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CAMBRIDGE HUMANITIES FOR VICTORIA 8

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Please be aware that this publication may contain images of Aboriginal and Torres Strait Islander peoples now deceased. Several variations of Aboriginal and Torres Strait Islander terms and spellings may also appear; no disrespect is intended. Please note that the terms 'Indigenous Australians' and 'Aboriginal and Torres Strait Islander peoples' and 'First Australians' may be used interchangeably in this publication.

About the cover

One of the goals of the Humanities subject in the Victorian Curriculum is to 'appreciate the common humanity shared across time and distance'. Pictured on the cover of this book is a peasant from medieval Europe; this period is one of the key topics in this book. While we study many significant individuals in history, it's also important to remember other people's experience and how we can help shape the world around us. The illustration was created by Melbourne-based artist Ben Sanders.

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Foreword

Dear student,

In Year 8, Humanities continues to develop your knowledge and understanding about the relationship between humans and the planet, and our relationships with each other. Through the subjects of History, Geography, Economics and Business, and Civics and Citizenship you will gain a better understanding of civilisation and the interconnections between people and the world around them. Most importantly, you will begin to see how you fit into the bigger picture of our planet and the role you can have in shaping its future.

In Year 8 History you will learn about the Middle Ages and the early-modern period, which was a time of great invention, disruption and exploration. You will have the opportunity to study Vikings, castles, knights, samurai, Mongolian warriors and so much more! Everything people thought they knew about the world was changed during this amazing time.

In Year 8 Geography you will learn about the fascinating landforms and landscapes and the other amazing physical environments that make up the different regions of our world. You will also gain a better understanding of how nations are changing over time and how large groups of people can move from one area of the world to another.

In Year 8 Economics and Business you build upon the knowledge you gained in Year 7 about consumer needs and desires, and you will begin thinking about how a business can help to meet the needs of different groups. You will also identify different elements that make people successful in business.

In Year 8 Civics and Citizenship you will gain a more detailed understanding of the Australian legal system and the role that justice plays in our democratic society.

– Ashley Keith Pratt, series author

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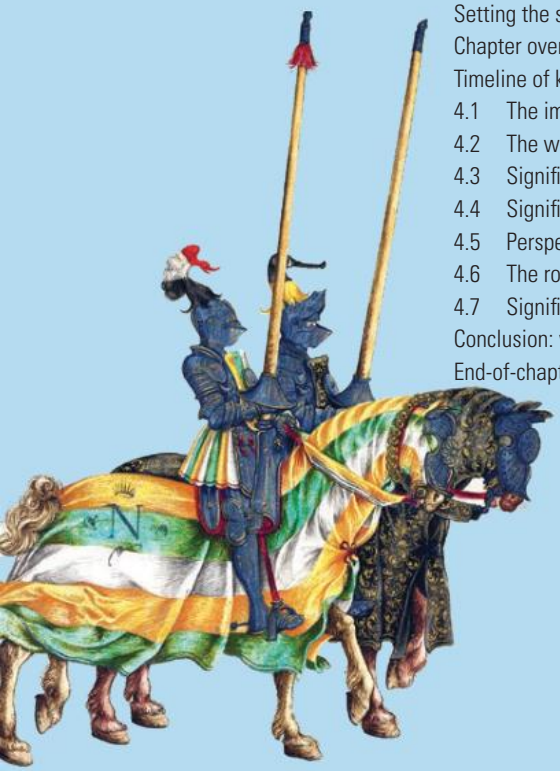

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About the authors

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Despina Polatidis (*co-lead author: Geography*) is a Geography and Humanities teacher at a Victorian high school. She has worked in Victorian schools for 7 years and has experience teaching Geography, Legal Studies and English across Years 7 to 12. Prior to teaching, Despina practised law in Australia and the USA, and was the recipient of the Blake Dawson Waldron Prize for International Environmental Law. She has previous experience as a VCAA assessor for Geography and as a committee member of the GTAV. Despina is passionate about the importance of fieldwork in Geography education and was a recipient of the Alex Lyne Fieldwork Award for Years 9 and 10.

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Nick Frigo (*digital content advisor*) is Digital Learning Leader at a school in Melbourne. He has worked across a number of educational settings for more than 20 years. Nick is passionate about examining, and experimenting with, the intersection of digital technology and the teaching of history for increased student engagement and maximum pedagogical efficacy.

About the illustrator

Jean-Michel Girard is an illustrator based in Québec City, Canada, who has 30 years of professional experience in working around the world. While Jean-Michel is able to work in a wide variety of styles (from hyperrealism to cartoon), he has specialised in historical illustrations as he is a long-time history aficionado. His attention to historical detail is extraordinary. Jean-Michel uses digital tools with traditional drawing methods.

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Introduction

We are living in a truly globalised world that requires collaboration to solve its challenges. The Humanities play an essential role, as innovations in the natural sciences, medicine and technology have a greater chance of success if they are implemented by working together with social scientists and those skilled in the humanities.

The Coronavirus pandemic which dramatically hit the world in 2020 is a clear example of this. Despite the shared global medical knowledge of COVID-19, the fate of countries has been widely varied due to the different social and political responses to the challenge. The climate and ecological emergency of global warming also requires scientific understanding and technological innovation to join with a will from society to mobilise into action, create trusted governments and institutions, and ensure that corporations act responsibly.

In this context, Humanities in Year 8 teaches a broad range of skills that can prepare students to participate in society with wisdom, skill and hope.

In History, you will analyse, question, and make substantiated arguments. You will study the relationships between power and poverty as a consequence of social structure and consider the role that a pandemic (bubonic plague) once played in challenging these relationships. Our ideas about the past can change as new evidence is brought to light; this is a vital skill in a world of ever increasing polarised opinions and misinformation.

Civics and Citizenship provides students with an opportunity to consider our values and imagine a version of Australia that we all can gladly participate in; something that many Australians are considering in the midst of crises such as bushfires, a pandemic, and an economic recession.

Economics and Business introduces consumer rights and corporate responsibilities. This subject also develops the skills of long- and short-term planning and goal setting that are as essential for students to exercise in their personal lives as they are for these business owners and policy makers of the future.

Geography serves as a bridge between humanities and science. You will investigate the processes that shape landforms and landscapes, as well as urban environments. You will make connections between causes and consequences. Geography students synthesise information and develop a holistic understanding of local to global scale challenges, thus enabling them to create sustainable, effective solutions.

Humanitarian work around the world has achieved some truly amazing results. At the time of writing, extreme poverty is at the lowest rate ever recorded, the mortality rate in children under five has halved in 20 years and more children than ever have an education. There is great hope that the skills learnt in Humanities can help us achieve further success.

– Despina Polatidis, series author

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How to use this resource

Book structure

- All chapters have been closely aligned to the Victorian Curriculum for Humanities for Year 8
- This book contains four sections, with each section covering one of the four topic areas: History, Geography, Economics and Business, and Civics and Citizenship
- Every chapter starts with an engaging 'Setting the scene' story to help you jump into a new topic, and includes an activity that can be used to spark classroom discussion
- Each chapter has a 'Chapter overview' which lists 'Learning goals' for the chapter
- Each chapter is divided into numbered sections, and each of these sections cover a content descriptor from the Victorian Curriculum
- Each chapter section starts with 'Focus questions' to drive your inquiries into the Humanities
- In all chapters QR codes are included for easy access to related videos
- At the end of each section are End-of-section Review questions and at the end of each chapter are End-of-Chapter Activity questions.

Activity types

This series uses a range of activity types including the following:

- Developing concepts and skills (activities that scaffold important concepts and skills from the Victorian Curriculum)
- Making Thinking Visible activities based upon Harvard's Project Zero's innovative Visible Thinking Routines (a guide to using these activities is available for teachers in the Online Teaching Suite)
- End-of-section Reviews (questions in both print and digital formats)
- Multiple other activity types, particularly in End-of-chapter activities, that vary from analysing historical visual sources to graph interpretation and map-reading
- Activities cover a range of different learning types and levels (a Glossary of activity verbs used in this series is available for teachers in the Online Teaching Suite).

Digital resources

This series uses the interactive Edjin platform, and includes both a student and a teacher edition.

In the Interactive Textbook version of this book students will find the following key resources:

- Self-assessment checklists (aligned to each chapter's Learning goals, for students to rate their progress)
- Interactive Chapter quizzes and Scorcher quizzes (timed, competitive and fun tests of knowledge)
- Google Earth tours of key locations in each chapter (to provide dynamic geographic context)
- Videos, image galleries and other multimedia materials such as interactive maps
- A guide to using Topographic maps for Geography
- Additional PDF chapter on the COVID-19 pandemic of 2020
- A Victorian Curriculum Capability Project and downloadable assessment rubric (a research-based task; further information is available for teachers in the Online Teaching Suite)
- Downloadable worksheets for all activities
- Suggested solutions to all activities (enabled by teacher)
- A PDF downloadable version of the student textbook.

In the Online Teaching Suite, teachers will find:

- Guidance on using the digital versions of the book
- Teaching programs and teaching tips
- Curriculum grids for each topic area
- Additional activity worksheets.

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1

History

What is history?

History is full of exciting topics that many people spend their lives studying. Whether it be the valorous knights and magnificent castles of medieval Europe or the honourable samurai of shogunate Japan, history has something that will appeal to everyone. It's full of heroes and villains, acts of great courage and the consequences of the actions of despicable tyrants.

By studying history we gain a better understanding of the similarities and differences between (and within) civilisations. You will also examine what has changed, what has stayed the same, and why this is the case. Our understanding of the past changes as we make new discoveries. This is one of the reasons history is such an exciting topic to study.

The study of history uses specific methods and techniques, most importantly the use of historical sources. As we study these sources, they help us to form opinions about what we think happened in the past. You will learn to think critically and creatively, to question, imagine possibilities, and argue your opinions based on these historical sources.

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Introducing historical concepts and skills: *using historical sources as evidence*

As we study history, we are always on the lookout for historical sources to help us understand the past.

Primary sources provide some of the most important and interesting information about the past. Primary sources were created at the time of the event or person we are studying. They can include artefacts (vases, tablets, buildings, etc.), written documents, or stories passed down through communities.

Secondary sources provide another useful window into the past. They were created after the time of the person or event we are learning about. Secondary sources are usually created by experts who are also studying the same topic and give their opinions about what they think happened. We have to ensure we clearly understand primary and secondary sources before we use them as evidence in our own arguments.

When we create our own arguments about what we think happened in the past, we need to carefully select the historical sources we use as evidence. All good arguments are based on evidence, and history is no different. Historical sources must be carefully examined and understood in order to correctly use them as evidence in arguments.

▼ **Image:** Historians do extensive research involving historical sources

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Unit 1

The Middle Ages: Europe and the Mediterranean world

Overview

Knights in shining armour, hordes of raiding Vikings, or the multicultural splendour of the Ottoman Empire … what was life like in the Middle Ages? These societies built upon the knowledge and understandings of the ancient period and developed sophisticated technological advances and social practices, some of which are still in use today.

The chapters in this unit explore three aspects of the European and Mediterranean world during the Middle Ages. You will investigate their way of life, developments and cultural achievements, power and authority, significant individuals, and the challenges those individuals and societies faced. As you investigate this topic, focus on the varied experiences of different groups in these societies.

Video
Unit Overview

Learning goals

After completing this unit, you should be able to answer these questions:

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

▲ **Image:** A rune stone from Sweden that represents a ship of Odin carrying souls of warrior heroes who died in battle to Valhalla

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Introducing historical concepts and skills: *sequencing chronology*

Throughout the chapters in this unit there will be a special focus on the concept of sequencing chronology. You should focus on developing your ability to construct a coherent historical narrative and see links and patterns over time. This could be on a large scale (hundreds of years) or a small scale (across only a few years).

A clear chronology and narrative is the first step in understanding other aspects of the past, such as continuity and change, or cause and effect. Understanding the order in which events occurred will allow you to see the bigger picture and enable you to make links between what you are studying and what you may already know. Look for opportunities to build your understanding of how to sequence events in a way that links different times, places and groups.

▲ **Image:** Medieval knights in battle, detail from the Bayeux Tapestry that depicts the Norman invasion of England

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CHAPTER 1

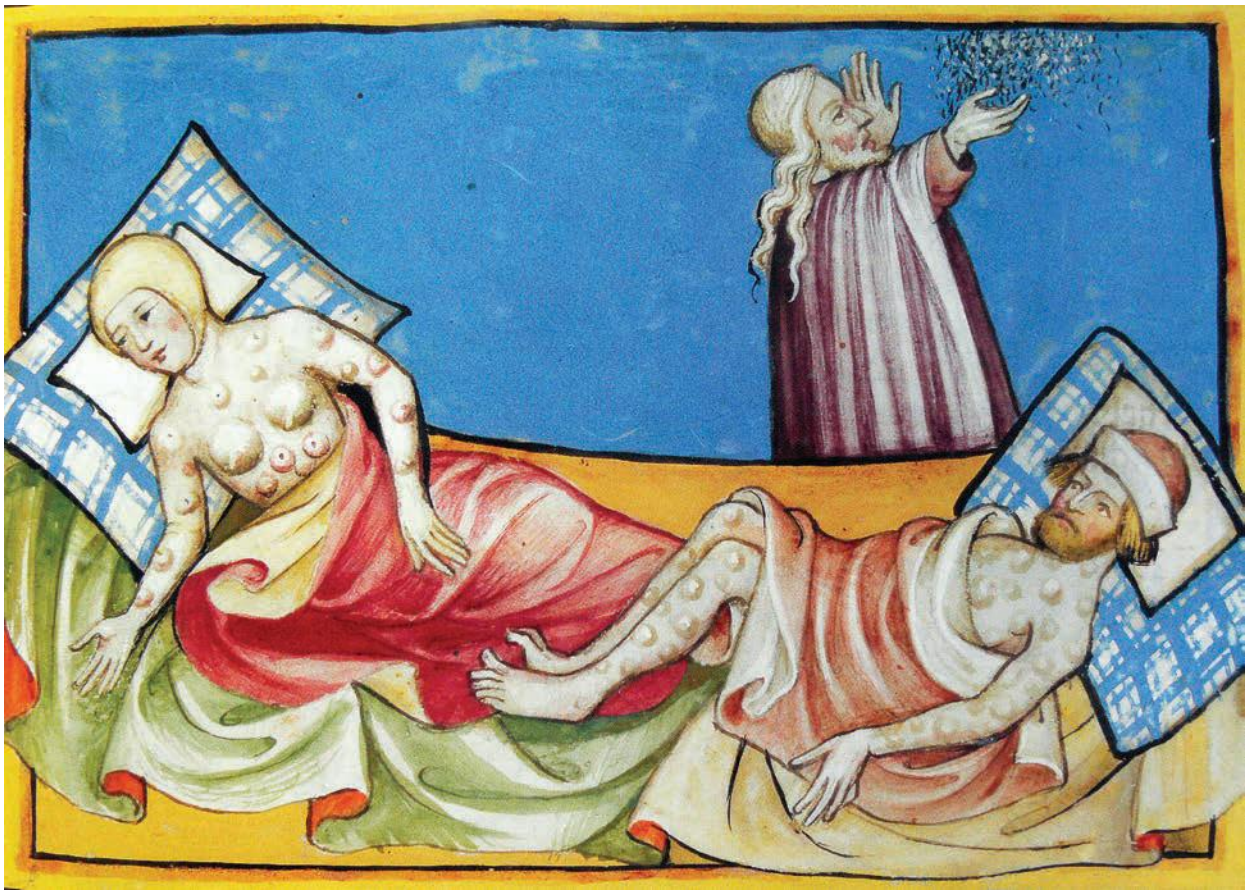
Medieval Europe (c.590–c.1500 CE)

Setting the scene: eyewitness accounts of the mysterious Black Death

Giovanni Boccaccio was a talented writer and poet who lived in the Italian city of Florence in 1348. Here he witnessed one of the greatest disasters in human history. A mysterious disease had travelled to Florence from the east. At the time, some people blamed the sailors who came to Florence by boat, or travellers who arrived by road. Some thought the disease was a punishment from God and began to blame themselves. Boccaccio recorded the disease as he saw it:

> … a gush of blood from the nose was the plain sign of inevitable death; but it began both in men and women with certain swellings in the groin or under the armpit. They grew to the size of a small apple or an egg, more or less, and were vulgarly called tumours. In a short space of time these tumours spread from the two parts named all over the body. Soon after this the symptoms changed and black or purple spots appeared on the arms or thighs or any other part of the body, sometimes a few large ones, sometimes many little ones. These spots were a certain sign of death.

▲ **Source 1.1** Eyewitness Giovanni Boccaccio's 1348 account of the symptoms of the plague, quoted in *Medical Aspects of Biological Warfare*, 2007, p. 93



▲ **Source 1.2** Two victims of the plague depicted in this manuscript from 1411

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The tumours would evolve from red to black, and the highly contagious disease quickly swept across Europe, earning the nickname the **Black Death**. Boccaccio was one of the lucky people who survived the disease that decimated his city, wiped out towns and brought the entire social structure of medieval Europe to its knees. It is estimated that one-third of Europe's population were killed by the Black Death.

With so many people dying, survivors began to question the world around them. Nothing would be the same again. A fellow Italian, Agniolo di Tura, summed up the despair of the time:

> Buried with my own hands five of my children in a single grave. Many corpses were buried so superficially that the dogs dug them up and devoured them. No bells. No tears. This is the end of the world.

▲ **Source 1.3** Eyewitness Agniolo di Tura, quoted in Daniel Cohen, *The Black Death 1347–1351*, 1974, p. 33

KEY TERM

Black Death the highly contagious plague that ravaged Europe in the fourteenth century and killed a third of its population

▲ **Source 1.4** Plague doctors wore a long-beaked mask and carried a rod. By 1645 people understood the Black Death to be an airborne disease and filled the beak with sweet smelling flowers and scents to guard against the illness. The rod was used to treat the tumours, rather than touching them with exposed hands. Though it also allowed the doctors to also fend off any infected people.

MAKING THINKING VISIBLE 1.1

See, think, wonder

Carefully examine everything you see in the images in Sources 1.2 and 1.4.

1. What do you see? Note down everything in each image.
2. What do you think about that? What thoughts, emotions, ideas come to you?
3. What does it make you wonder? What is left unexplained? What would you like to know?

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Chapter overview

Introduction

We study medieval Europe to understand how the modern world came to be. The era between the fall of the Roman Empire in 476 CE and the birth of Renaissance Europe in 1500 CE has long been understood as a time of violence, disease, cruelty and barbarism; however it is much more than this. The study of medieval Europe reveals a time when European civilisation began to slowly move forward in knowledge, architecture, faith, medicine and technology.

A study of medieval Europe gives us a window into a world of brave knights in shining armour, kings, queens and war. You will learn about the spread of Christianity to the west of Europe, and Islam in the east, and the power of religion over ordinary people's lives. You will also learn how the catastrophic disease known as the Black Death forced humans to re-evaluate the world around them.

Learning goals

After completing this chapter, you should be able to answer these questions:

- How did medieval Europe emerge after the Roman Empire?
- What were the Dark Ages?
- What was life like for ordinary people in medieval Europe?
- How was society structured around Europe?
- How can we use sources to describe the medieval world?
- How did religion influence people's lives?
- How did war and conflict affect medieval Europe?
- What was the significance of technological change in warfare?
- How did disease and the Black Death affect medieval Europe?
- How did significant individuals have an impact on the era?
- What events brought about the Renaissance?

Historical skills

After completing this chapter, you will be able to demonstrate the following skills:

- Explain what 'sequencing chronology' means in the study of history
- Interpret primary sources in both print and visual form
- Evaluate the reliability of primary sources
- Correctly use special terms specific to the topic under study
- Use factual evidence (dates, statistics, examples) to substantiate an argument.

► **Image on next page:** Keep of Dover Castle, Kent, England. The castle was built by Henry II in c.1180 CE.

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Timeline of key events

What came before this topic?

For 500 years, the Roman Empire controlled most of Europe. From their centre of power in Rome, Italy, they ruled through force and superior organisation. Stretching from North Africa to England and the Middle East, the vast armies of Rome brought roads, technology, law and order and stability. However, by the fifth century, Roman rule had begun to anger many, and their enemies gathered to destroy one of the greatest empires Europe had ever known.

For 500 years the Roman Empire reigned throughout Europe. This relief depicts an elite Roman centurion and soldier.

William of Normandy as shown in the Bayeux Tapestry

27 CE
The Roman Empire is formed

323 CE
Christianity is made the official religion of the Roman Empire

476 CE
The Western Roman Empire falls

537 CE
The Hagia Sophia is built in Constantinople (capital of the Eastern Roman Empire)

570 CE
The Prophet Muhammad is born

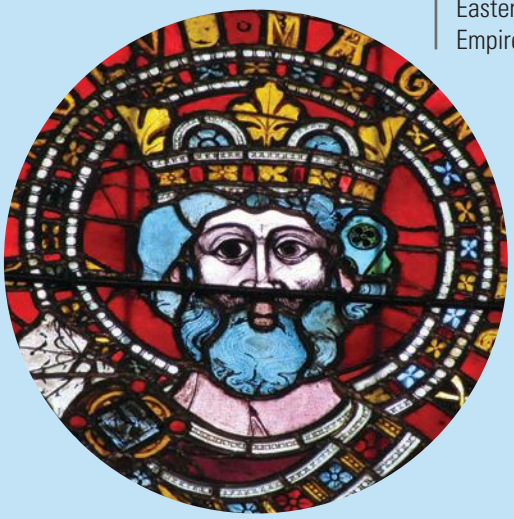
800 CE
Charlemagne is named the ruler of the Holy Roman Empire

1066 CE
William of Normandy wins the Battle of Hastings, becoming King of England

1096 CE
The First Crusade to the 'Holy Land' begins

1187 CE
Saladin recaptures Jerusalem from the Christian armies

1215 CE
The Magna Carta is created in England, which limited the power of the king and introduced ideas of justice, democracy and individual freedom



Thirteenth century stained-glass depiction of Charlemagne at Strasbourg Cathedral, France

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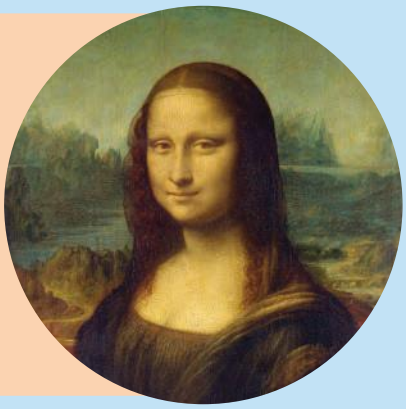
What came after this topic?

After the Black Death, Europe would never be the same. Old structures such as feudalism were questioned and people began to see the world in new ways. A new class of people, known as merchants, began to generate wealth and wield power in ways that few monarchies could imagine. Science, technology and art were all pursued to build a world that was less concerned with war and conquest, but more focused on knowledge and discovery.



Leonardo da Vinci's Renaissance-era masterpiece artwork, the *Mona Lisa*, was completed around 1506.

Tomb of King Edward III of England; he led England at the start of the Hundred Years' War

1337
The Hundred Years' War between England and France begins

1346
The Battle of Crécy is won with the use of the deadly English longbow

1348
Sailors bring the bubonic plague to Italy from the East; the Black Death quickly spreads across Europe

1353
The Black Death kills more than a third of Europe's population

1378
A split occurs within the Catholic Church, creating two popes

1381
The Peasants' Revolt breaks out in England

1415
The English gain the upper hand in the Hundred Years' War at the Battle of Agincourt

1431
Joan of Arc leads French armies into battle and inspires great victories; when captured by the English, Joan is burned at the stake as a heretic

1453
The Hundred Years' War ends as English forces are finally forced from France

Timeline questions

1. What do you notice about the role of religion in this period of history?
2. What does the Hundred Years' War suggest to you about the medieval era?
3. What do you notice about the events that occurred after the Black Death in 1353?

Joan of Arc in armour

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1.1 The birth of medieval Europe

FOCUS QUESTION

How did the medieval period begin?

Introduction

Medieval Europe emerged after one of the great human civilisations collapsed. For more than 1000 years (753 BCE–476 CE), the Roman Empire ruled much of Europe, northern Africa and western Asia, they provided roads that connected their empire, and built cities with great engineering, sanitation and access to water. They ruled through conquest and war and a complex political system. Around 200 CE however, problems began to emerge. A series of ineffective **emperors** in Rome weakened the power of the empire, which was under constant attack along its borders by outsiders, known as **barbarians**.

KEY TERMS

emperor a ruler of a society

barbarian a member of a people not belonging to Rome

▲ **Source 1.5** The Roman Empire at its height, c.117 CE

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▲ **Source 1.6** An ancient Roman street scene showing vendors, produce, cooked food, crafts, merchants and guards

The empire had become large and difficult to manage, and while Roman rule had never been popular among the European tribes, most lived in peace until the Germanic tribes from the north began to recapture towns. Over the next two centuries these tribes began to attack Italy itself. The destruction caused in these raids by groups such as the Huns, Franks, Lombards, Visigoths and Vandals meant the latter became a modern word for destruction of property.

In 410 CE, Rome lost control of England and the city was attacked by the Visigoths. In 430 CE, Spain and North Africa fell from its grip. In 450 CE, Gaul (France) was invaded by Attila the Hun and his barbarian armies. In 476 CE, Rome itself was destroyed when it was captured by the German Prince Odovacar, resulting in the great empire being ruled by barbarians.

► **Source 1.7** *The Sack of Rome by the Visigoths 410*, Joseph-Noël Sylvestre, 1890

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Why was the fall of Rome significant?

Rome was a cultural centre of knowledge, technology and literacy. Education was a valued commodity. Many of the wealthy could read and write **Latin**, and Roman art and culture were rich and complex. With the collapse of the Roman Empire, Europe was no longer controlled by one single ruler, which created a **power vacuum**. When the power of Rome disappeared, war broke out all over Europe as leaders of different tribes sought to fill the void left by Roman rule. In this period, Roman culture and knowledge began to disappear and 200-year period of peace known as the **Pax Romana** ended. The period that followed has long been known as the **Dark Ages**.

ACTIVITY 1.1

Check your understanding

1 What were the achievements of the Roman Empire?
2 Why did it collapse?

KEY TERMS

Latin the language of ancient Rome and its empire

power vacuum a situation that exists when someone has lost control of something and no one has replaced them

Pax Romana the peace that existed between nationalities within the Roman Empire

Dark Ages the period in European history from about 476 to about 1000 CE, after the end of the Roman Empire

monasteries a Christian community of religious people called monks or nuns, and the building where they lived and worked

Christianity the religion based on the person and teachings of Jesus Christ, its beliefs and practices; the dominant faith in medieval Europe

missionary a person sent on a religious mission to promote Christianity

pope head of the Roman Catholic Church

Roman Catholic Church early strand of Christianity where the figurehead is based in Rome, Italy

moral authority the guiding group who determine what is good and right

Were the Dark Ages a myth?

The period between 500 CE and 900 CE has often been called 'dark', because the 'light' of Roman civilisation had been shut out. For centuries, historians used this term because European development seemed to come to a halt after the Roman and Greek civilisations had made so many great advances in society.

Crucially, the lack of written evidence from this period meant it was difficult to learn about it. When Rome fell, so did its language, and reading and writing were not the valued commodities they once were. In truth, the Dark Ages were not so dark. Christian **monasteries** around Europe were building libraries to save and store Roman and Greek knowledge amid a world of warfare, destruction and looting. Knowledge was still valued, it was just that few had the education to access and read it.

Two key factors played a role in Europe moving out of the Dark Ages into a more modern era. The medieval period (500–1500 CE) is today known as the era that encompassed the Dark Ages and reshaped Europe into a society that was independent of the Roman Empire. Two key factors played a role in Europe moving out of the Dark Ages into a more modern era: Christianity and feudalism.

1 **The spread of Christianity:** In 323 CE, **Christianity** was made the official religion of the Roman Empire by Constantine I. When the Roman Empire fell in 476 CE, Christianity remained strong in southern Italy. Over the next four centuries, Christian **missionaries**, led by the **pope**, spread the religion beyond Italy and across Europe. As Christianity gained followers, which included tribal leaders of the very groups who had destroyed the Roman Empire, the **Roman Catholic Church** became a **moral authority** over the people of Europe.

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2 **The birth of feudalism:** The Dark Ages was a time when law and order was scarce. It was not safe for people to travel, as the roads were dominated by **brigands**. When tribal leaders captured lands from the Romans, they began to establish their own societies that they could control and protect from invasion. To build their societies, they needed people to provide labour and taxes. These leaders took on titles such as **lord, earl, duke and baron** and would provide protection, food and housing for their workers. This system of living became known as **feudalism**.

Charlemagne: King of the Holy Roman Empire

Charlemagne, or Charles the Great (742–814 CE), was a Germanic ruler of the Franks, a group that moved into the region now known as France, who established the first great European empire of the medieval era. Charlemagne inherited the kingdom from his father Pepin the Short when Pepin died in 768 CE. Charlemagne became ruler of the Franks; a kingdom known for its excellent fighters, farming techniques and housing.

A devout Christian, Charlemagne fought wars against his non-Christian neighbours and was a favourite of the pope in Rome. When a revolution broke out in Rome in 799 CE, Charlemagne marched his armies to restore Pope Leo to power. As a reward, he was named the first emperor of the **Holy Roman Empire**. With the direct support of the Roman Catholic Church, Charlemagne set about expanding his empire.

KEY TERMS

brigand a member of a gang that ambushes and robs people in forests and mountains

lord, earl, duke and baron titles used by people from the nobility to determine their rank

feudalism the social structure that organised society into categories from the monarchy down to the poorest member

Holy Roman Empire a large territory in Western and Central Europe that developed during the early medieval era

▲ **Source 1.8** The extent of Charlemagne's empire

FAMOUS FACE

CHARLEMAGNE (742–814 CE)

Charlemagne (Charles the Great) was king of the Franks from 768 CE and emperor of Western Europe from 800 to 814 CE. He did much to define the shape and character of medieval Europe and ensured the survival of Christianity in the West.

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KEY TERMS

cavalry armoured knights who rode into battle on horseback

bishops high-ranking members of the Roman Catholic Church

noble a wealthy person, connected to the ruling family by rank, title or birth

knight a skilled fighter who served a noble or king

serf a poor farm worker bound to work on the land owned by the local noble

Carolingian Minuscule a script developed in Europe that could be understood from region to region; it developed much of the English alphabet we use today

The Franks were known as great horsemen, and Charlemagne's armies were among the first to use armoured horses in battle. Known as **cavalry**, these fearsome charges of armed fighters on horseback would send enemy armies fleeing in terror.

As the unifier of Europe, Charlemagne carefully selected his most trustworthy supporters and **bishops** of the Church to control the vast areas of his kingdoms. In granting these **noble** families and religious leaders land, he was given their loyalty in return. These nobles ruled over the lords and barons, whose fighters, commonly known as **knights**, protected the villagers and farmers. These groups at the bottom of the social chain, known as as **serfs**, gave their labour and loyalty. With the support of the Church, Charlemagne was able to maintain control over a vast population. He was the first to do so since the fall of the Roman Empire.

Despite his love for war and conquest (he fought more than 50 wars), Charlemagne also sought to develop European civilisation. He introduced a form of writing known as the **Carolingian Minuscule**, which was widely used around Europe. He actively spread Christianity (sometimes by force) through Europe and supported education, the arts and culture. Charlemagne made trade around the empire safer and easier, and people became wealthier and smarter, and the continent began to flourish again. Charlemagne died in 814 CE and his empire slowly declined. However, by 820 CE, the Carolingian Minuscule was the dominant form of writing in Europe. By 900 CE, Europe had broken up into smaller Christian kingdoms.

▼ **Source 1.9** This painting of Charlemagne was made almost 1000 years after his death. It depicts the power of his armies and his ability to spread Christianity around Europe.

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ACTIVITY 1.2

Check your understanding

1. Write a short summary of how the Dark Ages differed from the Roman Empire.
2. Put together a short timeline of Charlemagne's three biggest achievements. What do these achievements tell you about him?
3. How did Charlemagne improve Europe while he was king?

William the Conqueror: feudalism comes to England

In 1066 CE, Normandy was a small state on the northern coast of France. Its nobles and knights did not enjoy the wealth and privilege of others around Europe. However, directly north of Normandy was the island of England, which was ruled by the **Anglo-Saxons**. In 1066, England was in turmoil. Its king, Edward the Confessor, had died and a three-way squabble over who was the rightful **heir** had broken out into war.

In 1051, William, the Duke of Normandy, travelled to England to see his cousin Edward and claimed that at that meeting he was promised the throne when 'the Confessor' died. However, on his deathbed, Edward granted the throne to the powerful noble Harold Godwinson. William was furious and began building an army to invade England. However, in the meantime, Harold's brother Tostig was also angry. Tostig had been exiled from England and with the news his hated brother had been named king, he enlisted the support of Harald Hardrada, King of Norway, to invade England from the north to make a claim for the throne themselves.

Incensed, Harold Godwinson marched his English army north from London to Stamford Bridge in the north of England to confront his brother in battle. On the 25 September 1066, Godwinson's army destroyed the invaders and killed Hardrada and Tostig.

Two days later, William landed in England with his army of professional cavalry and soldiers and marched towards the town of Hastings in the south of England. On hearing the news, Harold, fresh from battle, hurried south, enlisting farmers and peasants into his battle-ravaged army as he went. The two armies met near the town of Hastings on 14 October. Harold's army lacked the rest, training, cavalry and **archers** of the Normans. The English fought a valiant defence over the course of the day, repelling cavalry charge after charge. For a while it seemed William would not break the English forces, so he ordered his troops to pretend to retreat in panic, to draw Harold's army out to fight. It worked. Harold's army was decimated by the constant cavalry charges and arrows. Godwinson himself was killed. The leaderless English were soon crushed.

Upon his victory, William claimed the throne of England. Despite his daring attack, he was a very effective king.

FAMOUS FACE

WILLIAM THE CONQUERER (1027–1087 CE)

William, Duke of Normandy in France, invaded England and defeated King Harold II at the Battle of Hastings in 1066 CE. Crowned King of England on 25 December 1066, William set about making major changes, from replacing many of the existing Anglo-Saxon nobles to reshaping the English language. He built castles all over England (including the famous Tower of London), introduced the system of feudalism, and compiled the Domesday Book in 1086, recording names of all landowners and tenants in England.

