. Make sure you answer any questions you receive.

QUIZ

Review quiz

HIS08ECIN00160

Reflection question

Name two or three important moments in Khan's life. Which sources best support your answer?

Review questions

- 1 The Mongols are known to be a very physically strong people. Explain how their life on the Mongol steppes might have contributed to this.
- 2 In what ways did the games played at the festival of Naadam reflect the warlike and aggressive treatment of the Mongols towards neighbouring tribes? Why might these skills be valued?
- 3 Why do you think horse stealing was considered such a serious crime by the Mongols?
- 4 What sign Temujin was born with indicated that he would be a great warrior?
- 5 How did the ideas of loyalty and the old Mongol custom of creating 'blood brothers' assist Genghis Khan in his quest to become leader of the Mongols?
- 6 Make a list of the benefits to the Mongol army created by Genghis Khan's reorganisation of his forces.
- 7 Which weapons do you think were most useful for a Mongol soldier on horseback? Explain your answer.
- 8 Why do you think the Mongol empire was divided into four empires or khanates after the death of Genghis Khan?
- 9 Why were the Chinese so offended that the Mongols ate cheese and used steel knives? Research Chinese food and eating utensils to help you answer this question.
- 10 List three rules the Mongols put in place to stop the Chinese rebelling and explain why they would have been effective.
- 11 How could the bubonic plague have spread because of the Silk Road?
- 12 Explain the benefits of the *Pax Mongolica*.
- 13 Why would the Mongol passport have been a very useful item to possess?
- 14 How could the development of trade routes benefit the Mongols?

PUZZLE SHEET

Mongol expansion crossword

HIS08ECP00123

INTERACTIVE

Mongol expansion word match

HIS08ECIN00162

INTERACTIVE

Mongol expansion crossword

HIS08ECIN00161

SPANISH CONQUEST OF THE AMERICAS (1492–1572)

- Unit 1** Geography of the Aztec world
- Unit 2** Pre-Columbian life
- Unit 3** When, why and how of the Spanish arrival
- Unit 4** Cortes and the Aztecs
- Unit 5** Impact of conquest on the Aztecs and the wider world
- Unit 6** Longer term consequences and impact

Indian tribes lived in what was known as the New World, or North and South America, for thousands of years before Europeans arrived. One of these tribes was known as the Aztecs, a native American Indian people who ruled a mighty empire during the 14th and 15th centuries. By the time Christopher Columbus reached America in 1492, the tribes had developed very sophisticated cultures and societies, and some tribal rulers had amassed vast treasuries of priceless gold, silver and precious stones. As word of this amazing wealth spread throughout Spain, explorers known as **conquistadors** set out to conquer these tribes and take the treasure. The wealth gained from the Americas was used to fund wars with other countries and, as a consequence, Spain became one of the most powerful nations in Europe. Unfortunately, little remains of the Aztec civilisation today.

In this chapter you will learn about the culture and lifestyle of the Aztecs, how a small group of Spanish managed to conquer a remarkable civilisation, the interaction between the two cultures and the impact of that interaction on the Aztecs and the world today.

conquistadors

Spanish soldiers, explorers, and adventurers who brought much of the Americas under the control of Spain



□ **c. 1300**

Aztecs arrived in Valley of Mexico

□ **1325**

Aztecs founded capital at Tenochtitlan



□ **1492**

Christopher Columbus landed on the American continent

□ **1502–20**

Montezuma II reigned

□ **1505**

Balboa settled in Hispaniola

□ **1510**

Balboa established the first permanent settlement on American soil



1350

Aztecs began to build chinampas (gardens) around

□ Lake Texcoco



1487

Great Temple in Tenochtitlan was finished



1519

□ Cortes landed in Vera Cruz



1513 (Sept.)

Balboa became the first European to reach the Pacific Ocean from the

□ New World

1511

□ Balboa became Governor of Veragua

□ **1519 (Feb.)**

Pizarro was sent by Velasquez to explore the lands west of Cuba

□ **1519 (Nov.)**

Cortes arrived in Tenochtitlan

□ **1520**

'*La Noche Triste*', Montezuma II was stoned to death, Cortes fled Tenochtitlan

□ **1521 (Aug.)**

Spanish captured Tenochtitlan and defeated the Aztecs



□ **1547**

Death of Cortes



□ **1535**

□ Mexico became a colony of Spain

□ **1534 (June)**

□ Atahualpa was executed by Pizarro

□ **1532 (Nov.)**

□ Atahualpa was captured in Cajamarca

□ **1532**

□ Pizarro arrived in Tumbes and set off for Cajamarca

Olmec

Civilisation that lived along the gulf of southern Mexico between 1200 and 300 BCE

Mayan

Civilisation that lived between 2500 BCE and 250 BCE

Toltec

Civilisation that lived between 900 and 1200 BCE

Mesoamerica timeline

Historians have divided the Mesoamerican past into three key periods. These are the Preclassic times (2000 BCE–250 CE) when the **Olmecs** were powerful, the Classic era (250–900 CE) during which time the **Mayan** people were powerful and lived in the city of Teotihuacan, and the Postclassic era (900–1500 CE) when the **Toltecs** followed by the Aztecs controlled the strongest states. The civilisations had their own languages and traditions but there were common links. They all had organised trade and built large cities, believed in and practised human sacrifice, honoured the same family of gods and measured time using a calendar.

Chronology, terms and concepts

- 1 Place these events in their correct chronological order:
 - a La Noche Triste
 - b Balboa reaches the Pacific Ocean
 - c Christopher Columbus lands on American continent
 - d Death of Cortes
 - e Atahualpa executed
 - f Montezuma II stoned to death
 - g Balboa establishes first permanent settlement
 - h Spanish capture Tenochtitlan
 - i Aztecs finish building Great Temple at Tenochtitlan.

WORKSHEET

Mesoamerican timeline

HIS08ECWK00073

WEBLINK

ancient Aztecs

Mesoamerica

Region from central Mexico to Honduras and Nicaragua, where pre-Columbian societies flourished before the Spanish colonisation

century

100 years

UNIT 1: GEOGRAPHY OF THE AZTEC WORLD

The Aztecs lived in an area known as **Mesoamerica**, or the region where North and South America meets, and which now includes modern-day countries such as Guatemala and Mexico. With its plentiful water supplies, fertile soil and abundance of game, the Valley of Mexico attracted the earliest settlers more than 10000 years ago. The Aztec Empire was established in less than a **century** and by the arrival of Cortes in 1519, the Aztec Empire covered 38 provinces, united under a king.

Tenochtitlan

According to legend, the Aztecs built their capital city of Tenochtitlan in the middle of a lake because of a special message given to them by the god Huitzilopochtli, who told them to build a city where they saw an eagle eating a snake while perched on a cactus. Tenochtitlan means 'city of the cactus'.



The Aztec Empire during the reign of Montezuma II (c. 1502-20)



The Valley of Mexico

WORKSHEET
 Map of Mesoamerica

HIS08ECWK00074

Knowledge and understanding

- 1 Explain why the Aztecs chose to build their capital city on a lake.
- 2 Features of the city of Tenochtitlan included an aqueduct, a causeway and a dyke. Research these and explain their purpose in the city.

UNIT 2: PRE-COLUMBIAN LIFE

Family life

Within Aztec society, families were considered very important as the family provided company, food, a home and jobs. Each family belonged to a local clan group or **calpulli**. They chose their own leader, collected taxes and built their own temple. The capulli provided support but also stability for the society; they ensured good behaviour as the whole calpulli could be punished for the wrongdoing of one member. Men were expected to produce food, or the money to provide food, and children were expected to begin contributing to the family

calpulli

Means 'large house'; a political unit, of several interrelated family groups



FAST FACT

Common punishments for children included being pricked with cactus thorns, being held over a fire made of burning peppers, and being left outside all night in the rain. The ultimate threat a parent would make to their children was that they would be sacrificed to the god of rain, Tlaloc.

WEBLINK

[Aztec links](#)

codex

An ancient manuscript in book format

viceroys

Royal official who runs a country, colony, or province (or state) in the name of and as representative of the monarch.

from the age of five or six. The Aztecs valued good behaviour and parents would discipline their children quite severely.

It was the role of the Aztec woman to raise her children, run the home, spin and weave, and help with the harvest. Women who died in childbirth were honoured as brave soldiers, as childbirth was considered to be the most dangerous time in a woman's life. Some parents made the decision their daughter would become a priestess; she would be taken to the temple for training when she was around five years of age. At the temple she would be trained to keep it clean, to write and to speak well. She would then take important roles in religious festivals. Most young people married between the ages of 16 and 20, and marriages were often arranged by the family. Once married, the couple generally lived in the home of the groom.

Florentine Codex and Codex Mendoza

We know something of the life of the Aztecs because of a number of books that have survived called **codices** (singular: **codex**). The Aztecs produced books of pictures which told stories, and there is much to be found in these books about their lives before, during and after the Spanish Conquest. A priest, Father Bernardino de Sahagun, lived in Mexico City just after the destruction of the Aztec Empire. He asked his pupils to find out whatever they could about Aztec life and wrote down their accounts. From this valuable resource, known as the *Florentine Codex*, historians were able to interpret the Aztec codices. Another codex, known as the *Codex Mendoza*, named after a Spanish **viceroys** (Antonio de Mendoza), tells us much of what we know about the Aztec economy. It was written around 1550.



Source 2A

Drawing of common punishments for Aztec children 11–14 years of age, from *Codex Mendoza*, Folio 60, c. 1550. Punishments included holding badly behaved children over smoke from burning chillies and forcing them to inhale the smoke, which was very painful.



WEBLINK

the awesome Aztecs



Source 2B

Aztec children completing household tasks (collecting reeds, grinding corn to make tortillas, fishing and weaving), from Codex Mendoza, Folio 60, c. 1550

Cut wood, work the land, plant cactus, sow **maguey**. You shall have drink, food, clothing ... you are the support ... you are the eagle, the tiger ...

Source 2C

An Aztec poem outlining the responsibilities of a young man

maguey

Type of cactus cultivated for its fibres, which are used to make rope and rough textiles

Daily life

Aztec clothing was simple but it also was used to indicate the status of the wearer. Women wore a tunic and skirt while men wore a loincloth and a cloak. Commoners were expected to wear simple, knee-length clothing with no decoration or jewellery but nobles were allowed to wear their clothing longer, they added decoration or embroidery and wore jewellery such as bracelets, earrings, lip plugs and necklaces. Their clothing was made from cotton, while the commoners wore fabric made from cactus fibres.

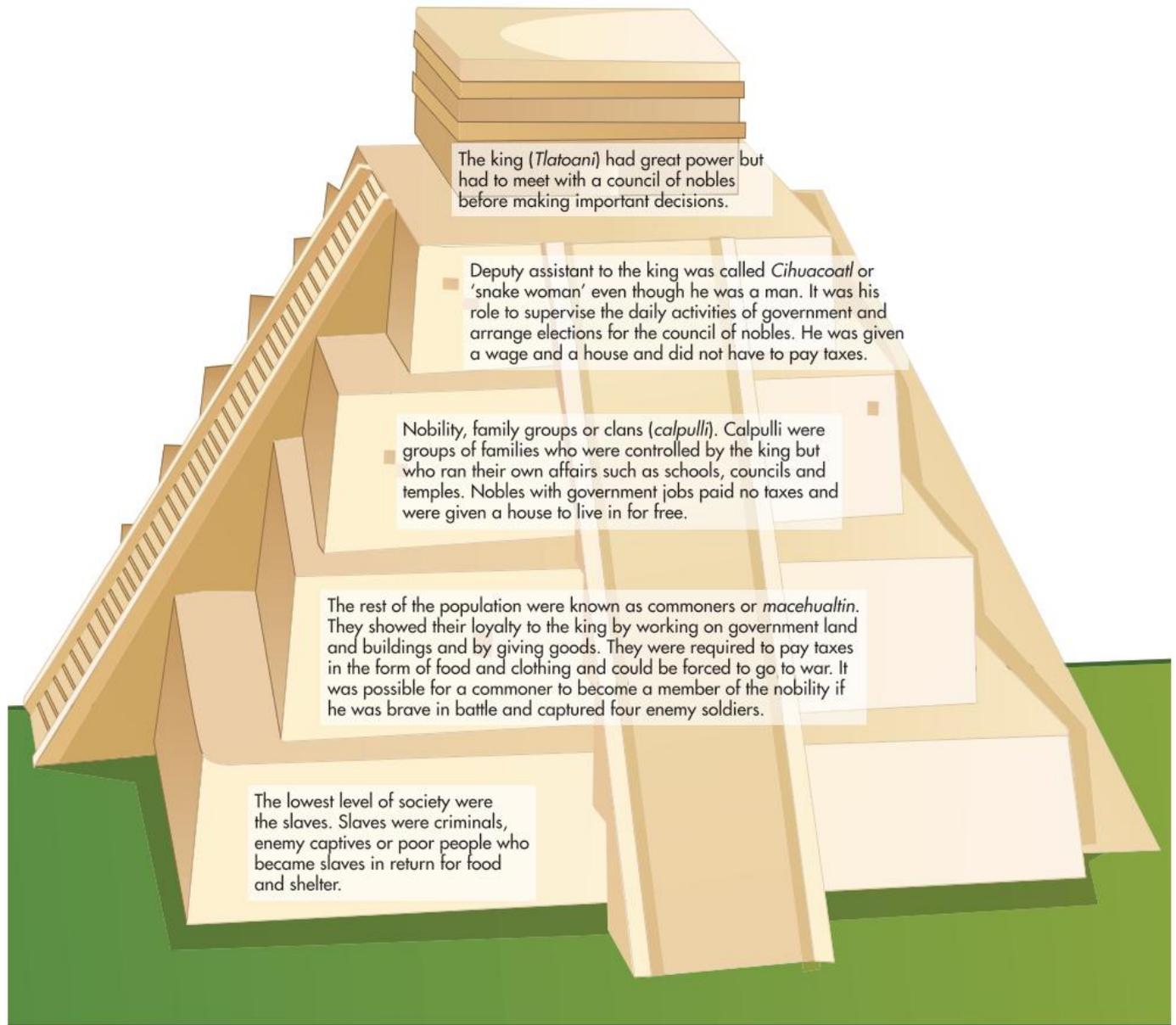
The Aztecs usually ate two meals a day with the main meal in the middle of the day. Everyday meals consisted of fruit, beans and vegetables, with avocado, tomatoes, pumpkins, boiled cactus leaves (without the spines) and peppers being common. Meat and fish were luxuries as Aztecs did not rear many animals to kill for food and most meat and fish came from wild animals which were hunted or trapped. These included rabbits, foxes, wild boar, ducks, geese and pelicans. They also enjoyed lizards, frogs and turtles, and ate fish eggs and green algae from the lake.

The Aztecs liked to keep clean. We know that they took steam baths, washed in river water and swept out the rooms in their homes but illnesses such as dysentery, skin complaints and chest infections were common. Aztec medicine was a mixture of religion, magic, herbs and first aid. The ill were given mixtures of powerful herbs but also encouraged to say prayers and make offerings to the gods.

FAST FACT

The Aztecs used urine to disinfect wounds.





Hierarchy of Aztec society

FAST FACT

Some Aztecs chose to be slaves if they had a great deal of debt. If a slave was about to be sold or resold but escaped and managed to run to the king's palace without being stopped, or ran to the marketplace and stepped on manure, that slave was immediately free.

Explanation and communication

- 1 Why might parents have wished their daughters to become priestesses? What would have been the benefits of this decision?
- 2 Why would the threat of the god Tlaloc have been such a scary one for Aztec children?
- 3 How did the family and organisation of Aztec society support the running of this civilisation?
- 4 Explain how Aztec clothing was used to signify the status or importance of the wearer.
- 5 What does the diet of the Aztecs tell us about their methods of obtaining food?
- 6 Make a list of the information provided in this unit about the daily life of the Aztecs. You could divide your information under headings such as men, women and children. Use your list to write a story about a day in the life of an Aztec, providing as much factual information as you can.



Analysis and use of sources

- 7 What punishment is being carried out on the Aztec child in source 2A?
- 8 What tasks are being completed by each child in source B? (*Hint*: in the top of the picture a father is teaching his son to gather reeds and the mother is teaching her child to grind corn)
- 9 What were the responsibilities of Aztec men according to source 2C?

Perspectives and interpretations

- 10 From what perspective are sources 2A, 2B and 2C written? (*Hint*: who created them?)
- 11 How might the images and writing created by the Aztecs in their codices and poems create difficulties for us today? (*Hint*: are they easy to understand? Why/why not?)
- 12 Why are the codices so important to historians who wish to study the Aztec civilisation?

WORKSHEET

Aztec clothing

HIS08ECWK00075

WEBLINK

e Aztecs

Government and law

A principal function of the Aztec king was to lead the army. Each new ruler commonly began their reign with a battle. It was important for them to establish their bravery by seizing captives and new territory. In this way, the Aztec Empire grew quickly. The Aztecs ruled using a tiered administration with each city having three functions: to manage religious ceremonies, to control the economy and to perform administrative duties. The lives of the Aztecs followed strict rules and the punishment for breaking these rules could be very severe. Aztec kings were paid **tributes** by conquered nations, and their palaces were not just the home of the king but also the seat of power and official government headquarters.

tribute

Payment by one nation for protection by another

There was a strict etiquette around treatment of the king: Captains of the royal bodyguard had to approach Montezuma barefoot, with downcast eyes, making low bows and murmuring, 'Lord, my lord, my great lord.' When they left, they had to walk backwards, keeping their gaze away from his face.

Source 2D

The correct way to treat the Aztec king, from F MacDonald, *Step into the Aztec and Mayan World* (1998), p. 12

twenty chests of ground chocolate, forty pieces of armour, 2400 loads ... of woven cloth ... a chest of beans, a chest of **chian**, a chest of maize ... 2000 loaves of very white salt ... 8000 lumps of unrefined **copal**, 100 copper axes, 80 loads of red chocolate ... a little vessel of small turquoise stones ... tiles of gold, the size of an oyster and as thick as the finger ... 20 bags of gold dust ... 20 lip jewels of clear amber ... 8000 handfuls of rich scarlet feathers, 40 'tiger' skins ...