KEY TERMS

Anglo-Saxons the inhabitants of England who were originally from northern Germany and southern Scandinavia

heir a person who will receive money, property, or a title from another person when that person dies

archer a person who fights with a bow and arrows

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▲ **Source 1.10** The famous Bayeux Tapestry, which tells the story of the Battle of Hastings

William introduced feudalism to England, he re-organised the country and developed a comprehensive understanding of his kingdom with the **Domesday Book**, a survey of the towns and citizens of his new kingdom, a remarkable achievement for the time. He actively built large stone **castles** all over England, which served as the homes of his nobles and the centre of feudal communities. The amalgamation of French and Anglo-Saxon languages formed the basis of the English language we use today.

KEY TERMS

Domesday Book a census of the English population and the wealth and land owned by its nobility

castle a large, fortified building

ACTIVITY 1.3

Using historical sources as evidence

After William's victory at the Battle of Hastings, he commemorated the event by ordering the construction of the Bayeux Tapestry. The tapestry was a celebration of William's victory in 75 individually stitched scenes embroidered into cloth. Created by a number of unnamed English women, it is 70 metres long and 50 centimetres high. The tapestry tells William's story, not just the Battle of Hastings. It is so detailed that 626 humans, 190 horses, 32 ships and 33 buildings appear in the tapestry. We can use the Bayeux Tapestry to learn, not just about the Battle of Hastings, but about politics, social and cultural practices as well as dress and fashion that were all important in 1066.

SOURCE A

▲ **Source 1.11** Detail from the Bayeux Tapestry

SOURCE B

▲ **Source 1.12** Detail from the Bayeux Tapestry

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Responding to the sources

1 Carefully examine each source and note everything you can see in:
   a Source A
   b Source B
   c Source C.
2 What part of William the Conqueror's story can you see in:
   a Source A
   b Source B
   c Source C?
3 Place the images in order.
4 What does the tapestry tell you about the point of view of its creator?
5 Summarise the impact of William the Conqueror on England.
6 What do you think was the significance of the Battle of Hastings?

SOURCE C

▲ **Source 1.13** Detail from the Bayeux Tapestry

Islam and the Byzantine Empire

While Western Europe took its time recovering from the fall of Rome, in the east, the power of Rome transitioned into the Byzantine Empire. Based in Constantinople in modern-day Turkey, a succession of Byzantine emperors managed to hold back the marauding bands of barbarians and protect their borders. While the Dark Ages slowed growth in Western Europe, commerce, trade, science and architecture thrived in Eastern Europe and the Middle East, and brought great wealth to Constantinople. It lived in relative peace and prosperity for centuries.

▼ **Source 1.14** The Islamic and Byzantine Empires in c.1097 CE (with other peoples marked in purple)

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ACTIVITY 1.4

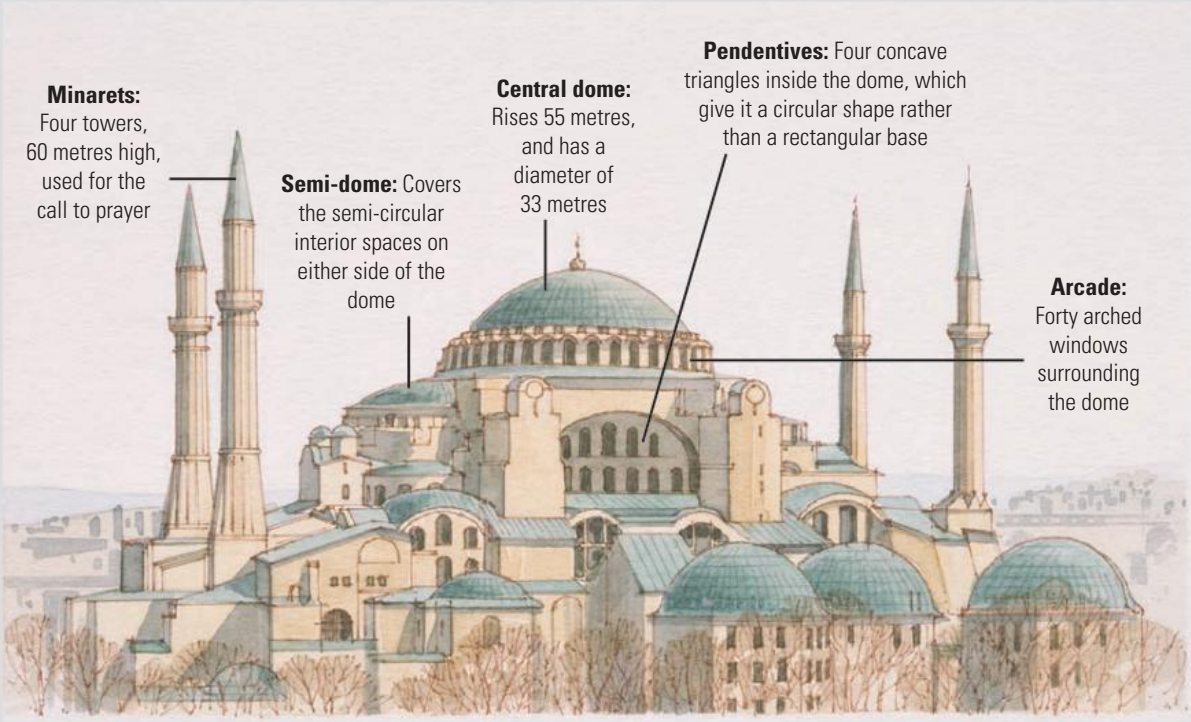
Using historical sources as evidence

The Hagia Sophia in Constantinople was built in 537 CE. It still stands today. It was commissioned by a Christian pope, has survived earthquakes, invasions, lootings, became a Islamic mosque in 1453, and in 1935 it became a museum. As of July 2020, this museum status was annulled and it is now a practicing mosque. This artist's impression, from the eighteenth-century, depicts Muslim worshippers sitting in the vast interior.

SOURCE A

▲ **Source 1.15** An artist's rendition of the inside of the Hagia Sophia in Constantinople

SOURCE B



▲ **Source 1.16** The outside of the Hagia Sophia, an architectural wonder from medieval times

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Responding to the sources

1. How long has the Hagia Sophia in Constantinople been standing?
2. Examine the sources. What stands out to you?
3. The Hagia Sophia has been used by two different religious groups. What does this tell you about the importance of the building?

In 570 CE, the **Prophet Muhammad** was born in the small Arabian desert town of Mecca. By 615 CE, he had experienced a series of revelations that he took to be messages from God. Mohammad began teaching others that life should be devoted to the service of Allah (God) in order to receive access to heaven. He also taught the value of charity to others. In 622 CE, he was exiled from Mecca by local authorities, and this is the year that marks the first year of the Muslim calendar.

Muhammad continued teaching Islam and soon became the leader of the town of Medina after converting its inhabitants. By the end of the next decade, most of the Middle East's population followed Islam.

As local rulers converted, they began to raise armies in support of **jihad** to defend their faith. During this time, governments and Islam became one as holy armies began to attack the eastern edges of the Byzantine Empire. By 637 CE, the Byzantine cities of Damascus and Jerusalem were in Muslim hands. Expanding into Egypt, the Islamic armies captured Libya and Tripoli in Northern Africa. By 651 CE, Persia was entirely Muslim. In the 660s they crossed the Mediterranean and then invaded Spain in the early 710s. In just under a century, Islamic armies had carved out an area of control that stretched from the borders of India in the east to the Atlantic in the west, severely eroding the power of the Byzantine Empire and making their presence felt in Europe.

KEY TERM

Prophet Muhammad the Arab prophet who, according to Islam, was the last messenger of Allah

jihad struggle or resistance; holy war

DEVELOPING HISTORICAL CONCEPTS AND SKILLS 1.1

Sequencing chronology

A clear chronology and narrative is the first step to understanding other aspects of the past, such as continuity and change, and cause and effect. Understanding the order that events occurred in will allow you to see the bigger picture and enable you to make links between what you are studying and what you may already know

1. Carefully examine the growth of Islam from 570 CE to the early eighth century CE. Create a timeline of key events.
2. What does the timeline tell you about the strength of Islam and the Byzantine Empire?
3. Make a prediction on how this might pose a challenge for the growth of Christianity in Europe.

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Digital quiz
Please see the Interactive Textbook to access digital activities

END-OF-SECTION REVIEW 1.1

Review questions

Answer these questions on paper or in the Interactive Textbook.

Recall

1 Why did the Roman Empire fall?
2 What were the 'Dark Ages'?
3 Why was Charlemagne a significant ruler?
4 What happened at the Battle of Hastings?

▲ **Source 1.17** The Battle of Hastings, from part of the Bayeux Tapestry

Interpret

5 Using the information in this section and your own research, write a short profile of William the Conqueror. Be sure to include his greatest achievements, and name key events and the dates they took place.

Argue

6 Explain the significance of the Hagia Sophia.

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1.2 The way of life and social structure in medieval Europe

FOCUS QUESTION

How was medieval society structured?

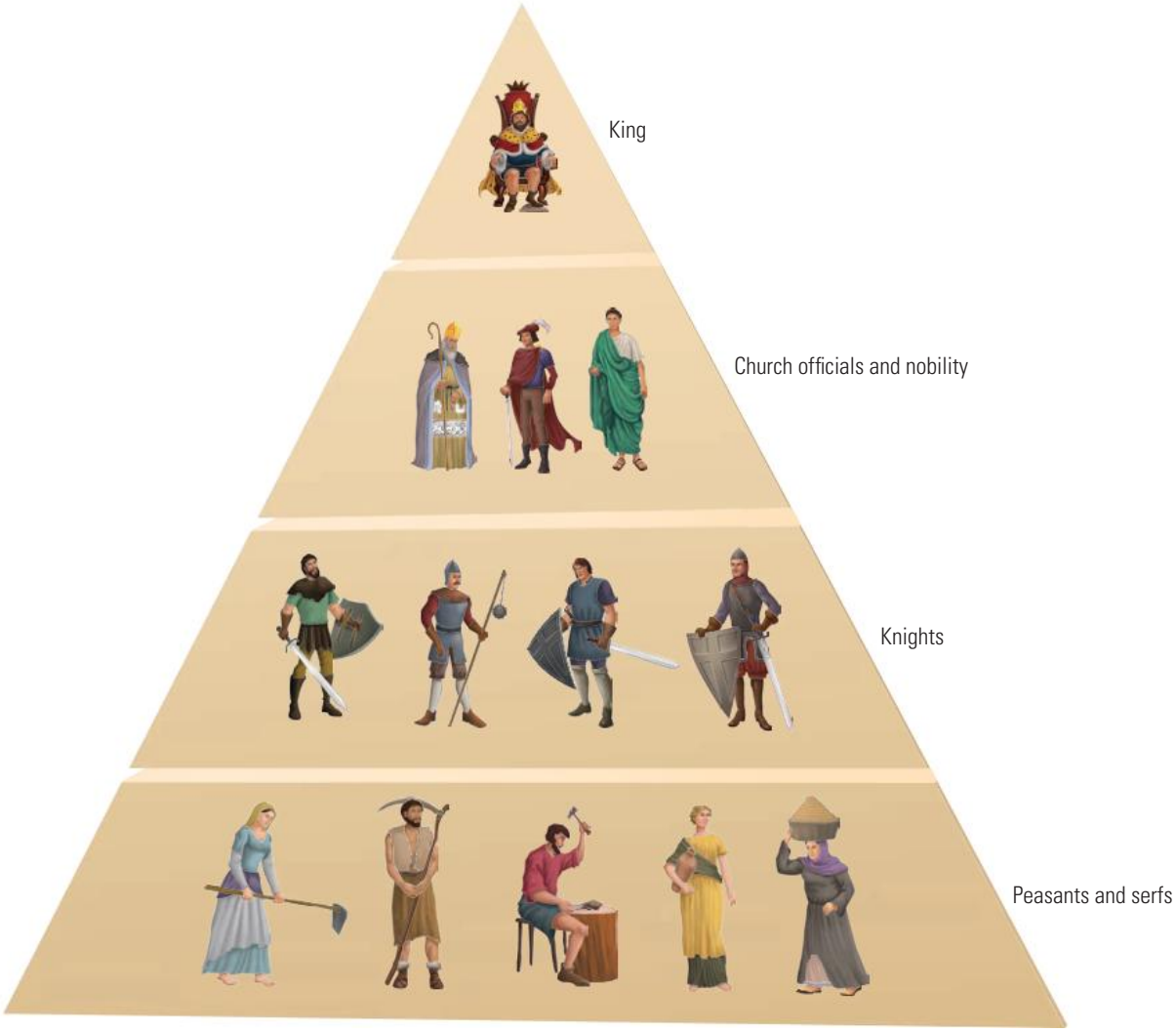
Life in feudal society

Feudalism was the way medieval society was organised to bring stability to life in Europe. While it relied heavily on each person in society knowing and accepting their role, daily life revolved around a mutual arrangement of work and protection. Feudal society revolved around castles and grand buildings. William the Conqueror was renowned for building fortified residences for his nobles. These castles were often placed at the top of a hill because it was easier to defend against attack. Around the castles, towns grew that were filled with the knights, **vassals**, farmers and peasants who worked for the noble.

KEY TERM

vassal in a feudal system, a holder of land or position granted by a superior to whom the vassal owes allegiance

Feudalism can be explained as pyramid of mutual obligations, which is broken into three main sections known as the Three Estates.



▲ **Source 1.18** The feudal pyramid of power

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Those who fight

At the top of any feudal pyramid was the king, but locally, this usually meant the noble, who was either a trusted ally of the king or a relative. The family of the noble usually lived in safety inside the castle walls in luxury. From here, the noble (lord, earl, duke or baron) would look after the administration of his land, collect food and taxes from the peasants and act as an intermediary between the king and peasants. If the country were to ever go to war, the noble was ordered to assemble his knights and round up fighting-age men from the village as **foot soldiers**. For the most part, nobles were able to enjoy leisure pursuits such as hunting and horse riding. Ultimately, they watched over a number of villages that provided them with wealth.

▲ **Source 1.19** An ivory chess piece showing a knight on horseback, c.1300

KEY TERMS

foot soldier poorly trained peasants who fought with weapons on foot, usually at the demand of the local noble

mercenary a professional soldier hired to serve in a foreign army

chivalry the medieval knightly system with its religious, moral, and social code

page a young trainee knight

fief a space of land owned by the king, rented to a vassal

oath of fealty a pledge of allegiance from one person to another

clergy religious workers of the Church

cathedral large church and place of worship, usually in the centre of town, to remind the townsfolk of the power of religion

congregation a group of people assembled for religious worship

Knights were skilled fighters, riders and the protectors of the nobles, the king and the Church. The horse and the armour required to be a knight cost more than most peasants earned within their lifetime, so most knights enjoyed a position of power and wealth. In the early medieval era they were known as **mercenaries** who terrorised peasants. However, in the latter half of the era, they developed a code of **chivalry** that meant they swore an oath to protect the weak, defend the Church and be kind to women. Most knights had a **page** who was a young boy aged 7 to 10 who worked as an apprentice, learning to be a knight.

Vassals were wealthy landowners who were either former knights, or lesser nobles who had been granted land by the king for past favours. They controlled a **fief**, which was a parcel of land that was worked to supply the local noble with food and taxes. They played many other roles, such as recruiting men into the army, providing advice to the noble and supporting the religious practice of the local church. No matter their role, the vassal pledged an **oath of fealty** to the noble that meant they were in their service for life.

Those who pray

The **clergy** were equally important members of the village. The clergy included the bishop who led religious practice in the large **cathedrals**, and the monks, nuns and priests who helped the poor. In most medieval societies, the clergy were divided into upper and lower categories. The upper clergy were usually the sons of wealthy nobles and they enjoyed an extremely comfortable life as the leaders of large churches and **congregations**. The highest members of the clergy were in close contact with the king and nobility. The

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▲ **Source 1.20** A priest is shown purifying a knight with holy water; detail from an Italian holy water fountain, early twelfth century

▲ **Source 1.21** The Three Estates are represented here by a cleric, knight and peasant

lower clergy did the most important work in the village. As priests and they worked face to face with the peasants, the poor and the downtrodden, helping them in their daily lives, baptising babies, marrying young lovers and burying the dead.

Those who work

Craftsmen and **artisans** were essential members of the village. They made the metal swords and armour for the knights. In times of war, they mass-produced the spears, swords and shields the villagers would need to fight. Others baked bread and made the beer that, in most cases, replaced water as the source of hydration in medieval England. Generally they enjoyed a status that was above peasants and farmers, because their roles required an education and skill that not everyone possessed.

Peasants were at the bottom of the pile. They did almost all of the hard physical work, tending the fields and farms of the noble to grow food for village and for the noble to sell and send to armies fighting abroad. Most peasants were known as serfs as they were tied to working for the noble for life. It was a small step up from slavery. They were paid very little, if at all, but in return they were provided with food, shelter and protection. Their daily life was hard. They worked in the fields all day, slept on dirt floors in the few clothes they owned, and shared their houses with the farm animals they tended. Peasant life was not all work; Sunday was reserved as a day of rest and worship. What leisure time they had was spent enjoying beer, fist fighting, shin kicking and cock fighting! Ironically, it was in times of war that the peasants became 'those who fight' as well.

▲ **Source 1.22** Shepherds carved from ivory found in Germany, from the twelfth century

KEY TERM

artisan someone who does skilled work with their hands

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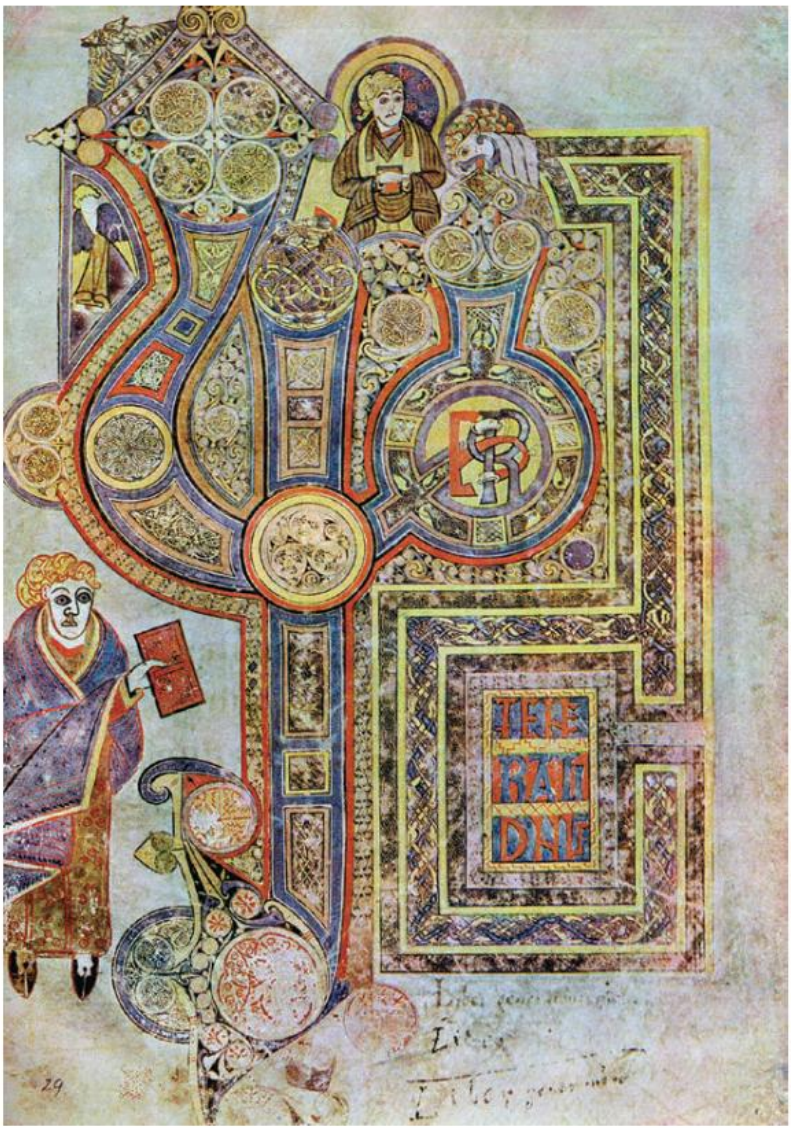
Amazing but true…

Much of what we know about the medieval period can be learned from illuminated manuscripts. These books were handmade, usually by monks, and were 'illuminated' due to the use of gold and silver within the text and illustrations. Using techniques borrowed from scholars in the Middle East, monks created books with religious themes by hand. Each page took hours, or sometimes even days or weeks, to create. These books remained the dominant source of information in Europe until Johannes Gutenberg invented the printing press in 1440. The press allowed information to be mass-produced, and the world began to learn about itself at a rapidly increasing pace.



► **Source 1.23** An illustration from the Book of Kells, created in Ireland around 800 CE

ACTIVITY 1.5

Check your understanding

1. Who had the most difficult life in the medieval village?
2. Describe the role of the clergy.
3. Describe the advantages a knight might enjoy that a peasant would not.
4. How did the clergy connect with all levels of feudal society?
5. Why was the role of craftsman or artisan important?
6. Why would a peasant accept the role of a serf? It might help to compare their skills to that of an artisan or knight.
7. Imagine you are a member of the lower clergy within a medieval village. Write a diary entry that explains your average day. It might help to think about the people you would encounter and the kinds of activities you would find them involved in.

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The role of religion and the Church

The Christian Church enjoyed a special place in the feudal order of medieval society. Most medieval kings and queens claimed their throne by **divine right**, which meant God had specifically chosen them. An early medieval king, Charles the Bald, had himself included in a painting that had the hand of God specifically pointing to him, just to reinforce the idea! The belief in God and the Christian faith went from the top to the bottom of society and guided almost every aspect of medieval life. From kings to peasants, the desire to live a **pious** and good life according to Christian teachings was driven by the need to get into heaven after death.

In truth, the leadership of the Church, headed by the pope, was often wealthier and more powerful than most European kings. They rarely paid tax to the king and owned a significant percentage of land across Europe that they rented to peasants and farmers to work and provide them with wealth. Pope Innocent III was so powerful that he advised several European kings on how to run their own affairs, arranged marriages between the children of various monarchs, and forced separations of these when they didn't suit him! This kind of power and authority meant that the teachings of the Church were the same no matter where one travelled in Europe. A priest could conduct a religious service, known as **Mass**, in any country and it would be understood.

The Church and religion were everywhere, and the Church's authority went beyond the boundaries set by kings and countries. Such was its power that in 1041, in an era of almost constant war between small feudal states, the Church enforced the 'Truce of God' that banned fighting from Thursday to Sunday. Anyone who broke this rule would be banned from practising religion, and given that religion guided the lives of everyone in the feudal society, few dared risk a trip to **hell** rather than **heaven**.

Lower clergy did the work of the Church at a village level. They tended the sick, gave advice, and conducted marriages, baptisms and funerals. In times of war, they blessed the soldiers before battle and tended their wounds. They were usually the only members of the village that could read and write, so they spent considerable time reading the Christian **Bible** and explaining its teachings to the community. For the poor farmers and peasants who worked six days out of seven, priests provided education, inspiration and a connection to the outside world.

KEY TERMS

divine right the idea that kings derive their right to rule directly from God and do not have to answer to those below them

pious devoutly religious life

Mass the organised service of worship in the Catholic Church

hell a place regarded in various religions as a spiritual realm of evil and suffering

heaven a place regarded in various religions as the abode of God and the angels, and of the good after death

Bible the collection of sacred writings of the Christian religion

tithe one tenth of annual produce or earnings, paid as a tax for the support of the Church and clergy

It was the responsibility of peasants and farmers to pay a **tithe** to the Church. This was a tax in produce that they also had to pay to the noble. Given that the Church did not then need to pay this tax to the king, the Church became extremely wealthy.

▲ **Source 1.24** Anyone who did not obey the laws of the church or dared challenge it was brutally punished and labelled a 'heretic'. Here, Pope Innocent III orders the public burning of heretics.

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MAKING THINKING VISIBLE 1.2

Brainstorm

Examine Source 1.24.

1. Brainstorm a list of at least 12 questions about the Church in the medieval era. Use these question prompts to help you think of interesting questions:
   - Why …?
   - How would it be different if …?
   - What are the reasons …?
   - Suppose that …?
   - What if …?
   - What if we knew …?
   - What is the purpose of …?
   - What would change if …?
2. Review the brainstormed list and select one or more of the questions to discuss with a partner for a few moments.
3. What new ideas do you have about the Church in the medieval era that you didn't have before?

ACTIVITY 1.6

Using historical sources as evidence

◄ **Source 1.25** A medieval friar preaches to his congregation in the open air

Responding to the source

1. Explain everything you can see in this image.
2. What does it say about the role of the Church in medieval life?
3. What does it *not* say about the role of the Church in medieval life?
4. Using what you have learnt about peasant life, explain why religion and the clergy would have been important to them.
5. Could you see any problems that might emerge within the clergy? If so, explain what you think they might be.

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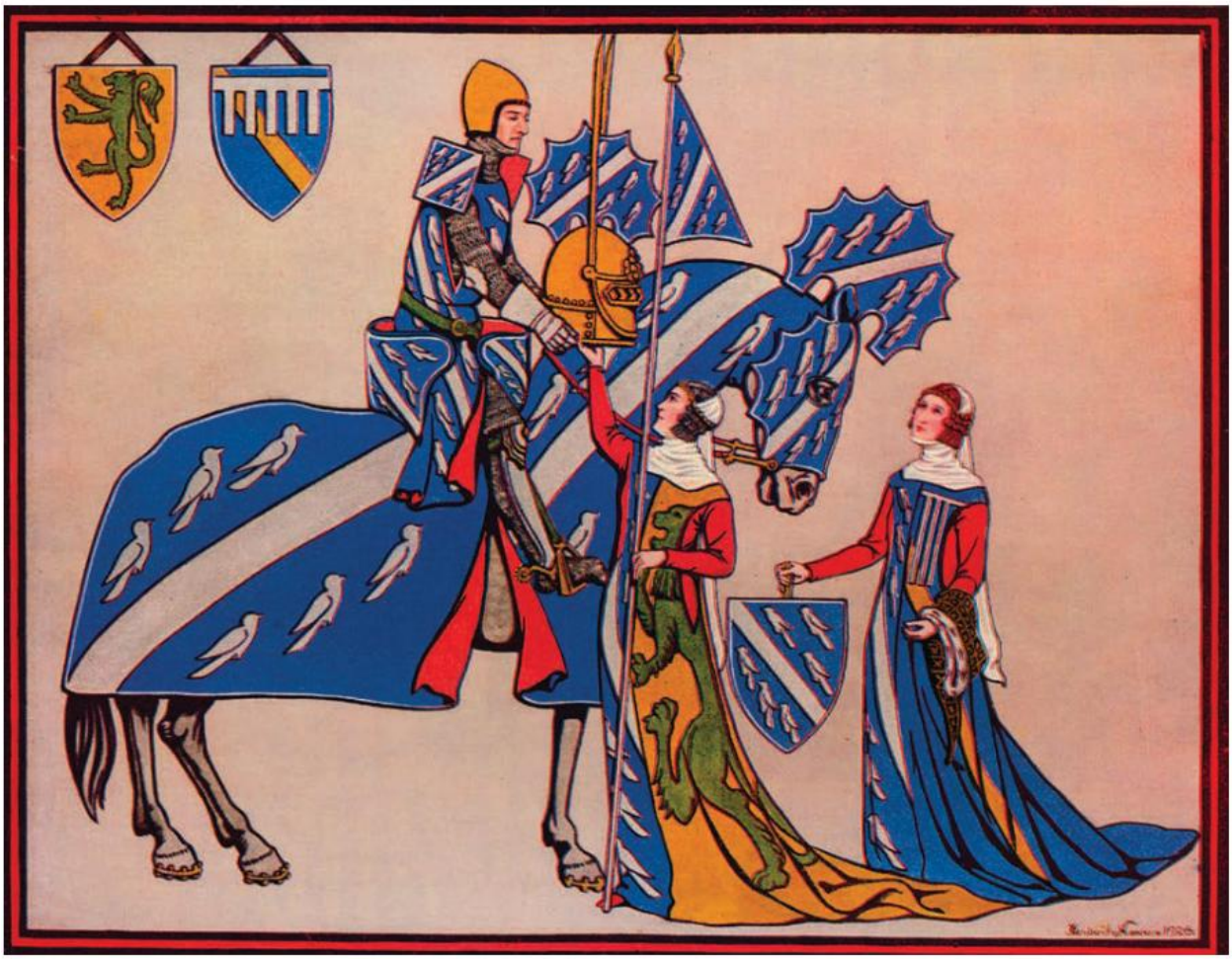
The life of a knight

The role of the knight was broad. They were hired by nobles to protect the land and Church, keep peace and security and, when needed, ride into battle in the service of the lord and king. Owning a horse in medieval times was extremely rare and expensive, so only the wealthy could become a knight. As the medieval period continued, knights could be broken into two categories – secular and religious.

- Secular knights were similar to mercenaries because they were specifically employed to protect the nobility and the king.
- Religious knights were employed to protect the Church's more important sites, such as cathedrals and holy places, and the **pilgrims** who travelled to them.

KEY TERM

pilgrim a person undertaking a journey, especially a long one, to a sacred place as an act of religious devotion



▲ **Source 1.26** The more successful knights were able to own highly decorative armour for themselves and their horses.

MAKING THINKING VISIBLE 1.3

Explanation game

Examine Source 1.26 and complete the sentence:

'I notice that …'

And then ask the question:

'Why is it that way?' or *'Why did it happen that way?'*

Work in pairs to research the life of a knight to determine the answer to your question.

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The code of chivalry guided the life of a medieval knight. Chivalry was essentially a set of moral standards that a knight would use to conduct their daily life and interactions with people around them. Chivalry demanded that a knight be loyal, courageous, strong in battle with a sound sense of right and wrong. This was supported by excellent manners and concern for the poorer classes in society. Behaving in a chivalrous manner also allowed the knights to separate themselves from the same poor classes. They were permitted to wear their bright coloured and decorated armour to stand out in a crowd and establish their higher status in the feudal society.

KEY TERM

jousting medieval knights engaging in a sporting contest in which opponents on horseback fight with lances

In battle, a knight would wear his heavy armour and a helmet that protected the head and sometimes the whole face. Along with his sword, he would carry a shield with a personal crest, a dagger, axe and mace. Each weapon was designed for a specific purpose.

Aside from fighting in war, a knight had a good knowledge of song, dance and poetry. They attended the social gatherings of the nobility and practised their skills in tournaments. Put on to entertain the nobility, tournaments often involved contests when opposing knights would charge at one another on horseback with huge wooden spears, which was known as **jousting**. The weapons were not intended to kill, but contestants could still be badly injured.

ACTIVITY 1.7

Using historical sources as evidence

▲ **Source 1.27** German noblemen at a jousting tournament, c.1200

Responding to the source

1. Carefully examine Source 1.27. Explain everything you can see.
2. Who do you think the people on the edges of the image could be? Why would they be there?
3. What is the author of the drawing trying to explain about jousting?
4. What does the image tell you about the significance of knights in medieval society?

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Becoming a knight

Becoming a knight took years of training and practice that usually started in childhood. A page was selected at the age of seven to train and learn with a knight; however, some could be granted the role by a noble who respected an individual's bravery and skill. In times of war when there was a great demand for skilled fighters, the position of a knight could actually be bought. A page trained with mock weapons, cleaned the knight's armour and tended to his horse.

Once the page completed his apprenticeship at the age of 14, he became a squire. This is when his role became serious. Aside from caring for the horse, armour and helping the knight at tournaments, the squire was required to train with real weapons, learn the code of chivalry and follow the knight into battle. He was to stay close by to give the knight various weapons as required. If the knight was injured in battle, the squire was required to drag the heavy, armour-clad knight to safety.

At the age of 21, the squire became a knight. In the early medieval era, this involved a slap on the back of the head from the squire's knight, but as religion became intertwined in the role, the process of being 'knighted' became a 12-hour religious ceremony that involved the knight touching the shoulders of the squire with his sword.

ACTIVITY 1.8

Using historical sources as evidence

◄ **Source 1.28** Edward III knighting his eldest son, the Black Prince

Responding to the source

1. Examine the image and explain what you can see.
2. What kinds of medieval people can you identify in the image?
3. What does this tell you about the importance of knights in medieval society?

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DEVELOPING HISTORICAL CONCEPTS AND SKILLS 1.2

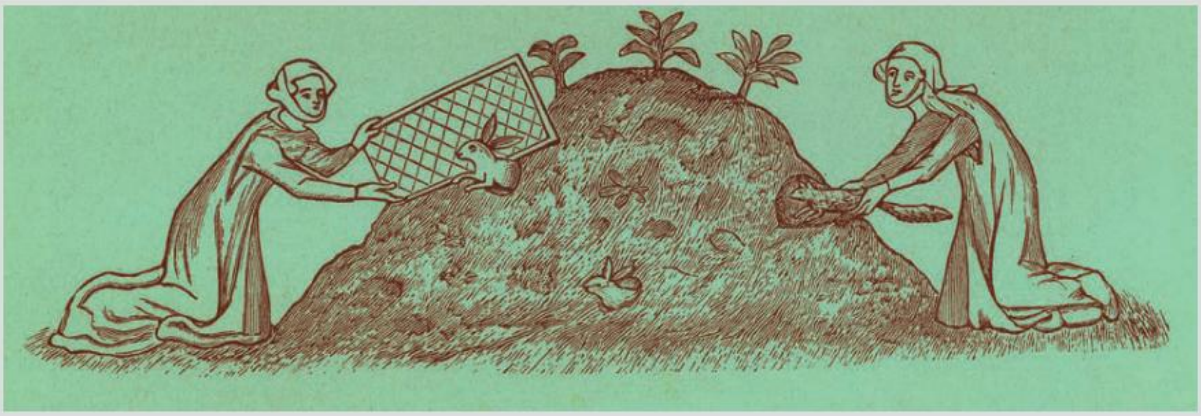
Analysing historical perspectives

As students of history, it is important that you analyse the different perspectives of people in the past. The following three images were created for a manuscript around 1340, and are eyewitness accounts of the work of peasants in medieval England.