Source 2E

Account of tributes paid to Montezuma, Hammond Innes, *The Conquistadors*, (1969), p. 107

chian

Shells that are crushed and used to make cosmetics

copal

Resin used as incense



The army

The Aztecs relied on war to bring land, people and new cities under their control and, therefore, gain more wealth. War also brought fresh captives for use in the many religious ceremonies and sacrifices they believed were necessary each year. All warriors were expected to fight when called to battle by the playing of the war drum outside the ruler's palace. Training for battle began during childhood and boys were taught the importance of discipline, bravery, how to handle weapons such as clubs, shields, darts and spears, and obedience to the military hierarchy. Eventually the boys would compete for the honour of carrying equipment and other supplies into battle for the **elite** warriors.

The Aztec army was organised into sections. Each *capultin* (a town or area of city based on the clan system) supplied a unit of 400 men and were commanded by a local leader. These units were grouped into larger divisions of 8000 warriors. As many as 25 divisions would be sent on longer campaigns.

elite

People with superior status

FAST FACT

To be a member of the elite soldier groups, such as the eagle and jaguar groups, a warrior had to commit 20 or more acts of bravery and bring home many victims for sacrifice.

Marching

When going to a campaign, the army would march in a long procession, led by scouts who were easily identifiable by their long hair tied back with red ribbons and their faces painted yellow. They carried conch shells which they used to send messages. Accompanying them were warrior priests carrying images of the god Huitzilopochtli. They were followed by the top warriors and members of the military elite. Army units from Tenochtitlan came next, followed by allied troops at the rear. These troops were sent by other cities as part of their tribute.

FAST FACT

Soldiers whose legs were badly scarred with battle injuries were allowed to wear longer cloaks like the nobles.

They wore cotton armour, cudgels and swords and many carried bows and arrows. Many of [the warriors] carried standards and gold shields, and other insignia which they wore strapped to their backs, giving them an appearance of great ferocity, since they also had their faces stained, and grimaced horribly, giving great leaps, shouts and cries. These put such fear into us.

Source 2F

Description of the Aztec warriors by Bernal Diaz del Castillo, a conquistador who wrote an eyewitness account of the conquest of Mexico by the Spaniards under Hernan Cortes. From *Hearts for the Gods* by CR Dillon (2003)

macuahuitl

Weapon shaped like a wooden sword

decapitate

To cut off the head

The battle began and we found that our horses were useless against their fiercest weapon, the **macuahuitl**, a powerful sword, wider at the top than at the base and edged with obsidian. It was with horror that I watched the **decapitation** of a horse with a single blow and also the unarmoured arms and legs of our... warriors.

Source 2G

A description of the macuahuitl by Diaz, from CR Dillon (2003) p. 10

T



Source 2H This illustration from the Codex Mendoza, folio 65, shows an Aztec warrior taking a captive by the hair. Aztec men grew their hair long and were not allowed to cut it until they had taken their first prisoner.



Source 2I Terracotta statue of an Aztec eagle warrior, c. 1480, found during the excavation of the Templo Mayor of Tenochtitlan

Aztec economy

The Aztecs were a farming community but placed great importance on trade, the collection of tributes from neighbouring states and the creation of items which were needed in daily life. The marketplace was of great importance to Aztec communities and it was here that farmers, traders and craftsmen met to exchange produce. These traders included women who made cloth or pots to sell and also sold the produce grown by their husbands. The market was patrolled by market police and judges were present on shaded platforms for the purpose of ruling on trade disputes.



Source 2J Long-distance traders were known as *pochteca* and brought exotic goods to the cities using gangs of porters (carriers). The porters used a broad band of cloth called a *tumpline* to carry very heavy loads. From Book IX of the *Florentine Codex* by Bernardino de Sahagun, c. 1540–85



Source 2K Cocoa beans were used as trading currency and were a sign of wealth as only priests and nobility were allowed to make a drink from them. The cocoa pods were ground and mixed with water to make a drink called *chocolatl* and often contained cornmeal, honey, vanilla or chilli.



Explanation and communication

- 1 Did the Aztecs value the role of their king? Provide at least two pieces of evidence from the text to support your answer.
- 2 Explain how being a warlike society benefited the Aztecs
- 3 How did trade benefit the Aztec economy?

Analysis and use of sources

- 4 Look at sources 2F, 2G, 2H and 2I.
 - a List five adjectives Diaz uses to describe the Aztec warriors and their weapons.
 - b Why would the macuahuitl have been considered such a useful weapon to the Aztecs?
 - c What do you think was the purpose of the face paint worn by the warriors?

Perspectives and interpretations

- 5 The conquistadors were considered to be strong and fearless fighters. Based on these descriptions by Diaz, do you think the Spanish found the Aztecs to be their equal on the battlefield? Provide evidence to support your answer.
- 6 Look at source 2J.
 - a In what way were porters valuable to the Aztec way of life?
 - b What would have been the advantage of using the tumpline?



Religion and the gods

The Aztecs believed that nature and human activity were controlled by a series of gods and, therefore, held hundreds of religious festivals or ceremonies each year to **appease** them. The sun god was the most powerful and they believed a blood sacrifice, which contributed to the red glow of the sun, would keep the Sun in the sky and provide prosperity. The Aztecs believed it was important that victims met their death in silence, so they were drugged or given an alcoholic drink called **octli** beforehand.

The Aztecs treated their own dead with respect. Both rich and poor were buried with food to help them in the afterlife and the bodies of most Aztecs were buried under their own homes. The corpse was dressed in their best clothes, positioned in a squatting position then tied so they stayed like this, wrapped in cloth and set alight. Important people were buried in stone vaults and, sometimes, men were buried with their dogs for company.

They immediately placed them on their backs on some rather narrow stones which they had prepared as places for sacrifice, and with stone knives they sawed open their chests and drew out their palpitating hearts and offered them to the idols that were there, and then kicked their bodies down the steps.

Source 2L

When the Spanish arrived in the capital of Tenochtitlan they were horrified by the blood-soaked steps and smells they found at the temples. Diaz witnessed human sacrifices and described them in detail. From *The Discovery and Conquest of Mexico* by Bernal Diaz del Castillo

WORKSHEET

Army organisation

HIS08ECWK00076

appease

Make peace with

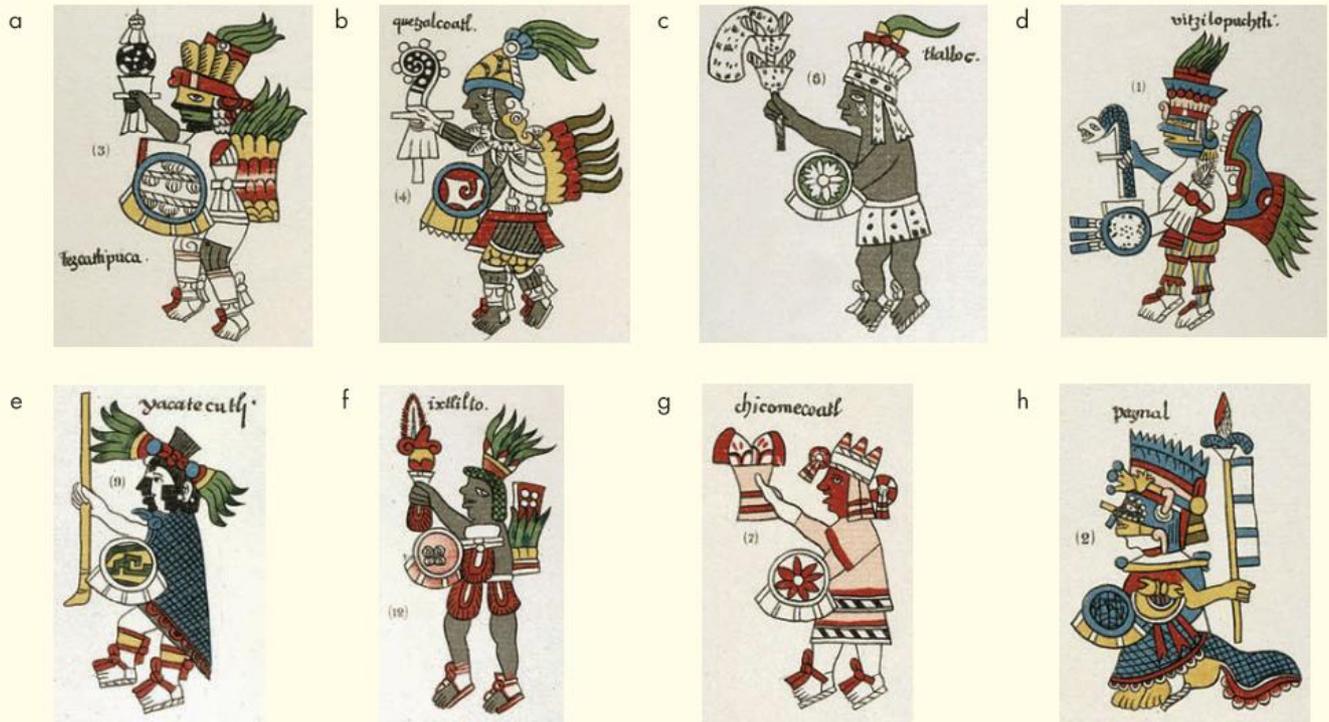
octli

An alcoholic drink made from the maguey plant

WEBLINK

Aztec mythology





Source 2M

Some of the Aztec gods, from the *Florentine Codex*: (a) Tezcatlipuca, god of the Great Bear constellation and of the night sky, protector of slaves; (b) Quetzalcoatl, god of death and resurrection (c) Tlaloc, rain god (d) Huitzilopochtli, sun god, god of war (spelt Vitzilopuchtli in the above drawing) (e) Yacatecutli, god of commerce and travellers (f) Ixtlilton, god of medicine and healing (g) Chicomecoatl, goddess of the maize (corn); (h) Painal, the messenger of Huitzilopochtli



Source 2N

A human sacrifice to the sun god from the *Codex Magliabechiano*, mid-16th century

FAST FACT

Children were sacrificed to Tlaloc, the god of rain. It was good luck if the children cried as their tears were seen as 'falling rain'. Each year captives were skinned alive as an offering to Xipe Totec, the fertility god, and the priests would wear the skins during religious ceremonies to remind the people of the skins of young plants.



FAST FACT

Aztecs pricked their earlobes each morning and collected two drops of blood to sacrifice to the gods. They believed that the sun would die and the world would come to an end without blood.

They wore black cloaks ... and long gowns reaching to their feet. Some had hoods ... and they wore their hair very long, down to their waists and some even down to their feet, and it was all so clotted and matted with blood that it could not be pulled apart. Their ears were cut to pieces as a sacrifice and they smelt of sulphur but they also smelt of something worse ... of decaying flesh.

Source 20 A description of Aztec priests by Diaz, from Innes (1969)

The city of Tenochtitlan

The Aztec capital of Tenochtitlan was built on an island in the middle of Lake Texcoco and could only be reached by ramps or **causeways**. Its streets were kept immaculate by sweeping and washing, with household refuse being buried or dumped in the marshes outside the town. Fresh drinking water was supplied by a tall stone **aqueduct** which carried water from the nearby mountains and a 16-kilometre dam had been built to protect the city from flooding.

causeway

Road elevated on a sandbank, usually across a broad body of water or wetland

aqueduct

Supply channel constructed to convey water



The city of Tenochtitlan

The city was divided into four key areas or districts that were linked to one another, and the mainland, by canals and causeways. Each district was divided into **calpoltin** and each calpoltin elected a leader who was assisted in decision making by a council of elders.

- 1 Sacred Precinct was the ceremonial heart of the city. It was composed of huge temples and it was here that captives were brought to be sacrificed.
- 2 Cuepopan 'the place of the blossoming of flowers'
- 3 Atzacualco 'the place of heron'
- 4 Moyotlan 'the region of mosquitoes'

WEBLINK

The Aztecs – mighty warriors of Mexico

calpoltin

Group of houses



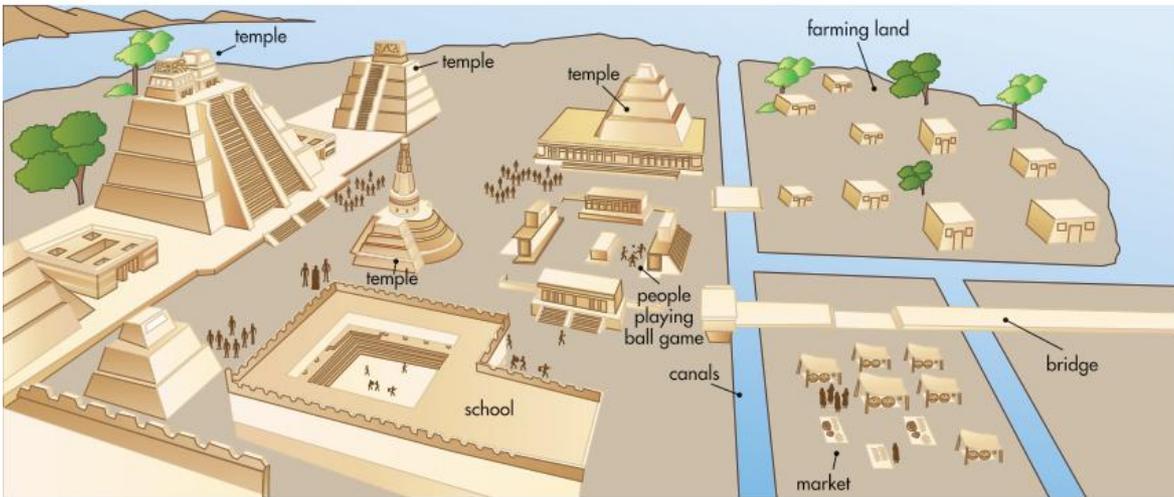
FAST FACT



Human faeces were used to make the soil of the chinampas more fertile.



An artist's impression of the city of Tenochtitlan



Sketch of the city of Tenochtitlan



Source 2P

The Aztecs grew flowers, fruit and vegetables on **chinampas**, which were floating gardens built on reed rafts. This 20th-century painting by Jose Muro Pico, based on a 16th-century manuscript, shows Aztecs constructing chinampas in the lake surrounding Tenochtitlan.

chinampas

Method of ancient Mesoamerican agriculture which used small, rectangle-shaped areas of fertile arable land to grow crops on the shallow lake beds in the Valley of Mexico.





When we arrived at the great market place we were astounded at the number of people and the quality of the merchandise that it contained, and at the good order and control ... for we had never seen such a thing before ... [there were] dealers in gold, silver ... feathers ... and embroidered goods ... indian slaves, both men and women ... other traders sold great pieces of cloth and cotton ... [in another part of the market] there were skins of tigers and lions ... there were fruiterers ... and women who sold cooked food

Source 2Q

A description of an Aztec market by Diaz, from *The Conquest of Mexico* (1521) as quoted in R.T. LeGates and F. Stout, *The City Reader*



Knowledge and understanding

- 1 Explain why the Aztecs wanted to give alcohol or drugs to their victims for human sacrifice.
- 2 Why do you think the Aztecs used flat-bottomed boats on Lake Texcoco?
- 3 Do you think Tenochtitlan was a well-planned and organised city? Give reasons for your answer.

Analysis and use of sources

- 4 Examine source 2O as well as the artist's impression of Tenochtitlan and the map of the city.
 - a What part of the city appears to be the most important to the Aztecs?
 - b Based on your understanding of the beliefs of the Aztecs, explain why this area was placed in the centre of the city and why it was so important.

Perspectives and interpretations

- 5 Read the sources 2F, 2G, 2L, 2O and 2Q. These descriptions were all written by Bernal Diaz del Castillo.
 - a Why would he have been keeping an account of what he saw?
 - b Based on these descriptions, what do you think are his impressions of the Aztecs and their city? Support your views with examples from Diaz's descriptions (*Hint: are they positive, negative, a mixture of both?*)
 - c Much of what we know about the conquistadors and the Aztecs is from the perspective of Diaz only. How might this be a problem for a historian? Does this mean that information from Diaz is not useful?

Explanation and communication

- 6 Refer to sources 2M and 2N and the map of the city.
 - a Make a list of the information they provide about the religious beliefs and practices of the Aztecs. Work like a real historian here by creating a table with a column for each source: list the information contained, where the source came from and what the information tells you about the Aztecs.

WEBLINK

Mexicolore



- b How useful would these sources be to a historian investigating the religious beliefs of the Aztecs? What other information might you need to complete a detailed report?
- c Imagine you are Bernal Diaz and prepare a report for the King of Spain about the beliefs of the Aztecs. Make sure you include labelled diagrams of a temple, an Aztec priest and a human sacrifice.

WORKSHEET

the religious significance of games

HIS08ECWK00077

UNIT 3: WHEN, WHY AND HOW OF THE SPANISH ARRIVAL

The Spanish were the first to establish settlements in what became known as the New World. Following the explorations of Christopher Columbus and experiencing a long period of peace with their neighbours, the Spanish explored the New World, established colonies there, and claimed them as their own. The Spanish wanted wealth and prestige and believed that they must seek out the indigenous peoples of these far-off lands and **convert** them to Christianity. The Aztecs ultimately were powerless to resist.

The first major Spanish settlement was established by Christopher Columbus on the island of Hispaniola. It was the only major settlement for 20 years and a fortune in gold was shipped back to Spain from there. Initially, the Spanish established friendly relations with the native people but, as they grew in confidence, this changed and the natives were gradually enslaved to work on the sugar plantations.

convert

Change religious beliefs, or adopt a religious belief

The 'Quinto Real' or Royal Fifth

This was a royal tax put in place by the king of Spain which required 20 per cent of all precious metals and other commodities (including slaves) acquired by his subjects as war loot, treasure or through mining. Spanish conquistadors were careful to always set aside the royal fifth from any spoils they captured. If they did not, they could be accused of **treason** against the king.

treason

Act of betrayal against one's king or country

The conquistadors ... explored and conquered new worlds for the glory of God and their own profit ... [they] followed sailors across the sea to seek out new **infidels** and blaze a trail of murder and heroism ... their lust for gold was infinite, their religious fervour genuine.

infidel

Heathen, a person who does not acknowledge the Christian god

Source 3A The role of the conquistadors from Innes, *The Conquistadors*, p. 12

The conquistadors were born into a world of religious and racial intolerance, of crusading knights and marching armies, of war and devastation and change.

Source 3B The background of the conquistadors from Innes, *The Conquistadors*, p. 24



isthmus

Narrow strip of land connecting two larger land areas usually, with water on either side

summit

Top, peak, e.g. of a mountain

The explorations of Balboa

Vasco Núñez de Balboa was an explorer and conquistador who is best known for becoming the first European to lead an expedition that sighted or reached the Pacific Ocean from the New World. Using information given by various friendly natives, Balboa crossed the **Isthmus** of Panama on 1 September 1513 together with 190 Spaniards, a few native guides and a pack of dogs. He sailed along the coast, landing in territory controlled by natives who were defeated and forced to help Balboa. On September 20, the expedition entered the thick jungle and, with some difficulty, arrived four days later in the lands of a fierce native called Torecha. A terrible battle took place during which Torecha was defeated and killed in battle. His followers decided to join the expedition. Eventually, on 25 September, Balboa reached the **summit** of a mountain and saw the waters of the undiscovered sea. A chaplain who accompanied the expedition offered prayers while the men erected stone pyramids and engraved crosses on the barks of trees with their swords, to mark the place where the discovery of the South Sea was made.

Pizarro and Peru

Francisco Pizarro González (1471–1541) was a Spanish conquistador who conquered the Incan Empire and was the founder of Lima, the modern-day capital of Peru. Fuelled by stories of the success of Hernan Cortes, and wishing to find his own wealth, Pizarro undertook a series of expeditions in search of the treasures of the Incas. In 1531, accompanied by three of his brothers, he led

WEBLINK

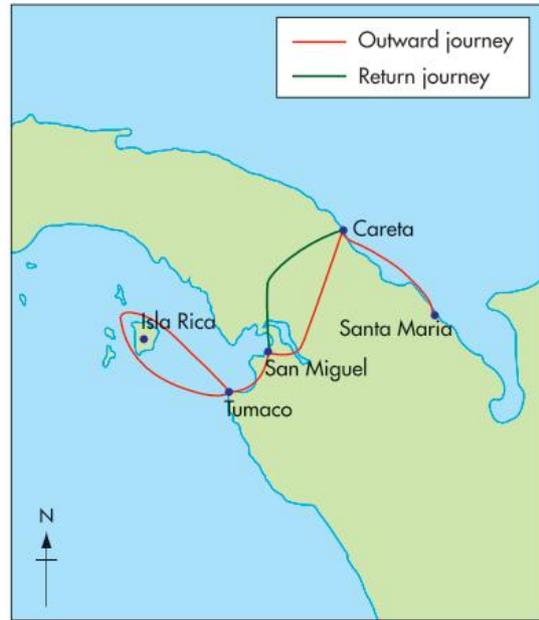
the Conquistadors



Balboa claimed the Pacific Ocean in the name of the Spanish king, as well as all adjoining land and islands. This act gave Spain exclusive navigation rights over the entire west coast of North America.

an expedition to the Incan Empire where he tricked the Incan ruler Atahualpa and captured him. Despite the fact that the Incans paid a ransom by filling a room full of gold, the Spanish tried Atahualpa for worshipping gods which were not Christian and he was executed in 1534. Pizarro's men split the ransom between them then marched on the Incan capital of Cuzco, which they conquered, stripping it of its wealth and killing many of its inhabitants.

Pizarro took control of the Incan Empire by establishing a council of Spaniards and appointing a new supreme Incan, even though the city was ruled by the council. He also established a new city on the coast which became the main Spanish city in South America for the next 200 years. When news of Pizarro's conquest reached Spain, the king was so overjoyed that he conferred the title of Marques on Pizarro and extended the land over which he was to govern another 140 miles to the south.



Balboa's expedition to the South Sea, 1513



Source 3C

Early 20th-century painting of the Spanish, led by the conqueror of Peru Francisco Pizarro (1470–1541), battling with the ill-prepared Inca led by the last Incan king of Peru, Atahualpa (1500–1533)



The Incan Empire

Knowledge and understanding

- 1 Why would the king of Spain establish the *Quinto Real*? How would this agreement have benefited the conquistadors?
- 2 How would the fact that Spain was at peace with other countries in Europe have affected its ability to explore and colonise the New World?

Analysis and use of sources

- 3 Look at source 3A and the map of the Incan Empire. What reasons do they give us for the arrival of the Spanish in the New World?



WEBLINK

Aztecs meet the Spanish

UNIT 4: CORTES AND THE AZTECS

Hernan Cortes was a Spanish conquistador who led an expedition that caused the fall of the Aztec Empire and brought large portions of mainland Mexico under the rule of the King of Spain in the early 16th century.

Like many adventurous men of his day, Cortes travelled to the New World in search of wealth and adventure. In 1519, he was chosen to lead an expedition in search of the wealth of the Aztecs, accompanied by a captured woman named Dona Marina. She was able to speak the Aztec language and became invaluable to Cortes as an interpreter. Cortes founded a settlement called Vera Cruz, declared himself in charge of the colony and planned an attack on the Aztec capital of Tenochtitlan from this settlement. So that his men could not desert him, Cortes sank all the ships of the fleet after sending one ship back to Spain to inform King Charles V of the new colony.

Cortes and his expedition made their way towards the Aztec capital of Tenochtitlan with the intention of seizing the city and looting it. On the journey, the Spaniards were joined by tribes who resented the rule of the Aztecs. They also defeated other tribes so that they could pass safely through their territory. When Cortes and his force arrived at Tenochtitlan, they were astonished and dazzled by the city. It was like nothing they had ever seen before in Europe. Montezuma came out to meet them. He offered no resistance and he invited the Spaniards back to the city to rest and eat.

The Spaniards entered Tenochtitlan and were given a palace in the middle of the city for their accommodation. They were free to move among the people and what they saw confirmed Cortes' beliefs about the wealth of the Aztecs. However, they also learnt just how fearsome the Aztecs were, as they witnessed the human sacrifices of prisoners of war from other tribes to the sun god. These sacrifices angered the Spanish soldiers, and the priests who accompanied them, who believed that they must convert the Aztecs to Christianity.

Cortes was worried that Montezuma might change his mind about allowing them to stay peacefully in the city so he captured him and kept him prisoner. Cortes was now in control of the city and the Aztec people, and he and his men often went in search of gold in Tenochtitlan and other towns.

superstition

Belief or notion, not based on reason, knowledge, or experience

prophecy

To predict a future event under the influence of divine guidance

One Reed Year

A way of measuring time on the Aztec calendar. Believed to be the year when the Aztec god Quezalcoatl would return to earth.

Superstition

Cortes owed much of his success with the Aztecs to their beliefs and **superstitions**. When Montezuma heard of the arrival of the strange men in a 'house', he was convinced that an ancient **prophecy** relating to the second coming of the great god Quezalcoatl was coming true; that the powerful, fair-skinned and bearded serpent god had come to reclaim his land! 1519 had also been predicted by Aztec astrologers as the **One Reed Year** – one in which misfortune would occur. Because of his desire not to anger the gods, Montezuma sent messengers with gifts such as gold, precious stones and chocolate.





FAST FACT

When the Aztecs saw the Spanish on horses they thought they were monsters – half man and half beast – as they did not have animals big enough and strong enough to carry a man and had not seen a horse before.

In the middle of the water [we saw] a house from which appeared white men, their faces white and their hands likewise. They have long thick beards and their clothing is of all colours: white, yellow, red, green, blue and purple. On their heads they wear round coverings.

Source 4A

Report of the Spanish landing sent to Montezuma by spies, from Coupe and Scanlan, *Threads of Time* (1993), p. 164

The 'stags' came forward, carrying the soldiers on their backs ... their swords hung down from the necks of the 'stags' ... these animals wear little bells ... when [they] gallop, the bells make a loud clamour ... these 'stags' ... snort and bellow ... the sweat pours from their bodies in streams. The foam from their muzzles drips onto the ground ... they make a loud noise when they run ... as if stones were raining on the earth ... the ground is pitted and scarred where they set down their hooves.

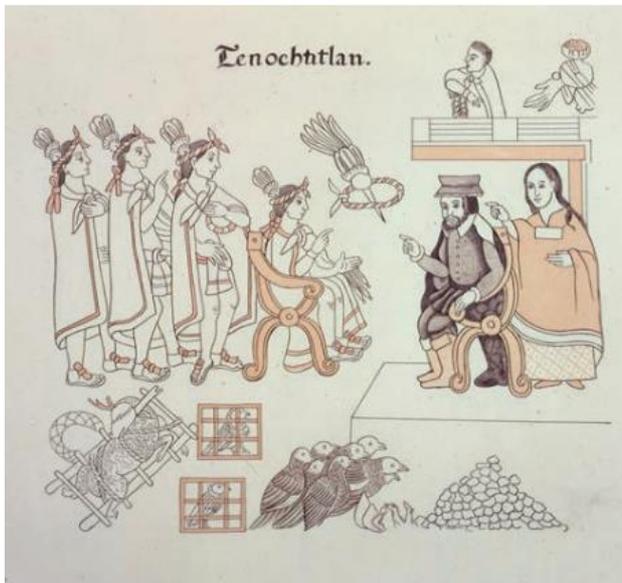
Source 4B

An Indian description gives some idea of the impact of the horse on Montezuma's warriors. From H. Innes *The Conquistadors* (1969), p. 11

Our lord, you are weary. The journey has tired you, but now you have arrived on earth. You have come to your city, Mexico. You have come here to sit on your throne ... I am not seeing you in my dreams ... you have come out of the clouds and mists to sit on your throne again ... you have come back to us.

Source 4C

Montezuma's speech when meeting Cortes, from Innes (1969), p. 133



Source 4D

The meeting of Montezuma and Cortes as represented in (left) a copy of a codex by Mexican Alfredo Chavero, 1892 and (right) a Spanish painting, late 18th century, from an engraving by A. Solis. Dona Marina stands beside Cortes in the image on the left





Montezuma came ... with a canopy ... made entirely of green feathers and bordered by gold and silver, pearls and [jade] ... [he] wore sandals, the soles ... were of gold and the uppers were decorated with precious stones.

Source 4E A description of Montezuma by Cortes, from Innes (1969), p. 110

I descended from my horse and was about to embrace him but [his attendants] prevented me, with their hands that I might not touch him ...

Source 4F A description of his meeting with Montezuma by Cortes, from Innes (1969), p. 130

The first article presented was a wheel like a sun ... of fine gold ... There followed an even greater wheel of pure silver, intricately carved ... then a helmet of grains of gold ... it showed us that there were good mines there. Then twenty golden ducks, beautifully worked, and images in gold ... of dogs, tigers, lions and monkeys; ten necklaces of exquisite workmanship; twelve arrows and a bow with its string, two rodlike staffs of justice five palms long—all in beautiful hollow work of fine gold. There were crests of gold, plumes of rich green feathers, silver crests and fans; a deer copied in hollow gold, and thirty loads of beautiful cotton cloth worked with many patterns and decorated with many-coloured feathers; and many other things that I cannot remember.

Source 4G A description of the gifts Montezuma gave to Cortes from Bernal Diaz del Castillo in *The Discovery and Conquest of Mexico* (1996), p. 74

And when we saw all those cities and villages built in the water and other great towns on dry land and that straight and level causeway going towards Mexico, we were astounded ... these great towns ... and buildings rising from the water, all made of stone seemed like an enchanted vision ... it was all so wonderful ... this first glimpse of things never heard of, seen or dreamed of before.

Source 4H The first sight of Tenochtitlan by the Spanish. Diaz quoted in H. Innes, *The Conquistadors* (1969), p. 129

Reflection question

The Spaniards quickly buried any man or horse that died so that the Aztecs would not find out. Why do you think the Spanish considered it important to do this?



Knowledge and understanding

- 1 What does the fact that Montezuma gave Cortes a gift of chocolate tell us about its value to the Aztecs?
- 2 Why do you think the Aztecs called the horses of the Spanish 'stags'?
- 3 Why would an interpreter such as Dona Marina have been invaluable to Cortes?

Analysis and use of sources

- 4 Read Montezuma's speech to welcome Cortes in source 4C.
 - a What sort of tone does Montezuma use when he speaks of Cortes?
 - b Break up this speech into separate parts using evidence to answer the following questions:





- i What does Montezuma call Cortes?
 - ii What does Montezuma say belongs to Cortes?
 - iii Where does Montezuma say Cortes has come from?
- c Based on this information, who or what did Montezuma think Cortes was?
- 5 Read source 4F. Why do you think Cortes was not allowed to touch Montezuma?

Perspectives and interpretations

- 6 Examine source 4D, which features a Mexican and Spanish interpretation of the same event. Talk with a partner about what you notice with regard to:
- a the style of each representation
 - b similarities and differences between the two
 - c how you think the Spanish painting depicts the wealth and prestige of Montezuma.
- 7 Imagine you are a Spanish artist who has accompanied Cortes to the New World. Draw a picture of your interpretation of the meeting between Cortes and Montezuma. To make sure everyone at home understands your painting, label interesting parts which you wish to highlight, such as a description of Montezuma and some of the offerings Montezuma made to Cortes. Think about how you might portray Cortes, remembering that he was considered a hero back home in Spain.

The Siege of Tenochtitlan

The Spanish may have simply continued to live in Tenochtitlan, amassing personal wealth, but for a strange twist of fate. In 1520, Cortes received news that a Spanish fleet had been sent by the governor of Cuba, with orders to arrest Cortes. Cortes left one of his officers, Alvarado, in charge of the city and marched towards the coast where he defeated the force from Cuba, even convincing some of the soldiers to join him. He then marched back to Tenochtitlan. When Cortes returned, he found that Alvarado had killed a large number of Aztec warriors, who had been taking part in a religious festival, and the palace had been surrounded by angry Aztecs. Cortes forced Montezuma to appeal to his people for peace but they responded with arrows and stones. Montezuma was hit and died a few days later.

Realising the Aztecs would no longer allow them to stay in the city, the Spaniards tried to escape from Tenochtitlan. They were discovered and a terrible battle followed during which Cortes lost two-thirds of his men, some of whom were taken away to be used as human sacrifices. The surviving men retreated to Tlaxcala and Cortes recruited more Spanish and Indians. In May 1521, Cortes launched an attack on Tenochtitlan. His men destroyed the causeways and damaged the aqueduct that brought fresh water to the city and his ships circled the lake and blocked supplies. The Aztecs held out under siege for approximately three months until eventually, ill from disease, starving and dying of thirst, they were conquered. The Spaniards gradually advanced back across the causeways and into the city, destroying all houses and other buildings until only the temple was left standing.





Source 41 A 19th-century painting by O. Graeff of 'La Noche Triste' (The Night of Sorrow)



Source 4J

The final battle between Cortes and Cuauhtemoc at Tenochtitlan 1521.
Illustration from a Mexican Indian picture history, *Lienzo de Tlaxcala*, c. 1550

La Noche Triste

The night when the Spanish fled Tenochtitlan was called *La Noche Triste* or the 'Night of Sorrow' by Cortes. Many soldiers drowned in the lake, weighed down by the gold they tried to carry away with them from the city.

A ball of stone comes out shooting sparks and raining fire. It makes smoke that smells of rotten mud. When the ball of stone hits a tree, the trunk splits into splinters, as if it has exploded from the inside. They cover their heads and bodies with metal. Their swords are metal, their bows are metal, their shields and spears are metal. Their deer carry them on their backs, making them as tall as the roof of a house ... We are powerless against him. We are nothing compared to these strangers.

Source 4K

A description of the Spanish fighting at the Siege of Tenochtitlan by an anonymous Aztec eyewitness

We saw them put plumes on the heads of many of them ... they made them dance ... in front of Huitzilopochtli. Then ... the priests laid them on their backs ... and cutting open their chests, drew out their ... hearts which they offered to the idols before them ... they kicked the bodies down the steps and the Indian butchers ... cut off their arms and legs and flayed their faces, which they afterwards prepared like a glove, with their beards off and kept ... then they ate their flesh with a sauce of peppers and tomatoes.

Source 4L

The Aztecs sacrifice captured Spanish soldiers. Diaz in M Harner, 'The Enigma of Aztec Sacrifice', *Natural History*, April 1977



**Reflection question**

Why do you think Cortes called the night Alvarado ordered the death of many Aztecs 'La Noche Triste'?



I was determined to attack them and finish destroying them ... the inhabitants of the city were all treading on the dead ... it appears they had perished to the number of more than fifty thousand, from the salt water they drank, or from starvation and pestilence ... in the streets they occupied, were found heaps of dead, so that nobody could step without trampling them.

Source 4M

An extract from Cortes' account of the siege of Tenochtitlan in a letter to the king of Spain. Taken from *Letters from Mexico*, translated by A Pagden (1986)

Knowledge and understanding

- 1 How did Cortes' sudden departure from Tenochtitlan and his decision to leave the city under the care of Alvarado contribute to the events which followed?
- 2 How might Cortes have convinced soldiers to join him on his return to Tenochtitlan?
- 3 Explain Cortes' tactics in damaging the causeways and aqueduct in Tenochtitlan.
- 4 According to Cortes' letter to the king of Spain, what appears to be the main reason why they were able to capture the city of Tenochtitlan?

Analysis and use of sources

- 5 Look at sources 4D to 4H. Explain how the Spanish might have come to the conclusion that there was considerable wealth in the New World.
- 6 Refer to sources 4I to 4M. Discuss with a partner what you think the Aztecs were trying to do by making human sacrifices.
- 7 Do you think the Aztecs were crueller than the Spanish? Give reasons for your answer.

Perspectives and interpretations

- 8 Draw up a table like the one below and work with a partner to fill it in, making sure that you do not simply recopy all the information but rather provide dot points that give a good summary. Use the information in your table to:
 - a write a paragraph about why the Spanish came to the New World
 - b write a second paragraph about how the Spanish treated the native Indians.

	<i>Where did the source come from?</i>	<i>Information contained</i>	<i>Useful to learn about ...</i>
Source A			
Source B			
Source C			
Source D			
Source E, etc.			

- c Discuss this activity with your class. Were the sources useful in helping you to complete the task? Was it helpful to place the information in table form before commencing writing your paragraphs? Why/why not?