SOURCE A

▲ **Source 1.29** Peasants reaping the corn, c.1340

SOURCE B



▲ **Source 1.30** Serfs catching rabbits, c.1340

SOURCE C

▲ **Source 1.31** Serfs tying up sheaves of corn, c.1340

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Responding to the sources

1. Describe these sources – what are they, who created them and when?
2. Describe what you can see in the three images.
3. What do the images tell you about the work of peasants?
4. What impact do you think the life of a peasant had on their long-term health? Explain your response with evidence.
5. Compare the life of a peasant with that of a knight. What are the key differences?

The lives of medieval women

For women of the medieval era, the quality of life depended heavily on the man she was married to, and what place he took in the feudal pyramid. Women who married nobility would have a range of responsibilities, managing the large household, including the kitchens, the farms and the castle. She had to check the bakehouse to oversee the baking of bread, beer, butter and cheese. She had to manage the house staff to ensure there was enough food to last through the winter. The 'Lady of the Manor' was a trusted and respected figure who was occasionally able to participate in leisure activities.

Women in larger towns were known to take on jobs such as opening a shop or a market stall without permission from their husbands. Evidence has been found in the taxation records of Paris in the thirteenth century that women worked in many trades, as schoolteachers and doctors, as chemists and in the arts.

Out in the fields women laboured alongside the men, ploughing fields, tending to animals and harvesting grain. However, it was at home where women's experience was different. Growing up, girls were subordinate to their fathers and once married, they followed the orders of their husbands. If their husband was cruel and beat them, they were unable to complain. Most marriages for women were arranged early in infancy and they were married by the time they were 12 or 14 years old.

▲ **Source 1.32** A group of ladies in the grounds of a castle as one prepares to shoot a stag with a bow and arrow, c.1450

Women were encouraged to produce as many children as possible and by the age of 25, they might have had as many as five children, though it is likely that not all of them would survive. Childbirth was a common cause of death among women.

▲ **Source 1.33** Thirteenth-century English illustration of a peasant woman milking a cow

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Much of this attitude towards women was due to an interpretation of some passages in the Bible. An early passage in the Bible tells the story of the first man and woman, Adam and Eve, whom God is said to have put on Earth. Eve tempts Adam to defy God's wishes and both are punished as a result. It is easy to see that despite the important work or status of women in the medieval world, men's attitudes towards them were supported by the all powerful Church to ensure they remained second-class citizens.

ACTIVITY 1.9

Using historical sources as evidence

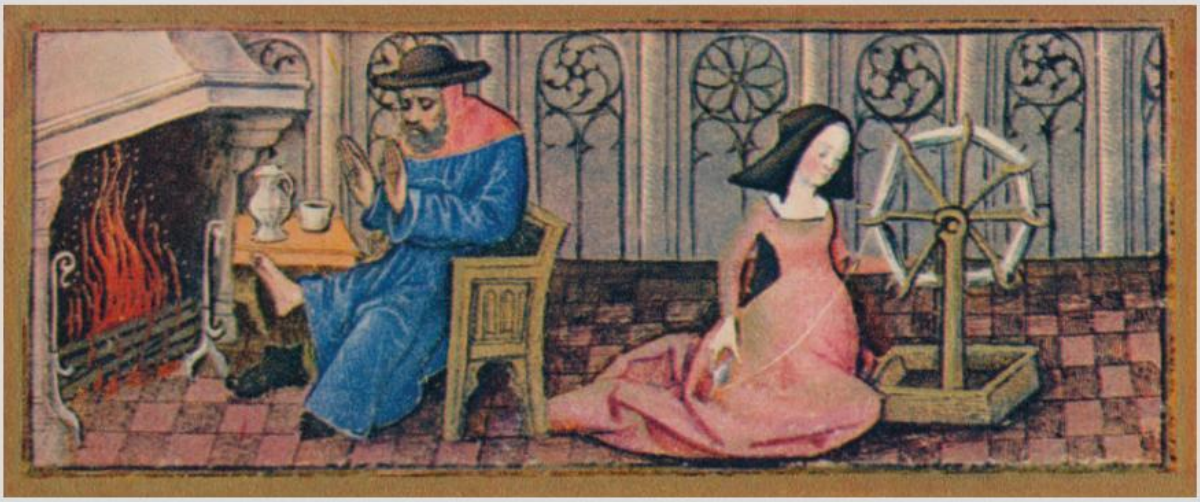
◄ **Source 1.34** Geoffrey Chaucer was an English poet in the fourteenth century and has long been considered the father of English literature. The fourteenth-century Ellesmere manuscript of his *Canterbury Tales* shows a portrait of Chaucer on horseback.

SOURCE B

Of Mother Eve who, by her wickedness,
First brought mankind to all his wretchedness,
For which Lord Jesus Christ Himself was slain,
Who, with His heart's blood, saved us thus again.
Lo here, expressly of woman, may you find
That woman was the ruin of mankind.

▲ **Source 1.35** Chaucer's 'The Wife of Bath's Prologue' sums up common attitudes to women in the medieval period.

SOURCE C



▲ **Source 1.36** In a fifteenth-century Book of Hours, a man takes off his boots to warm his feet by the fire as a woman uses a spinning wheel.

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SOURCE D

▲ **Source 1.37** Peasant woman with a basket of capers on her head, fourteenth century

SOURCE E

Betrothals of boys and girls take place in infancy, and marriage at the age of twelve is approved of for a girl … Teenage pregnancies are positively encouraged – another significant contrast with modern England. Most girls of good birth are married by the age of sixteen and have produced five or six children by their mid-twenties, although two or three of those will have died. At that age many of them are widows as a result of the Scottish and French wars. That is, of course, presuming they survived the high risks associated with multiple childbirth.

▲ **Source 1.38** Ian Mortimer's *A Time Traveller's Guide to Medieval England*, 2008, p. 37 sums up the expectations many women could hope for.

Responding to the sources

1. What opinion does Chaucer have about medieval women?
2. Given that Chaucer was a popular poet, how would his opinion influence others?
3. How would Chaucer's link between religion and women influence the place of women in society?
4. Explain what you see in Sources 1.36 and 1.37. What do they tell you about life in medieval Europe?
5. How does Ian Mortimer describe the lives of medieval women?
6. Write a letter from the point of view of a medieval woman to the king and queen. What grievances might you have about your daily life? What would you hope to improve? Use evidence from all four sources in your letter.

Health and medicine

It was best not to get sick in medieval Europe. A limited understanding of the human body and disease meant that death from illness was not uncommon. What medieval people did not understand, they often explained as being the power of God. They believed that illness was God's way of purifying the soul, and if death came as a result, it was God's will.

Life for peasants was dirty. Constantly in the fields, working in the hot summers and cold winters, it was difficult to stay clean and healthy. For the wealthier classes, bathing was a way to separate oneself from the poor, so the nobility took great care to appear washed and dress in clean clothes – which was all taken care of by servants. However, this did not keep away disease.

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Medical schools existed in the medieval era and so did doctors. Much of their work was based on the diagnosis of disease by inspecting the urine and faeces of the infected patient. Major surgeries existed, such as tooth extractions, amputations and even puncturing the skull (a process known as **trepanning**) to relieve pressure using alcohol to sterilise the wound and relieve pain.

KEY TERM

trepanning making a hole in a person's skull with a drilling tool known as a trepan

However, for the poor in dirty villages, cities and farms, poor health was a fact of life. In most cases, the populations in these places lived very close together and disease could spread easily. The lack of sewage systems meant human waste was never far away and airborne illnesses could spread quickly among peasants. Those who could afford medical attention could have the colour of their urine examined for an imbalance in their bodily fluids, or consult with astrologers who would study the position of the planets, as this was believed to be a cause of illness. For those who could not afford it, local healers would use a variety of herbs and plant-based mixtures to treat the sick. Deliberate bleeding was often used to expel impurities. But for most of the peasantry, they relied heavily on prayer and the holy touch of the clergy and God to save them from death. The stories of those who did so and survived reinforced the power of the Church and religion.

ACTIVITY 1.10

Using historical sources as evidence

SOURCE A

▲ **Source 1.39** A medieval surgeon performs a trepanning operation on a patient's skull, c.1350

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SOURCE B

▲ **Source 1.40** A doctor seeks to cure an eye infection with a sharp instrument

SOURCE C

▲ **Source 1.41** Surgical instruments depicted in the manuscript of *Al-Tasrif* (The Method of Medicine) by Abulcasis, c.1213–23

SOURCE D

▲ **Source 1.42** A French manuscript of Giovanni Boccaccio's *Decameron*, c.1353, illustrating the use of leeches as medical treatment

Responding to the sources

1. What do you see in each source?
2. What do Sources A and B tell you about the way some medical issues were treated?
3. How successful do you think these operations might have been? What impact would they have on the patient if they survived?
4. Examine Sources C and D. What do they tell you about the overall approach to medieval medicine?

Crime and punishment

Various systems of crime and punishment have existed since the beginning of human civilisation. The ancient Mesopotamians introduced the concept of 'an eye for an eye' as a means of justice as early as Hammurabi's reign (1792–1750 BCE). In medieval Europe, poverty dominated the lives of the majority of the population and as such, theft was common. However, crime in general was rare compared to modern times. Once an accusation had been made, it was usually the local noble or knight who oversaw the 'trial'. In some parts of Europe, the accused would endure a 'trial by ordeal' where they were

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KEY TERMS

treason the crime of betraying one's country

witchcraft the practice of magic, especially black magic

expected to hold a burning hot rod of metal in their bare hands. Then, after a few days, if their hand showed signs that it was healing, they were pronounced innocent. If not … guilty. Charlemagne introduced the concept of 'trial by panel', where the evidence was heard in front of a group of educated men who then determined guilt.

Amazing but true…

Sometimes knights and nobles were subjected to trial by combat. If they were able to win a fight to the death, they could be proven innocent. In some cases, a 'champion' could be nominated to fight on the defendant's behalf. This tradition continues today; Queen Elizabeth II's current champion is a chartered accountant!'

Murder, **treason** and **witchcraft** lay at the more serious end of the crime spectrum. However, as there was no police force to speak of, most illegal acts were punished brutally to deter further crimes. Theft was treated with extra work, physical punishment and, at worst, the loss of a hand. Serious acts like treason against the monarchy were punished with the accused being hung upside down, cut open while still alive, and then having all four limbs removed. Such punishments were conducted in public. Those accused of witchcraft were asked to repent their sins and accept the teachings of Christianity. If they did not repent, they were tied to a wooden pole above a log fire and burned alive. This also took place in public view.

▼ **Source 1.43** Punishments in the medieval period grew increasingly brutal to deter would-be criminals. This is an artist's impression of someone being tortured on the rack in the fifteenth century.

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ACTIVITY 1.11

Group-based research task

Break into groups of two or three and choose a medieval crime to research. Copy and complete the table below. Then present your findings to your classmates.

Crime	Definition	Punishment in medieval times	Purpose of the punishment
Petty theft			
Murder			
Arson			
Poaching			
Witchcraft			
Heresy			
Stealing food or crops			
Vagrancy			

When you have filled in the table, complete the following tasks.

1. Look at the list of acts considered a crime. Does anything surprise you about them?
2. What do you notice about the types of punishments? How would you describe them?
3. Summarise the purpose of medieval punishments. What role did they play in society?
4. Now imagine yourself as a witness to a trial for one of the crimes listed above. Write a diary entry that describes the experience from accusation to trial, and then to punishment.

The Magna Carta

In 1215, a serious political crisis was emerging in England. A dispute between a group of English barons, the Church and King John led to the barons renouncing their allegiance to the King and threatening rebellion. Normally, such crimes of treason led to death, but the barons raised a force strong enough to capture London on 17 May 1215. John had no choice but to negotiate and the Magna Carta was born, a document that declared that all English citizens, including the king, were not above the law.

The Magna Carta introduced ideas of justice, democracy and individual freedom. While these rights were still many centuries away and the Magna Carta itself took many forms over the years – it was repealed, replaced, rewritten and fought over – it laid the foundations for a world where a king was not the sole authority of the land and many decisions (especially those related to tax) were only possible with the will of the English people.

▲ **Source 1.44** A print from 1864 showing King John signing the Magna Carta at Runnymede on 15 June 1215

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ACTIVITY 1.12

Using historical sources as evidence

The key to the Magna Carta, which was essentially a peace treaty, was the third statement:

> No free man shall be seized or imprisoned, or stripped of his rights or possessions, or outlawed or exiled, or deprived of his standing in any other way, nor will we proceed with force against him, or send others to do so, except by the lawful judgement of his equals or by the law of the land. To no one will we sell, to no one deny or delay right or justice.

▲ **Source 1.45** The third statement of the Magna Carta, written in 1215

Responding to the source

1. What is significant about the statement above?
2. Read the third statement again. What freedoms do we enjoy in modern society that are similar to these?
3. Consider what you know about feudal society and medieval crime and punishment. Why was the Magna Carta such a significant agreement in the history of England?
4. On 24 August 1215, Pope Innocent III declared the Magna Carta to be 'illegal, unjust, harmful to royal rights and shameful to the English people'. Explain why this document would be a threat to the Catholic Church and monarchies around Europe.

Digital quiz
Please see the Interactive Textbook to access digital activities

END-OF-SECTION REVIEW 1.2

Review questions

Answer these questions on paper or in the Interactive Textbook.

Recall

1. What happened at the Battle of Hastings?
2. Define feudalism in a short sentence.
3. Who were 'those who work'?
4. Why was the Church so powerful in medieval times?
5. Why was life for women difficult during medieval times?
6. What was the purpose of public punishment for crimes?

Interpret

7. How did feudalism affect the lives of medieval people?
8. Why was chivalry important for knights?
9. Create a flow chart showing how someone became a knight.

Argue

10. 'A peasant's life was a miserable one in medieval times'. To what extent do you agree?
11. Explain the significance of the Magna Carta.

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1.3 Significant developments and achievements in medieval Europe

FOCUS QUESTION

How did technology advance during the medieval period?

The medieval period was known for a number of advancements in farming, fighting and engineering. Advances in **agriculture** meant that food was readily available and could sustain populations if carefully managed. The most popular technique in medieval England was the three-field system.

Farmers would divide their rented plots of land into three parts. The first field was used to grow crops like wheat, which needed a whole year before they could be harvested and turned into bread. The second two fields were used to rotate crops through seasons like spring and autumn. This meant for at least one season, one of the two fields lay **fallow** or empty, which allowed the soil to be ploughed, fertilised with cow manure and planted with seeds for the next crop. This meant there was more food available and reduced the possibility of famine.

That is not to say medieval people always had access to food. If the seasons were predictable, crops could be planned and planted properly. However, a bad winter, sudden frosts or droughts could spell disaster for local populations. If there was a scarcity of food, death from famine was a real possibility. All going well, farmers still had to ward off rats, damp and mould from destroying crops. In parts of feudal France, it was illegal to kill birds and rabbits on a noble's land, because nobles enjoyed hunting them. This sometimes meant that farmers were forced to watch as animals destroyed their crops.

KEY TERMS

agriculture the practice of farming

fallow land that is not planted with crops, so that the quality of the soil improves

ACTIVITY 1.13

Using historical sources as evidence

Responding to the source

1. What can you see in the image?
2. What is each field being used for?
3. What do you think would be the advantages of the three-field system?
4. What were some of the difficulties farmers faced with this system?
5. Conduct some research into the kinds of food medieval people ate in England. How did the three-field system dictate what they ate and when?
6. Compare your answers with a classmate. Do you think you could live on a medieval diet? How does it compare to your diet?

▲ **Source 1.46** People using the three-field system to plant crops

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Castles and warfare

Castles were large stone buildings that sat at the centre of a noble's land. Usually at the top of the hill, above the village, the castle served two very important functions. It provided security in times of war, and loomed as a large and imposing structure to remind everyone of the power and wealth of the noble.

Fortified buildings have existed to protect populations since ancient times, but as they were incredibly difficult and expensive to build, they were often made of wood. The most common early form of a medieval castle was a motte-and-bailey, which housed the local population in an area known as the bailey, and the noble was protected by high walls on a tall mound of earth known as a motte. In times of trouble, the population could flee the bailey and defend against attack from the motte. The trouble was that wooden mottes were easy for attackers to burn down. Thus, stone castles were built.

▲ **Source 1.47** Bodiam Castle, constructed in England in the fourteenth century

▼ **Source 1.48** An artist's impression of a motte-and-bailey castle

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Over the course of the medieval period, exposure to the mathematics and engineering of the Islamic world meant that castle technology in Europe improved. Stone castles were built because they could not be set on fire, and the strong structure made it hard to destroy, even in the face of rapidly improving medieval weaponry. Stone castles were extremely expensive to build, so the greater the castle, the greater the power of the noble who lived there.

In the centre of the castle was the **keep**, which housed the noble and his family. The keep was a tall stone structure that had one room per level, strong walls and few windows. This was the safest place in the castle. An outer ring of guard towers and fortified walls surrounded the keep. Over time, castles within castles were built to house large populations, armies and knights. Windows became small slits in the wall that allowed archers to fire arrows at approaching armies. Often the whole structure was surrounded by a **moat**, a body of water that was deep enough to prevent horses from riding across. Given that few people knew how to swim, it was decent second line of defence. To access the castle, the bridge across the moat contained a **drawbridge**, which could be pulled up and closed to prevent marauding enemies from getting any closer. If an enemy was successful in crossing this divide, they still had to break to through the **barbican**, which fortified the entrance to the castle through a series of iron gates and doors.

KEY TERMS

keep the strong main tower of a castle

moat a long, wide hole dug all the way around a building and usually filled with water, to make it more difficult to attack

drawbridge a bridge that can be raised or lowered in order to protect a castle from attack or to allow large boats to go under it

barbican a double tower above a gate or drawbridge

▼ **Source 1.49** Dover Castle is an example of a stone castle. It was built in the twelfth century and is the largest castle in England

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ACTIVITY 1.14

Using historical sources as evidence

▲ **Source 1.50** A cutaway drawing of the keep of Scarborough Castle, built between 1159 and 1169 by King Henry II to defend the north of England. The keep was the centre of a castle complex, and was used to house the noble family who lived there.

- **A** On the first level were storehouses of grain, other food and supplies as well as a small chapel.
- **B** The second floor was dedicated to a large meeting hall for the noble to conduct his duties.
- **C** The top floor was dedicated to the noble family, who all slept in separate quarters.
- **D** Across the roof were soldiers positioned to watch for approaching enemies.

KEY TERMS

steward a servant who supervised both the lord's estate and his household

marshal a servant in charge of the noble's hall

groom a lower servant in the noble's castle

What will impress you about life in a castle is not so much the gold and silver, but the scale of everything. A man who drinks out of an enamelled gilt-silver cup is rich; but a man whose **steward** drinks out of such a cup is powerful. Most barons have about forty-five men in their household … Before a great feast, the **marshal** of the hall will direct a couple of **grooms** to make sure that everyone enters and is seated according to their status. Even the lower ranks … are seated hierarchically.

▲ **Source 1.51** Ian Mortimer's *A Time Traveller's Guide to Medieval England*, 2008, p. 159

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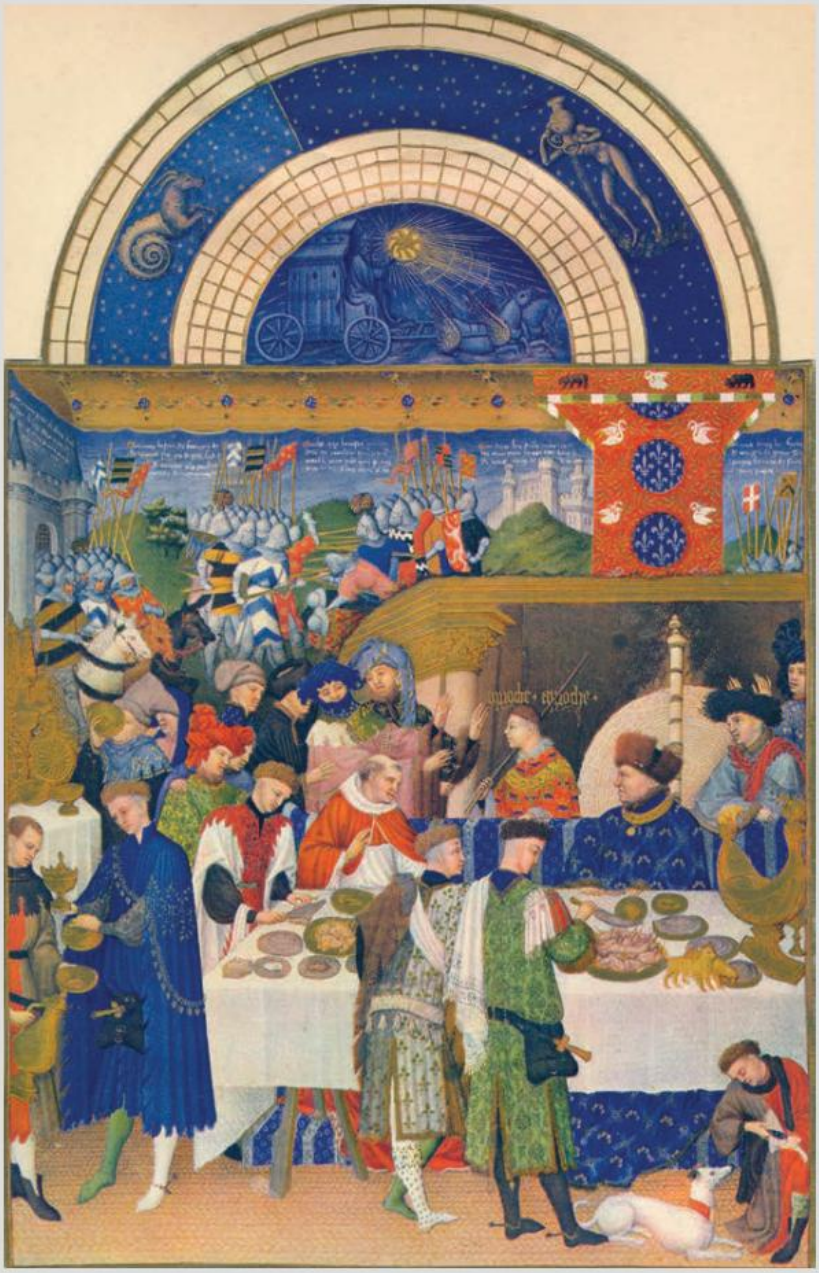

▲ **Source 1.52** Jean de France, Duc de Berry (Duke of Berry), at a New Year banquet, with a battle scene in the background

Responding to the sources

1. What do you notice about life in the castle? Make dot points of the things that stand out to you.
2. Examine the source from Ian Mortimer. What does it tell you about the way life was organised inside a castle?
3. Examine the illuminated manuscript of Duc de Berry's feast. Which members of medieval society can you see? What do you think is happening in the source?
4. Using all three sources, write an evidence-based paragraph that explains life in a castle from the perspective of a groom. In your response, you should explain the importance of hierarchy.

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Digital quiz
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Technology of war

A knight's armour

In the open field of battle, a knight with his horse were deadly opponents to face. They were an essential tactic of war as a massed charge of 100 or more armoured fighters on their horses were difficult to defend against. At full speed, they could simply charge through defending lines of foot soldiers and create chaos as they sliced and slashed enemies from above. Over time, the quality of armour worn by a knight improved and was more intricately decorated. A full body of heavy steel armour pieces covered the knight from head to toe. Only the smallest hole existed in the helmet for the knight to see out, otherwise there were almost no exposed areas of skin so that no well-swung sword or well-aimed arrow could harm him. In order for a knight to engage in hand-to-hand combat in battle, he needed to dismount from his horse to get in close to the enemy, weapons in hand.

ACTIVITY 1.15

Using historical sources as evidence

▲ **Source 1.53** An artist's impression of knights riding into battle

Responding to the source

1. What are the essential elements of a knight's armour that you can see?
2. What would be the most effective tactic for a foot soldier fighting this knight?
3. What challenges can you imagine a knight would face in battle?

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The longbow

The longbow was the most lethal killing machine of the medieval era. A simple bow and arrow had long been tools of hunting and war, and can be traced back to the ancient Egyptians. In medieval warfare, almost all armies used a medium-sized bow and arrow, which was slightly over a metre in length, and when used in battle, a few hundred or a few thousand archers would position themselves behind the foot soldiers and fire arrows on the enemy. A skilled archer could fire only a few arrows per minute. In the mid-1200s, archery became a national sport in England and by law, archery was the only sport that could be practised on Sundays. As a result, the English became renowned for their skill. The development of the longbow, a 1.8-metre-tall bow, which was much larger than a standard bow, was crucial in English warfare. What made it different was that it could be fired at a much faster rate and with larger arrows that were capable of piercing the armour worn by the enemy from at least 200 metres away. In addition to this, the thousands of trained archers in the English population became a central part of the battle strategy.

At the Battle of Crécy on 26 August 1346, the longbow proved its place in English military history. A battle between the fierce enemies of England and France found a vastly outnumbered English army of between 7000 to 15 000 facing between 20 000 to 30 000 French soldiers and knights. The English retreated to a position that forced the French army to squeeze through a narrow patch of wet landscape. With the French closely packed together in their advance, the English longbowmen, high up on a hill, rained thousands upon thousands of arrows down on the much larger army. It was a massacre. Contemporary historians dispute the exact number of losses, but all agree it was a definitive victory for the English. By the end of the battle, one source claims 14 000 French soldiers, including 1500 knights, had been killed for the loss of just 200 to 300 English soldiers.

▲ **Source 1.54** The Battle of Crécy on 26 August 1346 between the French and the English forces

Siege

While most battles took place staged in large fields, retreating armies often used their castles to fight off the enemy. Laying **siege** to a castle was a long-tried tactic of war. While the defending force took all of their food, supplies and surviving population inside the walls and locked the gate, the attacking force would wait outside and hopefully starve the castle's inhabitants out. When it came time to attack, a number of tactics were used.

KEY TERMS

siege a military tactic that involves surrounding a city and cutting off supplies, until the inhabitants have to surrender or starve

trebuchet a large device used in wars for throwing large rocks at the walls of a castle as part of an attack

Trebuchets

A **trebuchet** was essentially a large sling shot with a lever. Once the lever was released, large stones could be hurled at castle walls and sometimes over them. Their intention was to either break holes in the wall to allow attackers to climb in, or cause chaos on the inside. In various conflicts, the trebuchet was used to hurl flaming objects or the disease-riddled bodies of the dead to create further problems for the defenders.

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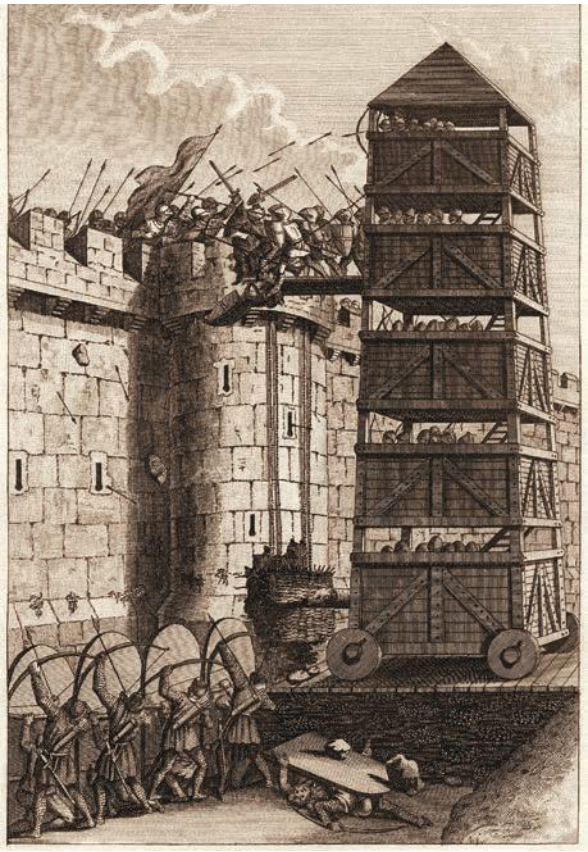
Siege towers

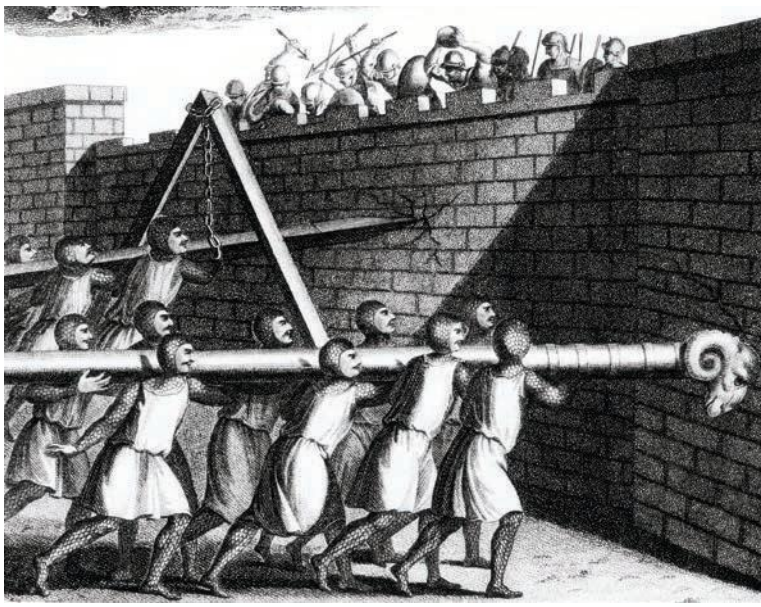
Once the order was given to attack the walls of the castle, soldiers with ladders stormed the walls and were followed by large towers on wheels known as siege towers. The tower would be protected on the outside by wet animal hides to prevent arrows from hitting the soldiers inside. The wet hides were also an attempt to stop the defenders from setting it on fire. Once it was against the castle wall, foot soldiers would climb up a ladder to the top of the tower and charge across the walls.



▲ **Source 1.55** This engraving shows a battle scene that involves attackers using a moveable siege tower to gain entry to a fortified castle, while archers on the ground fire over the wall.

Battering rams

The easiest way to capture a castle was through the front door, which was usually protected by two or more heavy wooden and steel gates. A battering ram was usually a thick tree trunk, used horizontally to ram open the castle door. The battering ram could be fixed with wheels and pushed by a number of soldiers. Other times it could be carried up to the door and swung on a large pendulum to crash against the gate. The ram was not a sophisticated weapon and it took a lot of strong, determined soldiers to operate it. They would be consistently under fire from archers and soldiers throwing rocks from the castle walls.



▲ **Source 1.56** Attacking walls with a battering ram before the use of wheels

The crossbow

The crossbow evolved from the bow and arrow and served as the invention that came before the rifle. It was essentially a bow attached to a piece of wood that could be held horizontally and fired from the shoulder.

▲ **Source 1.57** A fifteenth-century French illustration of a pikeman and crossbowman

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KEY TERMS

saltpeter a salty-tasting white powder used to preserve meat, and also used in producing explosives and fertilisers

Silk Road a trading route that linked China and the far east to Europe

The advantage of the crossbow was that it was easy to use and did not require a lot of training. The only problem was that it was slow to load. A crossbowman had to place it on the ground and use a series of tools to pull the string back and load the next arrow. However, once armed, it was deadly and dangerous. At close range, it could pierce the armour of a knight, which caused havoc for the feudal society. On a battlefield where crossbows appeared, no one was safe. It was so deadly that in 1096, Pope Urban II banned its use against other Christians during war. Which meant of course, any non-Christian was fair game.

Gunpowder

Gunpowder is thought to have been invented in China around 850 CE by mixing charcoal, sulphur and **saltpeter**, which created an explosion. The bigger the quantities of each substance used, the bigger the explosion and greater the destruction.

It is presumed that gunpowder arrived in Europe sometime in the thirteenth century via the **Silk Roads**. The first cannon appeared in a medieval battle as early as the Battle of Crécy in 1346, but they had little impact. Gunpowder was used in large cannons to fire huge, heavy stone balls at the walls of castles to break them down. These cannons were large, heavy and difficult to transport to battle, so gunpowder was developed to be used with handheld guns and smaller cannons. As the use of gunpowder and manoeuvrable cannons became more common, more powerful and more accurate, and those using them required less training, the effectiveness of castles and a knight's armour soon became obsolete.

▲ **Source 1.58** A fifteenth-century battle showing the use of cannons against a castle

ACTIVITY 1.16

Check your understanding

1. In what circumstances would a knight's armour be advantageous in battle?
2. In what circumstances might it be less useful?
3. Explain the value of the longbow. Why was it so effective in battle?
4. Why were siege weapons used?
5. Explain the differences between the longbow and crossbow. Which do you think was the most effective in battle?
6. Why would gunpowder make armour and castles obsolete?

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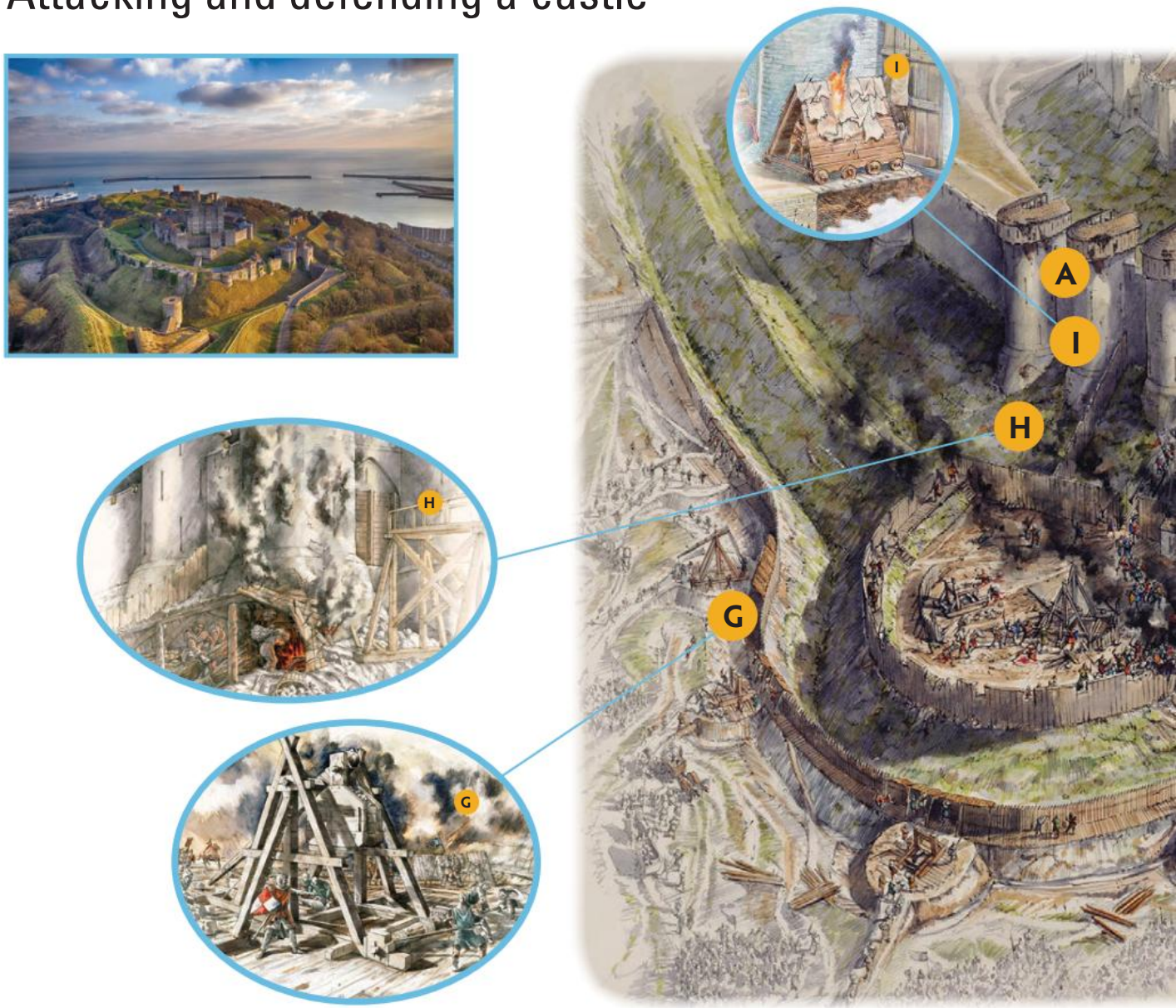
Attacking and defending a castle



▲ **Source 1.59** An artist's interpretation of an attack on a stone castle in the medieval era

A *Barbicans* (gatehouses) had a gate on either side. If attackers made it inside one gate, they were still unable to enter the castle. While they tried to break the second gate down, soldiers would shoot arrows from the *murder holes* from the floor above.

B The *battlement* of a castle was a platform on the wall from which the castle could be defended. It was aided by the inclusion of *crenels* for archers to stand behind, and *arrow slits*, through which archers could safely fire arrows. Sometimes there were gaps at the bottom to allows defenders to drop rocks on the attacking force.

C *Drawbridges* were important features of castles that had *moats*, which sometimes had water. It could be lowered to allow access, but raised to force attackers to find another way to get into the castle.

D To make it harder to attack, *spiral staircases* were built clockwise in *towers*. This gave the defender the advantage, as they were higher and had more room to swing their sword, as most people were right-handed.

E Where possible, castles had a bent entrance. This involved a non-straight path to the gate, which gave defenders more time to shoot the attacking force.

F When castles had *concentric walls*, gates were never built in a straight line. This forced the attackers to go further, making them vulnerable to archers.

G *Siege towers* were used to allow attackers to quickly get to the top of the wall safely. As they were made from wood and animal skins, they often caught fire.

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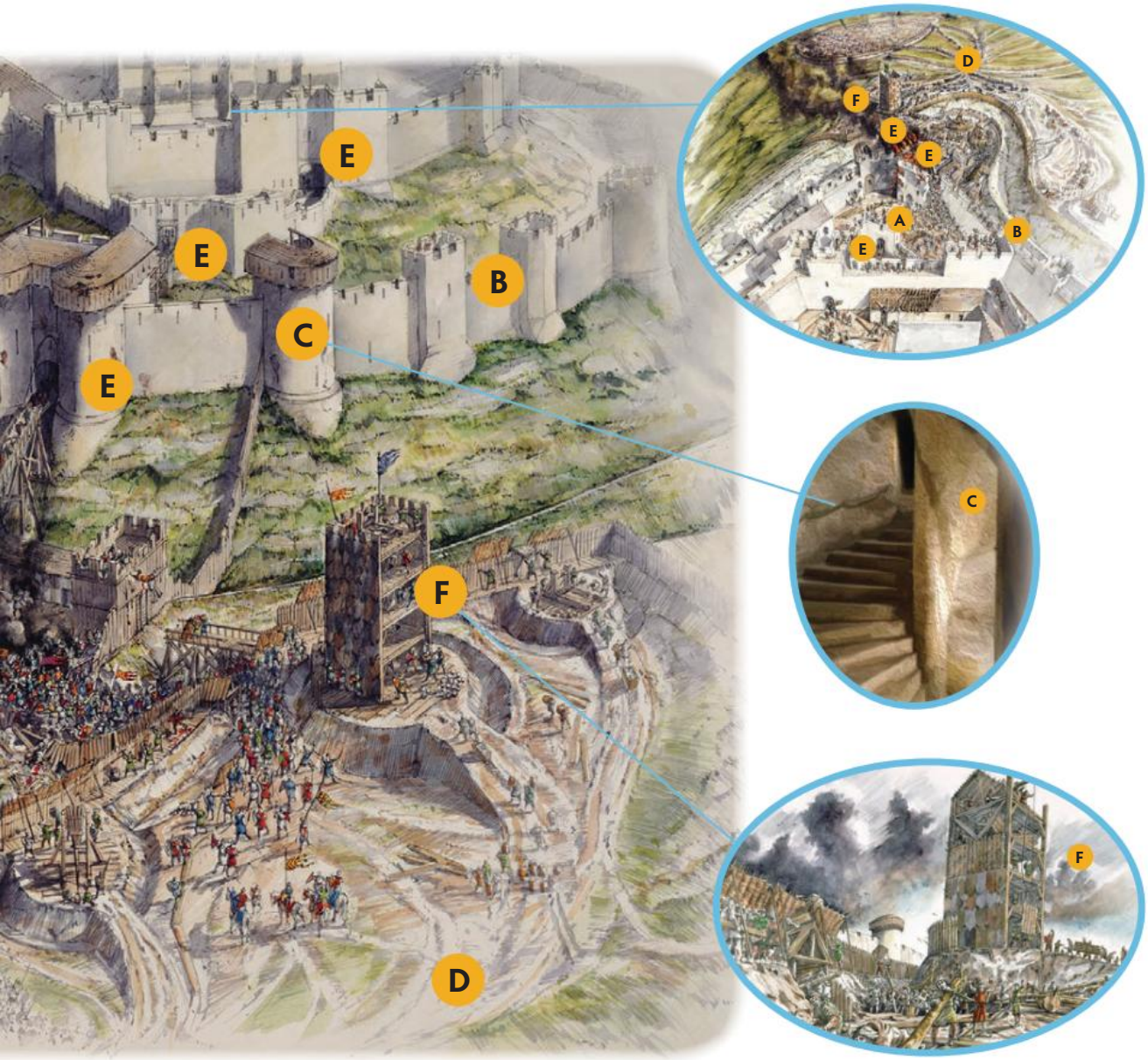

H From a safe distance, *trebuchets* were used to hurl large rocks at walls to break them down.

I If a castle was particularly well defended, *sappers* might dig a tunnel under the walls, build a fire and weaken the ground under a wall or tower so that it collapsed.

J When castles were too hard to attack, sometimes an attacking army would simply surround the castle and wait for the people inside to starve, known as a *siege*. This would take a long time, sometimes years, as castles had large stores of food.

K To get through the gates, a covered *battering ram* was used to help the attackers stay relatively protected while smashing the gate open.

MAKING THINKING VISIBLE 1.4

See, think, wonder

Looking at Source 1.59, discuss with a partner:

1. What do you **see**?
2. What do you **think** about that?
3. What does it make you **wonder**?

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Digital quiz
Please see the Interactive Textbook to access digital activities

END-OF-SECTION REVIEW 1.3

Review questions

Answer these questions on paper or in the Interactive Textbook.

Recall

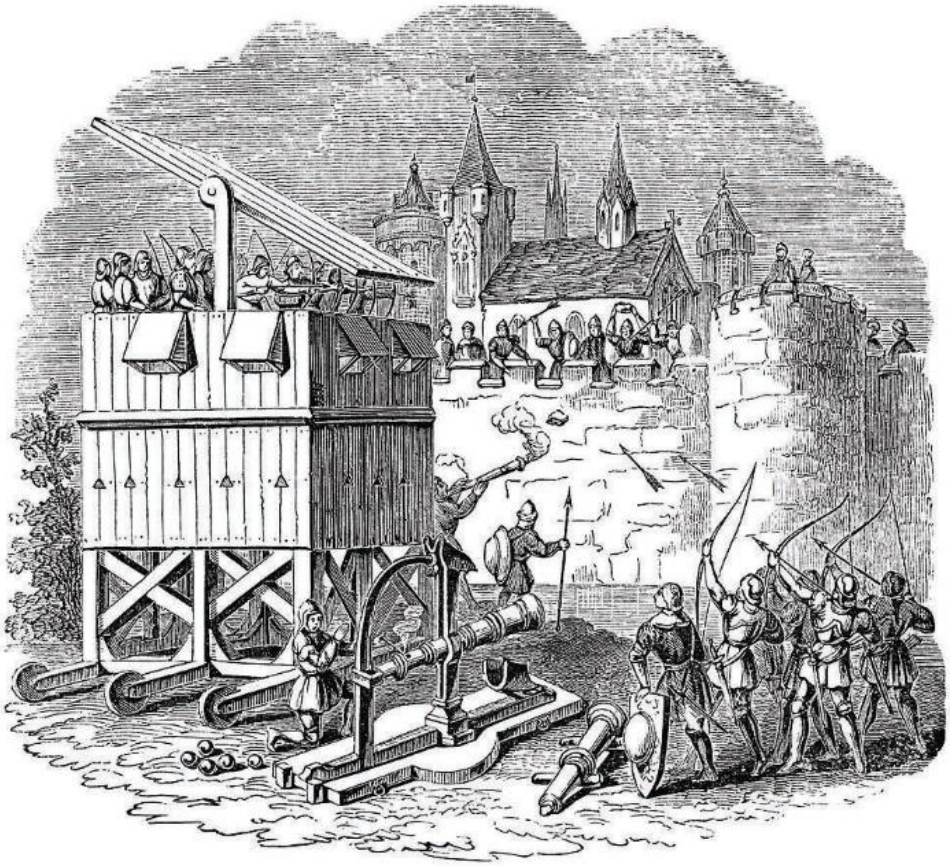
1. What was the three-field system?
2. What was the purpose of a medieval castle?
3. How did castles change over time?
4. What were the distinguishing features of a knight's armour?
5. Using Source 1.58, explain how gunpowder changed medieval warfare.

Interpret

6. Evaluate the effectiveness of siege weapons. What would be some of the dangers experienced by those using them?
7. How would the three-field system benefit populations in the long-term?

Argue

8. 'Gunpowder destroyed the value of the knight in the medieval world'. To what extent do you agree?



▲ **Source 1.60** A cannon and a moveable tower of archers in front of a castle

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1.4 The perspective of subject peoples

FOCUS QUESTION

How did the Crusades create division between the Middle East and Europe?

The Crusades

Medieval people wanted to show their commitment to their Christian faith. By 1096 CE, a new expression of faith became common. Thousands of Europeans, of all social backgrounds, travelled to Jerusalem in the Middle East, a land dominated by Islamic leaders and societies, and waged war to free the '**Holy Lands**'.

The Holy Lands were in modern-day Palestine and Israel, and are where **Jesus** was born and where he began his teaching. It is a significant place in Christianity, Islam and Judaism. As such, it has long been a centre of conflict and remains so today.

The Crusades took place between 1096 and 1271 and were known for their savagery. The strength of European belief in Christianity was matched by Muslims' belief in Islam and their right to defend their Islamic lands, and so massacres occurred on both sides. The Christians of Europe were inspired by the opportunity to capture the land of their faith and secure the mythical objects and sites that they learnt of in the Bible. For some of them, it was a chance for conquest and to feed greedy appetites for wealth. For the Muslims, it was a case of defending their homeland and a chance to live in paradise by dying in a jihad. More than any conflict in Europe, this was a grand clash of civilisations.

KEY TERMS

Holy Lands lands between the Jordan River and Mediterranean Sea, known today as Israel and Palestine, are of central importance to Christianity, Judaism and Islam

Jesus the man whom Christians believe was the son of God, and whose teachings are the basis of Christianity

▲ **Source 1.61** An artist's representation of a Crusader knight

▲ **Source 1.62** An artist's representation of a Muslim archer

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ACTIVITY 1.17

Using historical sources as evidence

▲ **Source 1.63** A fourteenth-century illustration of King Louis VII of France attacking a Muslim army

1 Which soldiers do you think are the Christians and which are the Muslims? Explain your answer.
2 What can this source tell us about the nature of warfare in the Crusades?

How many crusades were there?

The First Crusade

In 1095, Pope Urban called on the Christian kings of Europe to come to the aid of the Christian Byzantine Empire, which was at war with Islam. Their aim was to capture and occupy the Holy Land in the name of Christianity. The initial group to go was a band of disorganised peasants called 'The People's Crusade' who marched from Europe only to be massacred near Constantinople by the **Seljuk Turks**.

KEY TERM

Seljuk Turks tribes that invaded south-western Asia in the eleventh century and eventually founded an empire that included Mesopotamia, Syria, Palestine, and most of Iran

The following year, a group of French nobles and their armies marched on Jerusalem. On their way, they fought several terrible battles and massacred thousands of Muslim soldiers and civilians. It took three years. On 7 June 1099, the Christian army reached

▲ **Source 1.64** Pope Urban II calls for the First Crusade in 1095

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the holy city of Jerusalem and immediately laid siege to it. Using three siege towers, the Christian armies breached the city walls and opened the gate. Knights and foot soldiers poured in and slaughtered thousands of Muslim and Jewish citizens, taking control of the city and the holy lands.

The Second Crusade

Jerusalem and other holy cities remained in Christian hands for the next 31 years. Most of the Christian armies had returned home and those left behind to control the Holy Lands divided it into the four states of Jerusalem, Edessa, Antioch and Tripoli. In 1140, Islamic armies began to gather and organise a holy war against the Christians, whom they called Franks. When Islamic armies captured the city of Edessa from the Christians in 1144, the Second Crusade was ordered by King Louis VII of France and King Conrad III of Germany. In October of that year, the Islamic armies destroyed Conrad's forces at the city of Dorylaeum. Later, when Louis arrived with 50 000 at the grand city of Damascus, an even larger Islamic army, led by Nur al-Din, the governor of Aleppo, met them on the field of battle and defeated the Christian armies, giving control of Damascus to al-Din in 1154 and endangering the control of the Christian presence in Jerusalem.

◄ **Source 1.65** The key locations of the Crusades

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The Third Crusade

The response to Nur al-Din's victory was swift and Islamic armies spread across the Middle East, battling Crusader armies and forcing them into retreat. By 1187, a legendary military leader, Saladin, had emerged. After Saladin defeated a Christian army at the city of Hattin, and recaptured Jerusalem later that year, a Third Crusade was ordered, this time by Emperor Frederick Barbarossa of the Holy Roman Empire, King Philip II of France, and King Richard I of England, who was soon to be known as Richard the Lionheart.

▲ **Source 1.66** The capture of Jerusalem by Saladin in 1187

An epic struggle between Richard the Lionheart and Saladin ensued. The two leaders would meet at the battle of Arsuf in September 1191. Richard would leave victorious; however, he did not retake Jerusalem. Rather, he signed a peace treaty with the great leader of the Islamic armies, which effectively allowed the two civilisations to share control of the Holy Lands.

KEY TERM

sultan the title used by rulers in many parts of the Muslim world

FAMOUS FACE

SALADIN (1138–1193)

Saladin (Salāh al-Dīn Yūsuf ibn Ayyūb – 'Righteousness of the Faith, Joseph, Son of Job', – also called al-Malik al-Nāṣir Ṣālaḥ al-Dīn Yūsuf I) was Muslim **sultan** of Egypt, Syria, Yemen, and Palestine and founder of the Ayyubid dynasty military and political leader who as sultan (or leader) led Islamic forces during the Crusades. Saladin's greatest triumph over the European Crusaders came at the Battle of Hattin in 1187, which paved the way for Islamic re-conquest of Jerusalem soon after.

FAMOUS FACE

RICHARD THE LIONHEART (1157–1199)

King Richard I of England was famous for his 'lion-hearted' exploits in the Third Crusade. As king, Richard's chief ambition was to join the Third Crusade after Saladin's capture of Jerusalem in 1187. Eventually, after many battles, Richard and Saladin came to a truce.

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▲ **Source 1.67** Fourth Crusade: view of the conquest of Constantinople by the crusaders in 1203–04

The Fourth Crusade

Pope Innocent III called for the Fourth Crusade in 1198. However, before it could reach the Holy Lands, a dispute between European rulers and those of the Byzantine Empire distracted the two Christian forces from fighting the Muslims, and led to them fighting each other. In 1204, European Crusader armies declared war on the Byzantine Empire and the fighting led to the near destruction of the Byzantine city of Constantinople and the Byzantine Empire itself, as Crusader armies looted the city.

The Children's Crusade

In the thirteenth century, the Crusades became smaller and were focused on fighting non-Christians in Europe. However, in 1212 a mysterious 'Children's Crusade' began as thousands of children are thought to have left their homes and marched on the Holy Lands. Historians have long debated whether this actually happened, if it was even a Crusade and if there were any children involved! It is rumoured that those who did march never made to the Holy Lands as they were captured and sold into slavery.

The Fifth, Sixth, Seventh, Eighth and Ninth Crusades

A series of battles in Egypt and attempts to remove the Muslim armies from the Holy Land between 1217 and 1291 ended in failure for the European armies as the last Crusader city, Acre, fell to a new and powerful dynasty known as the Malmuks.

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What was the impact of the Crusades?

Overall, the Crusades were a failure for European Christians. However, the interaction between the two civilisations, good and bad, led to increased wealth for the Roman Catholic Church, and mutual trade in knowledge and technology.

KEY TERMS

merchant class a new social group who bought and sold goods between east and west

crucify to kill someone by tying or fastening them with nails to a cross and leaving them there

Mathematics and science from the Islamic world found its way to Europe and improved the quality of castles and housing. The meeting of these two civilisations also provided access to the Silk Roads, vital trading routes to Asia, and began to connect knowledge and ideas between the east and west. The exchanges of goods in trade and commerce created a new social group in Europe called the **merchant class**, who travelled and generated their own wealth – two things that were quite unfamiliar in feudal Europe.

DEVELOPING HISTORICAL CONCEPTS AND SKILLS 1.3

Analysing different historical perspectives

As students of history, it is important that we analyse the different perspectives of people in the past. Once we establish their points of view, it is essential that we then evaluate how these perspectives are influenced by significant events, ideas, location, beliefs and values. In the sources, we can see an exchange between two leaders hoping to extend the power of their respective people and faith.

During the peace negotiations between Saladin and Richard the Lionheart, both were arguing over the ownership of Jerusalem and a religious relic, 'the True Cross', that was thought to be a piece of the wooden cross upon which Jesus was **crucified**. Saladin had captured the relic from the Christians at the Battle of Hattin in 1187. He never returned it and the relic was never seen again. However, the negotiations reveal a desire for both leaders to defend their faith:

SOURCE A

> the Muslims and the Franks (Europeans) are reduced to desperation; their cities are destroyed and they have few men or supplies left. And since justice has been done, we need to speak only of Jerusalem, of the Cross and of the land in question. As to Jerusalem, we are fully resolved never to give it up, even if we had just one man left … and lastly, as regards the Cross — to you it is nothing but a piece of wood, but it is very precious in our eyes. If the sultan will graciously give it into our hands, we will make peace and be able to breathe again.

Source 1.68 Saladin to Richard

▲ **Source 1.69** A modern artist's representation of King Richard I

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SOURCE B

Jerusalem belongs to us just as much as to you, and is more precious in our eyes than in yours. It was the place of our Prophet's journey, and the place where the angels gathered. Therefore, do not imagine that we shall give the city up to you, or that you will convince us in the matter. As regards the land, it belonged originally to us, and you came to attack us; if you succeeded in taking the land, it was only because you came unexpectedly and also because the Muslims there were weak; as long as the war lasts God will not allow you to build anything in this country. Lastly, as concerns the Cross, its possession is a great advantage to us, and we cannot give it up except if we could gain from it some advantage to Islam.

Source 1.70 Saladin to Richard

▲ **Source 1.71** A modern artist's representation of Saladin

Responding to the sources

1 What did Richard want?
2 What did Saladin want?
3 Compare the Sources A and B. What similarities and differences can you see in their wants and needs?
4 Consider the history of the Crusades to this point. What arguments was Saladin making?
5 What does the desire for the 'True Cross' tell you about Richard's primary motivations?
6 Why do you think Saladin wanted to hold on to the 'True Cross'?
7 What do the sources say about the nature of the Crusades?

END-OF-SECTION REVIEW 1.4

Review questions

Answer these questions on paper or in the Interactive Textbook..

The mystery of the Children's Crusade
Please see the Interactive Textbook to access digital activities

Recall

1 What was the purpose of the Crusades?
2 What was significant about the Third Crusade?
3 Who was Saladin?
4 Who was Richard the Lionheart?
5 How did the Crusades end?
6 What was the Children's Crusade?

Interpret

7 What were the positive and negative outcomes of the Crusades?
8 Read the additional content in the Interactive Textbook on 'The mystery of the Children's Crusade'. What evidence is there to suggest the outcome of the Children's Crusade?

Argue

9 The effects of the Crusades are still being felt today. To what extent do you agree?

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1.5 The roles and achievements of significant individuals

FOCUS QUESTION

How did significant individuals contribute to the medieval era?

ACTIVITY 1.18

Research and presentation task

A range of important individuals made great contributions to the medieval world. Research a key individual and make a presentation to the class that will help them understand more about the important people and events in medieval history.

1 In groups, choose one individual from the table below to research. Make sure you answer the following questions:
   - a Whom did you research?
   - b Where did your individual live and make an impact?
   - c When did they live?
   - d What contribution did they make? What events were they involved in?
   - e How did they make a difference in the medieval world?
   - f Why is this person significant?

2 Find and present an image of your chosen person. Table 1.1 has some ideas to get you started.
   - a Explain where the image came from and who created it. Does it have an official title?
   - b Justify whether your chosen image is a primary or secondary source, and why.
   - c Explain how the image reinforces something you believe to be significant about the person.

Table 1.1 Significant individuals in medieval Europe

Richard the Lionheart	Saladin	Joan of Arc	Eleanor of Aquitaine
A chivalrous king who rebelled against his father and fought Saladin in the Crusades	A military genius who ended the 88-year rule of the Crusaders in the Holy Land, and was known as a virtuous leader	A French peasant girl who used voices from God to lead the French armies to victory over the English	The queen of both France and England, and responsible for developing the ideas of chivalry

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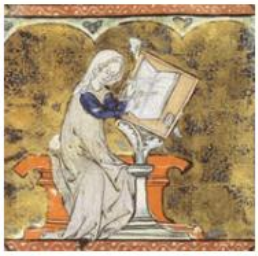
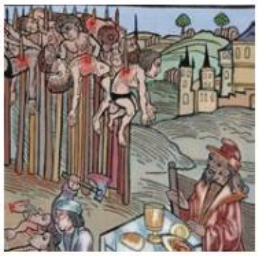
Pope Innocent III	**Peter the Hermit**	**Robin Hood**	**Marco Polo**
The most powerful of medieval popes who controlled many European kings	A popular priest who led the People's Crusade and was involved in the First Crusade	A mythical outlaw who lived in the English forest, stealing from the rich, giving to the poor	The famed Italian explorer who travelled across Asia to China and returned
William Wallace	**William Tell**	**Marie de France** 	**Geoffrey Chaucer**
A Scottish rebel who fought and freed Scotland from English rule	A Swiss folk hero who is said to have launched the fight for Switzerland's independence	A writer and poet famous for challenging the Church's attitudes to women	A poet and writer known as the father of English literature and the medieval book *The Canterbury Tales*
Edward the Black Prince	**Matilda of Tuscany**	**Vlad the Impaler** 	**Margery Kempe**
A brilliant military commander who led and won a major battle at 16 years old	The most powerful woman in medieval history defended the pope's land in Italy	A king known for his favoured method of execution, who became the inspiration for Dracula	A holy woman who challenged the Church through literature and was tried for heresy

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3 Groups can present to the class, or share the information in an online space so that the class can read about and analyse the different figures. Then you should complete the following tasks on your own.

a Create a timeline of medieval history and mark in the period when each person lived.

b Briefly summarise on the timeline why each person was significant.

c Which people do you think made the biggest contribution in war and conflict? Why?

d Which people do you think made the biggest contribution in arts and culture? Why?

e Which people do you think made the biggest contribution in technology and the culture of the medieval era? Why?

f Carefully examine your responses and explain who you think was the most important individual in medieval history. Give reasons for your choice.

Digital quiz
Please see the Interactive Textbook to access digital activities

END-OF-SECTION REVIEW 1.5

Review questions

Answer these questions on paper or in the Interactive Textbook.

Recall

1 Who was Eleanor of Aquitaine?

2 Explain the significance of Marco Polo.

3 Discuss what made William Tell and William Wallace different from other medieval people.

4 What was Pope Innocent III known for?

5 What was unique about Vlad the Impaler?

6 Why was Marie de France significant?

7 Explain the contribution of Geoffrey Chaucer to our understanding of the medieval world.

Interpret

8 How many of the individuals discussed were connected to the nobility? What role did social status have on the capacity for someone to have an impact on medieval society?

9 Analyse the contribution of medieval women. Does it make you rethink your views on their role in medieval society? Explain using evidence.

Argue

10 'Robin Hood is a mythical figure and did not exist'. To what extent do you agree?

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1.6 Significant challenges and developments in society

FOCUS QUESTION

How did the events of the fourteenth century change medieval Europe?

The fourteenth century turned the medieval world on its head. The Crusades and consolidation of power among nobles, kings and the Church around Europe had made all three extremely wealthy. Their money and power were built, for the most part, on the work and fighting of the peasants and on feudalism itself. However, three major events caused Europe to reconsider the feudal structure and paved the way for a new, enlightened period in human history.

The start of the Hundred Years' War

The Hundred Years' War (1337–1453) was fought between England and France and actually lasted 116 years. It was not a continuous war, but the name is used to explain a series of wars and battles between the two monarchies of England and France that stretched over a century. It began with the death of the French King Charles IV in 1328. The throne had been promised to Charles' cousin Phillip VI; however, King Edward III of England felt he had a stronger claim to the title as he was a closer relative than Phillip. In addition to this, disputes over land in modern-day France led to all-out war.

In the early 1300s France was a significantly more powerful monarchy than England. This did not stop the English from raiding the French coast and its towns to pick a fight. In order to reduce the wealth of the French monarchy, which would help them to fight back, the English targeted the peasants in violent raids, as it was they who paid the most tax to the French crown. If the French monarchy had less money, then the English had a better chance of winning. Many of the raids were ordered by 16-year-old Edward the Black Prince of England. It is estimated that 500 villages, castles and towns were attacked.

▲ **Source 1.72** Bronze effigy on the tomb of Edward Plantagenet, the Black Prince

KEY TERMS

vanguard the part of an army or navy that leads an attack on an enemy

rout to defeat an enemy completely and force them to run away

FAMOUS FACE

EDWARD THE BLACK PRINCE (1330–1376)

Edward Plantagenet, known as the Black Prince, was the eldest son and heir of King Edward III of England, and one of the most successful English commanders during the Hundred Years' War. There has been conjecture that Edward was known as the Black Prince because he wore black armour into a notable battle, the Battle of Crécy, but historians have not been able to confirm this. He was regarded by his contemporaries as a model of chivalry and one of the greatest knights of his age. In 1346 he commanded the **vanguard** at the Battle of Crécy. He won the Battle of Poitiers where his army **routed** the French and took King John II of France prisoner. The Black Prince died before his father and so his son, Richard II, succeeded to the throne instead.

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▲ **Source 1.73** From an illuminated manuscript of Jean Froissart's *Chronicles* showing the Battle of Crécy. The English are on the right and the French on the left.

▼ **Source 1.74** Medieval scholar Jean Froissart

The Battle of Crécy, 1346

Tension between the two forces spilled over into war and the Battle of Crécy in 1346. Here, the French army attempted to use crossbowmen from Genoa (known as the Genoese) in battle. However, they were faced with the might of English longbows.

French chronicler, Jean Froissart (c.1337–c.1405) saw the battle unfold:

> As soon as the King of France came in sight of the English his blood began to boil, and he cried out to his marshals, 'Order the Genoese forward, and begin the battle, in the name of God and St. Denis!' There were about fifteen thousand Genoese crossbowmen; but they were quite fatigued, having marched on foot that day six **leagues**, completely armed and with their crossbows. They told the constable they were not in a fit condition to do any great things that day in battle … The English archers then advanced one step forward, and shot their arrows with such force and quickness that it seemed as

KEY TERM

league an archaic (old) term for measuring distance: 1 league was around 5 kilometres

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if it snowed. When the Genoese felt these arrows, which pierced their arms, heads and through their armour, some of them cut the strings of their crossbows, others flung them on the ground, and all turned about and retreated quite discomfited. The French had a large body of men-at-arms on horseback, richly dressed, to support the Genoese. The King of France, seeing them thus fall back, cried out, 'Kill me those scoundrels, for they stop up our road without any reason.' Then you should have seen the above-mentioned men-at-arms lay about them, killing all they could of these runaways. The English continued shooting as vigorously and quickly as before. Some of their arrows fell among the horsemen, who were sumptuously equipped, and, killing and wounding many, made them caper and fall among the Genoese, so that they were in such confusion they could never rally again.

▲ **Source 1.75** French chronicler Jean Froissart's account of the Battle of Crécy from 1346

FAMOUS FACE

JEAN FROISSART (1337–1405)

Jean Froissart was a medieval scholar and poet who wrote many contemporary accounts of chivalric and courtly ideals. His famous *Chronicles* are an important primary source for the history of Western Europe in the fourteenth century. Relying on both historical and eyewitness sources, Froissart uses a colourful and dramatic style to record events of the Hundred Years' War.

The Battle of Crécy was won decisively by England, thanks largely to the longbowmen. The French were not equipped against the deadly effectiveness of the English archers. The French, perhaps out of pride, sent waves of noble knights against the well-trained peasant archers and were repeatedly cut down. It is estimated that for the 14 000 French deaths in the battle (1500 were knights) the English lost only 200 to 300.

The English had struck the first and decisive blow in the Hundred Years' War. However, as a merchant ship docked in the southern Italian port of Messina one year later in 1347, war and conflict would come to a halt, as a far bigger killer had arrived: the Black Death.

▼ **Source 1.76** An artist's representation of the English longbowmen raining down arrows on the French forces at the Battle of Crécy

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ACTIVITY 1.19

Check your understanding

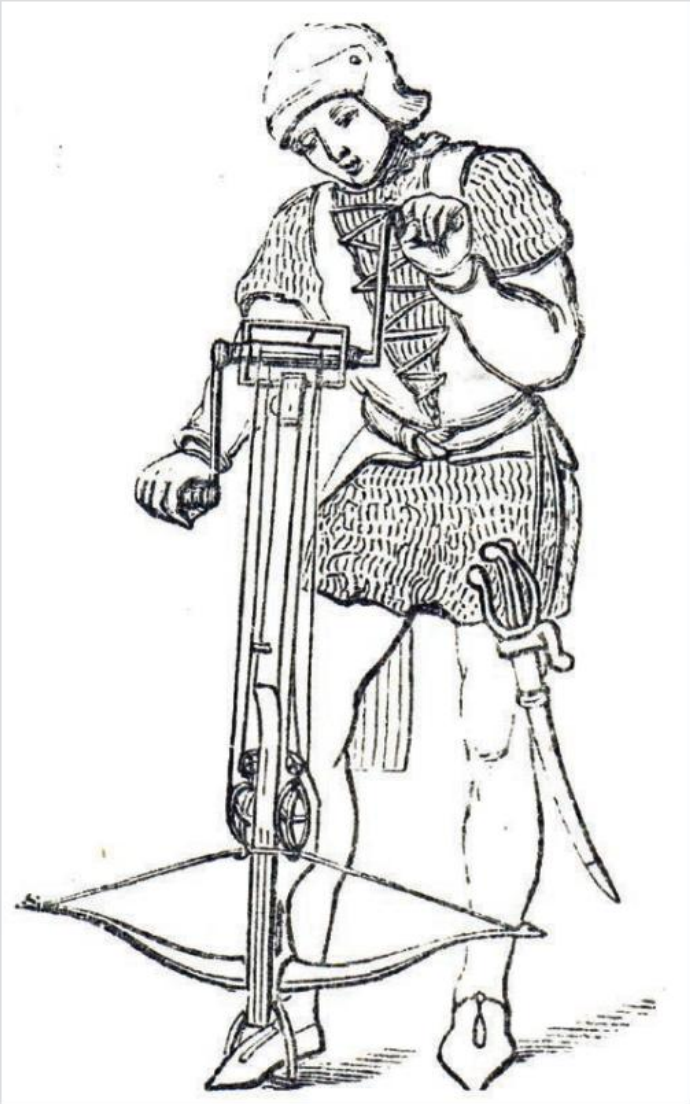
1 Why were the Genoese not ready to fight?
2 What happened when the English longbowmen opened fire?
3 How did the English take advantage of the Genoese action to win the battle?

DEVELOPING HISTORICAL CONCEPTS AND SKILLS 1.4

Analysing cause and effect

The historian analyses what caused an historical event. One factor might seem to be the cause of an event, but closer examination will reveal multiple factors. The historian evaluates each cause to decide its importance. Often, several causes interact.

1 Examine the immediate causes for English victory at the Battle of Crécy. What was the impact of the longbow?
2 Consider what you have already learnt about the longbow earlier in this chapter. What were the longer term causes for the victory?
3 Consider what this victory might mean for the future of the Hundred Years' War. How might this affect the future of France after 1346?



▲ **Source 1.77** Woodblock engraving depicting a Genoese crossbowman winding up his crossbow. They were a famous military corps of the medieval era, which acted both in defence of the Republic of Genoa, and as mercenaries for other Italian or European powers. They were on the French side in the Battle of Crécy during the Hundred Years' War.