WORKSHEET

The Spanish conquistadors

HIS08ECWK00078

FACTSHEET

When, how and why of Spanish arrival

HIS08ECFS00105





UNIT 5: IMPACT OF CONQUEST ON THE AZTECS AND THE WIDER WORLD

The **ruble**, which was all that was left of the remarkable city of Tenochtitlan, was levelled and a new Spanish city called Mexico City was built there. A whole civilisation and culture had been destroyed.

ruble

Remains of something that has been destroyed or broken up



Source 5A

The remains of Templo Mayor, one of the main Aztec temples in Tenochtitlan, now Mexico City. The old city was destroyed so completely that very little remains today.



Source 5B

Aztec gold pendant, in the Museo Nacional de Antropología, Mexico City. Little remains of the beautiful objects made by the Aztecs as artefacts were melted down and sent back to Spain.

WEBLINK

Ancient Mesoamerican civilisations



The Encomienda system

In an effort to colonise the land they had conquered and to reward the men who had played a part in doing so, the Spanish were quick to establish a system under which a Spanish soldier was given the right to rule an area of land and demand tribute and labour from the Indian towns within it. In return, it was expected that the Spanish landholder would 'protect' his Indians and ensure they converted to Christianity. This system was known as the Encomienda system. An observer from the court of Spain, Bartolome de las Casas, wrote a report in 1540 entitled 'A Brief Account of the Destruction of the Indies' for King Charles V. In it he expressed his concerns that the conquistadors were allowed to treat the Indians in their care however they wished. As a result of this report, changes were made to the Spanish colonial legal system, which eventually enabled greater equality. But exploitation and cruelty continued.

petulant

Easily irritated or annoyed

[The master] ... Took an Indian woman, stripped her, tied her naked to a post, and flogged her with willow switches in a **petulant** fury at some unimagined failure in compliance, until she died.

Source 5C

Treatment of the Indians depended on the type of person for whom they worked. From a letter to the Spanish king, October 1550 by Fray Luis de Villalpando

Mining

After the Spanish had taken and melted down all the artefacts in gold and silver, they began mining for the metals themselves and established a very profitable industry. They began by panning for gold in streams and went on to establish mines throughout the region. The local people were used as workers in these mines and on the huge farms of the Spanish. When their numbers began to decrease, Negro slaves from Africa were introduced into South and Central America as labourers.

indigenous

Peoples who are original to a particular territory

Population

The **indigenous** population of South America was about 57 million when the Spanish arrived in 1519. By 1607, this number had been reduced to approximately 4 million. Many people, who had not been killed in fighting, died from introduced diseases such as chickenpox, smallpox and measles. They had no resistance to these diseases.

baptise

In Christianity, baptism is the ritual act, with the use of water, by which a person is admitted to membership of the Christian Church

Impact on daily life

Life under the Spanish resulted in destruction of the traditional indigenous culture. Missionaries from Spain were quick to follow the conquistadors. Their role was to **baptise** and convert the Indians. The Spanish also introduced new foods to the Indian diet. Livestock such as the horse, mules, sheep and cattle were imported by settlers to assist on their farms and in their mines.

The principal idols ... I overturned from their seats and rolled down the stairs, and I had those chapels, where they kept them, cleansed for they were full of blood from the sacrifices

Source 5D

Cortes describes the Spanish treatment of the Aztec gods in 'Cortes Destroys the Idols and Instructs the Aztec in the Christian Religion' from Cortes, *Second Letter*



Source 5E

Capture of the Aztecs by the Spanish Colonists. Book illustration c. 1550 by Flemish artist Theodore de Bry.

Knowledge and understanding

- 1 Why would childhood diseases like chickenpox have killed the Indians when they only make us feel sick?
- 2 Why do you think King Charles V instructed Bartolome de las Casas to write his report and what is the significance of its title?
- 3 Did the report by Bartolome de las Casas have any impact on the lives of native Indians?
- 4 What were the dangers of the *Encomienda* system?

Analysis and use of sources

- 5 Look at sources 5A–5D
 - a In relation to our study of the Spanish conquest of the New World, divide the sources into primary and secondary sources.
 - b Discuss with a partner what the sources tell us about the beliefs of the Spanish and how they treated the Aztecs.
 - c Make a list of facts the sources provide about the Spanish treatment of the Aztecs.

Explanation and communication

- 6 Imagine you are Bartolome de las Casas. Write a second report for the king of Spain in which you use the information you have collected to describe the devastating impact of the Spanish on the Aztecs. You might like to use subheadings for your report such as 'Impact on religious beliefs', 'Health' and 'Daily life'.

WEBLINK

Aztec colouring pictures

UNIT 6: LONGER TERM CONSEQUENCES AND IMPACT

inflation

Rise in the general level of prices of goods and services in an economy over a period of time

Spanish Main

Mainland coast of the Spanish Empire around the Caribbean Sea and the Gulf of Mexico. It included present-day Florida, Mexico, Central America and the north coast of South America.

As a direct consequence of Spain's conquest of the New World, and as stories of the wealth to be found there grew to mythological proportions, large numbers of hardy pioneers travelled and settled there. They went in search of 'El Dorado', a famed city of gold and the 'fountain of youth', following the conquest of the Aztecs and the Incas.

The wealth found in South and Central America helped to secure Spain's place as a superpower of the 16th century. The Spanish king became the richest man on Earth. So much wealth was transported back to Spain that it caused widespread **inflation**. Prices in Spain quadrupled, causing hardship for many.

A further effect of the Spanish conquest of the Americas was the establishment of a strong trade route between this region and Europe. Spanish ships transported settlers, tools and luxury items to the New World and returned home with cargoes of spices, gold, silver and precious stones. Because of their need for safe ports to refuel and repair their ships, the Spanish contributed significantly to the development of the Pacific. This trade route was called the '**Spanish Main**'. It was



Source 6A

A modern interpretation of the Spanish conquest by Mexican artist Diego Rivera (1886–1957). In the background you can see Aztecs labouring in gangs for the Spanish. Cortes is at the front, to the left of the figure holding a book. He is dressed in a red doublet and is depicted with a hunched back.



so well known that the Spanish ships contained treasure that they became the prey of pirates along the route.

Other European countries sought to create their own sources of wealth and many territories became **colonies** of France, Holland, Britain and Portugal. This led to the death of the indigenous people of these lands and the destruction of many indigenous cultures. Furthermore, as native labourers died from hard work and disease, it became common practice to import slaves from Africa and thus the slave trade was born.

colony

Territory under the immediate political control of another country

FAST FACT

The guinea pig was used as a food source by the natives of Mesoamerica. The Spanish discovered them and took them back to Europe where they became popular as a pet.

There is nothing but grief and suffering in Mexico ... where once we saw beauty and valour. Have you grown weary of your servants? Are you angry with your servants O Giver of Life?

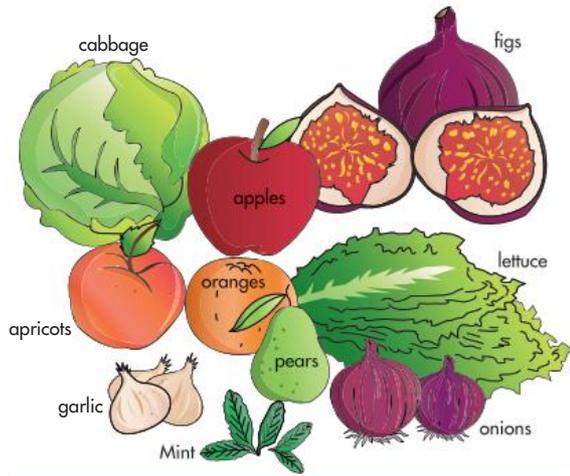
Let us sing our grief,
let us lament our fate
so that no one will ever forget
what our people have suffered,
when they came,
when they subjugated us,
there in Tenochtitlan,
they the Spaniards.

Source 6B

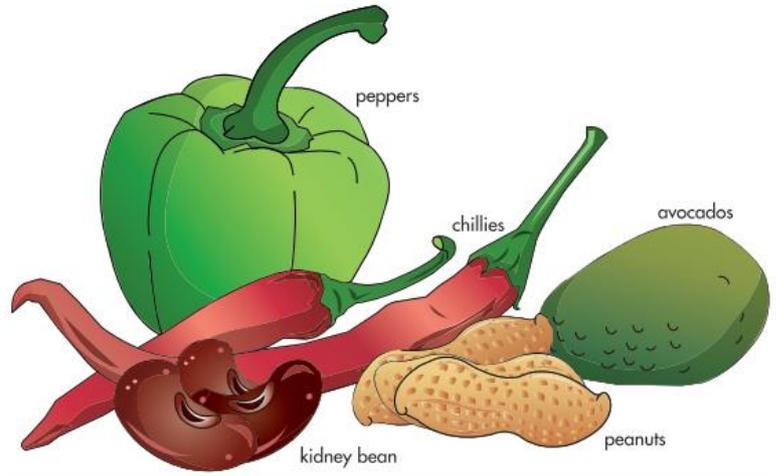
Two poems about the impact of the Spanish, the first from the *Cantares Mexicanos* of 1523; the second from *Broken Shields*, based on Fray Bernardino de Sahagun's Spanish text.



The legacy of Spanish and Portuguese conquest and exploration



Foods introduced to the New World by the Spanish.



These foods were taken back to Spain and later introduced to Europe.

WORKSHEET

*The history of
chocolate*

HIS08ECWK00080

Dogs

The chihuahua is a descendent of a long-haired dog called the techichi. This small dog could not bark and was valued by wealthy Aztecs as a companion and for use in religious ceremonies. Poorer Aztecs sometimes used them for food.

Knowledge and understanding

- 1 Why did the Spanish need ports for their ships along their trading routes?
- 2 Explain why piracy became a significant problem on the 'Spanish Main'.
- 3 Explain the impact of the need to import extra labour into Mexico for the Spanish plantations and mines.

Analysis and use of sources

- 4 Examine sources 6A and 6B.
 - a What impression do they give us of the impact of the Spanish conquest?
 - b Locate five examples from the sources to support your answer.
- 5 Look at the map showing the legacy of Spanish conquest and the picture of foods introduced from Spain above.
 - a What impression do these give us of the impact of the Spanish conquest?
 - b Locate and explain five examples to support your answer.

Explanation and communication

- 6 Draw a picture of an Aztec man or woman and a conquistador.
 - a Give each picture speech bubbles.
 - b For the conquistador: list the benefits of Spanish conquest to you personally.
 - c For the Aztec: list the negative (and positive?) impact of Spanish conquest in your life.

WORKSHEET

*Interpretations of
Hernan Cortes*

HIS08ECWK00081

MAKING CONNECTIONS

Looking deeper

- 1 Make your own codex. Using the information about codices contained in the text and your own research, create your own codex about any aspect of Aztec life and illustrate it.
- 2 Play the Aztec ballgame of *tlachtli*. Visit the ballgame website and make sure you take the time to dress a player and take the virtual tour of the archaeological remains of a real ball court.

Historical questions and research

- 3 Create a menu. Research common foods and cooking methods used by the Aztecs and create two menus:
 - a A menu for a poor family
 - b A menu for MontezumaMake sure you include illustrations of what the food might have looked like.

Explanation and communication

- 4 Imagine you are an indigenous person. Prepare a speech for other members of your tribe in which you outline your feelings about the Spanish. You could write from the perspective of:
 - a an Aztec
 - b a member of one of the tribes who worked with the Spanish.
- 5 Complete research on artistic interpretations of the Spanish conquest.
 - a Research the cultural background of artist Diego Rivera.
 - b Use this text and Internet sites on Diego Rivera to locate images of the Spanish conquest by Rivera. Do they depict the conquest in a positive or negative way?
 - c Prepare a PowerPoint presentation for the class using one image by Rivera. Explain how Rivera portrays the conquest and why you think he portrays it in this way.

WEBLINK

Ballgame

WEBLINK

Diego Rivera

MAKING

Reflection question

Briefly outline the class's views on the topic in task 5. Which primary sources most supported the arguments provided?

Going further

- 1 Research and build a model of one of the following:
 - a the city of Tenochtitlan – make sure you include the different precincts, causeways, the aqueduct and floating gardens
 - b the temple precinct – make sure you include the skull racks and altars for human sacrifices.
- 2 Assess the validity of a modern interpretation of the life of the Aztecs and their interaction with the Spanish.
 - a Watch the animated movie *El Dorado*.
 - b Take careful notes of the 'facts about Aztec life' which are portrayed in the movie.
 - c Research each of these facts to prove or disprove them.
 - d Present your findings to the class as an oral presentation, written report, short film or poster.
- 3 As a class, research and prepare a mock news broadcast about the Spanish conquest of the Aztecs. Use a video camera to record interviews with eyewitnesses: captured Spanish or Aztec prisoners, significant personalities such as Cortes, an elite eagle warrior, a medical expert about the illness in the city. You could also use models of the city to explain strategy.
- 4 Prepare a report in which you answer the following question: 'How did the conquistadors bring about the destruction of the Aztecs and their culture?'

You could negotiate with your teacher regarding how you will communicate your answer, e.g. a written report, PowerPoint presentation, speech, argumentative essay, documentary-style film, a class blog. Make use of the information contained in this chapter. Some questions you could ask yourself to assist in the gathering of information could be:

- a What were the conquistadors like?
 - b Why were they sent to the Americas?
 - c Did the conquistadors like/value the Aztecs?
 - d How did the Spanish treat the Aztecs?
- 5 Hold a class debate about the topic 'The Aztecs were a sophisticated society'. Use www.amap.org.uk to record each class member's point of view. Support your argument with primary source evidence. Challenge two or three your classmates' views with a counter-argument. Publish the argument on your class blog.

CONNECTIONS

Review questions

- 1 The Aztecs relied heavily on the tribute system. Explain how it contributed to the growth and wealth of the Aztec civilisation.
- 2 What items did the Aztecs value in terms of the wealth of their society?
- 3 Explain why the Aztecs made human sacrifices.
- 4 In what way did Aztecs make a personal sacrifice to the gods each day and why did they do so?
- 5 Explain how an Aztec warrior was honoured if he took many captives or was badly injured in battle.
- 6 How did the actions of neighbouring tribes assist Cortes to destroy the Aztec Empire?
- 7 Explain why the Spanish believed they needed to convert the Aztecs to Christianity.
- 8 In what ways did the Aztecs' lack of knowledge and understanding of the Spanish contribute to their belief that they were gods?
- 9 How did the city of Tenochtitlan indicate that the Aztecs were a highly sophisticated society? Give specific examples to support your answer.
- 10 What factors helped the Spanish to win the battle for the city of Tenochtitlan.
- 11 Who would have benefited most from the *Encomienda* system and in what ways?
- 12 In what ways do you think a landowner under the *Encomienda* system might have been expected to 'protect' the indigenous people under his care?
- 13 How did the Spanish conquest of the Americas contribute to the growth of the human slave trade from Africa?
- 14 Following the conquest of the Aztecs and Incas, why would large numbers of pioneers have travelled to South and Central America?
- 15 In what ways did Spain's success in colonising the New World influence other countries to establish their own colonies?

QUIZ

Review quiz

HIS08ECIN00163

PUZZLE SHEET

Spanish conquest of the Americas crossword

HIS08ECPS00125

INTERACTIVE

Spanish conquest of the Americas crossword

HIS08ECIN00164

INTERACTIVE

Spanish conquest of the Americas word match

HIS08ECIN00165



THE BLACK DEATH IN ASIA, EUROPE AND AFRICA (14th-century plague)

Unit 1 Life and health in the 14th century

Unit 2 Causes, origin and spread

Unit 3 Life and death

Unit 4 Responses

Unit 5 Impact of the Black Death

The Black Death is one of the worst and most deadly natural disasters of recorded history. We do not know for certain how many people died as the Black Death spread across Asia, North Africa, the Middle East and Europe. It has been estimated that as many as 25 million people died in Asia, where the disease first struck. It then moved along trading routes to Europe, the Middle East and Africa. It is thought that as many as one-third of Europe's population may have died between 1347 and 1351. It struck all classes of society and no country seemed safe. People who caught the disease died a horrible and painful death. In an age when people did not understand how or why illnesses spread, it seemed that God was sending a terrible punishment and that the end of the world had come. Once the Black Death faded, the world could never be the same again.



431 BCE

A plague in the ancient Greek city of Athens killed hundreds of thousands

541-90 CE

Bubonic plague, known as 'Justinian's Plague', spread through the entire Roman Empire



1347

Plague reached the trading port of Caffa (now Southern Russia), modern-day Turkey, Egypt and Sicily

1331

Written evidence described the plague in China



1348

Plague spread to Palestine, Arabia, Tunisia, Northern Italy, Spain, France and England



1334

Evidence of the plague in Lake Issyk Kul, Central Asia, and the Chinese province of Hubei



- **1348**
Jewish communities in France were attacked. Attacks on Jews spread through Europe

- **1350**
Plague spread to the rest of Scandinavia, Greenland and Russia
- **1351**
Plague spread to Yemen



- **1349**
The flagellant movement grew in Europe

- **1349**
Plague spread to Mecca, Ireland, Germany, Norway, Iceland, Holland and Eastern Europe

UNIT 1: LIFE AND HEALTH IN THE 14TH CENTURY

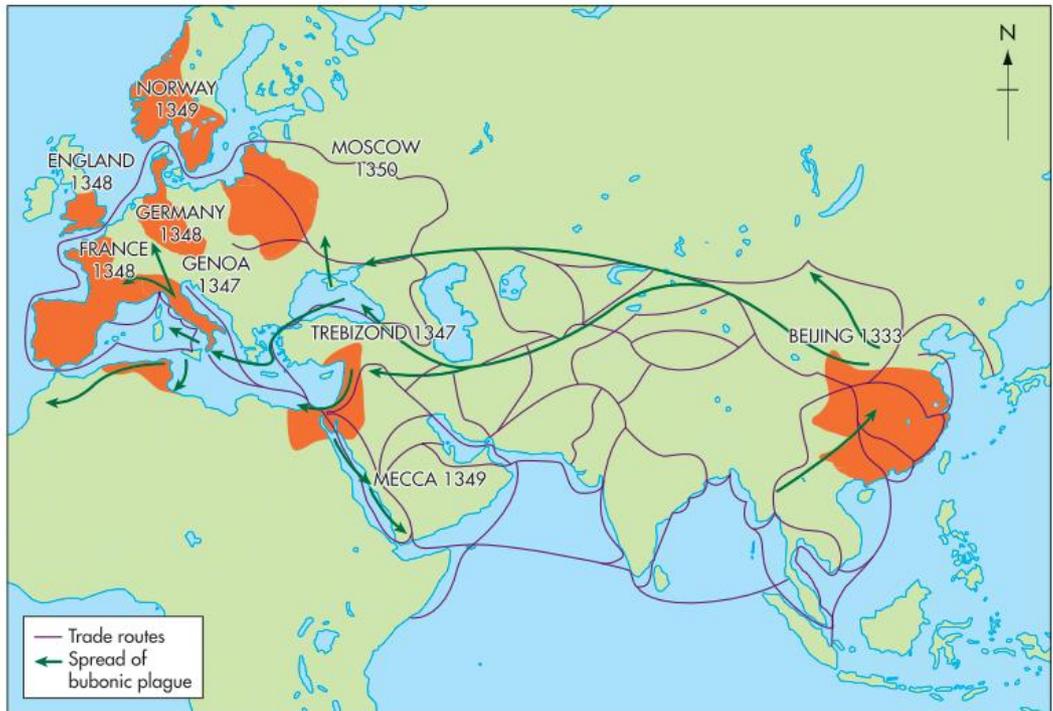
WORKSHEET

ink about it

HIS08ECWK00082

WEBLINK

Spread of the Black Death



The spread of the Black Death, 1350

unsanitary

Unclean or unhygienic

life expectancy

Number of years, on average, that people live

In the 14th century people did not know most of the things that we understand today about health, disease and the human body. They did not know the basic principles of how germs, infections, viruses or bacteria spread, or what caused diseases. Their houses and towns were **unsanitary** by our standards. There was no running water. Towns and cities had open sewers and garbage was left in the streets. When it was removed, it was usually dumped into the nearest river.