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The Black Death

What is understood today is that the Black Death, sometimes known as the plague, arrived in Europe in 1347, carried by Italian sailors and the fleas and rats on their ships. Historians have long debated how and when the disease actually arrived in Europe. Some say it came along overland on trade routes from the east. Others say by boat. However, what cannot be denied is that this disease was so terrible that its impact on Messina was immediate and it spread to the rest of Europe town by town, village by village over the next four years. By 1351, more than 25 million people were dead across Europe, approximately a third of the total population.

KEY TERMS

Tartars a group of people from southern Russia and the eastern Turkish regions

catapult a medieval siege weapon similar to a trebuchet

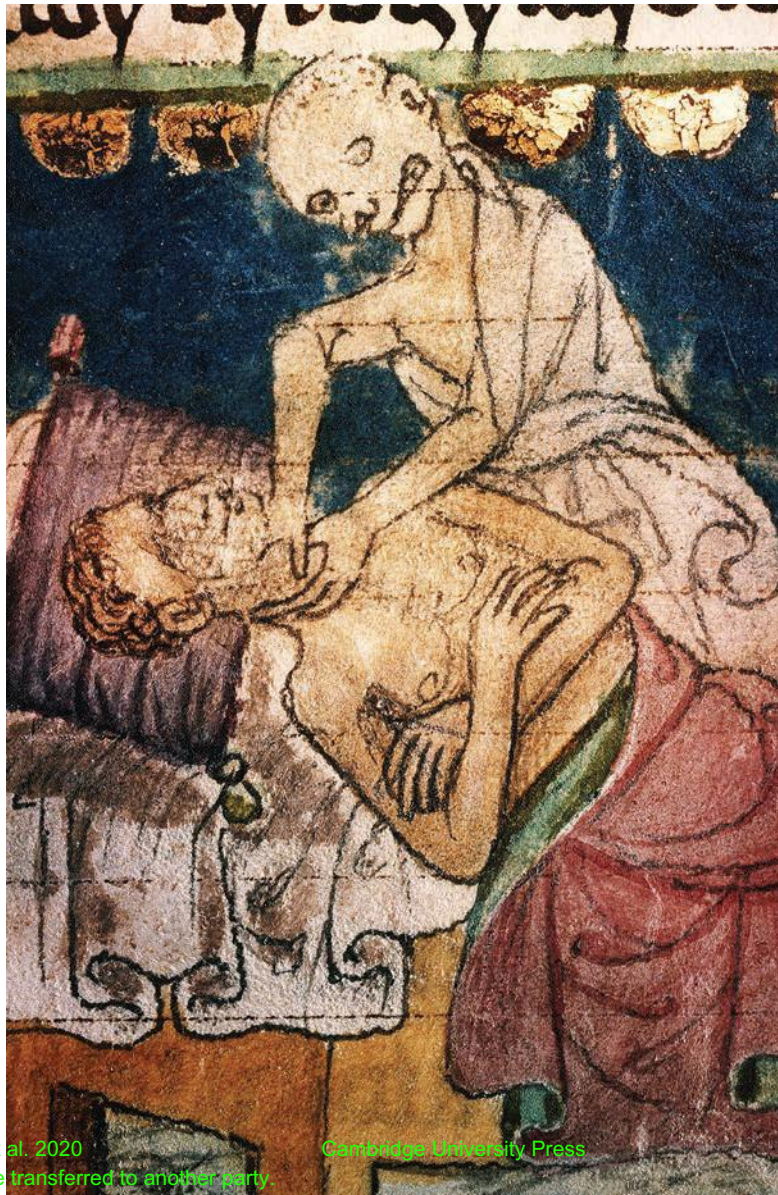
Amazing but true…

The Black Death had been making its way from the far east along the Silk Roads in the previous decade, and during the 1346 Battle in Kaffa on the Black Sea, the disease was used in biological warfare. Janibeg Khan, leader of the **Tartar** army saw his forces decimated by the disease as they laid siege to Kaffa. Knowing he had to abandon the siege, Janibeg used a **catapult** to toss the disease-riddled bodies of his dead troops over the walls into Kaffa. The city's population was hit hard by the disease, as were a number of Italian sailors who fled the city for their homeland, taking the sickness with them.

What was the Black Death?

The Black Death was a highly infectious disease. Victims were visibly identifiable by the black, pus-filled welts that appeared on the body, alongside the nausea, vomiting and fever common with the flu and pneumonia. The welts are knowns as buboes and they most often formed around the groin, armpits and neck, and soon turned black.

Internal bleeding would follow and death usually came within three to five days. The Black Death was highly contagious and few were exempt. French physician Simon de Covino stated that it seemed one victim 'could infect the whole world'.



► **Source 1.78** Death strangling a victim of the plague, illustration from the *Stiny Codex*, fourteenth century

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How did it spread so quickly?

Living conditions in medieval Europe, from the largest cities to the smallest village, were poor. They were places where rats, fleas and lice thrived. Sanitation and personal hygiene were relatively unknown concepts and disease bred easily. Tragically, as scientists later discovered, the Black Death was also an airborne disease. Ever since the Crusades, travel and trade around Europe had increased dramatically. People travelled along roads and rivers and between countries on boats, so those who sought to flee from the destruction of the Black Death, may have unwittingly taken it with them to new locations.

Historians and sources from the time claimed that the Black Death was carried by rats, which to a certain extent was true, as was the notion that the fleas living on those rats had it too. However, an archaeological dig in 2013 in England that uncovered the bodies of plague victims discovered evidence that it was most likely spread by inhaling the germs of coughing and spluttering victims.

This was not known at the time. French physician Guy De Chauliac was one of the lucky few to survive the Black Death – either by a genetic immunity to the disease, or sheer luck – and recorded the progress of the disease:

> The great mortality appeared at Avignon in January, 1348, when I was in the service of Pope Clement VI. It was of two kinds. The first lasted two months, with continued fever and spitting of blood, and people died of it in three days. The second was all the rest of the time, also with continuous fever, and with tumors in the external parts, chiefly the armpits and groin; and people died in five days. It was so contagious, especially that accompanied by spitting of blood, that not only by staying together, but even by looking at one another, people caught it, with the result that men died without attendants and were buried without priests. The father did not visit his son, nor the son his father. Charity was dead and hope crushed.

▲ **Source 1.79** Eyewitness French physician Guy De Chauliac, quoted in 'The Plague in Literature' by Thomas E. Keys, *Bulletin of the Medical Library Association,* 1944, p. 40

Such was the scale of death, that bodies were dragged out of the house each morning to be buried, as one observer noted:

> All the citizens did little else except to carry dead bodies to be buried … At every church they dug deep pits down to the water-table; and thus those who were poor who died during the night were bundled up quickly and thrown into the pit. In the morning when a large number of bodies were found in the pit, they took some earth and shovelled it down on top of them; and later others were placed on top of them and then another layer of earth, just as one makes lasagne with layers of pasta and cheese.

▲ **Source 1.80** Ian Mortimer, *Centuries of Change: Which Century Saw the Most Change?*, Random House, 2014

Consequences

The Black Death created chaos in feudal Europe. People were used to the safety and structure of daily life, and such indiscriminate death and destruction turned the world upside down.

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ACTIVITY 1.20

Using historical sources as evidence

Please examine Table 1.2 and then answer the questions that follow.

Table 1.2 Sources on the Black Death

Source	Author/Origin	
A	French physician Guy De Chauliac, 1348	'They kept guards in the cities and villages, and permitted the entry of no one who was not well known. And if powders or unguents were found on anyone the owners, for fear that they were poisons, were forced to swallow them.'
B	Marchione di Coppo Stefani in the *Florentine Chronicle*, 1348	'When it took hold in a house, it often happened that no one remained who had not died. And it was not just that men and women died, but even sentient animals died. Dogs, cats, chickens, oxen, donkeys, and sheep showed the same symptoms and died of the same disease.'
C	The Sedlec Ossuary Church in the Czech Republic	The church was constructed using the bones of 40 000 plague victims from the area.
D	*The Annales of Gilles le Muisit: The plague in Tournai*, 1349	An illustration in an illuminated manuscript shows the impact of the plague in the Belgian town of Tournai.

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Source	Author/Origin	
E	Historian Ian Mortimer, *A Time Traveller's Guide to Medieval England*	'This horrific disease does not just kill the sinful, it kills the innocent too. If this is the work of God, then he is indiscriminate in his judgements.'
F	Henry Knighton, an Augustinian priest at St. Mary's of Leicester in England, 1348	'The Scots heard that the plague was killing their enemy, the English. They felt God was punishing England. So they gathered in the forest of Selkirk, near the border, planning to invade England. However, the monstrous plague suddenly came upon them and within a short space of time around 5000 died.'

Responding to the sources

1. What does Source A say about people's reaction to the plague?
2. What does Source B say about the impact of the plague on peasants?
3. What does Source C show you? What does it tell you about the impact of the plague on the church?
4. What is happening in Source D? What was the artist trying to communicate?
5. Historian Ian Mortimer tries to put us in the shoes of those who lived in the medieval era. What is he suggesting people thought about God and religion at the time in Source E?
6. What does Source F say about the impact of the plague on war and conquest?
7. Gather your responses and find a partner. Compare what you have written. Did you have the same responses? Were they different? Do you agree or disagree? Explain why.
8. Write a 50-word summary of the impact of the plague on medieval society.

The Black Death and religion

Religion played a vital role in medieval life, so when the Black Death struck it made many people question the will of God. Why had they been abandoned? What had they done wrong to deserve this? The lower clergy was decimated by the plague because they were often the first to tend to the sick. When the Black Death reached in England 1348, whole monasteries were devastated and there were few left alive to support the peasants. The wealthier upper clergy, who could afford to flee, did.

KEY TERMS

cardinal a leading dignitary of the Roman Catholic Church, nominated by the pope

zealot a person who is fanatical in their beliefs

flagellants people who whipped themselves as a form of self punishment, hoping God would forgive their sins

In a world where the role of the Church was never questioned, this caused great confusion. Pope Clement VI survived the worst of the plague in Avignon, France, by sitting between two huge fires, day and night. His doctors believed that the heat and smoke would prevent the disease from getting near him. While this certainly worked for Clement, a third of his **cardinals** died.

Religious **zealots** called **flagellants** would roam the streets whipping themselves with spiked ropes – drawing blood in the process – in the hope that God would forgive them and spare them from death.

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▲ **Source 1.81** Medieval illustration of flagellants

Sir Robert of Avesbury watched 600 flagellants converge on the streets of London in 1349:

> Each had in his right hand a scourge with three tails. Each tail had a knot and through the middle of it there were sometimes sharp nails fixed. They marched naked in a file one behind the other and whipped themselves with these scourges on their naked and bleeding bodies.

▲ **Source 1.82** Sir Robert of Avesbury, 1349

MAKING THINKING VISIBLE 1.5

What makes you say that?

▲ **Source 1.83** Flagellants or Brothers of the Cross in Dutch town of Doornik, 1349, scourging themselves as they walk through streets in order to free the world from Black Death

1 What's going on in Source 1.83?
2 What do you see that makes you say that?

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The Black Death and feudal society

The Black Death caused a catastrophic disruption to medieval society. 'Those who work' were dying by the millions and thus, there were few left to tend to the land and pay tax. Whole farms and estates were left to ruin and waste as peasants dropped dead in the fields. This meant that those left alive realised their worth to the nobility and began to demand higher prices for work and goods. Many historians discuss the benefits of the Black Death because it began a slow, gradual end to feudal society and led to more enlightened thinking.

ACTIVITY 1.21

Check your understanding

Consider what you have learned about the importance of religion and feudal structure in medieval society. Write a short paragraph explaining the significance of the Black Death on these two aspects of medieval life.

The Peasants' Revolt
Additional content and downloadable activity worksheet available in the Interactive Textbook

ACTIVITY 1.22

Mapping the spread of the Black Death

The Black Death spread easily among populations owing to its highly contagious nature. But how did it travel so far so quickly? Complete the following mapping task and analyse the results.

▲ **Source 1.84** A modern replica of a plague doctor mask, which was designed to look like a bird's beak and protect the doctor from catching the deadly disease.

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1 Conduct some online research and draw the following on a map (you can use the map template in the Interactive Textbook as your basis):
   a The Silk Roads
   b Rhine, Danube, Po and Seine river routes
   c The Atlantic, Black and Mediterranean Seas
2 Use Google Maps or an atlas to locate the major countries and cities where the Black Death caused havoc. Mark them on the map.
3 Now use the timeline and mark in arrows to map the path of the Black Death.

1346 (autumn)
- The plague travels along the Silk Roads to Kaffa with Mongol soldiers

1347 (October)
- The plague reaches the port of Messina, Sicily

1348 (March)
- The plague reaches the French port of Marseilles

1348 (April)
- The plague reaches the Spanish port of Coruna, probably carried on a ship from Bordeaux

1348 (late April)
- The plague reaches Normandy in northern France

1348 (June)
- The plague reaches two major shipping ports in England: Weymouth in the south and Bristol in the west

1348 (September)
- The plague reaches London

1348 (autumn)
- The plague reaches Oslo, Norway

1349 (spring)
- The plague reaches Wales and the north of England

1349 (July)
- The plague reaches southern Germany

1349 (summer)
- The plague reaches Denmark and Sweden

1350 (spring)
- The plague reaches northern Germany

1353 (late autumn)
- The plague reaches Moscow

4 a In a paragraph, describe the movement of the plague throughout Europe and the Middle East (include places and dates in your description).
   b What links can you see between the trade routes and the spread of the plague? Write the answer in a paragraph and give examples and reasons in your answer.
   c What role do you think the trade routes played in the speed at which the Black Death travelled? In your answer, you might like to think about the trade route (shipping, rivers or overland) that would have been the deadliest.

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The aftermath of the Black Death

The Black Death did not change Europe immediately. Even though millions died and made the work of peasants more valuable, the wealth of the Church and monarchies remained. However, a series of events indicated that cracks had begun to form in feudal society that would lead to greater change.

The split in the Church
Additional content and downloadable activity worksheet available in the Interactive Textbook

The end of the Hundred Years' War

Despite the chaos of the fourteenth century, the French and the English still had scores to settle, and the 100 years war raged on into the next century. Despite a period of relative calm, the desire of the English to control France was reinvigorated by English King Henry V, who renewed the war and won a victory at the Battle of Agincourt in 1415. Henry's army was almost 80 per cent longbowmen and once again, the English were able to defeat the numerically superior French. Henry V led the English into battle, participating in combat himself. The victory gave the English the upper hand in the war.

Despite Henry's best efforts, some French would not surrender to English rule, despite Henry marrying into the French royal family and declaring himself King of France. He was, in some small way, thwarted by a French peasant girl who heard voices from God: Joan of Arc.

▼ **Source 1.85** A painting of the Battle of Agincourt by Thomas Walsingham, c.1422. The battle was a decisive victory for the English over the French.

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Amazing but true…

Historians have estimated that more than 40 per cent of France's nobility were wiped out in the disastrous Battle of Agincourt.

Joan of Arc

Joan believed God had chosen her to lead the French to victory over the English. As a child, Joan lived in northern France under the constant threat of English brutality and invasion. Deeply religious, she claimed to have heard voices from God at age 13 that she should lead an army to expel the English and install the Crown Prince Charles of Valois as the rightful King of France. Charles did have a claim to the throne; however, he was not the strong leader France needed to expel the English. So when an 18-year-old peasant girl named Joan came to meet him (dressed as a man to avoid detection in enemy territory), promising victory, he granted her an army.

Joan led the French army to the city of Orléans, which was held by the English. Wearing full battle armour, Joan led the French to a glorious victory that turned the tide of the war in 1429. Charles was crowned King of France with Joan in the audience. She had become a national hero.

To her enemies, Joan was a representation of evil. She was called all manner of horrible names and accusations of heresy and witchcraft were levelled against her. It wasn't long before Joan's luck ran out and she was captured by England's allies in France, the Burgundy army. Joan was turned over to the English, accused, tried and convicted of witchcraft in 1431. Under interrogation, Joan was asked why she dressed as a man, to which she replied, 'I have done this on my own free will. Nobody has forced me; I prefer the apparel of a man to that of a woman'. The English claimed this to be unnatural and the work of the devil. Joan was burned to death at the stake on 30 May 1431.

FAMOUS FACE

JOAN OF ARC (1412–1431)

A peasant girl living in medieval France, Joan of Arc believed that God had chosen her to lead France to victory in its long-running war with England. Nicknamed 'The Maid of Orléans', Joan of Arc is considered a heroine in France for her role during the Hundred Years' War, and was **canonised** as a Roman Catholic saint.

KEY TERM

canonise (in the Roman Catholic Church) to announce officially that a dead person is a saint

▲ **Source 1.86** Joan of Arc (1412–1431) in a miniature painting created between 1450 and 1500

▲ **Source 1.87** Joan of Arc led a French assault on the British Castle of Orléans in 1428.

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▲ **Source 1.88** A nineteenth-century depiction of Joan of Arc's death. She was burned at the stake by the English.

The English army was eventually forced from France at the end of the Hundred Years' War in 1453. They would never hold territory in France again, and the two nations would remain bitter rivals for centuries to come.

ACTIVITY 1.23

Check your understanding

1. How did the Hundred Years' War end?
2. Explain the role of Joan of Arc in the Hundred Years' War.
3. Consider the significance of Joan of Arc's achievements. What role do you think they played in the eventual French victory?

How did the Renaissance begin?

The Black Death forced people to question authority for the first time. Many thought that the world would soon come to an end, and became obsessed with death. A growth of medieval art that focussed on the 'dance of death' indicated there was a growing focus on human experiences, rather than those of religion and God. The significant decline in population meant people were more socially mobile than ever before. Peasants could become skilled craftsmen, craftsmen could become wealthy merchants, and the already wealthy merchants could buy their way into nobility.

◄ **Source 1.89** 'A Dance of Death' illustration from *Liber Chronicarum* by artist Michael Wolgemut, 1493

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Birth was no longer the sole determining factor of social status.

One such family of wealthy merchants was the Medici family of Italy. They had made their fortune as traders from the countryside and moved to Florence soon after the Black Death died out. Involving themselves in finance, politics, trade and art, the Medici family became one of the most powerful and wealthy families in Europe. Four of them went on to be pope and two were Queen of France. Most famously, the Medici family promoted art and discovery, by being patrons of great artists including Michelangelo, Botticelli and Leonardo da Vinci.

The power and wealth of the Medici family made Florence the new centre of Europe and home to the Renaissance, a new and exciting period of human ideas, social, political and economic 're-birth'.

▲ **Source 1.90** The Medici family was so wealthy they commissioned painters to recreate scenes from the Bible, with themselves pictured in the scenes. Here, the Virgin Mary crowned by two angels holds the child Jesus. On the left is a portrait of Lorenzo de Medici as the young man with the ink pot, flanked by his brother Giuliano de Medici who is holding a book.

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Digital quiz
Please see the Interactive Textbook to access digital activities

END-OF-SECTION REVIEW 1.6

Review questions

Answer these questions on paper or in the Interactive Textbook.

Recall

1 What was the Hundred Years' War?
2 What was the significance of the Battle of Crécy in 1346?
3 How did the Black Death arrive in Europe?
4 What were buboes?
5 How many were killed by the Black Death?
6 How did the Black Death change attitudes towards religion?
7 How did the Black Death change the lives of the surviving peasants?
8 Read the additional content in the Interactive Textbook on 'The Peasant's Revolt'. Why did the Peasant's Revolt of 1381 begin?
9 Who was Joan of Arc?
10 How did the Hundred Years' War come to an end?

Interpret

11 Explain how the Black Death travelled across Europe
12 Read the additional content in the Interactive Textbook on 'The Peasant's Revolt'. Discuss the way this revolt represented the new world that had been created by the Black Death.

Argue

13 'The Renaissance was the logical conclusion of the Black Death.' Discuss.

Conclusion: why does it matter today?

The medieval era is so often misunderstood. It was seen to be one of blood, gore, violence and death. However, a closer examination finds a period of development. The collapse of the Roman Empire meant that Europe needed to reorganise itself in order to move forward. While feudalism and war dominated people's lives, it took a catastrophic event like the Black Death to force people of all social classes to re-evaluate the world and find a better way forward. In the medieval world we can find the building blocks of the world we live in today and use it to consider what life could be like if we don't work together to maintain the world we have.

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End-of-chapter activities

1 Self-assessment

That just about wraps up this topic. How did you feel you went working through the chapter? Before you attempt the following activities, visit the Interactive Textbook to rate your confidence with this topic, either online, or via a downloadable checklist.

2 Follow the flow of main ideas

What ideas have you learnt about medieval Europe? In this activity, copy the diagram below and fill it in with a few points about each topic. Alternatively, you can fill this in within the Interactive Textbook. One example has been completed for you.

The structure of society	
War and combat	
The power of religion	Religion played a central role in medieval society. It influenced the actions of everyone from monarchies to ordinary peasants. Religion led to wars between Christians and Muslims. People raised questions about religion after the Black Death.
Technology	
Crime and punishment	
The experience of the Black Death	
The impact of the Black Death	

3 Key terms

For each key term or name below, write a sentence explaining its significance.

- The Dark Ages
- Holy Roman Empire
- Charlemagne
- Nobility

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- Knights
- Feudalism
- Battle of Hastings
- Byzantine Empire
- Peasants
- Clergy
- Castles
- Longbow
- Crusades
- The Hundred Years' War
- The Black Death
- The Peasants' Revolt
- The Renaissance.

▲ **Source 1.91** People and animals died rapidly during the Black Plague.

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4 Making thinking visible

What follows is an assessment task on medieval Europe, with three assessment options to choose from. You will be asked to write a 500-word response on one of the three statements.

Option 1: The Crusaders were right to invade the Holy Lands.

Option 2: Feudalism was a fair and just system.

Option 3: The Black Plague changed everything.

1. Discuss: What kind of situation was the claim made in? (Who made it? What were people's interests and goals? What was at stake?)
2. Brainstorm: Make a list of all the different points of view you could look at this claim from.
3. Dramatise: Choose a viewpoint to embody (it doesn't have to be one you really believe) and imagine the stance a person from this viewpoint would be likely to take. Would he or she think the claim is true? False? Uncertain? Why? Go around in a circle and dramatically speak from the different viewpoints. Say:
   - My viewpoint is …
   - I think this claim is true/false/uncertain because …
   - What would convince me to change my mind is …
4. Stand back: Step outside of the circle of viewpoints and take everything into account: What is your conclusion or stance? What new ideas or questions do you have?

5 Digital resources

Visit the Interactive Textbook to access:

- Victorian Curriculum Capability Project
- Interactive chapter Scorcher Quiz
- Google Earth tour of key locations in this chapter
- Videos, image galleries and other extra materials.

Video
Five interesting facts about medieval Europe

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CHAPTER 2

The Vikings (c.790–c.1066 CE)

This chapter is available in the digital versions of this book.

▲ **Image:**
Viking ships arriving in Britain in the twelfth century

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CHAPTER 3

The Ottoman Empire (c.1299–c.1683 CE)

This chapter is available in the digital versions of this book.

▲ **Image:**
The Blue Mosque in Istanbul, Turkey, which is an example of Islamic architecture from the golden age of Ottoman power

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Unit 2

The Middle Ages: the Asia-Pacific world

Overview

The Middle Ages were a time and place of great development, and not just in Europe and the Mediterranean. The Asia-Pacific civilisations of the Angkor/Khmer Empire, the Mongolian hordes, the Japanese samurai, and the Polynesians (as they spread across the Pacific) all changed the face of our region. These civilisations' impacts were widespread and continue to influence Australia and our relationships within the region today.

The chapters in this unit explore the Asia-Pacific world during the Middle Ages, and you will investigate their ways of life, developments and cultural achievements, power and authority, significant individuals, and the challenges those individuals and societies faced. As you investigate this topic, think about the impact that these civilisations had and their similarities and differences with European and Mediterranean civilisations of the same period.

Video
Unit Overview

Learning goals

After completing this unit, you should be able to answer these questions:

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

Introducing historical concepts and skills: *cause and effect*

Throughout the chapters in this unit there will be a special focus on the concept of cause and effect. This means you will continue to develop your ability to identify the multiple causes of events and the varied effects that these had on the societies you will study.

You will learn to evaluate which causes were more significant than others in changing society and which effects had a bigger impact. Look for opportunities to think about multiple causes and their varied effects throughout the unit.

► **Image on the next page:** A Japanese painting on silk, in a traditional Japanese style, showing a samurai warrior riding a horse, c.1753

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CHAPTER 4

Japan under the shoguns (c.794–1867 CE)

Setting the scene: the death of Atsumori

The following story tells the legend of Taira no Atsumori (1169–1184), who was a samurai famous for his death at a young age. At the Battle of Ichi-no-Tani in 1184, Atsumori engaged the samurai Kumagai Naozane in single combat, and was killed. Kumagai had a son the same age as Atsumori. His great remorse, which led to him becoming a monk, caused this otherwise unremarkable event to become a well-known tragedy.

In the middle of a five year war in Japan (1180–1185) one battle after another was fought between powerful armies, each seeking to control more territory. At the end of one such battle, a warrior named Kumagai Naozane was trying to hunt down the commanding officers of his enemies. He saw a single horseman near him who was attempting to reach one of the ships nearby in order to escape … Kumagai challenged him, crying out: 'Shameful! To show an enemy your back. Return! Return!' This was aimed at forcing the other man to recollect his own honour – that he should fight, not retreat. It worked, and the enemy warrior turned his horse and rode back to the beach, where Kumagai at once engaged him in mortal combat. Quickly hurling him to the ground, he sprang upon him and tore off his helmet to cut off his head, when he found himself looking into the face of a youth of only 16 or 17, delicately powdered and with blackened teeth, just about the age of his own son and with features of great beauty.

'Who are you?' he asked. 'Tell me your name, for I would spare your life.'

'No, first say who you are,' replied the young man.

'I am Kumagai Naozane of Musashi, a person of no particular importance.'

'Then you have made a good capture,' said the youth. 'Take my head and show it to some of my side, and they will tell you who I am.' For this warrior was Atsumori, a member of the court.

Just then, looking behind him, Kamugai saw his own forces coming up with 50 horsemen. 'Alas! Look there,' he exclaimed, the tears running down his face, 'though I would spare your life, the whole countryside swarms with our men, and you cannot escape them. If you must die, let it be by my hand, and I will see that prayers are said for your rebirth in Paradise.'

'Indeed it must be so,' said the young warrior. 'Cut off my head at once.'

Kumagai was so overcome by compassion that he could scarcely wield his blade. His eyes swam and he hardly knew what he did, but there was no help for it; weeping bitterly he cut off the boy's head. 'Alas!' he cried, 'what life is so hard as that of a soldier? Only because I was born of a warrior family must I suffer this affliction! How lamentable it is to do such cruel deeds!' He pressed his face to the sleeve of his armour and wept bitterly.

▲ **Source 4.1** Adapted from Donald Keene, *Anthology of Japanese Literature from the Earliest Era to the Mid-Nineteenth Century,* 1955

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▲ **Source 4.2** A Japanese painting from 1821 depicting the story of the death of Atsumori. Kumagai Naozane is on horseback and Taira no Atsumori is in the sea.

MAKING THINKING VISIBLE 4.1

Claim, support, question

What does the story of the death of Atsumori tell us about medieval Japan?

1 **a** Using the story, write a short paragraph on what this tells you about medieval Japan.
   b Make a claim or claims about what this tells you about medieval Japanese life or society.
   c Use a section of the story as your evidence to support your claim or claims. Use a quotation from the text as your support.

2 Write a question about an aspect that you don't understand from the text, or that comes from your claim or claims. This can form the basis for further research.

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Chapter overview

Introduction

The past, it has been said, is a 'foreign country' because 'they do things differently there'. As you can see from the story of Atsumori, this is certainly true of medieval Japan. War was a common part of life both there and in Europe during the medieval period, and what was seen as normal at that time – fighting for power, chopping off the heads of leaders, conquering territories – had considerable and sometimes devastating effects on their societies. As a result, medieval Japan is not one long period of time, but is made up of three distinct periods: the Classical period, the Feudal period, and the Tokugawa period.

Historians often divide history in this way. However, society does not start and stop according to these blocks of time. For example, our modern-day cultures and types of society, as well as our forms of government and even our ideas are based on what has come before us.

Learning goals

After completing this chapter, you should be able to answer these questions:

- What were the effects of Japan's geography on the development of its civilisation?
- What were the structures of Japanese society and how did this have an impact on their lives?
- How did intercultural exchange cause changes in Japanese society?
- What were the major developments in Japan in the Classical period and Feudal period, and what caused the major shift from rule by an emperor to rule by a shogun?
- How did governments in medieval Japan try to maintain power?
- What were the roles and achievements of samurai women in shogunate Japan?
- How did contact with the outside world change Japanese society?

Historical skills

After completing this chapter, you will be able to demonstrate the following skills:

- Explain what 'sequencing chronology' means in the study of history
- Interpret primary sources in both print and visual form
- Compare historical sources to corroborate evidence
- Analyse cause and effect in different ways, including through the use of graphic organisers
- Analyse and compare maps
- Use factual evidence (dates, statistics, examples) to substantiate an argument.

MAKING THINKING VISIBLE 4.2

Why, what, how

In Australia, we can see the effect of our own history in everyday life through a simple exercise. Take out an Australian coin and look at the face of the person who is shown on the back.

1. Why is this person on our coins, what caused us to put this portrait on our money?
2. What does it tell us about the continuing effects of history?
3. How does this link Australia back to medieval Europe? Consider what face would have been on the coin before 1953, and what face will probably be on our coins in the future.

In this chapter, you will be examining what caused Japanese society to develop as it did, including the causes for major changes and the effects that these subsequently had.

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▼ **Image:** Himeji Castle, built in 1333, is probably the most famous of Japan's medieval-era castles.

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Timeline of key events

What came before this topic?

- The Jomon period (c.5000–400 BCE). This period is broken up into two main sub-periods:
  - An initial stage of development (c.5000–2500 BCE), which included early pottery made by hand, a strong reliance on hunting and fishing, and trade with the Korean peninsula
  - A second stage of development (c.2500–400 BCE), in which more villages and a complex community developed, but gradually the Japanese population declined.
- Yayoi culture (c.400 BCE–300 CE): technological advances and larger communities then led to the development of clan-nations, which fought for supremacy
- A very sophisticated society arose from the developments in Yayoi society, with advances in religion and in political structures (c.300–794 CE)

The Jomon civilisation lasted until c.400 BCE.

Himeji Castle was first built in the mid-fourteenth century and is today one of the UNESCO World Heritage sites.

c.750 CE

Buddhism and Confucianism become key influences, and magnificent Buddhist temples are built

1185–1600

The medieval or Feudal period, begins after the Genpei War (1180–1185). Japan is dominated by powerful military families.

Japanese culture is defined by highly decorative arts, including scrolls that show samurai and major battles. Castles are built by powerful warlords, including the Himeji castle.

794–1185 CE

The Heian or Classical period when Japan is strongly influenced by Chinese culture. This is a period of rapid cultural change; the imperial court rules from the capital Heian-kyô, modern-day Kyoto.

c.1000 CE

Two of the world's first novels are written, focused on life in the Imperial court: *The Tale of Genji* by Murasaki Shikibu and *The Pillow Book* of Sei Shônagon. Japan's first histories are written, the *Kojiki* and *Nihon shoki*.

1185–1333

In the Kamakura period, Minamoto no Yoritomo creates the first 'warrior government' or shogunate in 1192. The Minamoto family rules from Kamakura, a coastal town of Japan.

Coloured leaves surround Kiyomizu Temple in Japan's ancient city of Kyoto

Murasaki Shikibu (c.978–1014) writing *The Tale of Genji* at Ishiyama Temple. *The Tale of Genji* is sometimes considered to be the world's first novel.

A painting from 1845 of Japanese warlord Minamoto no Yoritomo

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What came after this topic?

- Japan industrialised and become a powerful state that was able to challenge and defeat Western powers (c.1868–1945).
- Japan built a large empire, fought as an ally of Britain in the First World War (1914–18), but against Britain, the United States, and countries like Australia in World War II (1939–45), with war atrocities committed by Japanese forces.
- The United States drops two atomic bombs on Japan in August 1945, on Hiroshima and Nagasaki. This is still the only time in world history that nuclear weapons have been used in war.
- The United States occupies Japan after World War II, and the country gradually redevelops and advances its economy and technology (c.1945–today).

US ships *Virginia*, *Tennessee* and *Arizona* on fire after the Pearl Harbor attack on 7 December 1941. In the surprise attack, which killed over 2000 US troops, Japanese planes from aircraft carriers destroyed the Pearl Harbor US naval base in Hawaii, which provoked the United States into entering World War II.

A screen printing depicting Portuguese ships, known as *carracks*, at the Japanese port of Nagasaki

Commodore Matthew C. Perry's 'black ship' arriving in Japan in 1853

1336–1573
In the Muromachi period, the Ashikaga clan rules as the shoguns. They move the capital to Kyoto in the Muromachi district.

1543
Europeans arrive in Japan. Zen Buddhism forms a major influence in society; Christianity is introduced to Japan, but it is banned in the sixteenth century.

1568–1600
The Azuchi-Momoyama period ended the 'warring states' and medieval periods, when 'three great unifiers' united the country by force under a military government

1600–1867
Japan is united under the Tokugawa clan and society is reorganised around four classes: samurai, farmers, craftsmen, and merchants. Life centres on Edo (Tokyo), the new capital of Japan.

1633–1853
Japan becomes a 'closed country,' opposing outside influences

1853
Commodore Perry comes to Japan from the United States of America, and forces Japan to open up trade to Western powers

Timeline questions

Examine the timeline carefully, and answer the following questions:

1. Which event on the timeline do you think might have caused the greatest change in Japanese society, and why?
2. What parts of the timeline might still have an impact on Japan today, and why do you think these are significant?

On 6 August 1945, an American bomber dropped the first atomic bomb ever used against an enemy city, striking the Japanese city of Hiroshima. The image shows the devastation in the city, as the bomb's explosion destroyed approximately 80 per cent of the entire city.