At this time, the average **life expectancy** for European men was around 30 years. For women, it was around 28 years. Women's lives tended to be shorter because many women died in childbirth. The life expectancy for kings and nobles was higher. English kings who ruled between 1000 and 1600, on average, lived to 48 years of age.

... floors are laid with white clay, and are covered with rushes, occasionally changed, but so imperfectly that the bottom layer is left undisturbed, sometimes for twenty years, harboring spit, vomiting, the leakage of dogs and men, ale droppings, scraps of fish, and other abominations not fit to be mentioned ...

Source 1A

Description of English houses by Erasmus (1466–1536), a Dutch priest. From EP Cheyney, *Readings in English History* (1908)

WORKSHEET

Black Death timeline

HIS08ECWK00083

Medicine

Medieval medicine was based on the idea that a person's body was made up of four **humours**. The humours were the body's fluids that they believed were affected by the elements of the Earth. The humours were blood, **phlegm**, yellow **bile** and black bile. Doctors thought that the humours had to be in balance for a person to be healthy. For example, if a person had too much phlegm, it would make them sick and they would cough it up. A common cure to put the humours back into balance was to bleed patients or put leeches on a patient to suck out their blood. They also believed that the seasons could affect a person's health and some believed that the signs of the zodiac also played a role.

Many people believed that illnesses were caused by bad or poisoned air. This meant that people tried to treat illnesses by using perfumes, burning candles or other things with a strong smell. Some doctors believed that the strong smell of a sewer would help to heal people because the foul smell would be stronger than the poisoned air inside a sick person.



Source 1B

This street in Germany is typical of those built in the Middle Ages. The channel on the left-hand side of the street carried excess water and raw sewage.

Hospitals and surgery

In the Middle Ages, hospitals were set up next to monasteries. They were not just for sick people. Hospitals were places for travellers to stay and places for the poor to get shelter or help. It is thought that hospitals, as we know them, developed first in France as a place to isolate people with diseases such as leprosy. However, diseases spread quickly through medieval hospitals and they were feared as places where people went to die.

Surgery was performed at this time. Surgeons used egg whites or wine as a disinfectant but they did not know basic things that we take for granted today, such as needing to wash their hands, or to sterilise their instruments. They would try to put the patient to sleep using drugs such as opium but people would sometimes be wide awake during surgery. Herbal medicines were also used. Medieval doctors did know that diet was important and did carry out procedures including setting broken bones.

humours

Bodily fluids

phlegm

Fluid created in the lungs through allergy or illness

bile

Bodily fluid created in the liver that helps digestion of food

WEBLINK

Medieval medicine

Source 1C Treating a wound, from *Book of Surgery* by early medical writer Roger of Salerno, 12th century**leprosy**

Also known as Hansen's Disease. Mainly affects the shin and can cause serious tissue damage

Case study: leprosy

Before the Black Death struck Europe, another disease that terrified people was **leprosy**. People with leprosy, called lepers, were expelled from their towns or villages. In the 1200s, the King of France ordered that all people with leprosy be killed. Lepers had no legal rights and were, according to the Church, considered to be dead.

To stop the spread of leprosy, a special ritual called the *Separatio Leprosorum* was carried out. A special court examined people thought to have leprosy. If they did have leprosy, a notice was put up outside the local churches and the

leper was carried to the church where the priests sprinkled holy water on them and said special prayers. The leper was then taken outside the town or village to live, away from everybody. They were given a wooden instrument called a castanet. This made a loud noise so that they could warn anyone who came near them that they were a leper. They also had to wear a special hat that showed that they had leprosy. In some places there were separate communities where they were forced to live.

The power of God

During this time, people believed that many things in the world happened because they were the will of God. They did not study the scientific reasons behind things but accepted that much of life was beyond their control. God decided a person's place in society. Natural disasters like floods, earthquakes or outbreaks of disease were thought to be caused by God punishing people for sinning against him.



Source 1D

A leper, his face covered in sores, approaches a physician with a gesture of **supplication**, c. 1200. From a manuscript by Roger of Salerno

Chronology, terms and concepts

- 1 What did people in the Middle Ages not know about diseases?
- 2 Why did women at this time have a shorter life expectancy than men?
- 3 List the reasons why English kings had a longer life expectancy than ordinary people.
- 4 Create a diagram that explains the theory of the four humours.
- 5 What steps did people take to protect themselves against bad air?
- 6 How did communities try to protect themselves against the spread of leprosy?
- 7 Explain why people at this time did not study the scientific reasons behind the things that happened in the world.

supplication

Humble way of asking someone powerful to help

Analysis and use of sources

- 8 Use sources 1A and 1B to explain the reasons why diseases spread during the Middle Ages.

Explanation and communication

- 9 Look at source 1C.
 - a Write a caption, explaining what the doctor is doing, for each of the pictures in the source.
 - b List all the ways that the treatments shown in this source are carried out differently today.

WORKSHEET

The four humours

HIS08ECWK00085

WORKSHEET

Public health

HIS08ECWK00086

WORKSHEET

Hippocrates and Galen

HIS08ECWK00084



UNIT 2: CAUSES, ORIGIN AND SPREAD

WEBLINK

Black Death causes and symptoms

buboe

Swelling caused by bleeding under the skin

septicemic

Caused by blood poisoning

What was the Black Death?

Scientists have long thought that the Black Death was most likely caused by a bacterium known as *Yersinia pestis*. This was confirmed in 2010 by biologist Barbara Bramanti, from the Institut Pasteur in Paris. Dr Bramanti's team studied DNA and proteins from human remains found in 'plague pits' (mass burial grounds) in different parts of Europe. They found two different strains of the bacteria in all of the samples.

The disease itself is called the plague. It is a bacterial infection that causes a high fever, severe headaches, swelling of the lymph glands and blackened skin (caused by bleeding under the skin). The swellings were called **buboes** and were often the first sign that a person had caught the dreaded disease. Once infected, people could develop pneumonia, blood poisoning and meningitis (swelling and irritation of the brain and spinal cord).

How did it spread?

Small animals such as rats, squirrels and mice usually carry plague. Fleas that live on these animals carry the infection to humans. People can be infected by a fleabite or from contact with an infected animal. Scientists now believe that during the Black Death, there were three types of plague.

The first, bubonic plague, was spread when the infection entered a person's bloodstream after a bite from an infected flea. People would develop the large swollen glands called buboes and up to 75 per cent of people bitten by fleas would die.

The second was pneumonic plague, the pneumonia caused by the infection. This was spread by coughing or sneezing. People would cough up blood and died quickly but painfully.

The third was **septicemic** plague, the blood poisoning caused by the infection. This caused its victim's skin to turn black or purple and suffer from a high fever. This was not as common but is thought to have been the most deadly form of the plague. According to some reports, people would die the same day the first symptoms appeared.

Pestilence

While the disease was spreading, people simply did not know what it was. They called it the 'Pestilence' or the 'Great Mortality'. The term 'Black Death' was used first in histories of the plague written in Sweden and Denmark in the 16th century. Elizabeth Penrose first used it in English in 1823 in her book on the history of England.



Where did it start?

Historians have, for many years, believed that the plague first came from China, or some other part of Asia, and then spread across the **Silk Road** trade routes to Europe and North Africa. Historical records show that there had been outbreaks of the plague in several places in Asia. Sources from China and Mongolia describe a devastating outbreak of plague in the 1320s.

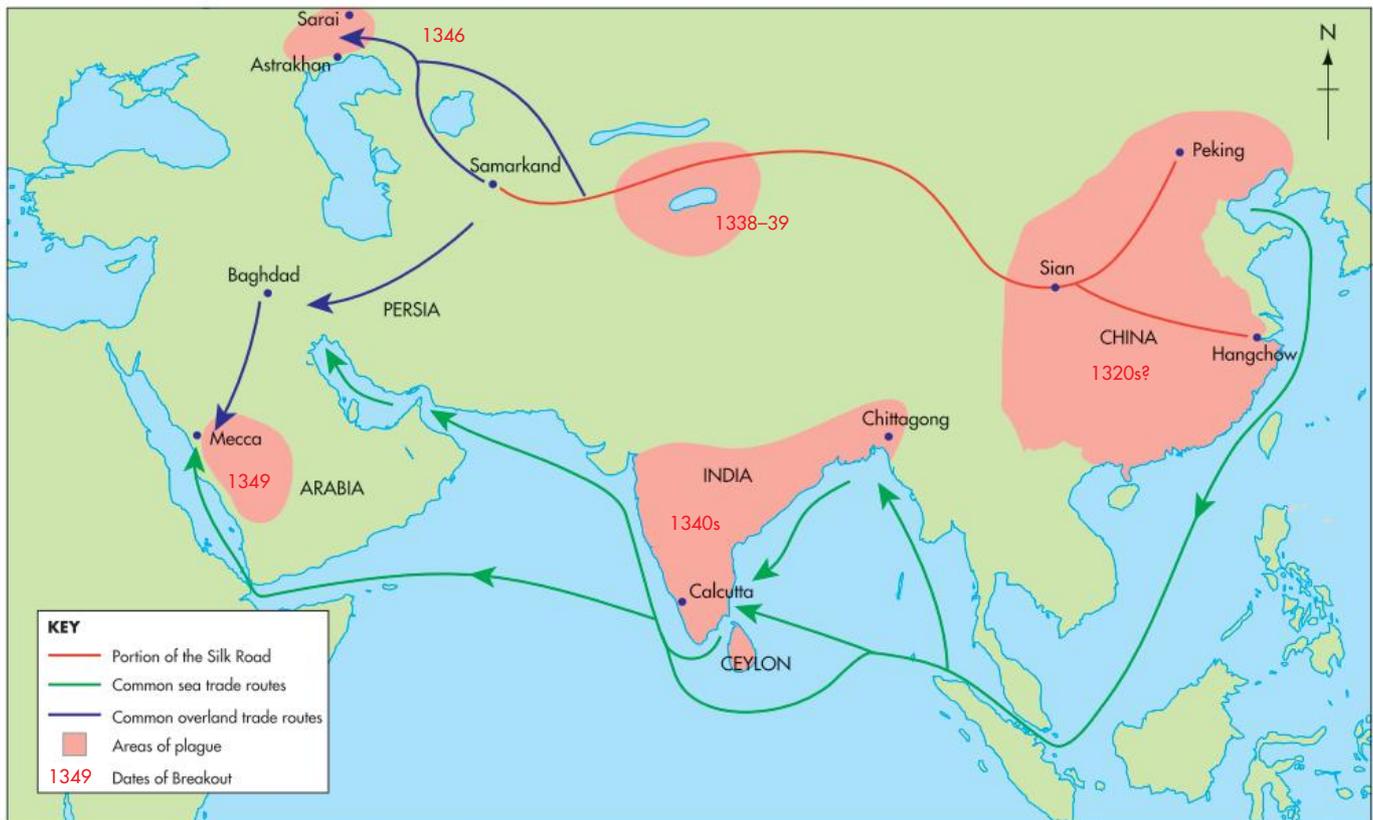
It seems that the plague then spread from China to India on merchant ships. According to some estimates, as many as 25 million people died of the plague in Asia and India before it reached Europe. The horror made its way to Mecca in 1349, perhaps spread by merchants and **pilgrims** from India who travelled regularly to the holy city.

Silk Road

A series of trade routes between China and Europe

pilgrim

Person who travels to holy places



The spread of the Black Death in Asia and the Middle East

The plague first reached Europe through the port of Messina in Sicily in October 1347, most likely on trading ships that came from ports in the Black Sea. These ships carried goods such as silk and porcelain that had been brought overland from China, along the Silk Road, to the Black Sea (see the map, 'The spread of the Black Death in Asia and the Middle East' above). The people of Messina realised very quickly that a terrible and deadly disease had come aboard the ships, and the ships and all the surviving crew members were expelled from the port. But it was too late. The rats and fleas on the ship had escaped. Plague spread quickly through the city, resulting in many people running away to the countryside. They thought that they were escaping

Tartars

People from
Mongolia and
Central Asia

the plague but they were actually spreading it throughout Sicily. Meanwhile, the trading ships that had been expelled from Messina sailed around the Mediterranean, spreading plague to the islands of Corsica and Sardinia as well as the North African city of Tunis.

The plague ravaged the city of Sarai in the Mongol Empire and then spread to the Italian trading port at Tana on the coast. In November 1347, the **Tartars** attacked the European merchants there and chased them to their fortress at Caffa. The Tartars laid siege to Caffa but this ended when they were struck by the plague. The last thing the Tartars did, before ending the siege, was catapult the dead bodies of plague victims over the city walls.

The people of Caffa tried to get rid of the bodies quickly by throwing them into the sea but plague spread through the city. The Italian merchants left Caffa but by the time their ships reached Genoa and Venice, in January 1348, most of the merchants and sailors on board had died. The ships were chased away as soon as the Genoese realised that they carried the plague but this was again too late. They could not stop the disease from coming ashore and, as the ships sailed to other port cities, the plague spread to Marseilles in France, as well as Barcelona and Valencia in Spain.



The spread of the Black Death to Europe

Milan

When the plague reached Milan, the Archbishop ordered the first three houses hit by plague to be walled up and the people who lived inside left to die. This very harsh measure seems to have helped Milan be less affected by plague than other cities.

FAST FACT

Not all parts of Europe were badly affected by the plague. Places that were isolated had few deaths. The port city of Bruges in Belgium, one of the busiest ports in Europe, did not suffer as badly as other port cities. Historians are not sure why this happened in a place that should have been ravaged by the plague.

The disease spread along the trade routes of Europe (see the map, 'The spread of the Black Death to Europe' on page 328). The plague is said to have reached Norway via a ship carrying wool from England. Before the ship reached Norway, everyone on board had died. The ship drifted and ran aground near the city of Bergen. When locals went onto the 'ghost ship' to investigate, they caught and spread the deadly disease. By June 1348, it had reached the north of Germany and the trading ports in the south of England.



Source 2A

Oygarden, the deserted farm, was abandoned at the time of the Black Death, 1349 and lay abandoned until the 17th century. Today, it is part of the Maihaugen Museum in Lillehammer, Norway.



The spread of the Black Death by December 1348

Chronology, terms and concepts

- 1 How did modern scientists discover the bacteria that caused the Black Death?
- 2 Explain why you think the term 'Black Death' was used as a name for the plague.
- 3 Create a timeline of the spread of the plague from the 1320s to 1350.
- 4 Why did expelling the crews with plague from a port not stop the spread of plague?
- 5 How did people spread the plague while thinking they were avoiding it?
- 6 What does your answer to question 5 tell you about what Europeans knew about disease during this time?
- 7 Explain the ways in which some places seemed to avoid or lessen the impact of the plague.
- 8 'The development of trade was responsible for the Black Death.' Do you agree with this statement? Give specific reasons and evidence for your answer.

UNIT 3: LIFE AND DEATH

By the end of 1349, the Black Death had spread through most of Europe. To the people it affected, it was sudden and all the more terrifying because they did not know why it had come. The plague spread first to city centres then into the countryside. There are reports of villages that lost most of their inhabitants, the few survivors abandoning their homes to move away. Once the plague reached an area, it seemed to spread for four to six months then to fade. In large cities it seemed to stop as winter came, only to start again in the spring.

One of the biggest fears that people had was to die without having the **last rites**. These were special prayers to forgive the sins of a person as they died. At this time, it was believed that without the last rites, a person could not go to heaven. As so many priests had died there was often no one left to carry out the last rites. So Pope Clement forgave the sins of everyone who died of the plague.

As the death toll climbed, graveyards filled up and there were not enough people to bury the corpses. In the French city of Avignon, where the Pope lived, the Rhone River was consecrated as a graveyard so that bodies could be dumped there. Mass burial pits were dug in big cities such as London for families to take their dead. According to some sources, the death rate was so fast that bodies were simply dragged outside and left.

last rites

Special prayers to forgive sins that were said as a person died

Fleas

The fleas that spread the plague were active in temperatures between 15 and 20 degrees Celsius. This explains why the plague seemed to stop in the winter months, only to break out again in spring.



Source 3A

Suffering Man, detail from the back of the Isenheim Altarpiece, c. 1510, by German painter Matthias Grunewald (c. 1480–1528). Now in the Musée d'Unterlinden, France

FAST FACT

During this time, Scotland and England were in conflict. When the Scots heard about the disease ravaging England, they saw it as God's punishment on their enemy and an opportunity to invade. They gathered on the border but the Black Death soon spread through the army ranks and, according to sources, killed 5000 soldiers. The rest of the army retreated back through Scotland, taking the plague with them.