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4.1 The importance of geographical features to Japanese civilisation

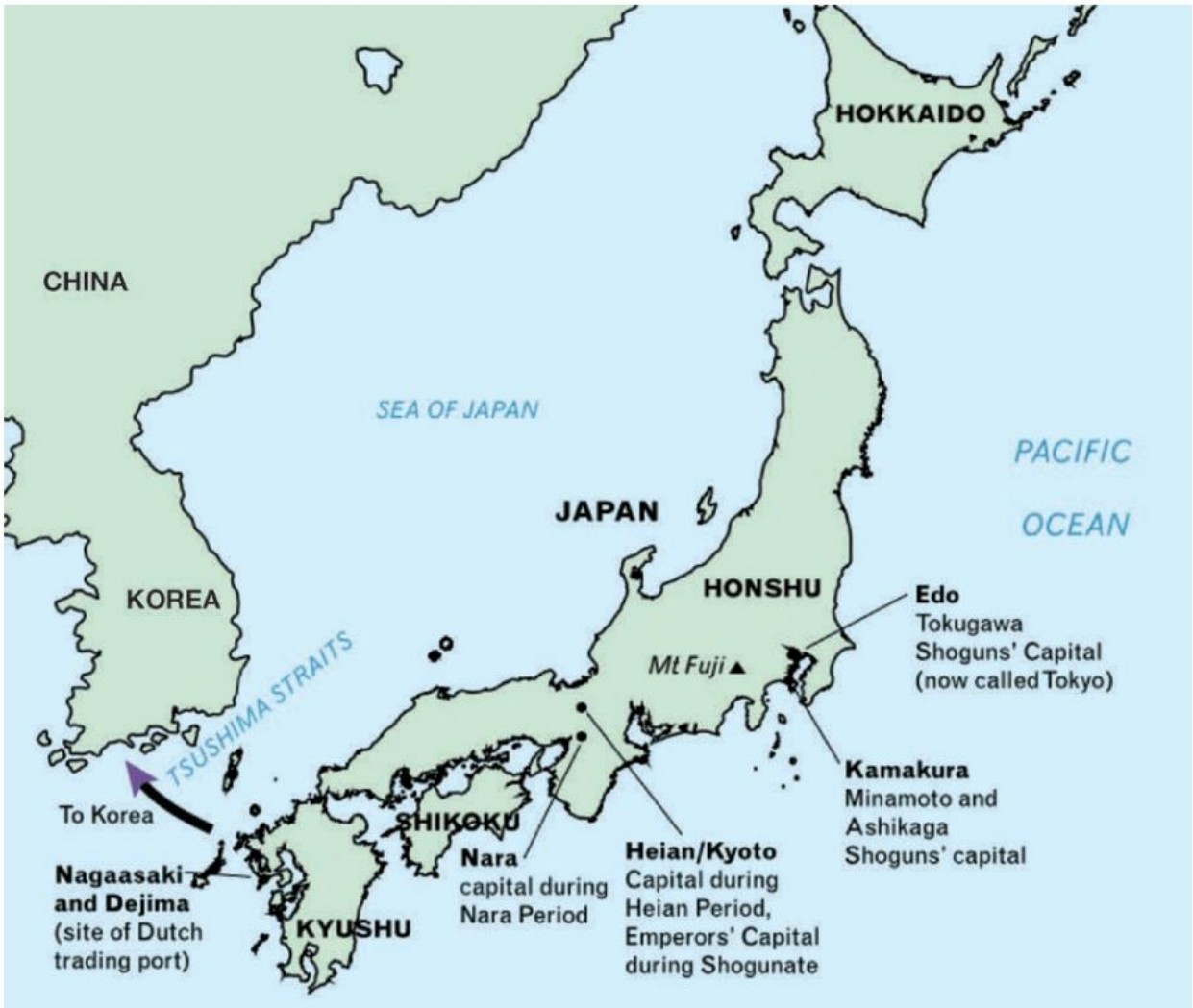
FOCUS QUESTION

What were the effects of Japan's geography on the development of its civilisation?

Japan is a state that is formed of a series of islands, known as an **archipelago**. There are thousands of islands in the Japanese archipelago, but the four main islands are Hokkaido, which is the furthest north, Honshu, which is the largest island and has the current capital of Tokyo, followed by two other major southern islands: Kyushu and Shikoku.

KEY TERM
archipelago a group of islands

Geography always affects the way that a country develops, because it has an impact on culture and society, as well as having an impact on how people live their lives. The available food and the types of topography (mountains, deserts, flood plains, rivers) affect *where* people settle and *how* they make their living. Much of Japan is covered with mountain ranges and forests, and there is only about 15 per cent of the land that is able to be



▲ **Source 4.3** Japan consists of four main islands: Hokkaido, Honshu, Kyushu and Shikoku.

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farmed intensively or be used for large-scale agriculture. Yet the society that developed in Japan in medieval times was principally based on agriculture, with labourers or peasants working on the land and producing crops, rather than working in trade or business.

Though the area of arable land is small, it is rich and fertile. Volcanic soils provide minerals, summers are warm and wet in Honshu and the southern islands, crop production is good, varied and reliable. The forests also provide plentiful timber and other products that encouraged civilisation to develop.

The farmers were ruled over by the military class of society. This meant it was important to control the best agricultural land, and that the most powerful lords and nobles dominated areas of Japan that produced the most food. Being in control of food in medieval Europe or medieval Japan was a form of power.

Geography can also play a key role in defence, and Japan had not been successfully invaded until World War II, when it was occupied by the United States military and its allies, including Australia.

There were only two earlier major attempts at invasion: by the Mongols in 1274 and 1281.

The geography of Japan helped to defeat both invasions, because much of the population of Japan has traditionally settled in coastal areas. This is largely because of the ready availability of fish, and even access to trade: goods were much easier to transport by sea than over the land. A localised and large population also helped create a ready availability of soldiers in times of threat from other countries.

A set of scrolls, known as the Mongol Scrolls, made at the time for a **samurai** warrior named Takezaki Suenaga, recorded that the Japanese forces were well prepared and able to repel the Mongolian invaders. Having set sail, the Mongols were hit by a powerful typhoon, sinking many of their ships. In 1281, when the Mongols attempted to invade Japan for a second time, they brought a huge army of 140 000 men. They did successfully occupy a small island named Iki, but their fleet was once again destroyed by a typhoon. Because these winds helped to destroy the Mongol fleets, they were believed to have come from the gods and were called **kamikaze** or 'divine winds' in Japanese.

KEY TERMS

samurai the hereditary warrior class of Japan

kamikaze 'divine wind', especially relating to the typhoon of 1281

▼ **Source 4.4** The attempted invasion of Japan by the Mongol Armada, thirteenth century

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KEY TERM

tsumani an extremely large wave caused by a violent movement of the earth under the sea

An archaeologist, James Delgado, describes what the wreckage of one of the Mongol ships looks like today, where it rests on the ocean floor:

> … the seabed [is] not dominated by a large hull. Instead, clusters of timbers and artefacts suggested that a ship, or ships, had crashed into the shore and been ripped apart. There were bright red leather armour fragments, a pottery bowl decorated with calligraphy, and wood with what seemed like fresh burn marks … I swam up to one object and realized it was an intact Mongol helmet. Nearby was a cluster of iron arrow tips and a round ceramic object, a *tetsuhau,* or bomb … filled with black powder.

▲ **Source 4.5** James Delgado, 'Relics of the Kamikaze,' *Archaeology Magazine,* 2003

It is not only typhoons that affect Japan. As a part of what is known as the Pacific Ring of Fire, Japan has around 10 per cent of the world's active volcanoes. This means that Japan is prone to earthquakes and **tsunami**, caused by movement in the Earth's crust and volcanic eruptions. These still continue today. In 2011, a large earthquake off the coast of Japan caused a powerful tsunami to strike Honshu island which devastated the coastline, causing damage to nuclear reactors and killing around 20 000 people.

▲ **Source 4.6** *The Great Wave off Kanagawa* is a famous woodblock print by the Japanese artist Katsushika Hokusai, printed sometime between 1829 and 1833. The image depicts an enormous wave threatening three fishing boats off the coast of the town of Kanagawa (the present-day city of Yokohama). The iconic Mt Fuji is visible in the centre background. The painting may depict a tsunami threatening Japan.

ACTIVITY 4.1

Research task: historical empathy

A key part of studying history is trying to understand what past societies were like for the people at the time, and how they might have experienced life.

1. Read the rest of the article by James Delgado, and take notes on what objects have been found from the Mongol fleet. The full article is available online (search for 'Relics of the Kamikaze').
2. Research Typhoon Hagibis, which struck Japan in 2019. Look particularly for news reports and online footage of the typhoon and its impact on Japan, including in coastal areas. There are useful videos available online from BBC News and ABC News.
3. Using the objects that are identified and the description of the wreck (by Delgado), as well as the news reports on the 2019 typhoon, write a short piece of historical fiction that imagines what it might have been like for a Mongol soldier or a samurai as the Mongol fleet invaded Japan. Particularly consider what it would have been like on the boats that were destroyed in the great typhoon of 1281.

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▲ **Source 4.7** This image captures the moment that a tsunami hit Japan in 2011. This photograph was taken near the city of Miyako, as the tsunami breached levies and swept cars and vans along with it.

END-OF-SECTION REVIEW 4.1

Review questions

Answer these questions on paper or in the Interactive Textbook.

Digital quiz
Please see the Interactive Textbook to access digital activities

Recall

1 What kind of land formation is Japan?
2 How much land is available for large-scale agriculture, and how good is it?
3 Name the four main islands of Japan.
4 When did the Mongols try to invade Japan?

Interpret

5 Explain the impact of geography on Japan and its population.
6 Evaluate whether geography played a major role in the defence of Japan.

Argue

7 Evaluate the importance of food in the structures of Japan and its hierarchy – how did this affect both people at the top of society, and at the bottom of society?
8 What was the most important aspect of Japanese geography and climate: the sea, the land or natural disasters? Use evidence to support your answer.

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4.2 The way of life and social structure in Japan under the shoguns

FOCUS QUESTION

What were the structures of Japanese society and how did this have an impact on the lives of individuals?

KEY TERMS

hierarchy a system of levels, where some are higher and some are lower

shogun a military leader

imperial related to an empire or emperor/empress

Japanese society across most of the period 794–1867 CE was built around a **hierarchy** that was based on classes or levels of society. One of the key problems with understanding the shogunate period that began in 1192 is that the top level of society (the emperor) was not actually the most powerful person. Instead, this was the **shogun**. The emperor did initially rule Japan in the Classical or Heian period until at least the ninth century, from the **Imperial** Court based in Heian-kyō. However, he then came to be dominated by the generals, the shoguns, who actually ruled Japan while the emperor became a figurehead. He still lived in luxury in his palace, and was considered the official ruler of Japan, but from the end of the Genpei Wars (1185) he was no longer in charge.

Amazing but true…

The role of the Japanese emperor as the official ruler meant that he might also be kidnapped by opposing forces, because whichever force controlled the emperor technically ruled the state. In a famous Japanese scroll called the Heiji Scroll, the emperor is shown being taken back and forth across a battlefield in a black carriage, as each side tried to ensure that they controlled him.

▲ **Source 4.8** Detail from the Heiji Scroll showing the emperor being moved around in the black carriage for his own protection

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Emperor

The emperor was at the top of the social structure. He was meant to be semi-divine, and technically was the ruler of the entire society. He appointed the shogun up until 1192 but thereafter the shogun actually ruled Japan. The shogun was unable to be dismissed by the emperor, who was only a figurehead and the shogun or the military determined the next shogun.

Shogun

The shogun was a military general who after 1192 was the head of government in Japan. The power of the shogun was often passed down within a family, meaning that in effect there was the **dynasty** of the emperor's family, and the dynasty of the shogun's family.

KEY TERMS

daimyo a feudal Japanese lord, equivalent to a medieval European duke or earl

dynasty a succession of rulers from the same family

vassal in a feudal system, a holder of land or position granted by a superior in exchange for allegiance

Daimyo

The **daimyo** were powerful feudal lords who were owed loyalty by those they controlled, including their own samurai, who served particular powerful families. The daimyo were in control of their own region and able to tax these areas of land.

Samurai

The samurai were a warrior class in society. They were kept as private armies by the daimyo. They were considered to be at a very high level in society, and could exert control over commoners. In order to ensure their loyalty, they were paid by the daimyo in either local currency, in rice (which they could trade) or in land.

Peasants

The peasants were considered very low down in the feudal structure, although they formed the majority of the population (about 90 per cent). They were fishermen and farmers, as well as labourers, and they ensured the food supply of Japan. Commoners were considered to be in a **vassal**–lord relationship with the samurai and daimyo, where they owed duties to the higher levels of society, and received protection in return. There was often a fictional familial relationship that was ascribed to the peasants in Japanese society, where they were like the children of noble families, with the lords (daimyo, samurai) considered the parents.

Merchants

Merchants were considered lower than peasants. This was largely because they were not seen as producing or creating anything new, but instead only made profit from other people's work by moving goods around. Nonetheless, merchants could be quite wealthy in medieval Japan. They may have had a lower social status than peasants, but they could also potentially live a much more luxurious life.

▲ **Source 4.9** Hierarchy of Japan

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▲ **Source 4.10** Detail from the Heiji Scroll depicting the Heiji Insurrection of 1159

CASE STUDY 4.1

The samurai way of life in medieval Japan

One of the most common things that people think of when studying Japanese history is the samurai, the warrior class in Japanese society. This was a group that was certainly highly considered in medieval Japan, and these warriors even took over the government of Japan from 1185 to set up a new system of warrior governments. These were led by the shogun, a term that meant the leader of troops or the 'general who conquers the barbarians'.

KEY TERM
bushido a Japanese warrior code of conduct

The samurai were meant to be bound by codes of honour and live according to a set of rules known as **bushido** or 'the way of the warrior'. However, it is not certain that they always did so. Many of the examples of such codes only come from the Tokugawa period (1600–1867) when the samurai were becoming decreasingly relevant and important in society. Before this time, samurai would most often just obey the house rules of their particular family.

One of the enduring myths about the samurai is that they were swordsmen. In fact, they were mainly archers and horsemen. While there were sword fights that occurred between samurai warriors, the sword (or katana) was a secondary weapon to the bow. Everything about their armour was designed to ensure that they were protected but also to ensure that they could promote their own importance and high status in society.

Amazing but true…

One interesting piece of armour used by high-ranking samurai was called a *horo* and consisted of a thick piece of fabric over a light wooden frame that was worn on the back of the samurai. It gave the appearance that the samurai had a hunch on their back, and helped to protect them against arrows. Any arrows would lodge in the *horo* and not hit their back or torso.

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ACTIVITY 4.2

Using historical sources as evidence

Examine Source 4.10 of samurai warriors from medieval Japan, and answer the questions on their equipment and how they are depicted. In analysing this image, you should consider that samurai armour was made out of iron, copper, gold, leather and silk, and that some of the best examples we have from the twelfth and thirteenth centuries show that the samurai armour was very carefully made by craftsmen, including dying leather red and covering some of the armour in silk.

Responding to the source

1. Why have the pieces of armour in the image been designed this way?
2. What does this image tell us about Japanese warfare and how it was fought? Consider the differences between the men on horses and the foot soldiers.
3. How does such armour show that these warriors were wealthy and powerful?

The samurai were a class in society, which meant that they were not necessarily defined by ability, but were born into this class and were defined as samurai by family background. Warriors were meant to train and be loyal to their masters, the noble houses or families that they served. This was supposed to ensure that they remained honourable and dedicated to only one lord. Their lord may have been the shogun or a daimyo. If a samurai did not have a master, he was known as a ***ronin***, or a wandering warrior, and was treated as someone who had essentially been kicked out of society. This was because most *ronin* were rejected by their master for committing a crime or acting improperly.

KEY TERM

ronin a samurai without a master, a wandering warrior

In a very famous Japanese story called *The Tale of the 47 Ronin*, set in 1703, a group of samurai become *ronin* because they lose their master (Lord Asano) when he is charged with a crime and executed. Instead of seeking a new master, they retain their loyalty. They attack the man who had caused Asano's death, then take the head of this man to their master's grave, to show that they have avenged his dishonour. According to many accounts, the *ronin* were then permitted by the government to commit ritual suicide (known as *seppuku*) rather than be executed.

These kinds of stories, and other collections of what were supposed to be the samurai code (such as *Hagakure: The Book of the Samurai*, by Yamamoto Tsunetomo) generally come from the eighteenth century, and argue that the main values of the samurai were:

- Selfless commitment to their lord or master
- Continuing loyalty to their lord, even after his death
- The glorification of honour, and preserving honour through actions
- The belief that dying nobly was the ultimate goal of a samurai.

▲ **Source 4.11** An image inspired by *The Tale of the 47 Ronin*, showing 24-year-old samurai Kazuemon Masatane Fuwai

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Given that the samurai were most actively fighting in Japan in the medieval period, materials from the eighteenth century were written later, and make it difficult to truly understand their lives or whether these rules actually applied in the earlier periods of Japanese history. Certainly, the samurai were the only group in Japan who were permitted to openly carry weapons, which is similar to nobles in medieval Europe. The samurai were also allowed to use these weapons on commoners if they thought that it was justified.

One of the ways in which we can work out whether the samurai were genuinely focused on such values as loyalty or self-sacrifice is by studying sources from the time. These show us very different aspects of samurai life, including whether it was considered more honourable to die than to fall into the hands of the enemy.

Amazing but true…

Samurai were legally allowed to kill commoners if they believed that the commoners had insulted them or dishonoured them in some way. The practice of *kiri-sute gomen* meant that they were permitted to 'cut and leave' the body of a commoner. The samurai had the right to immediately avenge a wrong that they believed they had suffered; for instance by drawing their swords and beheading a commoner.

DEVELOPING HISTORICAL SKILLS AND CONCEPTS 4.1

Corroboration of evidence

As you read these sources, you will practise *corroboration* of evidence. Corroboration means that if sources from different authors have common points, or aspects of society that they agree on, then this can help us to confirm that these are accurate about life in medieval Japan.

Using the following sources, answer the following questions:

SOURCE A

[The lord] Yorimasa [who knew that he would be captured by the enemy] summoned the samurai Watanabe Chujitsu Tonau and ordered: 'Strike off my head.'

Tonau could not bring himself to do this while his master was still alive. He wept bitterly. 'How can I do that, my lord?' he replied. 'I can do so only after you have committed suicide.'

'I understand,' said Yorimasa. He turned to the west, joined his palms, and chanted 'Hail Amidha Buddha' ten times in a loud voice. Then he composed this poem:

Like a fossil tree
Which has borne not one blossom
Sad has been my life
Sadder still to end my days
Leaving no fruit behind me.

Having spoken these lines, he thrust the point of his sword into his belly, bowed his face to the ground as the blade pierced him through, and died. Tonau took up his master's head and, weeping, fastened it to a stone. Then, evading the enemy, he made his way to the river and sank it in a deep place.

▲ **Source 4.12** Excerpt from *The Tale of the Heike*, c.1330

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SOURCE B

▲ **Source 4.13** A famous series of panels from the seventeenth century that depict battle scenes from *The Tale of Heike*, showing that the samurai were deployed as cavalry, and the rapidity of the battles in this form of warfare.

SOURCE C

1 First of all, you should believe in the Buddha(s) and the gods.

5 Be righteous, show sympathy and respect. Be honourable.

7 You should do your hair early [as soon as you rise]. I need not tell you that this rule applies when you are to attend on your lord; but even when you must stay at home because you are not well or have urgent business to do, you should do your hair early, for you must not be seen in an ungroomed state by others.

12 If you have a little leisure, read books. But hide your reading matter in your breast-fold; in general, you should not let people see you read. But whether in bed or up and about, you must always practise writing; otherwise, you will forget how to read and write characters.

15 It is boorish and vile to have no poetic sensibility or skill, and you should study the art of poetry.

16 In your off-duty hours, practise riding. First you should become skilled in the essentials, and then practise the standard techniques for guiding the horse.

21 It is not necessary to write here about the 'Arts of peace and War, including Archery and Horsemanship', for to pursue these is a matter of course. From of old, the rule has been, 'Practise the Arts of Peace on the left hand, and the Arts of War on the right'. Mastery of both is required.

▲ **Source 4.14** Samurai House Rules selected from *Hojo Soun's 21 Articles*, c.1500

Responding to the sources

1 What do these sources tell us about the samurai?
2 What are they training in, and how do they act?
3 What do they value, according to these sources? Consider all aspects, including culture and religion.
4 Does anything strike you as odd in these accounts?
5 Do they help to corroborate certain ideas on the samurai?

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ACTIVITY 4.3

Using historical sources as evidence

Although the modern mythology of the samurai is of a dedicated and determined figure, who consistently acts in accordance with the wishes of his own leader, this has been disputed by historians. One historian, Harold Bolitho, pointed out that there is a kind of myth of the samurai, and that putting them in charge of Japan was like putting a gang of bullies in charge of your whole state:

> In the popular imagination Japan and the samurai are often synonymous. The samurai were – so the stereotype goes – the finest flower of Japanese civilisation, a class of professional fighting men devoted to the awesome ethical principles of their *bushido* code, totally loyal to their masters, indifferent to physical discomfort, ignorant of fear, and casually accepting of death … Apart from their masters … the samurai cared for nothing save their reputation; to preserve or salvage these all stood ready to take their own lives … [But] the samurai of the popular imagination is a myth. He never existed. … [From the ninth century to 1580] the samurai were at their most active … constantly fighting, getting ready to fight, or recuperating from having fought … [Most samurai] would have been semi-professional at best … They were 'bully boys' [and] there was no self-conscious military code – no *bushido* … Extensive lawsuits by samurai families over contracts and property disputes and ownership show what samurai were really interested in: land. Land meant crops, which in turn meant taxes, which meant wealth. For that matter, loyalty does not seem to have been a major consideration either … As can be seen in the genealogy of any warrior family [samurai served] a whole succession of different masters, each one deserted in turn for someone more promising. They may not have been loyal, but they were certainly not stupid.

▲ **Source 4.15** Harold Bolitho, *The Myth of the Samurai,* in Alan Rix and Ross Mouer (eds) *Japan's Impact on the World*, 1989, p.1

Responding to the source

1. What does Harold Bolitho say about the 'popular' view of samurai?
2. What does he argue the samurai were actually like, and what were they really interested in?
3. How does this challenge the ideas of a samurai code or way of life?
4. Think about what it might mean if the toughest bullies you could imagine were in charge of your school – what would this mean for your school's organisation and your own school life? Now consider what it might have been like to live under the control of the samurai.

▲ **Source 4.16** The upper section of a samurai suit of armour

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END-OF-SECTION REVIEW 4.2

Review questions

Answer these questions on paper or in the Interactive Textbook.

Digital quiz
Please see the Interactive Textbook to access digital activities

Recall

1 What was the name of the code that samurai were meant to live by?
2 List the four main principles that were meant to define the life of the samurai.
3 What was a *katana*?
4 What was a *ronin*?
5 What did *kiri-sute gomen* mean?

Interpret

6 Analyse the differences between the depiction of the samurai in Source 4.14's House Rules, and Harold Bolitho's viewpoint in Source 4.15, and why these differences exist.
7 Discuss whether the importance of the samurai was a major cause for the rise of shogunate Japan, or an effect of the rise of the shogun.

Argue

8 Evaluate whether we can ever fully know what the samurai were like. Consider both the evidence in the chapter (including Source 4.17), and what biases might exist in the sources.
9 Explain why the samurai were so important in medieval Japan.

▼ **Source 4.17** Detail from the Heiji Scroll, showing the burning of the palace in Kyoto. This image highlights the brutality of samurai warfare, as people trapped in the palace are trampled under the feet of the horses.

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4.3 Significant changes in Japanese society

FOCUS QUESTION

How did intercultural exchange cause changes in Japanese society?

The geography of a country can also mean that it is affected by other nations or states that are nearby, as there can be intercultural exchange. This means that one country's culture is influenced by another country. A clear example of this is that Japan has three separate sets of characters that are used for writing.

▲ **Source 4.18** This Japanese alphabet from 1690 shows the development of Japanese writing. On the left are the Chinese *kanji* characters, and the remaining characters are *hiragana* and *katakana*, which are only used in Japanese.

Change and continuity: Writing in Japan

Kanji are characters that came from Chinese, which strongly influenced Japan in the Classical period. They are used to convey concepts, but the Chinese writing system

KEY TERM

kanji Japanese written alphabet that comes from Chinese characters

侍

▲ **Source 4.19** The word 'samurai' written in calligraphic *kanji*. Note the similarity to Chinese writing and the complicated symbol shape.

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was used to represent the existing Japanese spoken language. In this way, China's culture influenced Japan because the two countries are very close to one another – the geography of the region caused intercultural exchange. There are about 2000 *kanji* symbols that are used regularly.

There are 46 core ***hiragana***, which are symbols that are much easier to write than *kanji*, and are used to convey sounds. It helps to write out words phonetically (as they sound). Any *kanji* can also be written in *hiragana*.

サムライ

侍

さむらい

▲ **Source 4.20** The word 'samurai' in *katakana* (top), *kanji* (middle) and *hiragana* (bottom) characters. The *hiragana* and *katakana* characters are much simpler to write than the *kanji* version of the word.

Katakana is the third group of symbols, which are mostly used to convey foreign words in Japanese, such as loan words from English.

In the modern day, there is a greater amount of intercultural exchange with Japan from all over the world, particularly from the United States of America. In the medieval period, the main influences on Japan came from China, Korea and India. This can be seen in the three main religions that exist in Japan: **Shinto**, **Confucianism** and **Buddhism**.

Change and continuity: religion in Japan

Shinto

Shinto is a religion that is purely Japanese. It is a kind of ancient Japanese worship of nature, including the sun goddess, and various gods connected to nature. The Shinto religion connects the emperor's family to the 'sun goddess' of early Japanese history, and means that the emperor is meant to be semi-divine. This is a kind of ancient religion called **animism** and is common in many parts of the world when we look at ancient religions. It may mean that people are worshipping a part of nature – the ancient Egyptians worshipped the sun and the Nile river, for example. Alternatively, animism may mean that they worship a god or hero that embodies a part of nature or even human life.

▲ **Source 4.21** Masatsugu Okutani is a 25th generation Shinto officiant – priest – with his family line dating back to the twelfth century. What does this tradition suggest about the importance of the Shinto religion in Japan?

KEY TERMS

hiragana Japanese written alphabet used to spell out *kanji* in syllables

katakana Japanese written alphabet for words that have been adopted from other languages

Shinto a Japanese religion in which people worship past members of their family and various gods that represent nature

Confucianism a religion based on the ideas of the Chinese philosopher Confucius

Buddhism a religion that has a variety of beliefs, practices and traditions based largely on the teachings of Siddhartha Gautama (the historical Buddha)

animism belief that all natural things, such as plants, animals, rocks, and thunder, are animated by spirits that can influence human events

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The ancient Norse gods, for instance, included Thor as the god of thunder and Freya as the goddess of love. There are no sacred texts for Shinto, but it is instead followed through rituals and rites.

DEVELOPING HISTORICAL SKILLS AND CONCEPTS 4.2

Analysing cause and effect: understanding Shinto

Two professors from Harvard University describe Shinto in the following ways. As you read these statements, think about what this tells you about early religion in Japan.

> Helen Hardacre: 'Shinto is an indigenous religion of Japan. Its deities are called ***kami***. The *kami* may be deified human beings – that is, ancient heroes. They may be the gods of ancient myth. They may be natural phenomena, such as a striking tree, a huge boulder, a waterfall. In some eras of history, the emperor has been considered a *kami* … The institutions of Shinto are called shrines.'
>
> Theodor Bestor: 'Even in the biggest cities in Japan, there are shrines everywhere … And inside the shrine (are) trees, potted plants, some boulders that had been brought there years ago, things that were reminiscent of nature. I think that in some ways Shinto has a certain reverence for nature … people try (to) bring something natural and consider it worth revering, if not actually worshipping.'

▲ **Source 4.22** Professors Helen Hardacre and Theodor Bestor on Shinto

KEY TERM
kami Shinto deities (spirits)

Responding to the sources

1. Why might there be so many shrines, and the kind of objects that are inside them?
2. What do the *kami* tell us about Japanese society and how people understood the world, including their emperor?
3. How do you think that animist religions like Shinto might have developed, and how is it that animist religions were so common in different parts of the ancient world?

Confucianism

There is some debate if Confucianism is really a religion or a philosophy that teaches people a way to live. It comes from China, and adherents are meant to follow the moral commands of the philosopher Confucius (551–479 BCE) to ensure virtue. The sayings of Confucius were preserved and passed down to adherents of his discipline, and many of the ideas that he promoted fitted with core tenets of Japanese society, such as obedience and respect for parents, loyalty and duty. One key belief that he held was that the state should be founded on the core unit of the family, and that stability within the family would help to build a stable state. Confucianism has existed in Japan since the sixth century CE but it became particularly prominent in the Tokugawa period (1600–1867), when it was used to try and overcome political chaos in Japan.

Buddhism

Buddhism comes from India, and follows the teachings of the Buddha and those who added to his teachings. It came to Japan via Korea and China, in about the sixth century CE. The teachings of Buddhism emphasise following a path so that the individual can seek a release from suffering. The notions of meditation and of a kind of interconnection between all things are central tenets of Buddhism. Some scholars believe that Buddhism appealed in Japan because society was so disrupted, and that it emphasised coping with suffering. One particularly dominant form of Buddhism in Japan is Zen Buddhism, which focuses especially on meditation and attempting to reconsider the self.

The following account was written in 1212 by a Japanese Buddhist monk named Kamo no

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▲ **Source 4.23** Statues of Confucius and his disciples at the Confucius Temple in Nagasaki, Japan

▲ **Source 4.24** A bronze statue of preaching Buddha from the eighth-century Nara Period in Japan (710–794 BCE). What does the age of the statue tell you about Buddhism in Japan?

Chomei. In it he tries to explain why he turned to Buddhism. He begins with an account of natural disasters in Japan that he had seen, including typhoons and earthquakes. As you read this passage, think about what this tells you about religion in Japan:

> All is as I have described it – the things in the world which make life difficult to endure, our own helplessness and the undependability of our dwellings. And if to these were added the griefs that come from place or particular circumstances, their sum would be unreckonable. … For thirty years I had tormented myself by putting up with all the things of this unhappy world. During this time each stroke of misfortune had naturally made me realize the fragility of my life. … I became a priest and turned my back on the world …
>
> Since I fled the world and became a priest, I have known neither hatred nor fear. I leave my span of days for Heaven to determine. … My body is like a drifting cloud — I ask for nothing, I want nothing.

▲ **Source 4.25** Cited in Donald Keene, *Anthology of Japanese Literature from the Earliest Era to the Mid-Nineteenth Century*, 1955

Religious temples and shrines have been built all over Japan, particularly Shinto shrines to local deities and *kami*, as well as Buddhist temples. These show us that religion was very important in medieval Japan, as it took a lot of effort and time to make these buildings. Religion also helped to unite Japanese people across diverse regions, and represents continuity in Japanese history.

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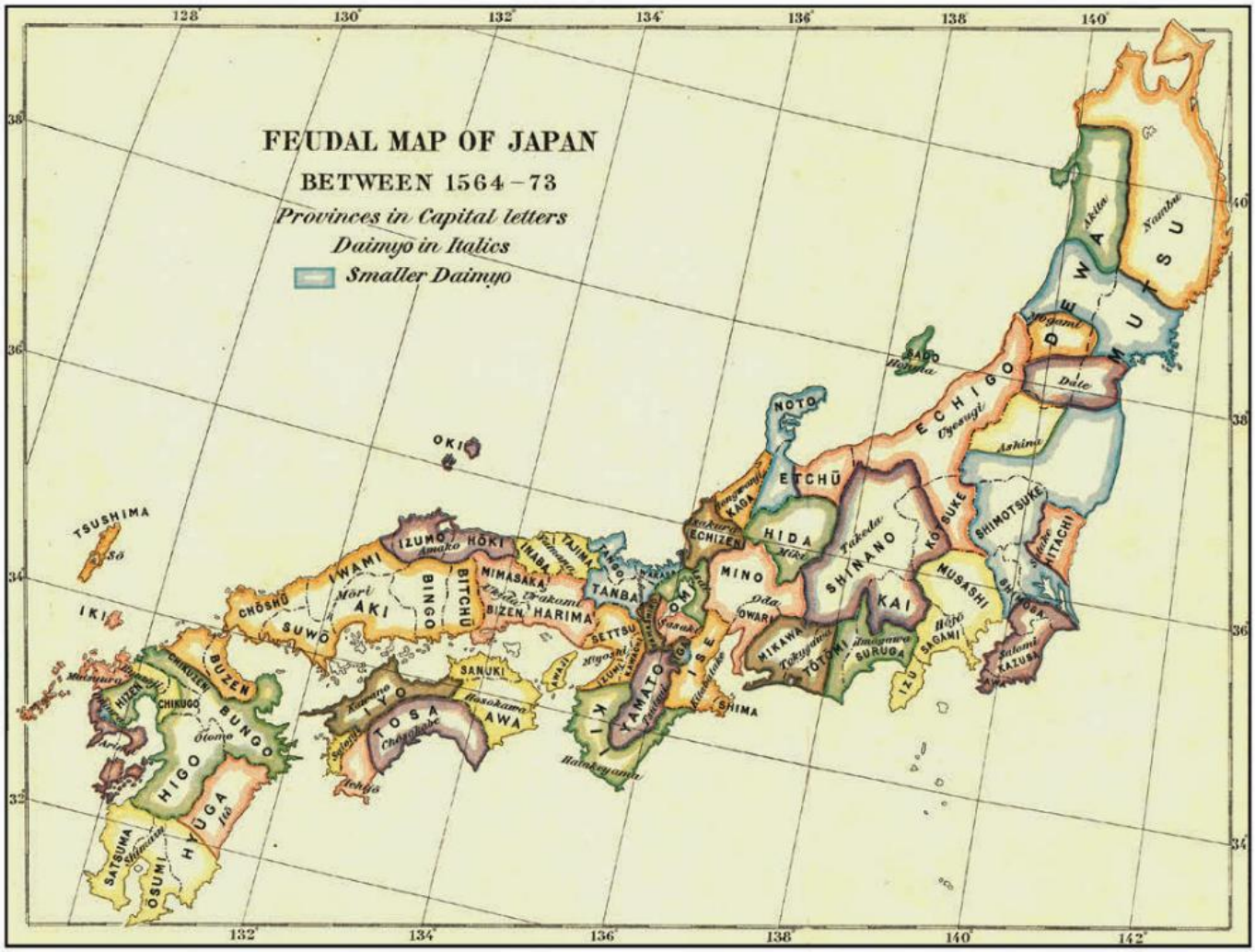
MAKING THINKING VISIBLE 4.3

Think, pair, share

1. Think about why the monk in Source 4.25 believes Buddhism can help him, and what seems to motivate him to adopt its teachings. How does he believe it helps him to deal with everyday life in Japan? Think particularly about what this tells us about the attraction of Buddhism in Japan.
2. Pair up with another student and discuss your ideas on this passage.
3. Share your discussion with the whole class, and see if you can agree about what the core ideas are, and how the conditions in Japan might link to religion.