The pestilence was so contagious that those who touched the dead or the sick were immediately affected themselves and died ... Because of their fear and horror, men could hardly bring themselves to visit the sick and burying the dead ... It was very rare for just one person to die in a house, usually, husband, wife, children and servants all went the same way, the way of death.

And I, Brother John Clyn of the Friars Minor in Kilkenny, have written in this book the notable events which befell in my time, which I saw myself ... in case anyone should still be alive in the future ...

[Here the narrative breaks off and is followed by a note in another hand:]

Here, it seems, the author died.

Source 3B

Extract from writings found in a monastery in Ireland from the time of the plague. From *Black Death* by Dr Mike Ibeji, 10 March 2011, accessed from BBC Online.

What shall I say? How can I begin? Where shall I turn?
Everything is woe, terror everywhere ... Oh brother, would that I had never been born or that I had already met my death!

Source 3C

Francesco Petrarch, a poet from Parma, Italy, 1350



Source 3D

Detail from the painting *The Triumph of Death* by Flemish painter Pieter Bruegel the Elder, 1562. Now in the Prado, Madrid



Source 3E

Burial of a plague victim, from *Al Maqama* (The Meetings) by Persian painter Al-Hariri, 13th century. Now in the National Library, Paris



Source 3F

Left: aerial view of the archaeological excavation at the Black Death cemetery at East Smithfield, London, showing the rows of graves. Right: Some of the more than 600 skeletons found at the cemetery

Chronology, terms and concepts

- 1 How did the plague spread through a country?
- 2 List the problems that the high death rates caused. Next to each problem, write down the ways that people and the authorities tried to deal with it.

Analysis and use of sources

- 3 Read source 3B.
 - a What information does this source give about the impact of the plague in Ireland?
 - b Find out the meaning of the word 'poignant'. Do you agree with this interpretation of the source? Give reasons for your response.
- 4 Read source 3C. This is an extract from a letter. Write the rest of the letter, describing your experiences of the plague. Use all of the information in this unit to help you.
- 5 Look at sources 3D and 3E.
 - a List all of the information that these sources give you about the Black Death.
 - b What do these sources show you about the way the artists felt about the Black Death? Give reasons for your answer.

Historical questions and research

- 6 Find out more about the excavation that you can see in source 3F. Use the information that you have located to write an interview between a journalist and one of the archaeologists on the site. The purpose of the interview is to give information about:
 - a the findings at the site
 - b what the archaeologists have learnt about the Black Death from the site
 - c why it is important for archaeologists to investigate plague burial grounds.

WORKSHEET

Mind maps on the plague

HIS08ECWK00087



UNIT 4: RESPONSES

Looking for answers

In Europe, people tried to investigate the plague. In October 1348, King Phillip VI of France asked the doctors at the University of Paris to study the plague to find out what caused it. Their findings were that an earthquake that had happened in Italy in 1345 and the position of the planets Saturn, Jupiter and Mars at the time had caused the plague. The earthquake triggered the plague by releasing poisons into the air and the bad positions of the planets at the time caused storms that spread it.

In Scandinavia and parts of Germany, people believed that it was caused by the pest maiden, a ghost-like creature who flew through the air, spreading the disease from house to house. In some places people believed that she let the plague in by waving a red scarf through the windows or door. According to legend, one man supposedly saved his village from the plague by waiting for the pest maiden and cutting off her hands. In Messina, where the plague first reached Europe, the Archbishop of Catania carried holy relics in a procession through the streets of the city. People believed that during the procession, demons in the form of dogs appeared, trying to chase him away.

In other places, Jewish people were blamed for the plague. **Anti-Semitism** had existed in Europe for many years and Jews faced discrimination. As the plague spread, Jews were accused of spreading it by poisoning the water supply of cities and towns. Jewish communities were attacked and many people were killed. Pope Clement VI called for the attacks to stop, pointing out that just as many Jews died of the plague as Christians. This did little to stop the attacks. Stories spread of a Jewish conspiracy from Spain that sent messengers carrying the plague in special bags. In Savoy, Jews were put on trial, tortured, executed

and their property confiscated. The remaining Jews in Savoy were forced to pay a tax every month for the next six years, in order to be allowed to stay there. This sparked a wave of more attacks on Jews in many parts of Europe.

anti-Semitism

Racism against Jewish people



Source 4A

The Burning of the Jews in Germany, an illustration from the Nuremberg Chronicle, by German physician and historian Hartmann Schedel (1493).



WEBLINK

Flagellants

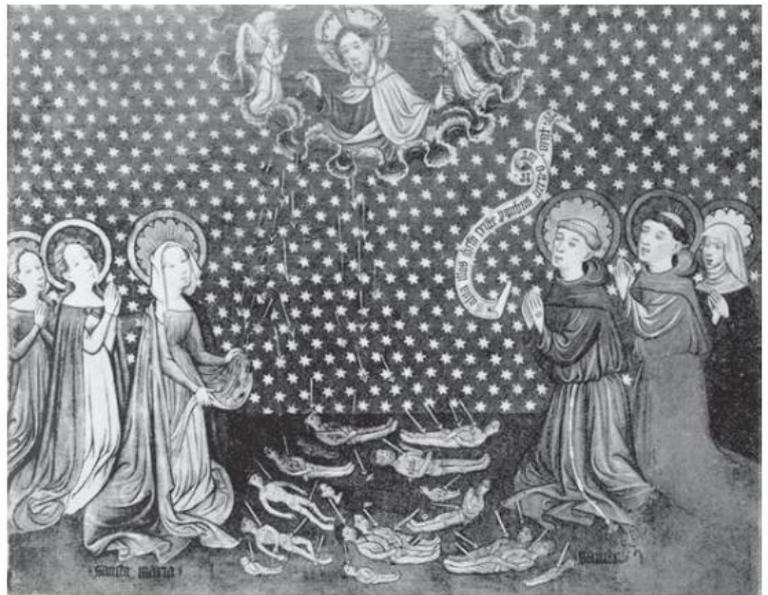


Source 4B

Flagellants in the town of Doornik, the Netherlands, in 1349, whipping themselves as they walk. Illustration by an unknown artist, c. 1754

The Flagellants

The most common belief was that the plague was sent by God to punish people for their sins. One of the more extreme ways that people tried to get rid of sin was through flagellation. Flagellants were organised groups of people who travelled from place to place. They carried leather straps tipped with iron spikes that they used to whip themselves. The flagellants did this to show that they were sorry for all of the sins that caused God to send the plague. They thought that their suffering would make God stop punishing the world and end the plague. Groups of between 200 and 300 flagellants walked through towns and villages stripped to the waist, whipping themselves and calling out to God. The flagellants were organised by a master and promised to join the group for $33\frac{1}{3}$ days, which symbolised the number of years Jesus lived on earth. They were not allowed to wash, shave, change their clothes, sleep in beds or talk to the opposite sex without the master's permission.



Source 4C

A painting showing Jesus throwing down arrows (of plague), transfixing victims lying on the ground, and with saints pleading for the people. From an altarpiece, 1424, by an unknown painter, for the Carmelite Nuns of Gottingen, Germany





Source 4D

Illustration from a French manuscript, c. 1503, showing death taking plague victims

As hundreds of groups travelled across Europe, the masters began to challenge the local priests by claiming that only the flagellants could save the people. In some places, flagellants disrupted religious services and invaded and looted churches. They said that they could bring the dead back to life and get rid of evil spirits. They called anyone who opposed them anti-Christ. Some groups attacked priests who criticised them or refused to join them. In parts of Germany, flagellants led the attacks on Jews, killing thousands. In October 1349, the Pope called for the flagellants to be disbanded. If they refused to obey, they were to be arrested. Towns refused to let them in and flagellation became illegal in some places.

Other groups believed that showing God that they were sorry for their sins was the only way to stop the plague. Special processions were led by religious leaders in major cities where people prayed to God, asking for his forgiveness. Up to 2000 people took part in these processions, which actually helped to spread the plague rather than stop it. In the city of Rouen in France, laws were passed making it illegal to do anything that might make God angry, such as swearing, drinking or gambling.

Treating the plague

Once a person showed the first symptoms of the plague, there was little that could be done for them. Because people at the time did not understand how infections spread, they were powerless to stop it.

Doctors did try, however, to stop the spread of the plague. They believed that the disease was in the air and would often burn herbs and oils in an attempt to purify the air. People wore certain herbs and flowers around their necks, believing that these would protect them from the 'bad' air. The Pope's doctor ordered him to stay in his rooms, on his own, with two massive fires burning near him. To clean a room in which a plague victim had died, a plate of milk was left in the middle of the room as it was thought the milk would absorb the 'poisoned' air.

Doctors also tried to remove the disease from a victim's body. Ways of doing this were by 'bleeding', or cutting a person to let the blood run out; giving them laxatives; or by cutting open the buboes and draining them. People were sometimes given medicines made from herbs or other substances like deer horns. Theriac, a medicine made from the flesh of a snake, was thought to be helpful because it would take a poison (the snake) to cure a poison (the plague). Others thought that it would remove the poison or evil in a person's soul. Doctors often advised people to wash in vinegar and rosewater, and to sprinkle their floors with it. They also believed that people should eat plain food, not become over excited, and avoid baths and damp places to avoid getting the plague.

FAST FACT

In some places people believed that strong smells protected people against the plague, so they went to public toilets to avoid getting sick.



Some cities and towns tried to protect themselves from the plague. The town of Pistoia in Italy did not allow anyone who visited other places where the plague had spread to return home. They also stopped imports from coming in. In England, the lord of Noseley Hall ordered that the village be destroyed to protect his family. A quarantine area was set up at Poland's borders to stop people from coming in and spreading the plague.

Chronology, terms and concepts

- 1 List the different beliefs that people had about how and why the plague appeared.

Explanation and communication

- 2 Imagine that you are a doctor living in a town in Italy during the time of the plague. Create a newsletter to the people living in your town:
 - a explaining why the plague has spread to your town
 - b giving specific advice on how they can avoid catching the plague and what to do if they, or a member of their family, catches the plague.

Use all of the sources and information in this unit to help you.
- 3 Why did cities like Rouen make laws outlawing people swearing and gambling?
- 4 Imagine that you have decided to become a flagellant. Write a letter to your family explaining:
 - a why you have made this decision
 - b what you will do as a flagellant.

Analysis and use of sources

- 5 Look at sources 4B–4D.
 - a Describe what is happening in each of the sources.
 - b Write sentences explaining what you can learn about the different ways that people responded to the Black Death from each source.
 - c Identify what we can learn about what people thought about the plague from each source.

Historical questions and research

- 6 Did you know that there was an outbreak of the plague in Australia in 1900? Use the Internet to answer the following questions.
 - a How did it reach Australia?
 - b Who was the first Australian victim of the plague?
 - c Where in Australia did it break out?
 - d How was it treated?
 - e What was done to prevent the spread of the plague?
-

WORKSHEET

Plague beliefs

HIS08ECWK00088

WORKSHEET

Plague remedies

HIS08ECWK00089

WEBLINK

Black Death

UNIT 5: IMPACT OF THE BLACK DEATH

How many people died?

It is difficult to say for certain how many people died during the plague. Official records of deaths were not always made. Many people who wrote about the plague as it was happening were panicked and may have exaggerated. We do know that the numbers were very large but there is no way of knowing an exact number.

Asia and the Middle East

It has been estimated that as many as 25 million people died in China and the Mongol Empire from outbreaks of the plague that ended in 1354. It is difficult to estimate the number of deaths in the Middle East. Many rural areas were described as losing all of their population but it is not known how many people died and how many simply left. The statistics that we do have show a massive loss of life. The city of Gaza in modern-day Palestine lost 10 000 people in 1348 and it is estimated that in Aleppo, Syria, 500 people died every day in the months of the plague.

Europe

Recent studies suggest that as many as 35 million people died in Europe between 1348 and 1350. In Italy, the population of Florence dropped from approximately 110 000 people to around 50 000. It is thought that 60 per cent of the population of Norway died.

The effects of the plague

The plague brought about social change in Europe. Sources show that law and order broke down in many places. Many people felt that because everyone was going to die, they might as well enjoy life while they could rather than follow the strict moral rules of the time. People lost faith in a God who they thought had sent so much horrible suffering to the world. Many monks, priests, bishops and other religious people had died, causing problems for the Church. This affected education as well because most teachers were priests or monks.

In many places, in both the towns and the countryside, there were not enough workers left alive. This meant ordinary people could ask for more payment for their work and they refused to work unless they were paid more. This was a very important change. Under the feudal system, people were expected to accept the

First revolts

As rulers tried to regain power over the peasants, rebellions broke out. In France, the Jacquerie Revolt of 1358 started off weeks of violent attacks by peasants protesting against their treatment at the hands of the nobles. The revolt was smashed by armies of nobles who killed the rebels and destroyed their villages. In 1378, the Ciompi Revolt broke out in Florence. The Ciompi were labourers in the wool industry who were demanding a say in government. They took over the government of Florence for a short time in July of that year but were quickly defeated.

WEBLINK

Impacts of the Black Death

rule of the lord or the person above them. Now people were not so ready to follow orders and started to demand things for themselves.

The Peasants' Revolt

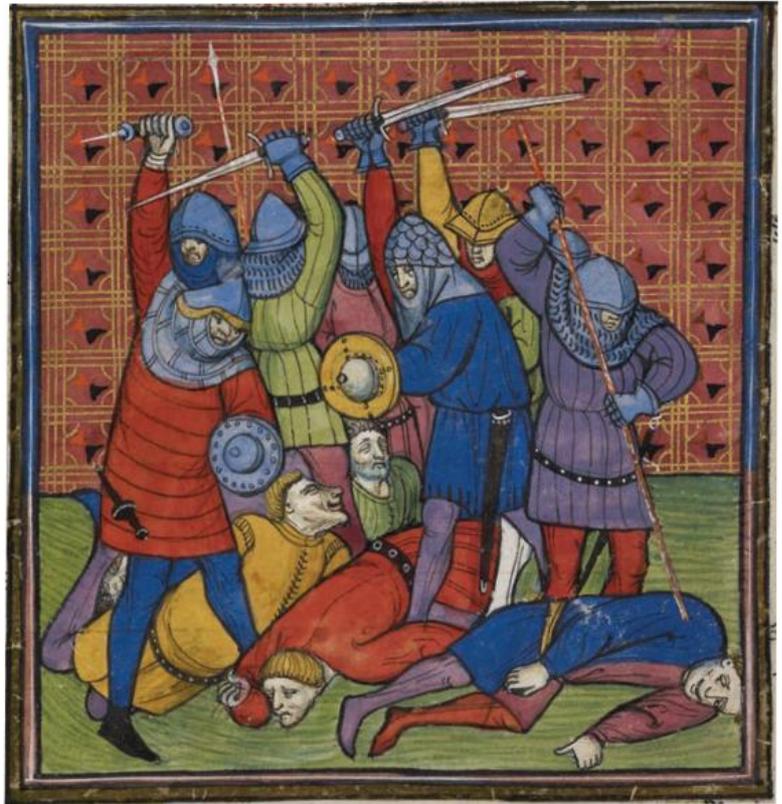
The English Parliament, which was a group of lords at this time, passed a law called the Statute of Labourers in 1351. Under this law, wages had to stay at the same level as they were in the year before the plague. People were also not allowed to move to find new work.

Ordinary people were outraged by this law. Although the Church supported the Statute of Labourers, many local priests thought that it was unfair and supported the peasants and ordinary workers. One of these priests, John Ball, preached that in God's eyes all people were equal and nobody had the right to treat people unfairly. He was banned from preaching in churches so he travelled across parts of England spreading his message. He was thrown into jail but this did not stop him and he soon had many followers.

When the Parliament decided to make everyone pay three extra taxes between 1377 and 1380, many people refused to pay. A special commission was set up to make everyone pay the taxes. When one of the commissioners, Thomas Bampton, went to the town of Essex to collect the taxes, people still refused to pay. They attacked him and forced him to run away. People travelled to other towns, spreading news of the revolt and urging others to join them. Within days, peasants in Kent rebelled and freed all of the prisoners from the local jail, including John Ball. The rebels chose Wat Tyler, an ex-soldier, as their commander. The rebels marched to London. Twenty thousand people joined the march. The leaders sent a message to the king, demanding that he meet with them.

King Richard agreed to meet them but left after talking to Wat Tyler for only a short time. This only made the rebels angrier. They attacked and destroyed government buildings and burned legal papers that set out the rights of the lords over the peasants. They attacked the Tower of London (where the king lived) and killed the Archbishop of Canterbury (who was in charge of collecting the hated new taxes). King Richard met with the rebel leaders again and promised to give them what they wanted. He also promised that they would not be punished for their attacks on London. Wat Tyler was tricked into going to what he thought was another meeting with the king and was ambushed and killed. The lord's armies swept into London and quickly defeated the rebels. King Richard's promises were cancelled and many of the rebels, including John Ball, were executed.

Even though the Peasants' Revolt failed, it showed that ordinary people were no longer willing to obey the lords without question. Some historians believe that this event marked the end of the feudal period.



Source 5A

Knights fighting peasants during the Revolt of the Jacquerie, 1358, in France. From *Chronicle of Saint Denis* (1375). Now in the British Library, London

FAST FACT

Before the Black Death, books and all government and official business in England were written and spoken in French or Latin, not English. When most of the officials who knew these languages died, English was finally used.



Source 5B

The execution of Wat Tyler, an illustration from from *Chronicle of English History* by Jean Froissart, 15th century. Now in the British Library, London

Wat Tyler ... came to the King with great confidence ... holding a dagger ... took the King by the hand, and shook his arm forcibly and roughly, saying 'Brother, be ... joyful, for you shall have praise from the common people ... and we shall be good companions'.

Source 5C

From *Anonimale Chronicle: English Peasants' Revolt*, 1381, by an unknown writer

A crazy priest in the county of Kent, called John Ball, who for his absurd preaching, had been in ... prison ... would say, 'There should be neither vassal nor lord ... and what can they show, or what reasons give, why they should be the masters?'

Source 5D

Extract from *Froissart's Chronicles*, 1388, by Frenchman Jean Froissart (1337-1405)



Source 5E

The Dance of Death with the Pope and Emperor, from *La Danse Macabre des Hommes*, printed by Antoine Vêrard, Paris, 1486



Chronology, terms and concepts

- 1 List the changes that took place as a result of the Black Death. Next to each change, give at least one piece of evidence for this change.
- 2 Explain the reasons why people joined the Peasants' Revolt.