Shifting political control

Japan's regions were very strongly divided along kinship lines; that is, by families and the areas that they controlled, and these could change very rapidly. The following two historical maps (made in 1900) show the division of Japan by the powerful elite families of the daimyo in the period 1564–83. These show the areas of land controlled by the various daimyo in Japan over this period. The names of the provinces themselves are in capital letters, while the names of the daimyo who controlled each section of Japan are noted in italics.



▲ **Source 4.26** Japan (excluding Hokkaido and small islands) in the Middle Ages, specifically 1564–74

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DEVELOPING HISTORICAL SKILLS AND CONCEPTS 4.3

Comparing maps

Examine the maps in Sources 4.26 and 4.27 and answer the following questions:

1. What major changes do you note between the two maps? Why might this be?
2. What might explain the remoteness of some Daimyo, in terms of the area of land that they control? You may need to refer back to Section 6.1 to answer this.

▲ **Source 4.28** Oda Nobunaga, a powerful Daimyo from the Sengoku period (1467–1615)

▼ **Source 4.27** Japan (excluding Hokkaido and small islands) in the Middle Ages, specifically 1573–83

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Digital quiz
Please see the Interactive Textbook to access digital activities

END-OF-SECTION REVIEW 4.3

Review questions

Answer these questions on paper or in the Interactive Textbook.

Recall

1 What role did China play in Japanese history?
2 What are the three main types of writing in Japan?
3 Name the three main religions in Japan, and where they came from.
4 How is the natural world important in the Shinto religion and Buddhism?

Interpret

Examine Sources 4.26 and 4.27, and complete a cause and effect analysis.

5 What might be the effects of these divisions on Japanese society? Consider all aspects, including trade, politics and social order.
6 What do these maps tell you about the causes of warfare or conflict in Japan?

Argue

7 In this section you have studied religion, intercultural exchange and political divisions in medieval Japan. Evaluate which of these had the greatest impact on Japanese society.
8 Explain, using evidence, whether religion was cohesive or divisive in Japanese society.

▲ **Source 4.29** Monks praying at the Buddhist Chion-ji Temple in Kyoto. Chion-ji was built by the order of Emperor Heizei in the year 808. It was originally a temple of the Shingon sect, but became a Zen temple after the Namboku period (1336–1392), and it has remained a Zen temple ever since.

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4.4 Significant developments and achievements in Japan under the shoguns

FOCUS QUESTIONS

- What were the major developments in Japan in the Classical period and Feudal period?
- What caused the major shift from rule by an emperor to rule by a shogun?

The Heian or Classical period (794–1185 CE)

Japan in the Heian or Classical period was ruled by the Imperial Court, which considerably expanded its area of control under the influence of new administrative systems that were based on models from China. The court devoted considerable effort to literature, art and culture. The culture of this period was extraordinary, and had classical themes that continue today. This was a time when Japan moved from being a country that was considered 'uncivilised' by early visitors to a highly civilised and distinctive culture. While it was influenced by other countries, it created its own distinctive Japanese forms of art, poetry and architecture. Japan was ruled by both emperors and empresses, and there was a period of time in Japanese history known as the Epoch of the Queens (c.592–770 CE). The difficulties that arose in this period of Japanese history were that the court became so interested in art and the refinement of poetry and literature that, arguably, the affairs of state were neglected.

An example of the kind of life enjoyed by the Imperial Court is recorded in what is widely considered the world's first novel, *The Tale of Genji*, written before 1021 CE by Murasaki Shikibu, a woman of the Imperial Court and the daughter of a court noble. The main character is Prince Genji, and the novel describes the life of the court in great detail, including the differing lives of men and women of the court.

▼ **Source 4.30** A painting made in c. 1791 showing women from the imperial court taken from *The Tale of Genji*, written more than seven centuries earlier

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ACTIVITY 4.4

Using historical sources as evidence

This extract from Murasaki Shikibu's The Tale of Genji helps us better understand the Classical period of Japan.

> The emperor paid a state visit … It was a most extraordinary event, the talk of the whole court. The preparations … were unprecedented in their complexity and in the attention to brilliant detail. Arriving late in the afternoon, the royal party went first to the equestrian grounds [to view the horses of the cavalry], and the inner guards were mustered for mounted review … There were [rich fabrics and woven materials] spread along the galleries and arched bridges and awnings over the open places when, in early afternoon, the party moved to the southeast quarter. The royal cormorants [a type of bird that dives for fish] had been turned out on the east lake, where there was a handsome take of small fish … The autumn leaves were splendid … Walls had been taken down and gates opened and not so much as an autumn mist was permitted to obstruct the royal view. The officers of the inner guards advanced from the east and knelt to the left and right of the stairs before the royal seats, one presenting the take from the pond and other a brace of birds taken by the royal falcons in the northern hills. … The court musicians took their place by late afternoon, by which time the wine was having its effect. The concert was quiet and unpretentious and there were court pages to dance for the royal guests.

▲ **Source 4.31** Murasaki Shikibu, *The Tale of Genji*, trans. Edward Seidensticker, 1976

Responding to the sources

1. Why was this such an elaborate celebration?
2. What are the different aspects of this event, and what does it tell us about the people who were a part of the Japanese Imperial Court? Try to identify at least four distinct groups, and describe what they did in the court.
3. In your view, based on this extract, what was valued by the emperors and their Imperial Court? Select quotations to support your answer.

KEY TERM
aristocrat a member of the nobility

The **aristocrats** were so caught up in the fine nature of their life that the Buddhist temples became powerful, and so too did individual military governors who controlled the provinces. While they were meant to respect the authority of the emperor, their power grew to the point where they formed a threat to the central government, and there was widespread dissatisfaction among the aristocrats, as well as general unrest in the last years of the Classical period. This gave way to a time of warfare, out of which came the period when the shoguns ruled. Perhaps unsurprisingly, part of what upset the governors of individual regions was that the Buddhist temples also exerted a good deal of control throughout the country. Excessive taxation of various goods, particularly agricultural goods, only added to the problems faced by the court. The emperors and aristocrats who controlled the state lived a life of luxury, but they were about to be replaced.

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▲ **Source 4.32** A painting from the 1600s of scenes from the *Tale of Genji*, which shows the elaborate nature of the Imperial Court. Although much of the scene is obscured by clouds, the left of the panel depicts horseriding in the gardens and the upper-right of the panel shows inside the court, where women are portrayed wearing fine clothing that indicate their high-class status. A performance, possibly a dance, is taking place in the middle of the panel, while boats with intricate carvings on their bows sail on a lake in the bottom right. This panel can be seen in the Art Gallery of South Australia.

DEVELOPING HISTORICAL SKILLS AND CONCEPTS 4.4

Analysing cause and effect: what caused the Imperial Court to collapse?

Create a visual mind map using the information in this section. In the centre of your mind map, place a box or circle with the statement 'The Imperial Court collapse', and analyse either individually or in groups:

1. What were the causes for the collapse of the Japanese Imperial Court?
2. Were these causes interconnected? If so, make sure to connect them in your mind map.

The Feudal period, 1185–1600

Following a period of time in which the emperors ruled, the increasing power of the individual generals and their ability to control the state could not be ignored. The support of different factions and powerful families was necessary for the emperor to retain power. The increasing conflict between two major families – the Taira **clan** and the Minamoto clan – in their attempt to control the emperor and the court led to a civil war. This was known as the Genpei War, and lasted from 1180 to 1185. The Minamoto clan was ultimately successful, and after this violent civil war it was clear that control by the samurai was the only real method by which Japan could be ruled. This meant that Japan had a warrior government and leadership almost continuously from 1192 through to 1867.

The first of these was known as the Kamakura government (1185–1333) and it was ruled over by the Minamoto clan. The leader of this clan, Yoritomo no Minamoto, was declared shogun and held the ultimate military command. He shifted the government to Kamakura, which is south of modern-day Tokyo. While he made edicts to control the country, Yoritomo no Minamoto was very careful to ensure that he also rewarded close allies and maintained the laws. He tightly controlled the country through a network of contacts with powerful daimyo and their private armies of samurai. In this period of time, the vassal–lord relationship was strongly established.

KEY TERM

clan a group who originally came from the same family and have the same name

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FAMOUS FACE

MINAMOTO NO YORITOMO

Minamoto no Yoritomo established the first shogunate or warrior government in Japan. This means that he was the founder of a system of governance in Japan that lasted from the twelfth century until the nineteenth century. A member of a well-established and powerful family, the Minamoto clan, Yoritomo first consolidated power in the Genpei Wars. Many versions of *The Tale of the Heike* focus on the leadership and intelligence of Minamoto no Yoritomo, and the great battles that he won, and also on the system of loyalty that he built by promising land to lords and samurai who allied themselves with him. This meant that he was also the first to establish the feudal society in Japan.

The defeat of both Mongol invasions of Japan (1274 and 1281) was seen as a measure of how the government was divinely supported and approved of by the gods. It was also a measure of how successful their military was, as they were able to rally forces to fight the large armies sent to invade Japan. In addition, they were able to build protective walls at key points of the coast, in order to hinder any other naval attacks. The two main groups that helped to support the central government were the *jito* or officials, who were heavily involved in ensuring that taxes continued to be paid, and the *shugo* or military governors, who were appointed by the shogun to control particular provinces. While the *shugo* could act on their own authority, they were carefully instructed not to upset the local lords in following their duties, while also being clearly advised that they were to help administer and control all troops in the region.

A document from the year 1199 described this balance when discussing the appointment of a man named Tomomasa as *shugo*:

> Tomomasa has been appointed to the *shugo* post of Harima Province. The men of this province are to obey Tomomasa, perform the imperial guard service, and in general show their loyalty. Tomomasa's authority is limited to rebels and murderers; he is not to interfere in provincial administration … And he is not, under any pretext, to cause difficulties for the nobles of this province.

▲ **Source 4.33** Document 138 of the *Kamakura Bakufu* describing the Shugo's authority

As in the Classical period, there were key issues that led to another overthrow of the government. Principal among these were that the emperors, at times, attempted to re-take control from the shoguns through military conflict, mostly by promising power and rewards to daimyo who would support them. The inherent issue with a samurai government was that the warrior class (samurai) consistently tried to fulfil their basic function as warriors: to fight.

▲ **Source 4.34** Japanese print, c.1293 showing a samurai warrior on horseback facing Mongols during the Mongol invasions of Japan

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A period of intrigue and continuing conflict ended when Emperor Go-Daigo attempted to take back control of the state from the shogun in 1333. One of the generals, Ashikaga Takauji, who had previously served the Kamakura shogunate, joined with the emperor and assisted him in fighting against the troops of the shogun. While Takauji's hope appears to have been that he would be rewarded, Go-Daigo was more interested in establishing a court that mimicked that of the Classical period, where he ruled directly and controlled the entire state.

As a result, he returned to the tradition of using aristocrats to rule the country, appointing his own family members in place of the warrior government. This led to a period of further conflict, which resulted in the establishment of the Ashikaga shogunate in 1336. Having overthrown the Kamakura shogunate, the Ashikaga moved the capital back to Kyoto (the Muromachi district). The key struggle in this time was to strengthen the government enough to control the different regions of Japan and make sure that the state did not divide again.

▼ **Source 4.35** The Ashikaga clan dedicated this Buddist temple to Ashikaga Takauji, in honour of being the first member of their family to become shogun. The style and beauty of the temple not only encourages contemplative meditation, but also demonstrates the wealth and power of the family.

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DEVELOPING HISTORICAL SKILLS AND CONCEPTS 4.5

Analysing cause and effect

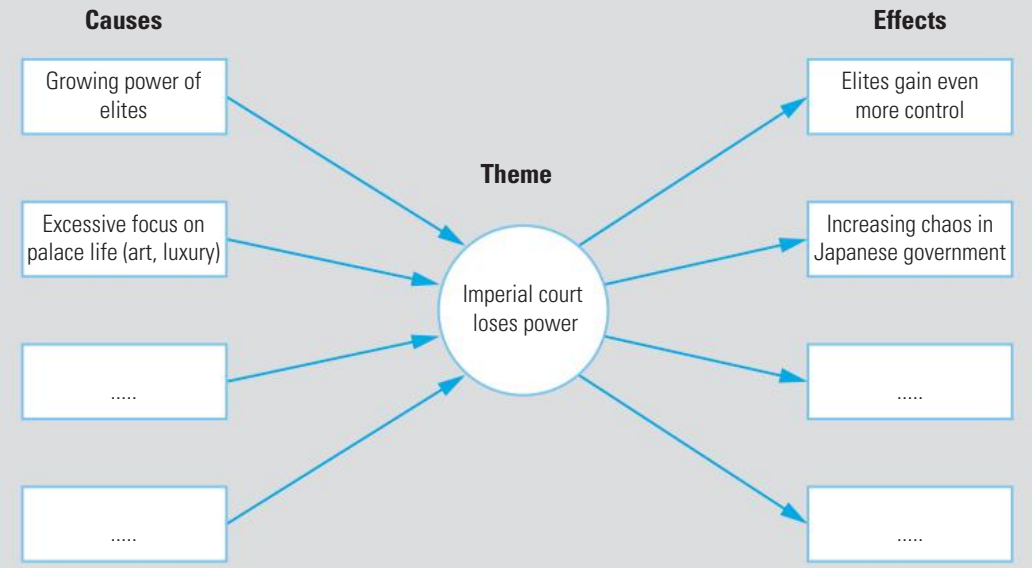
Create a graphic organiser (see examples below), and identify what you view as the chief causes for the changes across the Classical period and Feudal period, and the major effects of these changes. The major themes that you should focus on are:

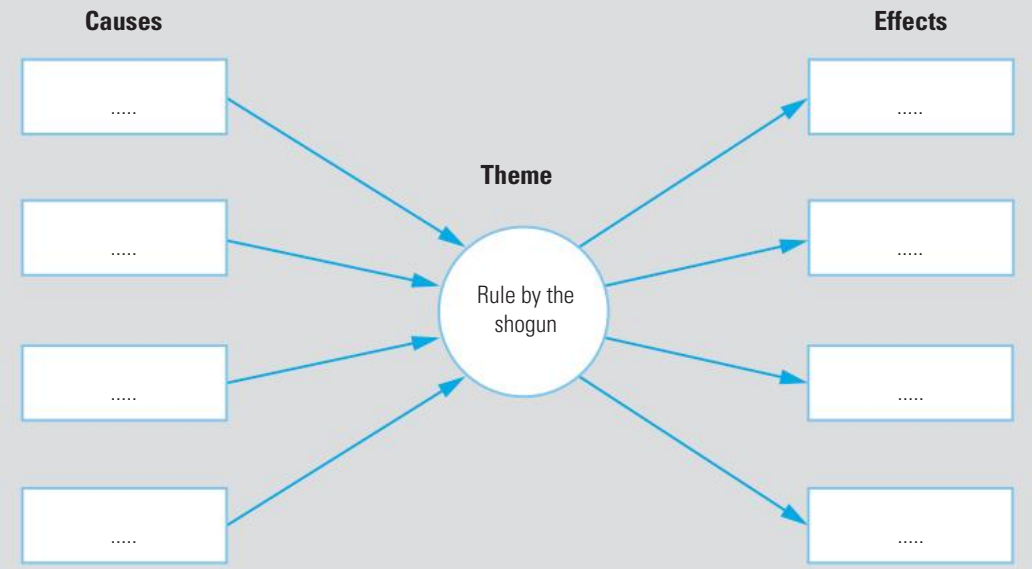
- Imperial Court loses power
- Rule by the shogun
- Continuing warfare.

Answer the following questions about each theme:

1. What were the various causes that led to this?
2. What were the effects of this change?

Try to be as complete as possible, and work out all causes and effects for the change to the shogunate government. In the first example below, some suggested causes and effects have been provided.





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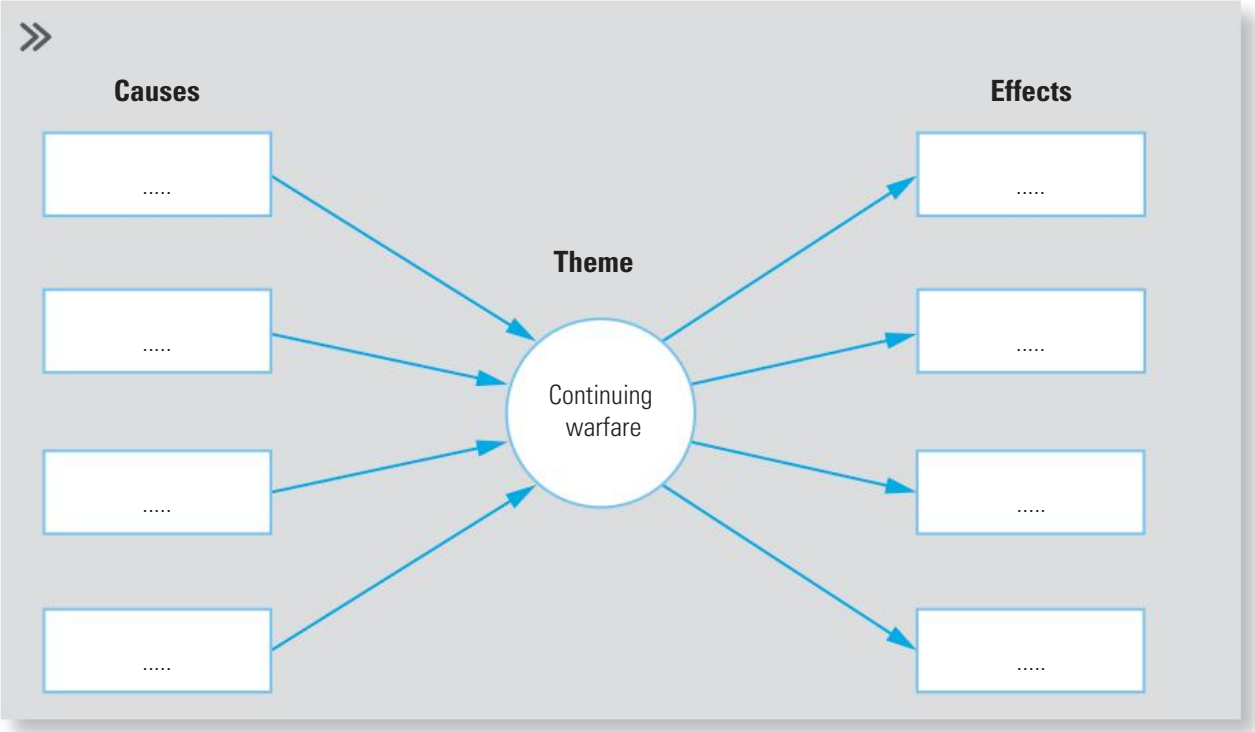

END-OF-SECTION REVIEW 4.4

Review questions

Answer these questions on paper or in the Interactive Textbook.

Digital quiz
Please see the Interactive Textbook to access digital activities

Recall

1 What was the period 794–1185 CE known as?
2 Who was the first shogun to take over the state, and when did this happen?
3 What were the two main groups that helped to support the government in the Feudal period?
4 What was the name of the war that lasted 1180–85?
5 What was the name of the government that ruled 1185–1333, and which family controlled it?

Interpret

6 Discuss some of the challenges faced by the shoguns in trying to maintain stability in Japan.
7 Analyse the key problems that may have arisen from having so many different leaders in society during the Feudal period.

Argue

8 Evaluate why the shoguns may have kept the emperor as the head of society.
9 Explain why a balance between *shugo* and local lords was so important in Japan in the feudal period.

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4.5 Perspectives on power and authority

FOCUS QUESTION

How did governments in medieval Japan try to maintain power?

In medieval Japan, the question of how to control the region was a major concern and it often involved the exercise of power over 'subject peoples'. This term included everyone from peasants through to powerful warlords who had been conquered or who were controlled by the shogun through alliances and political power.

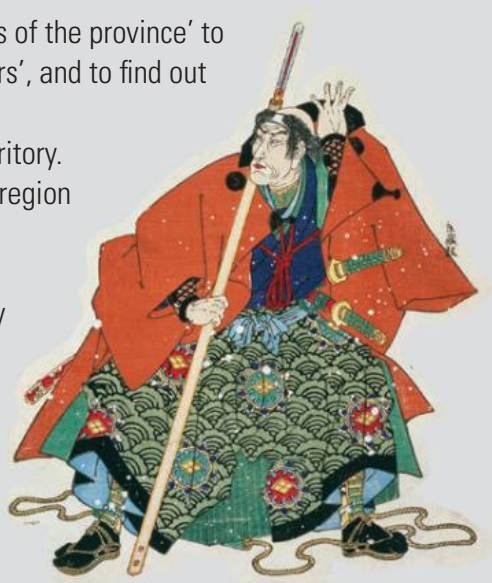
ACTIVITY 4.5

Using historical sources as evidence

Some of the main principles for ruling were identified in a set of 'house rules' in around 1480:

- You should only appoint people to leadership roles based on their abilities.
- Spies or 'intelligence agents' should be used for all provinces under your control, 'even if the world may be at peace', so that you fully understand your entire region.
- Spend your money wisely on military weapons, so that you do not buy 'a sword or dagger worth 10 000 pieces' as 'it can be overcome by 100 spears each worth 100 pieces'.
- The best way to 'defend yourself in time of war' is to avoid buying expensive swords, but to buy '100 spears, and to arm 100 men with them'.
- Provide public entertainment (such as theatre), but make sure to hire local performers as well.
- Do not trust in luck in battles, but instead prepare thoroughly, be 'flexible in all situations' and ensure you have a good strategy.
- Send out trusted agents regularly on 'inspection tours of the province' to 'listen to the views of the common people and farmers', and to find out if there is any corruption or 'misgovernment'.
- Do not allow anyone else to build a castle in your territory.
- Be sure that in law and government you control your region 'judiciously and compassionately' so you do not need to worry about 'lawless bands of warriors from other domains'; if you are unjust, then other provinces 'may intervene in your affairs'.

▲ **Source 4.36** Summary of the 17 'House Rules' of Asakura Toshikage, c.1480, cited in David Lu (ed.), *Japan: A Documentary History*, 1997



▲ **Source 4.37** A Japanese woodcut of a daimyo, created in the eighteenth century

Responding to the source

1. What do the rulers of Japan in c.1480 see as the main methods of ensuring stability in society?
2. What do these tell you about the relationships between different groups in society, particularly the 'common people' and those in authority?

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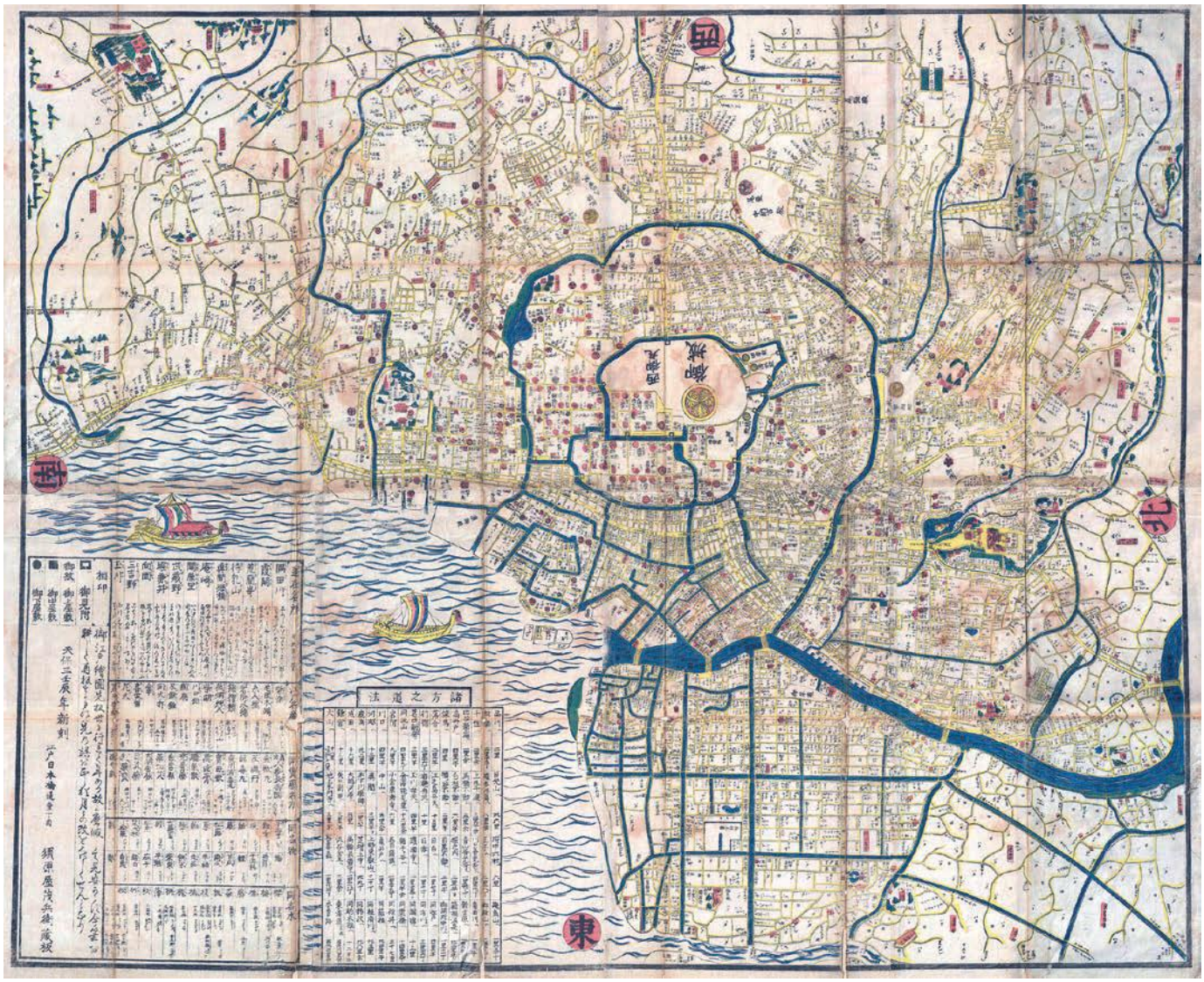
In 1467 the Onin War broke out over who would succeed as shogun, and this started the Warring States period that lasted over 100 years. Many daimyo, especially those far from the capital, Kyoto, spurned control by the shogunate, acted independently and fought among themselves. Improved trade and agriculture were creating riches worth fighting over. Military success determined who lost and gained power. Even though there was still an emperor and a shogun, warlords fought and schemed in a chaotic period.

Eventually, three Great Unifiers emerged in the Azuchi-Momoyama period (1568–1600) to establish a single unified military government. The first of these, Oda Nobunaga, put a new Ashikaga shogun in office in 1568, but in 1573, dissatisfied, expelled him from Kyoto, bringing an end to the Ashikaga shogunate, and appointing no replacement. Fighting continued and Nobunaga was assassinated, but the war of unification was continued by Hideyoshi, the second unifier, and completed by the third, Tokugawa Iyeasu.

The Tokugawa period, 1600–1867

In a remarkable period of control, after extraordinary chaos and conflict, Ieyasu established the Tokugawa shogunate, and finally brought order and unification to Japan. Based in Edo, which was appointed the new military capital, the Tokugawa government reorganised all of society to ensure a strong administration and a strict division of society into four main classes. This led to a period of peace and prosperity, with Japan advancing to the point where there were around one million people living in Edo by 1700.



▲ **Source 4.38** A Japanese map of Edo (present-day Tokyo) in 1849. Note for comparison to current maps that west is at the top of the map.

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Tokugawa Ieyasu identified very clearly how he believed society could function best, through his idea of four roles in society.

ACTIVITY 4.6

Using historical sources as evidence

This source helps us learn more about the four roles in Japanese society at the time.

> Once, Lord [Ieyasu] conversed with Honda, Governor Sado, on the subject of the emperor, the shogun, and the farmer: '… the true master of the way of the warrior is one who maintains his martial discipline even in time of peace. … the farmer's toil is proverbial … He selects the seed from last fall's crop, and undergoes various hardships and anxieties through the heat of the summer until the seed grows finally to a rice plant. … The rice then becomes the sustenance for the multitudes. … the artisan's occupation is to make and prepare wares and utensils for the use of others. … the merchant facilitates the exchange of goods so that the people can cover themselves and keep their bodies warm.

▲ **Source 4.39** From *Korō Shodan*, in the historical account *Dai-Nihon Shiryō*

Responding to the source

1. How does the shogun define the 'four roles' of society (samurai, farmer, merchant, artisan)?
2. Why does he believe that this creates a stable society?
3. What do you think might be the perspectives of each of these groups about their role in society?

FAMOUS FACE

TOKUGAWA IEYASU (1543–1616)

One of the most significant figures in Japanese history, Tokugawa Ieyasu was a warrior, statesman and founder of the Tokugawa dynasty of shoguns. The Tokugawa, or Edo, shogunate, effectively ruled Japan from 1600 until 1868. In 1600, during a period of civil war in Japan, Ieyasu won a decisive military victory at the Battle of Sekigahara. In 1603 Emperor Go-Yōzei, ruler only in name, made Ieyasu the shogun. Japan was now united under Ieyasu's control. He worked hard to restore stability and peace to Japan and even encouraged foreign trade with European powers. It was later, under Ieyasu's successors, that Japan isolated itself from foreign contact.

Amazing but true…

Early forms of Japanese currency were commodities or goods, not coins. People exchanged rice or silk for other goods, instead of what we think of as money. One of Tokugawa Ieyasu's most significant developments was to take control of the mines and use gold, silver and copper coins as currency.

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END-OF-SECTION REVIEW 4.5

Digital quiz
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Review questions

Answer these questions on paper or in the Interactive Textbook.

Recall

1 Who ruled Japan after the Ashikaga shogunate collapsed in 1753, up to 1600?
2 Which clan finally created stability in Japan in 1600?
3 In the 17 House Rules what were the three main pieces of advice on military preparation?
4 What were the four roles in society, and what did each of them do?

Interpret

5 Explain how 'subject peoples' might possibly overthrow the rule of the Japanese shogunate governments.
6 Discuss how power was actually transferred from one government to another, and why this might lead to the 17 'House Rules'.

Argue

7 Examine the 17 House Rules and evaluate whether these were designed to build up society or control society. Use evidence to support your answer.
8 Using the four roles in society, explain why these might help the shogun to stay in power – that is, how do these class divisions help him to control the state?

▲ **Source 4.40** Court life in the shogun's palace. The elaborate clothes show the high status of these men.

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4.6 The role and achievements of a significant group: samurai women

FOCUS QUESTION

What were the roles and achievements of samurai women in shogunate Japan, that is, in a warrior society?

ACTIVITY 4.7

Research task

The general assumption in both popular culture and many histories is that only men were able to be warriors in Japan. In this research task you are going to consider whether this is correct, and what kinds of evidence from different periods of Japanese history tell us about Japanese beliefs and assumptions regarding women as warriors. This means that you will have to study the topic, gather evidence, and use this evidence to analyse the role and achievements of women.

Key questions for analysis

In any research task in history, you should always consider these essential questions when you are looking at either a primary or secondary source, as these questions will help you to *analyse* the source itself.

When? – When was it made? What does this tell us? Is it from the time that we are studying, or is it a later source?

Where? – Where is it from? Where was it found (if we know)?

What? – What is it? What does it say, or what does it show?

Who? – Who wrote it, or drew it or painted it? Who was the intended audience?

Why? – Why was it made? Why did the person choose to do this?

How? – How do you think it might have been seen at the time? How do you think it might have been received by the intended audience? How does this help us to understand this period of history?

The sources

These four sources will help you to research whether women were able to be warriors in Japan. When you analyse these sources, you should apply the questions above and conduct further research (including online) to help you understand these figures and their role in Japanese history, including whether you are able to trust this information or not.

SOURCE A

Empress Jingu (c.200–269 CE) was believed to have dressed like a man in order to lead the Japanese army against Korea. In this speech, she is recorded as justifying to her generals why she should lead the army in war. This is recorded in the early Japanese history *Nihon Shoki*, written in the 700s, which also argued that she was was the one who achieved victory in Korea:

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‘If I were to leave the whole conduct of the war in your hands, and you were unsuccessful, the responsibility would fall on your shoulders alone. But that I cannot bear. Although I am only a woman and unworthy of the post, yet it seems that I have the full approval of the gods, and the hearty support of all you officers and of the soldiers. It is for these reasons I venture to marshal the army, and share both the successes and failures of the undertaking.’

▲ **Source 4.41** Michiko Aoki, ‘Empress Jingu: The Shamaness Ruler,’ in *Heroic with Grace: Legendary Women of Japan*, Taylor & Francis, 1991

SOURCE B

. . . authentic accounts of fighting women are relatively rare when compared with the immense amount of material on male warriors, [but] they exist in sufficient numbers to allow us to regard the exploits of female warriors as the greatest untold story in samurai history … The written evidence for samurai women being involved in actual fighting covers … different situations. The first was that of a defended castle where the commander was absent and the responsibility for defence had to be assumed by his wife. In nearly all such cases the castellans’ wives’ roles involved actual fighting as well as administrative duties.

▲ **Source 4.42** Extract comes from a history on samurai women, and how these women (who were part of a particular class in society) may have fought, from Stephen Turnball, *Samurai Women*, 2010

SOURCE C

Tomoe was especially beautiful … She was also a remarkably strong archer, and as a swordswoman she was a warrior worth a thousand, ready to confront a demon or god, [on a horse] or on foot … Whenever a battle was imminent, Yoshinaka [the leader] sent her out as his first captain, equipped with strong armour, an oversized sword, and a mighty bow; and she performed more deeds of valour than any of his other warriors. Thus she was now one of the seven who remained after all the others had fled or perished.

► ▲ **Source 4.43** Consider the painting and text on Tomoe Gozen together. Tomoe Gozen was a female samurai who not only fought in the Genpei War (1180–85) but also commanded other samurai in battle. The image comes from a late-nineteenth-century painting. The text comes from a series of stories that are about the Genpei War called the *The Tale of the Heike*, c.1330. Carefully consider both dates when examining Tomoe Gozen.