Explanation and communication

- 3 Imagine that you are King Richard. (He was only 14 years old at the time of the revolt.) Write a diary entry for the day that you met Wat Tyler. Your diary entry should include:
 - a a description of the events of the day
 - b what you think of the rebels and Wat Tyler
 - c what your plans are
 - d why you agreed to talk to Wat Tyler.

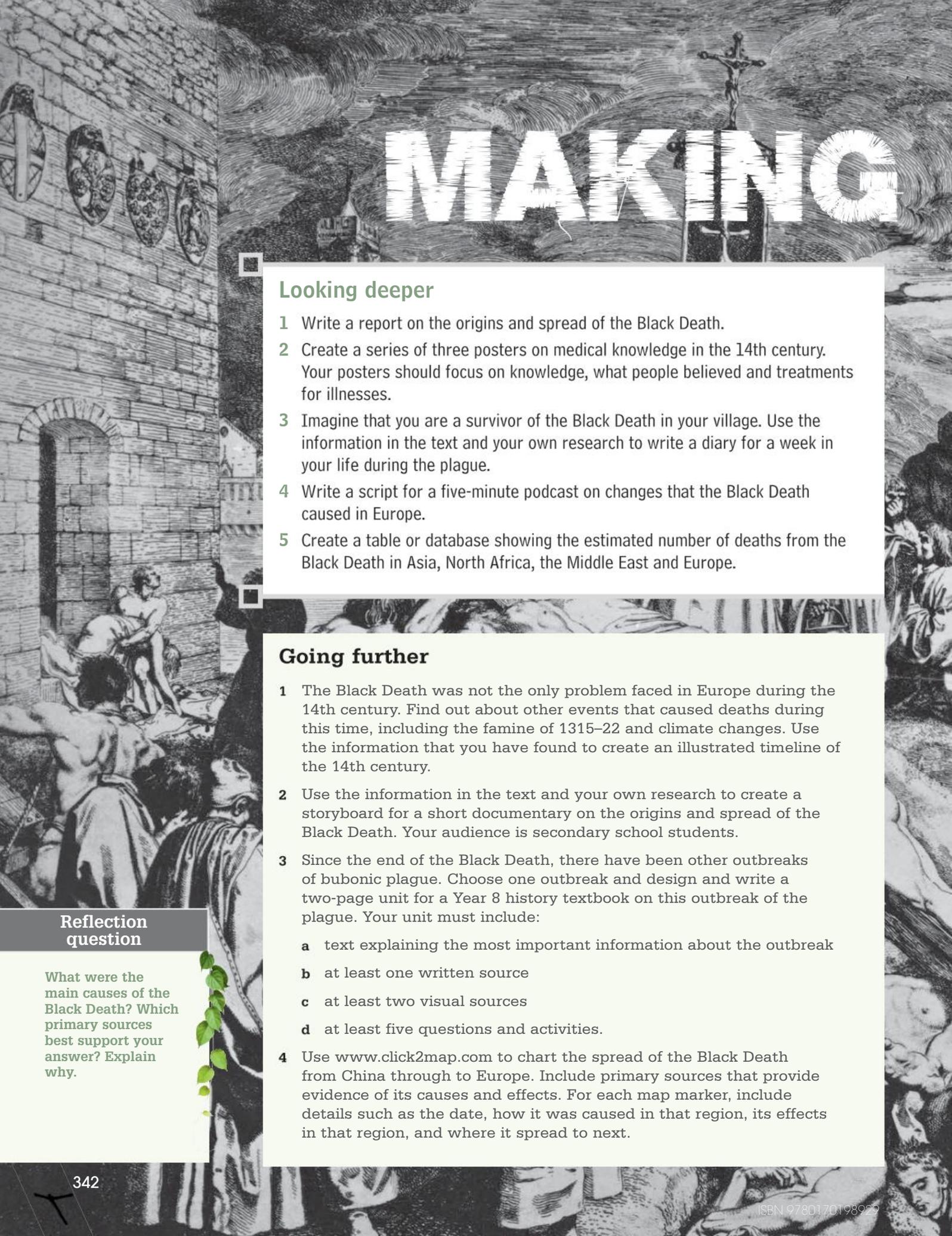
Analysis and use of sources

- 4 Read source 5C.
 - a How is Wat Tyler's behaviour different from the way an ordinary person was supposed to behave in front of the king?
 - b Why did he behave in this way?
 - c What information about the ideas behind the Peasants' Revolt can this source give historians?
 - d Imagine that you are one of Tyler's supporters watching the meeting. Write a letter to your family describing why you are there and how you feel about what is happening.

Perspectives and interpretations

- 5 Read source 5D.
 - a What is Froissart's opinion of John Ball?
 - b Write down examples from the source that helped you to answer this question.
- 6 Look at source 5E.
 - a Describe what is happening in this source.
 - b Why was this source chosen in a unit about the changes that the Black Death caused? Give specific reasons for your answer, using examples and evidence.





MAKING

Looking deeper

- 1 Write a report on the origins and spread of the Black Death.
- 2 Create a series of three posters on medical knowledge in the 14th century. Your posters should focus on knowledge, what people believed and treatments for illnesses.
- 3 Imagine that you are a survivor of the Black Death in your village. Use the information in the text and your own research to write a diary for a week in your life during the plague.
- 4 Write a script for a five-minute podcast on changes that the Black Death caused in Europe.
- 5 Create a table or database showing the estimated number of deaths from the Black Death in Asia, North Africa, the Middle East and Europe.

Going further

- 1 The Black Death was not the only problem faced in Europe during the 14th century. Find out about other events that caused deaths during this time, including the famine of 1315–22 and climate changes. Use the information that you have found to create an illustrated timeline of the 14th century.
- 2 Use the information in the text and your own research to create a storyboard for a short documentary on the origins and spread of the Black Death. Your audience is secondary school students.
- 3 Since the end of the Black Death, there have been other outbreaks of bubonic plague. Choose one outbreak and design and write a two-page unit for a Year 8 history textbook on this outbreak of the plague. Your unit must include:
 - a text explaining the most important information about the outbreak
 - b at least one written source
 - c at least two visual sources
 - d at least five questions and activities.
- 4 Use www.click2map.com to chart the spread of the Black Death from China through to Europe. Include primary sources that provide evidence of its causes and effects. For each map marker, include details such as the date, how it was caused in that region, its effects in that region, and where it spread to next.

Reflection question

What were the main causes of the Black Death? Which primary sources best support your answer? Explain why.

CONNECTIONS

Review questions

- 1 What bacteria caused the Black Death?
- 2 How did scientists discover the cause?
- 3 Describe the three types of plague.
- 4 How does plague spread?
- 5 Where did the Black Death first strike?
- 6 When did the Black Death first reach Africa?
- 7 When did the Black Death reach the Middle East?
- 8 When did the Black Death reach Europe?
- 9 What were the four humours?
- 10 Why did medieval doctors sometimes put leeches on their patients?
- 11 List the things that people at the time thought were the causes of the plague.
- 12 What group faced persecution during the plague?
- 13 Explain why the flagellants were outlawed.
- 14 Why is it difficult to know for certain how many people died from the plague?
- 15 Explain the reasons why peasant revolts broke out after the end of the plague.

QUIZ

Review quiz

HIS08ECIN00168

WORKSHEET

Extra review questions

HIS08ECWK00137

PUZZLE SHEET

Black Death crossword

HIS08ECP500127

INTERACTIVE

Black Death word match

HIS08ECIN00167

INTERACTIVE

Black Death crossword

HIS08ECIN00166



INDEX

A

Abbasid Caliphs 11
accoppiatori 142
Adams, William 213, 215
Adrian V, Pope 94
Age of Reason 22
agriculture, Aztecs 297
Allah 10
allthings 42
anatomy 21, 72
anchoresses 97
ancient world, timeline 4
Angkor Wat 164, 170, 171, 175, 179–81
 plan 179, 180
 as tomb and temple 179
anti-semitism 334
Aotearoa *see* New Zealand
Apostles 8
aqueducts 296
Arabs 90, 92
architecture, Ottoman Empire 114–15
ariki 235–6, 237
Arnarson, Ingolfur 45
art 20
 Florence 145, 146, 147
 Ottoman Empire 113–14
 Renaissance 147, 149–50, 157–8
Asgard 38
Asia, plague in 277, 327, 338
astronomy 21, 151, 152
Atahualpa 300, 301
atolls 226, 227
Aztec Empire 286
 geography 286–7
 map 287
Aztecs 282, 312
 agriculture 297
 army 292–3
 children 288, 289
 city of Tenochtitlan 286, 296–8
 clothes and jewellery 289
 codices 288
 and Cortes 302–8
 daily life 289
 dogs 314
 family life 288–9
 food 289
 government and law 291
 human sacrifices 286, 288, 292, 294, 295, 302, 307

 impact of Spanish conquest on 309–11
 loss of culture 310
 market place 297
 religion and the gods 294–5, 302, 310
 social hierarchy 290
 superstition 302
 timeline 284–5
 trade 293
 warriors 292, 293
 women 288, 289

B

Balboa, Vasco Nunez de 300
Ball, John 339, 340
ballista 87, 171
battering rams 89
Battle of Hastings 53
Battle of Stamford Bridge 57
Bayeux tapestry 59
bazaars 111
Beijing, under Mongol rule 267, 273
berserkers 50
Bible 8
Black Death (plague) 318, 326–39
 causative organism and symptoms 326
 death toll 318, 331–2, 338
 effects of 338–9
 and the flagellants 335–6
 impact of 338–40
 investigations into causes 334–6
 origins and spread 277, 322, 327–33
 people's fears of not receiving last rites 331
 as punishment sent by God 335–6
 spread in Asia and the Middle East 327, 338
 spread in Europe 328–9, 331–3, 336, 338
 timeline 320–1
 treatments to stop spread 336
 types 326
blood brothers 259
Bonfire of the Vanities 146
bonsai 198–9
Borgia, Lucrezia 153
Botticelli, Sandro 147, 150
British Isles, Viking conquests 48
Brueghel the Elder, Pieter 157, 158
buboes 326
bubonic plague 277, 326–40
Buddhism 176, 182, 197, 198, 199
Buddhist monasteries 197
Buddhists 176, 197



Bunraku puppetry 209
bushido 202, 203
Byzantine Empire 106, 107, 116, 118, 124

C

Caffa, plague in 328
calendar 9
Caliphs 10, 11, 120–1, 126
calligraphy 113
calpoltin 296
calpulli 288
Cambodia
 Angkor Wat 164, 170, 171, 175, 179–81
 Khmer Empire 164, 168–83
cannibalism 230, 307
cannons 116–17, 213
carbon dating 223
Carnival, Renaissance Italy 136
castellans 82
castles 84–8
 defences 85–7
 living in 76–7
 types of 84–5
 warfare 87, 88–9
Catholic 70
Catholic Church 69, 70
Charlemagne 94–6
Charles VII, King (of France) 146
chihuahuas 314
children
 Aztec 288, 289
 Mongol 257
 Renaissance Italy 135
 Viking society 35
China
 Mongol 270–3
 Mongol invasion of 267–8, 270
 Yuan Dynasty 271
chinampas 297
Chinese
 despise Mongol people 270
 opposition to Mongols 271
Christianity
 conversion of Aztecs to 302, 310
 medieval Japan 207, 212
 spread of 8–9, 17, 212
Christians
 Ottoman Empire 110, 123
 persecution 8, 207
Church
 and Charlemagne 94
 criticism of Copernicus and Galileo 151, 152

and Crusades 90
effects of the plague on the 338
and medieval medicine 72
power of, medieval Europe 69, 325
see also Catholic Church
Ciompi Revolt 338
city-states 140–1
Clement, Pope 331
Clement VI, Pope 334
climate change, impact on Khmer Empire 182
clothes
 Aztecs 289
 Khmer Empire 175
 medieval Japan 193, 194
 Polynesia 231
Clovis, King of the Franks 8
Cnut, King 54, 56
Codex Mendoza 288, 293
coffee houses 111
colonies 16–17, 18, 313
Columbus, Christopher 16, 282, 299
concentric castles 84, 85
concubines 173, 174
Confucianism 196–7, 202
conquistadors 282, 299–301, 302–8, 310
Conrad III, Emperor 91
Constantine, Emperor 8
Constantine IX, Emperor 116
Constantinople, fall of 116–18
contact and conflict, medieval period 16–18, 19
Copernicus, Nicolaus 21, 151, 152
Cortes, Hernan 300
 and the Aztecs 302–8
 captures Montezuma II 302
 fleeing from Tenochtitlan 307–8
 meeting with Montezuma II 303–4
 siege of Tenochtitlan 305
 welcomed into Tenochtitlan 302–4, 305
crafts, Viking 37
crime and punishment
 Aztecs 291
 medieval Europe 78–80
 Mongols 258, 261
 Ottoman Empire 122
 Vikings 42
Crusades 83, 90–3
 impact of 92
 map of 90
 Saladin recaptures Jerusalem 91–2
culture
 Medici family 145, 147, 150
 medieval Japan 198–200, 208–9



Ottoman Empire 113–15
Renaissance Italy 142, 147–51
Vikings 37–41

D

daimyo 193, 204, 207, 210, 213
Denmark 33
devaraja 170
Dionysius Exiguus 9
diplomatic immunity 275
diseases
 Black Death (plague) 277–8, 318, 326–39
 leprosy 324–5
 spread of 17
'divine right' of kings 13, 69
diwan 120, 121
dowries 135
Dürer, Albrecht 157, 158
Dutch, contact with medieval Japan 213, 215
dynasties 11

E

early modern world
 societies 6–7
 timeline 5
Easter Island 224, 227, 244–5
 environmental decline 245
economy
 Aztec 293
 Khmer Empire 177–8
 see also trade
Edgar the Aetheling 55
education, Renaissance Italy 135
Edward, King 53, 54, 56
Egil's Saga 40
El Dorado 312
emperors, medieval Japan 193, 201
Encomienda system 310
England, invasions of (1066) 53–60
 contenders for the throne 55
 Norman invasion 53, 54, 58–60
 reasons for invasions 54
 Viking invasion 54, 56–8
England (medieval), Peasants' Revolt 339–40
The Enlightenment 22
entertainment, Renaissance Italy 136
Erasmus, Desiderus 156
Erik the Red 46, 51
Eriksson, Leif 46, 51–3
ethnobiology 223
eunuchs 110
Europe, plague in 328–9, 331–3, 336, 338
European colonies 16–17, 18

European exploration 14, 15, 16, 18, 313
excommunication 70
exploration
 European 14, 15, 16, 18, 313
 Viking 45–6, 51, 52

F

festivals, Mongols 257
feudal military service 124
feudalism 13, 68, 92, 94, 140, 207
 Hawaii 232
 and peasants' revolts 338, 339
 Tonga 231–2
Fiji 227, 230
firmans 122
First Crusade 90, 91
fjords 32, 33
flagellants 335–6
Florence (city-state) 140–1
 arts, literature and learning 145, 146, 147
 Ciampi Revolt 338
 government 142–3
 Medici family 142–3, 144–5, 147
 Savonarola's revolt 145–6
 social structure 142, 143–4
Florentine Codex 288
flower arrangement 199
food
 Aztecs 289
 Mongols 256
 Viking society 36
forest policy, medieval Japan 210–11
'fountain of youth' 312
14th century
 Black Death 277, 318, 326–39
 life and health in 322–5
 unsanitary towns and housing 322
France, Jacquerie Revolt 338
Francis I, King 157
Frankish Empire 94, 95
Frankish Wars 90–3
Frederick Barbarossa, Emperor 91
Frey 39
Freyja 39
Friendly Islands 232
Frois, Luis 212

G

Galileo Galilei 152–3, 157
Gemmei, Empress 201
Genghis Khan 250, 259–61, 265
 blood brothers 259
 code of behaviour for soldiers 263



early life 259
 imperial code 261
 introduces diplomatic immunity 275
 Mongol expansion 267–8
 organisation of the army 262–5
 promotion of trade 274
 reforms 261
 religious tolerance 276
 rise to power 260
 unification of Mongol tribes 260, 261
 Gensh, Empress 201
 ghazi 124
 God
 and the flagellants 335–6
 power of, medieval Europe 69, 325
 sends punishment in form of the plague 335
 god-kings 169, 170
 gods
 Aztec 294–5
 Viking 38–9
 government
 Aztecs 291
 Florence 142–3
 medieval Japan 202
 Ottoman Empire 120–1
 Polynesia 231–4
 Gozen, Tomoe 206
 Great Fleet 235
 Greenland 46
 Gregory VII, Pope 91
 guilds 142
 gunpowder 268, 276
 Gutenberg, Johannes 155

H

haiku 199
 hamams (public baths) 112
 Hangzhou, destroyed by Mongols 268, 269
 hapu 235, 237
 Hardrada, Harald 53, 55, 56–8
 harems 110
 Harold Godwinson (Earl of Essex) *see* Harold II, King
 Harold II, King 53, 54, 55, 56, 57, 58, 60
 Hawaii 227, 232
 Henry of Portugal, Prince 15
 Henry VIII, King 156, 157
 heresy 146, 152
 Herjólfsson, Bjarni 46, 51
hijira 10
 Hildegard of Bingen 97–8
 Hinduism 176
 Hindus 176
 Hispaniola 299

Holbein, Hans 157
 holmganga 43
 honour, Viking warriors 42
 hourdes 87
 houses
 medieval Europe 74–7, 322
 Ottoman Empire 110
 Polynesia 230
 human sacrifices 286, 288, 292, 294, 295, 302, 307
 humanism 147, 156, 157
 humours (bodily fluids) 72, 323

I

Iceland 41, 42, 45
 ikebana 199
 imams 109
 Incan Empire 300, 301
 Incas 300, 312
 indigenous peoples 17
 loss of culture 310, 313
 indulgences 70, 90
 infantry 82–3, 124, 172
 Isabella d'Este (first lady of the world) 153
 Islam 120, 124
 spread of 10–11, 116, 118, 126
 Isnik style 113
 Istanbul 116, 118
 iwi 235, 236, 237, 239

J

Jacquerie Revolt 338
 janissaries 120, 124
 Japan (medieval) 188
 'closed country' policy 207–8, 215
 culture 198–200, 208–9
 daimyo 193, 204, 207, 210
 dress 193, 194
 emperor 193, 201
 forestry land and use 210–11
 geography and environment 192
 government structure 202
 modernisation and westernisation 212–15
 political features 201–5
 religious beliefs 196–7, 207, 212
 samurai 193, 202–4, 206
 shoguns 204, 207–9, 210, 215
 timeline 190–1
 trade 212, 214, 215
 villages and village life 193, 194–5
 visitors 212–13
 weapons 204, 212, 213
 women 195
 see also Tokugawa Shogunate



jarls 34
Jayavarman II, King 169, 170
Jayavarman VII, King 182
Jerusalem 91–2
Jesus Christ 8
Jews
 blamed for plague 334
 Ottoman Empire 110, 123
Jimmu, Emperor 201
John, King 70
jousts 137

K

Kabuki theatre 209
Kamehameha I, Chief 232
kami 196, 210
kanuns 122
karls 34
karma 176, 197
Khmer Empire
 Angkor Wat 164, 170, 171, 175, 179–81
 climate change effects 182–3
 decline of 182–3
 dress 174
 economy 177–8
 geography 168–9
 king's role 168, 170–1, 174, 182
 law 176
 military achievements 171–3
 population growth 182, 183
 religions 176, 182
 rise of 169
 social structure 173–4
 soldiers 171, 172, 173
 temples 170, 179, 182
 timeline 166–7
 trade 169, 177
 warfare 182
 water system 168, 182, 183
 women 174, 175
Khmer people 168–9, 173–4, 175, 177
kimono 194
Kiyomasa, Kato 203
knights 13, 68, 82
 and warfare 82–3
Kokugaku 208
Kublai Khan 15, 269–70, 273, 276

L

La Noche Triste 307–8
Lapita expansion 224
Lapita pottery 223

last rites 331
law
 Aztecs 291
 Khmer Empire 176
 medieval Europe 78–80
 Ottoman Empire 109, 111, 122, 126
 Viking 42
leeches 74
Leonardo da Vinci 147, 148, 149, 157
lepers 324, 325
leprosy 324–5
life expectancy, medieval Europe 72, 322
longhouses 35
longships 43–4
Louis VII, King 91

M

machioliations 87
macuahuitl 292
Magnus, King 56
Mahayana Buddhism 182
mana 235
mangonels 88
manor houses 75
Mantua, Marquis of (Francesco Gonzaga) 153
Maori 222, 223
 cultural features of society 237–40
 fighting over land or resources 238
 government 232–3
 moko tattoos 222, 239
 rahui (environmental protection) 242–3
 social features 235–6
 social structure 236
 trade 237
 unsustainable use of resources 240–2
 village structure and defences 235, 237, 238
 way of life 234–6
 weapons 238
 women 239
marae 238
Marchal, Sappho 174
Marco Polo 15, 273, 276
Marquesans 233–4
Marquesas 227, 244
marriage
 Aztecs 288
 Renaissance Italy 135
Mayan people 286
Mecca 10
Medici, Cosimo de 144, 145, 147
Medici, Lorenzo de 136, 143, 144, 145, 150
Medici family 136, 142, 144–5, 147



art, culture and learning 145, 147, 150
 criticised by Savonarola 145, 146
 family tree 145
 humanism 147
 medicine, medieval Europe 21, 72–4, 323
 medieval England *see* England (medieval)
 medieval Europe
 castles 84–9
 Charlemagne 94–6
 crime and punishment 78–80
 Crusades 90–3
 Hildegard of Bingen 97–8
 houses 74–7, 322
 life expectancy 72, 322
 living in 72–7
 medicine and surgery 21, 72–4, 323–4
 Pope versus the king 70
 power of the Church 69, 325
 sanitation 323
 timeline 66–7
 warfare 82–3, 88–9
see also 14th century
 medieval Japan *see* Japan (medieval)
 medieval period
 contact and conflict 16–18, 19
 discovery 15
 end of 20
 feudalism 13, 68
 timeline 4–5
 trade 14
 medieval society 6–7, 68–70
 Mehmed II, Sultan 116
 Melanesia, map 222
 Melanesian languages 223
 men, and coffee houses 111
 merchants 143, 177, 328
 Mesoamerica
 Aztecs in 286
 timeline 286
 Mexico City 309
 Michelangelo 147, 150
 Micronesia, map 222
 microscope 21
 Middle Ages 64, 140
 Middle East, plague in 327, 338
 Milan, plague in 329
 millet system 123
 Mimar Sinan 114
 Minamoto no Yoritomo 204
 missionaries 8, 212, 310
 moai 245
 moats 76, 179

Mohammad 10
 moko tattoos 222, 239
 Mongol army 262
 annexation of Siberia and China 267–8, 270
 code of behaviour for soldiers 263
 guard trade routes 274
 horses 263
 organisation 262–5
 warriors 263–4, 274
 weapons 263, 265
 Mongol China 270–3
 Chinese opposition to Mongols 271
 impact of Mongols on China 272
 rules to stop Chinese from rebelling 271
 social hierarchy 271
 Mongol Empire, map of 267
 Mongol expansion 267–71
 consequences and impacts 274–8
 religious tolerance 276
 and spread of plague 277, 327
 timeline 252–3
 trade and the Silk Road 274–6, 277
 transfer of ideas 276
 under Genghis Khan 267–8
 under Kublai Khan 269–70
 Mongolia, geography 254–5
 Mongols 250
 blood brothers 259
 children 257
 crime and punishment 258, 261
 customs 258, 259
 festivals 257
 food 256
 Genghis Khan 250, 259–61, 262, 263, 265, 267–8, 276
 Kublai Khan 15, 269–70, 273, 276
 nomadic lifestyle 254, 255–6
 religion and beliefs 257
 trade 255, 274–5, 277
 tribal organisation 256–7
 unification 260, 261
 Montezuma II 287, 291
 and Cortes 302, 303–4, 305
 mosques 111, 114, 115
 motte and bailey castles 84, 85
 music, Polynesia 228
 Muslims 10, 90, 91, 92, 110, 112, 113, 123

N

nanban 212
 Naples (city-state) 141
 navigation 15





New Zealand 226, 227, 230
extinct or near extinct flora and fauna 241
Maori government 232–3
Maori use of environmental resources 240–2
Maori way of life 234–6
rahui 242–3
Newfoundland 46, 52, 53
nobles 13, 68, 137, 144
Noh 199
Normans, invasion of England, 1066 53, 54, 58–60
Norse gods 38, 39
North America
discovery 46, 51, 52
Viking settlements in 46
Norway 32

O

Odin 39, 50
Olaf, King 56
Olmecs 286
origami 200
Osman I, Sultan 124
Ottoman Empire 102
architecture 114–15
art 113–14
bazaars and souqs 111
culture and cultural achievements 113–15
fall of Constantinople 116–17
geography 106, 107
government 120–1
houses 110
law 109, 111, 122, 126
map 108
men and the coffee houses 111
military role 124–5
political environment 106
religion 110, 122, 123
society 109–12
Suleiman the Magnificent 10, 106, 114, 125–6
Sultan's power and role 120–1
timeline 104–5
trade 119–20
women and the hamam 112
Out of Asia theory 223
ovoos 257

P

pa 235, 237
pagan gods 38
pages (occupation) 82
Panama, isthmus of 300, 301
paper folding 200

peasants 13, 68, 144
housing 74–5
revolts following the plague 338–9
Peasants' Revolt 339–40
Pegolotti, Francesci Balducci 275–6
People's Crusade 91
Peru, and Pizarro 300–1
pestilence *see* Black Death; plague
Peter the Hermit 91
Phillip of France, King 91
Phillip VI of France, King 334
pilgrims 327
Pizarro Gonzalez, Francisco, conquers Peru 300–1
plague
bubonic 277, 326–39
pneumonic 326
septicaemic 326
see also Black Death
pneumonic plague 326
poetry, medieval Japan 199
Polynesia
cannibalism 230
geography and environment 226–7
government 231–4
map 222
tattoos 240
women's role 232
Polynesian languages 223
Polynesians 218, 245
buildings 230
clothing 231
culture 228–34
language 228
Lapita expansion 224
linguistic studies 223–4
music 228
origins 222–5
religion 229
South-east Asian origins 223, 224, 225
timeline 220–1
trade 230
way of life 229–31
see also Maori
Popes 8, 98, 142
versus the king, medieval Europe 70
see also specific popes, e.g. Urban, Pope
Portuguese, contact with medieval Japan 212
primitive peoples 17
printing press 20, 155
punishment *see* crime and punishment
purgatory 69



Q

Qur'an 10, 109, 122

R

rahui (environmental protection) 242

placement 242–3

today 243

Reformation 157

reincarnation 176, 197

religion

and Age of Reason 22

Aztecs 294–5, 302, 310

feudal society 13

Hildegard of Bingen 97–8

Khmer Empire 176

medieval Japan 196–7, 207, 212

Mongols 257

Ottoman Empire 110, 122, 123

Polynesia 229

spread of Christianity 8–9, 310

spread of Islam 10–11

see also Church

religious tolerance

Mongols 276

Ottoman Empire 110, 123

Renaissance 20–1, 64, 130, 134

as beginning of 'modern history' 157

legacy 155–8

spread of ideas 156–7

spread to countries outside Italy 157–8

Renaissance Italy 130

art 147–51

city-states 140–1

culture 142

education 135

entertainment 136

families 135

Florence 140–1, 142–6, 147

humanism 147, 156, 157

life in 134–7

Medici family 136, 142–6, 147

Naples 141

political features 140–3

science 147–8, 151, 152–3

social structure 142, 143–4

sports and games 136–7, 138

timeline 132–3

trade 141

republics 140

Richard I, King 91

Richard II, King 339

Rodrigues, Jaoa 212

Roman Empire, fall of 8

royal fifth 299

runes 38, 39

S

sagas, Viking 40–1, 50, 51, 53

sakoku 208, 210, 215

Saladin 91–2

Samoa 227, 230

samurai 193, 202–4, 206

sanitation, medieval Europe 323

Savonarola, Girolamo (monk) 145–6

Scandinavia, Vikings in 32–3

science, Renaissance Italy 147–8, 151

Scientific Revolution 20–1, 22

scriptoria 95

Second Crusade 91

seppuku 204

septicaemic plague 326

shamans 257

shari'ah law 109, 122

Shinto 196, 198, 199, 201

ship burials 38

ships, Viking 43–4

sh en 193, 194–5

shoguns 204, 207–9, 210, 215

siege towers 88

signoria 142

Silk Road 14, 274, 275, 327

Sinan Pasha 114

Skallagrimsson, Egil 40

slaves and slave trade 34, 38, 47, 120, 144, 310

society

Aztec 290

Florence 142, 143–4

Khmer Empire 173–6

Maori 235–40

medieval Europe 72, 74–7

Ottoman 109–12

Vikings 34

souqs 111

South Sea, discovery of 300, 301

spahis 124

Spain

exploration 313

inflation 312

as superpower 312

Spanish conquest of the Americas 282, 299–308

conquistadors 282, 299–301, 302, 310

Cortes and the Aztecs 302–8

Encomienda system 310

explorations of Balboa 300

foods introduced and discovered 314
 impact on Aztecs and wider world 309–11
 impact on daily life 310
 longer term consequences and impact 312–14
 mining industry 310
 Pizarro and Peru 300–1
 stealing of gold and silver artefacts 300, 307, 310
 trade routes established 312–13
 Spanish Main 312–13
 sports and games, Renaissance Italy 136–7, 138
 squires 82
 Statute of Labourers (UK) 339
 stone keep castles 84, 85
 Suleiman, Sultan 106, 108, 114, 125–6
 alternative honorary titles 125–6
 Islamic ruler 125
 tugra 126
 sultans 109
 military forces 124
 power and role 120–1
 tugras 126
 Sunnah 10
 surgery, medieval Europe 73, 323–4
 Suryavaman II, King 171
 Sweden 33

T

Tahiti 227
 Tahitians 233
 tapa cloth 224
 Tartars 328
 tattoos 222, 239–40
 telescope 152
 Temujin (Genghis Khan) 259, 260
 Tenochtitlan
 after the Spanish 309
 city of 286, 296–8
 Cortes flees from (La Noche Triste) 307–8
 Cortes siege of 305
 Cortes welcomed into 302–4
 see also Mexico City
 thatch 75
 Theravada Buddhism 182
 thinking
 Age of Reason 22
 Renaissance 20–1
 Third Crusade 91–2
 Thor 39
 Thorolf 48
 thralls 34
 tithes 69
 Tokugawa Ieyasu 207, 213

Tokugawa Shogunate 207–9
 ‘closed country’ attitude 207–8
 Edo Castle 207
 forest policy 210–11
 pride in Japanese culture 208–9
 Toltecs 286
 Tonga 227, 230
 feudal society 231–2
 Torecha 300
 toromiro 244
 tournaments 82, 137
 trade
 Aztecs 293
 Khmer Empire 169, 177
 Maori 237
 medieval Japan 212, 214
 medieval period 14–15, 16
 Mongols 255, 274–5, 277
 Ottoman Empire 119–20
 Polynesia 230
 Renaissance Italy 141
 Silk Road 14, 274, 275
 Spanish Main 312–13
 Vikings 46, 47, 51
 trade routes 14, 274, 312–13
 trebuchet 88, 173, 276
 trial by ordeal 79
 trilithon 222
 tugras 126
 Turks 90, 92, 117, 118
 Tyler, Wat 339, 340

U

ulemas 109, 122
 Urban, Pope 90

V

Valley of Mexico, map 287
 Vikings 28
 background 28, 32
 crafts 37
 culture 37–41
 exploration 45–6, 51, 52
 feuds 43
 food 36
 geographical origins 32–3
 gods and beliefs 38–9
 honour 42
 invasion of England, 1066 53–60
 law 42
 Lief Erikson 46, 51–3
 longships 43–4



raids and conquests 48–50
 rule 42–3
 sagas 40–1, 50, 51, 53
 settlements 45–6, 48, 49, 53
 society structure 34, 35
 timeline 30–1
 trade 46, 47, 51
 warriors 42, 43, 44, 50
 weapons 43, 44
 women and the home 35
 Vinland 46, 52
 viziers 120

W

warfare
 castle 87, 88–9
 medieval Europe 82–3
 Viking and Norman invasions of England 56–60

warriors
 Aztecs 292, 293
 Mongol 263–4, 274
 Viking 42, 43, 44

weapons
 castle warfare 88, 88–9
 Japan 204, 212, 213
 Maori 238
 trebuchets 88, 173, 276
 Viking 43, 44

wergild 42
 wharenui 237
 William, Duke of Normandy 53, 54, 55, 58
 women
 Aztec 288, 289
 and the hamam, Ottoman Empire 112
 Khmer Empire 174
 Maori 239
 medieval Japan 195
 Polynesia 232
 Renaissance Italy 135
 Viking society 35

X

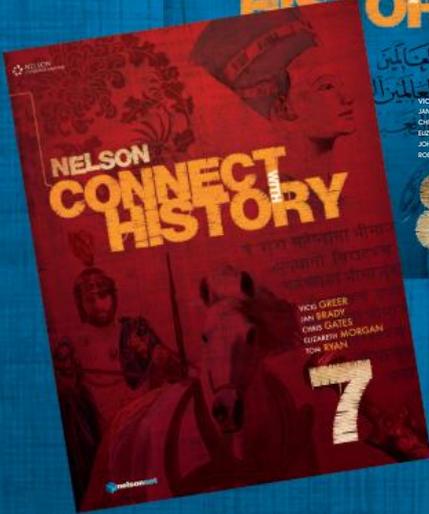
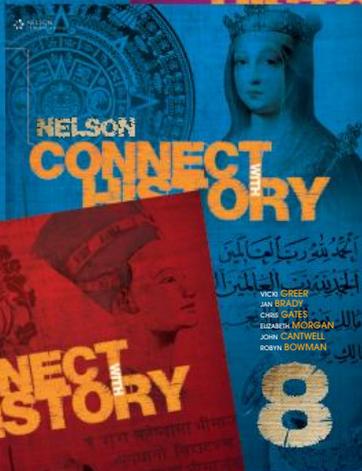
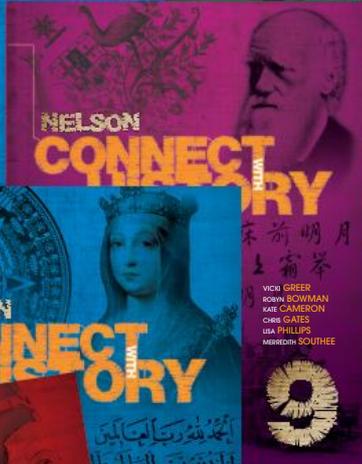
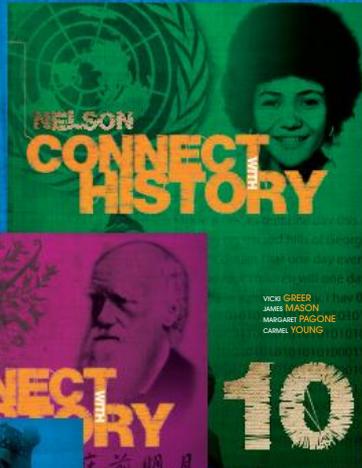
Xie, Empress Dowager 270

Y

Yuan Dynasty 271

Z

Zhongdu (Beijing), under the Mongols 267, 273
 Zhou Daguan 169, 170, 173, 177



NELSON CONNECT WITH HISTORY

Year 7 ISBN: 9780170198882
Year 8 ISBN: 9780170198929
Year 9 ISBN: 9780170211154
Year 10 ISBN: 9780170211192

Connect with History 8 covers an exciting period in time, from the end of the ancient period to the beginning of the modern period, from around 650 AD (CE) to 1750. During this period there was great exploration and travel into the unknown; major civilisations around the world came into contact with each other. Old social, economic, religious and political beliefs were challenged and often changed significantly. The modern world began to emerge.

This printed book is also available as an interactive NelsonNetBook, and can be used on computers, tablets and iPads.

The NelsonNet student website for year 8 contains:

- worksheets
- fact sheets and extra material
- puzzles and chapter quizzes
- templates and grids
- interactives and podcasts.