SOURCE D

Historians continually assess and reassess history through the use of archaeology, including major projects that have been completed on medieval battlefields in Japan. At the site of the Battle of Kamakura (1333), archaeologists uncovered thousands of skeletons. They discovered that it appeared to have been a common practice to take the heads of defeated warriors as trophies and that many samurai on the defeated side apparently committed ritual suicide. They determined from the skeletons that at least one female samurai fought at Kamakura. At another battlefield, Senbon Matsubaru, the archaeologists discovered that one third of all samurai warriors on the field of battle were women. This was not a siege, but a full battle between opposing samurai armies.

▲ **Source 4.44** Samuel Koehne on the Battle of Senbon Matsubaru in 1580

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Digital quiz
Please see the Interactive Textbook to access digital activities

END-OF-SECTION REVIEW 4.6

Review questions

Answer these questions on paper or in the Interactive Textbook.

Interpret

1. What do Source 4.41 to 4.44 tell us about the achievements of samurai women in shogunate Japan, or their perceived roles?
2. Do these sources prove that women could be warriors, or not?
3. What assumptions can be made about the 'norms' of society – that is, what is considered 'normal' in Japanese history at this time?

FAMOUS FACE

TOMOE GOZEN

Tomoe Gozen is most renowned as a figure in *The Tale of the Heike*, and is widely believed to have been one of the female samurai who fought in the twelfth-century Genpei Wars. She is mentioned specifically as being connected to the Minamoto clan, and as a powerful warrior in this civil war period. While there is some debate as to the historical accuracy of *The Tale of the Heike*, it did attempt to accurately record and list important historical figures by name. Tomoe Gozen served as a prominent and much lauded example of samurai women. In this visual depiction, she holds *anaginata* (a 'polesword') and also carries a sword behind her. The portrayal of her life contrasted with the lives of women in later periods of Japanese history, whose role was limited to the home.

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4.7 Significant challenges and developments in society

FOCUS QUESTION

How did contact with the outside world change Japanese society?

While the Tokugawa government was a very stable one, it faced various challenges. In order to maintain stability, it was decided that it was not only necessary to ensure peace within the country through dominating the noble families and the samurai class, but to also stop outside interference that might disrupt the hard-won peace in Japan. The Tokugawa government believed that the greatest disruption would come from foreigners, particularly Europeans. This had already occurred. The first landing by *namban* or 'barbarians from the South' were Portuguese sailors who arrived in Japan in 1543.

▲ **Source 4.45** A Japanese writing box decorated with images of foreigners, c.1600. For many Japanese people at the time, objects decorated with images of foreigners offered the rare opportunity to see Westerners. The two men on the left were likely Portuguese traders, identifiable by their balloon-shaped pants. The man on the right is a Jesuit priest. Portuguese traders arrived in Japan in 1543, and soon after, Christian missionaries began to create outposts there. By the early seventeenth century, Christianity was outlawed and the Portuguese were forced out of Japan.

Europeans soon introduced improved types of guns to Japanese warfare, and introduced Christianity to Japanese society. As a result of growing concerns about the impact of outsiders on Japanese culture and Japanese society, the Tokugawa shogunate closed the country by the middle of the seventeenth century. There were a limited number of ports where trade with other countries was allowed, but otherwise Japan was meant to be a closed system, and to build up its culture and economy without outside interference. Christianity was banned.

As a mark of how seriously they took this question of disruption, the government's edicts from 1635 show that Japanese citizens were to be executed if they even attempted to leave Japan for other countries.

The Closed Country Edicts of 1635

1 Japanese ships are strictly forbidden to leave for foreign countries.

2 No Japanese is permitted to go abroad. If there is anyone who attempts to do so secretly, he must be executed. The ship so involved must be impounded and its owner arrested, and the matter must be reported to the higher authority.

3 If any Japanese returns from overseas after residing there, he must be put to death.

…

7 If there are any Southern Barbarians (Westerners) who propagate the teachings of Padres [priests, who taught Christianity], or otherwise commit crimes, they may be incarcerated in the prison.

▲ **Source 4.46** Extract from the Sakoku Edict of 1635

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However, this situation only lasted until the United States of America forced Japan to reopen to international trade. In 1853, Commodore Matthew Perry arrived in Japan with four American warships, two of which were steamships. He carried letters from the American president that argued that Japan should open its borders for trade and agreements with Western powers.

The technology that Commodore Perry demonstrated to the Japanese, including the cannons and the steam power of his warships, showed that America and the European powers had much more advanced technology than Japan at that time. The arrival of his ships was described in Japanese sources as 'the black ships of evil appearance'.

ACTIVITY 4.8

Using historical sources as evidence

SOURCE A

▲ **Source 4.47** *Perry Carrying the Gospel of God to the Heathen*, 1853

SOURCE B

▲ **Source 4.48** Japanese woodblock print showing one of Commander Perry's steamships

Responding to the sources

1. How does Source A depict Perry's mission? Use evidence to support your response.
2. How does Source B depict Perry's mission? Use evidence to support your response.
3. What are the key differences between these pictures?
4. Why are these perspectives so different?

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ACTIVITY 4.9

Using historical sources as evidence

Read the following extracts from a letter that Commodore Perry sent to the Japanese government in 1853, in order to understand how he addressed the Japanese emperor and what the United States was attempting to gain from this expedition.

> [The United States of America have] large cities, from which, with the aid of steam vessels, we can reach Japan in eighteen or twenty days … our commerce with all this region of the globe is rapidly increasing, and the Japan seas will soon be covered with our vessels.
>
> Therefore, as the United States and Japan are becoming every day nearer and nearer to each other, the President desires to live in peace and friendship with your imperial majesty, but no friendship can long exist, unless Japan ceases to act towards Americans as if they were her enemies.
>
> However wise this policy may originally have been [to close the country], it is unwise and impracticable now that the intercourse between the two countries is so much more easy and rapid than it formerly was. [We] hold out all these arguments in the hope that the Japanese government will see the necessity of averting unfriendly collision between the two nations, by responding favourably … Many of the large ships-of-war destined to visit Japan have not yet arrived in these seas, though they are hourly expected; [Perry], as evidence of his friendly intentions, has brought but four of the smaller [warships], designing, should it become necessary, to return to Edo in the ensuing spring with a much larger force.

▲ **Source 4.49** Narrative of the Expedition of an American Squadron to China and Japan, performed in the years 1852,1853, and 1854, under the Command of Commodore M. C. Perry, United States Navy, by Order of the Government of the United States, 1856

Responding to the source

1. What tactic was Commodore Perry using?
2. Was this **diplomacy**, or an attempt to force Japan to open its borders?
3. What proof do you have to support your view?
4. What lesson might have been learned by other European powers from this example?

KEY TERM

diplomacy the practice of negotiating between representatives of different countries

FAMOUS FACE

COMMODORE MATTHEW PERRY (1794–1858)

Matthew Calbraith Perry was a commodore of the United States Navy who commanded ships in several wars, and who played a leading role in the opening of Japan to the West. In 1852, Perry was assigned a mission by American President Millard Fillmore to force the opening of Japanese ports to American trade, through the use of gunboat diplomacy (the threat of naval bombardment) if necessary. After several visits with imperial representatives, the Convention of Kanagawa was signed in 1854.

Perry's successful American mission was quickly followed by Russia, Britain and France, which all forced Japan to sign treaties that allowed trade and access to Japanese resources. The Japanese government reluctantly opened its borders, which eventually meant that Japan not only opened its state to trade, but to a period of modernisation and industrialisation. Since the Portuguese traders first arrived in 1543, it had been clear that Japan would be subject to a new kind of intercultural exchange that would fundamentally alter its society.

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Digital quiz
Please see the Interactive Textbook to access digital activities

END-OF-SECTION REVIEW 4.7

Review questions

Answer these questions on paper or in the Interactive Textbook.

Recall

1. When did Europeans first arrive in Japan, and which European country did they come from?
2. What two main things did Europeans introduce to Japan?
3. In which century did Japan become a 'closed country,' and what was the government?
4. Recall the date that Perry arrived to 'force open' the Japanese borders.

Interpret

5. Explain the main impacts of European influence on Japan.
6. Discuss the role of trade in this period of time.

Argue

7. Evaluate the landing of the *namban* or the arrival of Perry. Which event had a more significant impact on Japanese history?

Conclusion: why does it matter today?

Japan is a land that is rich in cultural resources, remarkably advanced in technology, and currently one of Australia's significant allies and trading partners in Asia. Given this, it is important to understand more about Japan, including its history and its culture, as one of our near neighbours. Modern-day Japan is extremely influential and produces goods that play a role in Australian life today, ranging from cars and electronics, to chemicals, to anime. This has not always been the case, and for a very long time Japan was isolationist. That is, the Japanese government was very worried about opening up the country to outside influences, particularly from Europe. This meant that from 1633 until 1853, Japan was officially a closed country (*sakoku*) and only allowed trade through a limited number of sea ports. However, after this period, Japan rapidly advanced. It expanded and built an empire through military conquest in World War II (1939–45). After World War II the American government occupied Japan. Since then, Japan has adopted a democratic system, and it has become a global power in commerce and trade. Yet its own history continues to influence Japan, including traditional perspectives on work and life. In order to comprehend any contemporary society, we have to look to its past.

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End-of-chapter activities

1 Self-assessment

That just about wraps up this topic. How did you feel you went working through the chapter? Before you attempt the following activities, visit the Interactive Textbook to rate your confidence with this topic, either online, or via a downloadable checklist.

2 Making thinking visible

True for who?

Claim: *The shogun and daimyo helped to advance Japan, and to bring order to medieval society.*

1 Discuss: What arguments might be made to support this claim? What evidence exists of advances in Japanese society, or further order? Consider particularly the pieces of primary evidence like House Rules. What contradictions might be proposed?

2 Brainstorm: Make a list of all the different points of view from which you could look at this claim. Who might agree or disagree with this claim and why? Consider both the highest and lowest levels of society.

3 Dramatise: Choose a person or figure from Japanese society, and try to imagine what their viewpoint would be on whether the shogun and daimyo bring order and new advances. Would she or he think this claim is correct or not? Why?

▲ **Source 4.50** Portrait of daimyo Matsumae Takahiro

a Prepare to debate other figures in Japanese society by writing down your point of view and why you would agree or disagree with this claim.

b Make sure you explain (in writing) why you think your particular person would have this view on the central claim.

c Consider whether you would have been willing to agree or disagree at the time (in shogunate Japan).

4 Share: Share your viewpoint with the group, explaining which person you have chosen from Japanese society, and what their views are on the shogun and daimyo. Take notes on other people's views, and keep a record of what their reasons are for agreeing or disagreeing with the central claim.

5 Stand back: Having heard everyone's viewpoints, look at whether you now believe (as a group) that the claim is correct or incorrect. What is your conclusion?

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3 Comparative analysis task 1: Comparing female rulers

Compare the following statements, by two female rulers who were talking to their troops in a time of war. The first is from the Empress Jingu in Japan (c.200–269 CE) while the second is a famous speech given at Tilbury by Queen Elizabeth I of England in 1588.

SOURCE A

▲ **Source 4.51** Empress Jingu (centre), c.200–269 CE. This painting, *Great Japan (Dai-Nihon) History Briefing Session, the 15th Empress Jingu*, was painted by Tsukioka Yoshitoshi in 1880 and is in the collection of the Waseda University Theatre Museum

> If I were to leave the whole conduct of the war in your hands, and you were unsuccessful, the responsibility would fall on your shoulders alone. But that I cannot bear. Although I am only a woman and unworthy of the post, yet it seems that I have the full approval of the gods, and the hearty support of all you officers and of the soldiers. It is for these reasons I venture to marshal the army, and share both the successes and failures of the undertaking.

SOURCE B

► **Source 4.52** Queen Elizabeth I, 1588 (this painting is a copy of an original painting made by an unknown artist in c.1600)

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> Let tyrants fear. I have always so behaved myself that, under God, I have placed my chiefest strength and safeguard in the loyal hearts and good-will of my subjects; and therefore I am come amongst you … resolved, in the midst and heat of the battle, to live and die amongst you all; to lay down for my God, and for my kingdom, and my people, my honour and my blood, even in the dust. I know I have the body but of a weak and feeble woman; but I have the heart and stomach of a king, and of a king of England too, and think foul scorn that … any prince of Europe should dare to invade the borders of my realm; to which rather than any dishonour shall grow by me, I myself will take up arms, I myself will be your general, judge, and rewarder of every one of your virtues in the field.

Create a table that identifies the similarities and differences between these two speeches:

Similarities: Note the similarities between the two speeches, including phrases that appear similar or ideas that are the same.	Differences: Write the differences between the two speeches, including whether you think one is a stronger speech than the other.
Analysis: Why do you think that these two rulers spoke to their troops in this way? What problems do you think they faced, as women leading their armies? What advantages might there be, as women leading these armies?	

4 Comparative analysis task 2: Comparing medieval Europe and medieval Japan – feudal structures

Many historians have pointed out that there appear to be some strong parallels between the way that feudalism functioned in medieval Europe and medieval Japan. This task asks you to consider whether this is correct, and whether the two systems did have parallels or key differences. There are three distinct parts to this task.

1. **Draw a concept map or hierarchical pyramid** for the feudal structure in medieval Europe and another one for medieval Japan. Consider what figures you need to include for Europe, such as the king and knights, and also consider what figures you need to include for Japan, such as the emperor and samurai.
2. **Complete further research.** Using your library resources and online materials, see if you need to adjust your concept maps or hierarchical pyramids. Particularly research the 'Great Chain of Being' and look at the role that religion played in medieval Europe. Two particular articles that may help you are an online article by Alixe Bovey, available through the British Library (Alixe Bovey, *The Medieval Church: From Dedication to Dissent,* 2015) and an online article by Steve Synder that is available through Grandview University (Steve Synder, *The Great Chain of Being*). Is there anyone who sits above the king or the emperor?
3. **Compare your structures.** Use your research materials and your 'mapped' feudal structures to identify in what ways the two are similar to each other. What are some key differences?

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5 Comparative analysis task 3: Comparing medieval Europe and medieval Japan – limiting the power of rulers

Minamoto no Yoritomo is widely regarded as having limited the power of the Japanese emperor, and from the beginning of his rule as shogun (1192) it was clear that ultimately power lay with him rather than the emperor. As a result, it appears that the kings of medieval Europe, such as the King of England, had a lot more power than the emperors of Japan. Is this correct?

Research the Magna Carta of England (1215) and the beginning of the Japanese shogunate (1192). Using your research materials as evidence, including key quotations, write an essay on one of the following topics:

- 'In medieval times, the power of the King of England was absolute, while the Emperor of Japan was severely limited.' To what extent do you agree?
- 'Because of the Magna Carta, the King of England had less power than the Emperor of Japan by 1215.' To what extent do you agree?
- 'Religion was a more important part of medieval society than the law, and it was the main limit on the power of both the King of England and the Emperor of Japan.' Discuss.

▲ **Source 4.53** The coronation of Charles VII of France (1429), a detail from the painting *Jeanne d'Arc* (1886–1890) by Jules Eugène Lenepveu

▲ **Source 4.54** Detail from *Portrait of Emperor Murakami*, created during the Azuchi-Momoyama period, and now part of the Saiku Historical Museum's collection

6 Digital resources

Visit the Interactive Textbook to access:

- Victorian Curriculum Capability Project
- Interactive chapter Scorcher Quiz
- Google Earth tour of key locations in this chapter
- Videos, image galleries and other extra materials.

Video
Five interesting facts about Japan under the shoguns

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CHAPTER 5

Mongol expansion (c.1206–c.1368 CE)

This chapter is available in the digital versions of this book.

▲ **Image:**
Genghis Khan, leader of the Mongol Empire, leading his horde of warriors

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CHAPTER 6

Powered by Edjin

Angkor and the Khmer Empire (c.802–c.1431 CE)

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▲ **Image:**
Twelfth-century sandstone relief of female figures at Angkor Wat

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CHAPTER 7

The Polynesian expansion across the Pacific (c.700–c.1756 CE)

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▲ **Image:**
Moai statue at Ahu Tongariki, Rapa Nui (Easter Island)

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Unit 3

Early exploration: expanding contacts – discovery and exploration

Overview

What do you think has had the biggest impact on modern society … the iPhone? The internet? People landing on the moon? The Middle Ages are full of discoveries and explorers who had a much bigger impact than any of these. This period will excite the explorer and inventor in you as you learn about world-shaking discoveries and earth-shattering inventions.

The chapters in this unit explore the innovations of Renaissance Italy and the impact of the Spanish Conquest of the Americas. You will investigate ways of life, how new inventions and discoveries changed and challenged customs and beliefs, and the impact of exploration on different groups. As you study this topic, think about the significance of the innovations and discoveries, and the perspectives of people in this period.

Video
Unit Overview

Learning goals

After completing this unit, you should be able to answer these questions:

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

▲ **Image:** Aztec warriors battle Spanish conquistadors

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▲ **Image:** Marco Polo (1254–1324) was an explorer from Venice, Italy, whose voyages to and experiences in Asia became known through the recorded tales of *The Travels of Marco Polo*. In this artwork from the fifteenth century, Marco Polo is depicted setting out from Venice by boat with his father and uncle in 1271, heading for the court of Kublai Khan in Mongolia.

Introducing historical concepts and skills: *continuity and change, and historical significance*

Throughout the chapters in this unit there will be a special focus on the concepts of continuity and change, and historical significance.

Continuity and change are more complex than they first appear – what may change for one group may not change for others in the same society. Historians are interested in why things change or stay the same, and having a firm grasp of chronology is crucial for identifying continuity and change. There is so much to debate and discuss that it's essential to be able to identify what is historically significant and what is not when constructing your own argument. In this unit, look for opportunities to identify how things changed and also how they stayed the same.

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CHAPTER 8

The Spanish Conquest of the Americas (c.1492–c.1572 CE)

Setting the scene: a clash of cultures – Spanish explorers discover the Aztecs' human sacrifice ritual

▲ **Source 8.1** An illustration of an Aztec priest offering the beating human heart of a sacrifice victim to the war god Huitzilopochtli. From the Aztec *Codex Magliabechiano*, created c.1600–1650.

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Imagine stumbling upon a new world, unknown, undiscovered and hidden by geography and time. Imagine finding this world where the normal rules of life, love, faith and fighting are upended and everything you knew to be true and right is not so. Where food, animals, religion and daily life are different from anything you could possibly imagine. A new world that depends so greatly on the sun rising the next day that helpless humans are dragged to the top of a stone pyramid in the searing heat of the day, held down by their arms and legs, cut open with a crude knife and left bleeding as their still-beating heart is raised to the sun as a plea to appear the next day.

Shocked and bewildered, Spanish soldier Bernal Diaz arrived with a crew of adventurers in 1519 on the shores of the Aztec Empire in Central America and came face to face with the practice of ritual sacrifice. Centuries of European tradition travelled with the Spanish to the Aztec world where the gods and traditions of Europe could not have meant any less. As the blood of yet another victim ran down the steps of the great Aztec altars, built specifically for death, Diaz scrawled in his diary a sight that few could imagine:

> Hardly a day passed by that these people did not sacrifice from three to four, and even five Indians, tearing the hearts out of their bodies, to present them to the idols and smear blood on the walls of the temple. The arms and legs of these unfortunate beings were then cut off and devoured, just in the same way we should fetch meat from a butcher's shop and eat it.

▲ **Source 8.2** Spanish soldier Bernal Diaz's account of Aztec ritual sacrifice from 1519

Months later when the Spaniards entered the great city of Tenochtitlan, centre of the Aztec world, they were struck by the stench of blood and rotting flesh as countless bodies of the sacrificed were flung from the top of the greatest altar in the empire. Diaz and his fellow Spanish travellers had walked into a world that had evolved over centuries without the knowledge that any other had existed, and which had to this point stood unchallenged.

Such was the clash of cultures that nearly all elements of Aztec society, its religion and social structure, were looked upon with revulsion by the Spanish explorers. Perhaps they saw it as an insult to their own Christian traditions that they aimed to spread in this 'uncivilised world', or perhaps it simply justified the true purpose of the Spanish mission: the search for gold.

The Aztec world was rich with precious metal. Gold held an important role in representing wealth and power, but it did not infect them with the greed that drove the Spanish explorers. Many Aztecs remarked that the sight of gold turned these Christian explorers into 'monkeys' and 'pigs' as they fought their way across the empire, helping themselves to riches as they went. The destruction the Spanish left in their quest for gold brought the Aztec Empire to the brink of extinction, which begs the question: who was more civilised?

MAKING THINKING VISIBLE 8.1

What makes you say that?

1. What's going on in Source 8.1?
2. What do you see that makes you say that?
3. What do you know about the Spanish reaction to this scene?
4. What have you just read that makes you say that?

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Chapter overview

Introduction

Humans moved to the Americas from Eurasia (the largest continental area on Earth, comprising all of Europe and Asia) at the end of the last great ice age some 150 000 years ago. While some groups moved eastwards (across what is now known as the Bering Strait) and settled in North America creating a vast network of tribes, many others moved south into the regions of Central and South America, laying the foundations for three great civilisations: the Maya, Inca and Aztec. The Maya civilisation did not survive to see the arrival of Europeans in the fifteenth century, and the Aztec Empire of modern-day Mexico and the Inca of Peru would not survive their conquest.

The focus of this chapter is on how the Aztec civilisation dealt with the arrival of the Spanish. To learn more about the Mayans and Incas, see the digital version.

We study the history of Spanish Conquest to examine the way we understand civilisations and societies from the past. The impact of a small band of European conquistadors (conquerors) on the civilisations of the Americas brought disease, death and the end of the indigenous civilisations. For the Europeans, it brought a new world of wealth, resources, fame and new territory for the spread of Christianity around the globe. We study the Spanish Conquest of the Americas to understand the consequences of colonisation, disease and the lust for wealth.

Learning goals

After completing this chapter, you should be able to answer these questions:

- What was life like in the Aztec and Inca Empires?
- How was society organised in the Aztec and Inca Empires?
- Why did the Spanish sail to the 'New World' and conquer these empires?
- How did the Spanish manage to conquer such a large empire with such a small force?
- What were the experiences of indigenous populations during this period?
- What were the consequences and lasting impacts of the Spanish Conquest on the Americas?

Historical skills

After completing this chapter, you will be able to demonstrate the following skills:

- Understand what 'continuity and change' and 'historical significance' mean in the study of history
- Interpret primary sources in both print and visual form.

► **Image:** The body of Aztec ruler Moctezuma II is thrown into a river by Spanish conquistadors in 1521, from the *Florentine Codex*, 1545

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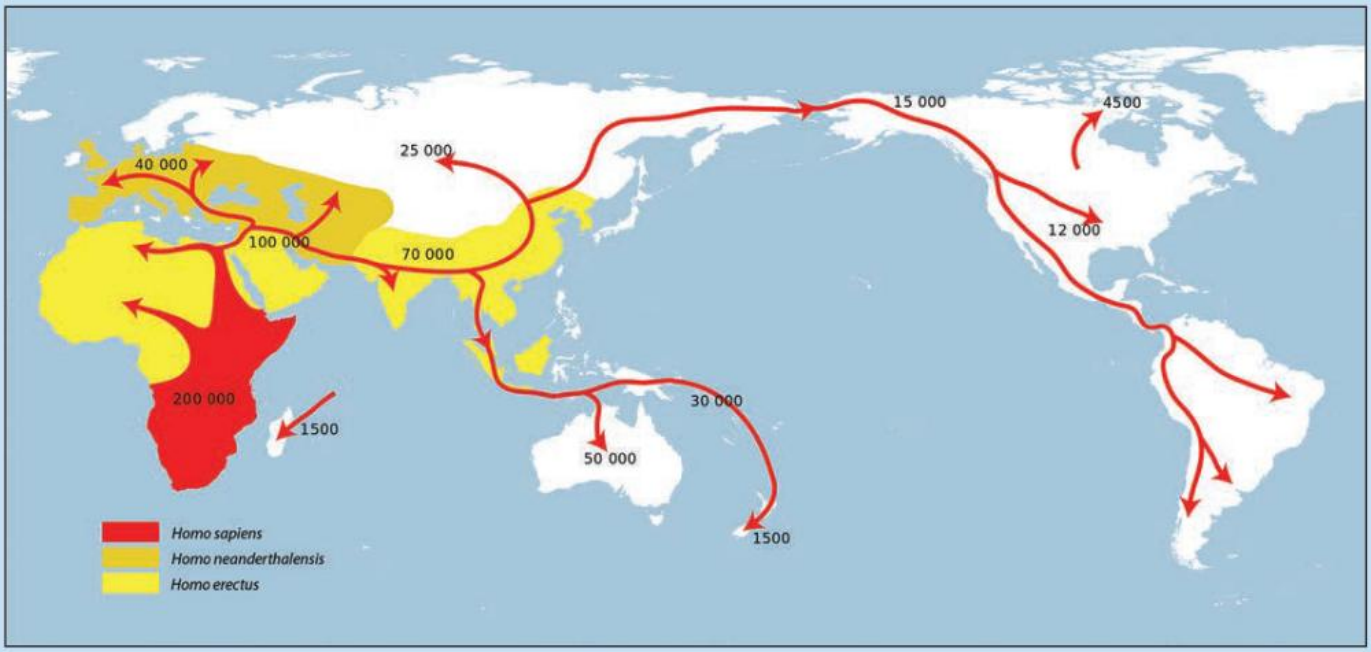
A



B

▲ **Source 8.3** Maps showing **(A)** the migration patterns of humans spanning more than 100 000 years, and **(B)** the location of the Maya, Aztec and Inca Empires

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Timeline of key events

What came before this topic?

- Humans begin to migrate from Eurasia into North America at the end of the ice age in 150 000 BCE
- The first Nahuatl speakers arrive in modern-day Mexico in the twelfth century, and a few hundred years later, Aztec society begins to emerge
- The city of Tenochtitlan is founded c. 1345
- In 1427, the Sun Stone that explains how Aztec society is created. Shortly afterwards, the Triple Alliance is formed between Tenochtitlan, Texcoco and Tlacopan, creating the Aztec Empire.

The Mask of Tezcatlipoca, or the Smoking Mirror, a mosaic made of turquoise and lignite, set over a human skull, from c. 1500 CE

Hernán Cortés (1485–1547)

Engraving of Hernán Cortés and Moctezuma II

1492
Christopher Columbus arrives in the 'New World'

1494
The Treaty of Tordesillas divides the Americas between Spain and Portugal

1502–20
Moctezuma II is Emperor of the Aztecs

1504
Hernán Cortés sails to Haiti to make a new life

1506
The Spanish conquer Cuba

1519
Cortés leads an expedition to Mexico

15 March 1519
The slave La Malinche is given to Cortés as a slave after her tribe had been defeated in battle

September 1519
Cortés and his Spanish conquistadors battle the Tlaxcala and form an alliance after defeating them

October 1519
Cortés's Spanish conquistadors and the Tlaxcalan forces massacre 3000 in the city of Cholula

15 November 1519
Cortés and the Spanish conquistadors enter Tenochtitlan

18 November 1519
Moctezuma II is taken hostage by Cortés

Moctezuma II, ruler of Tenochtitlan, 1502–1520

La Malinche (c.1496–1529), a Nahua woman who became the translator for the Spanish conqueror Hernán Cortés

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What came after this topic?

- The Spanish Conquest had a big impact on the populations of the Americas. Indigenous populations were decimated by conflict and disease, and suppression of their languages, histories and cultures.
- Spanish became the main spoken language in Central and South America, and still is today.
- Christianity became the main religion throughout the Americas, and still is today.

The Mexico City Cathedral was built between 1573 and 1813. Construction began shortly after the end of the Aztec Empire.

October 1519
Smallpox begins to sweep through Mexico

24 June 1520
The city of Tenochtitlan revolts against the Spanish conquistadors

1520
Smallpox outbreak killed millions across Mexico

29–30 June 1520
Moctezuma II dies and the Spanish are driven from Tenochtitlan

13 August 1521
Tenochtitlan captured by the Spanish and destroyed, bringing the Aztec Empire to an end

22 May 1521
Cortés returns to Tenochtitlan and lays siege to the city

1522
Cuauhtémoc is hung by the Spanish

1521
The Spanish begin to rebuild Tenochtitlan, naming it Mexico City, the capital of New Spain

1547
The conquest of the entire Aztec Empire is complete

1542
New laws enacted are by the King of Spain to protect the indigenous peoples from slavery and exploitation

1590
Approximately 900 Christian churches have been built in Mexico

1560
The *encomienda* system is finally abolished

Timeline questions

1 Look at the events prior to Spanish arrival in Mexico 1519. What does this tell you about the Aztec Empire?

2 Examine the frequency of events between 1519 and 1521. What does this tell you about the impact the Spanish arrival had on the Aztecs?

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8.1 Life in the Americas before Spanish invasion

FOCUS QUESTIONS

- Who were the Aztecs?
- What was life like in the Aztec Empire? How was society organised?

KEY TERMS

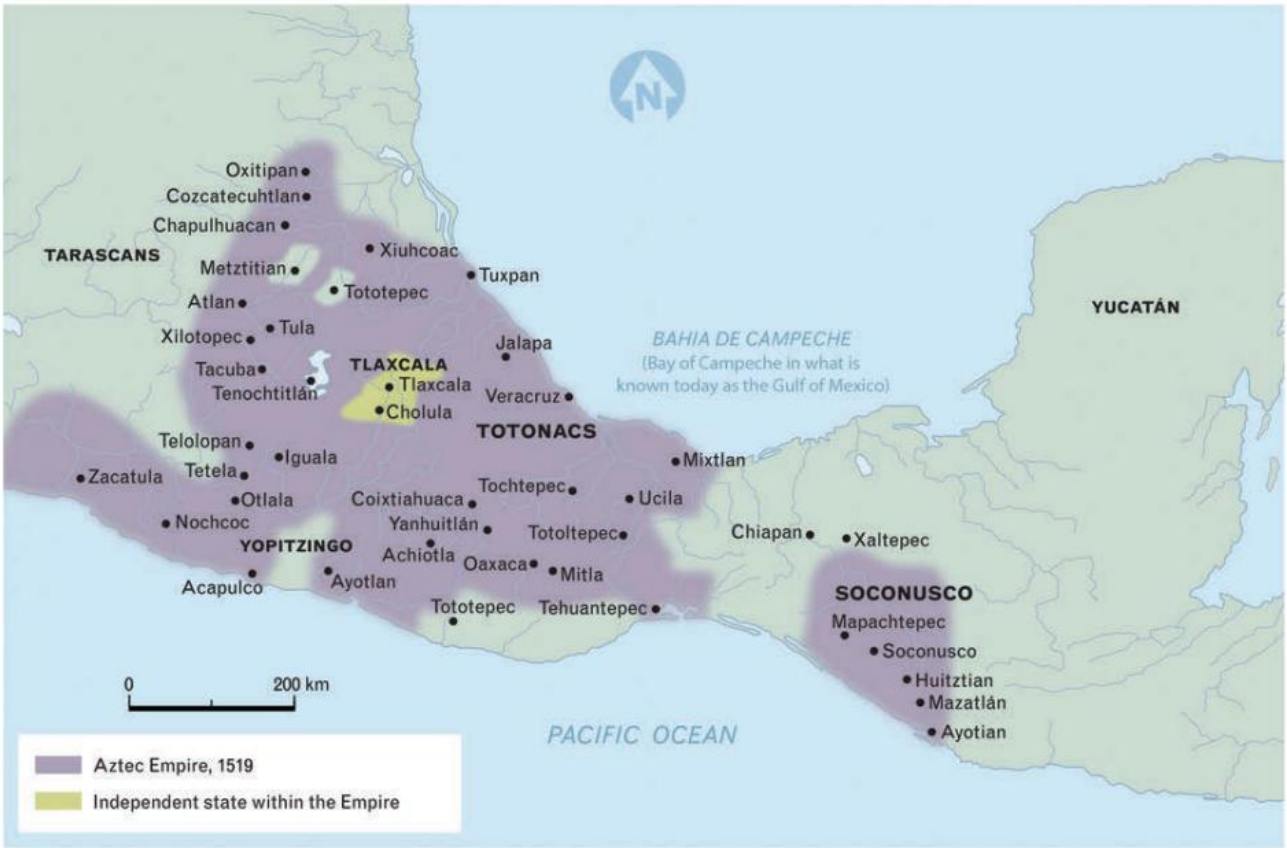
Mexica the indigenous people who lived in the Valley of Mexico during the Aztec Empire

Nahuatl the language spoken by the Mexica

Aztec Empire the alliance of three great cities in the Valley of Mexico

Introduction

The **Mexica** people arrived in the Mexico Basin region of Central America around 1250 and found fertile soil, rivers and high mountains. Two thousand years of established culture, scientific traditions, trade, currency and social structures made them one of the most sophisticated civilisations in the world. Speaking the **Nahuatl** language, the Mexica established themselves within this region by forming an alliance with the other two largest city-states in the region, creating the **Aztec Empire** in 1428. Their lands stretched from the Pacific Ocean to the Gulf of Mexico.



▲ **Source 8.4** The Aztec Empire at its height, located in the Mexico Basin region of Central America

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▲ **Source 8.5** The Nahuatl used sophisticated studies of astrology, ceramics, architecture and writing. The Aztec Sun Stone was thought to represent and explain the role of time in Aztec culture and chart the 20-day Aztec calendar month.

The Aztec Sun Stone

Four metres in diameter and a metre thick, the Sun Stone was found buried in Mexico City in 1790. Most historians agree the Aztec Sun God **Tonatiuh** is at its centre. The four points around the face of the Sun God represent the 'four suns' or periods of time (eras) that came before the stone was created. Each one explains how that world died or came to an end:

1. Death by jaguars
2. Death by wind
3. Death by fire
4. Death by water.

A fifth sun within the carving gives the **prophecy** that 'this world' would come to its end via earthquake.

KEY TERMS

Tonatiuh the Aztec god of the Sun

prophecy a prediction of what will happen in the future

ACTIVITY 8.1

Check your understanding

1. What was the Sun Stone mainly used for?
2. Who was at its centre?
3. What did the four suns represent?
4. Research the history of earthquakes and volcanoes in Mexico's recent and distant past. How does this help explain the role of the existence of the fifth sun?
5. What does the Sun Stone tell you about the way the Aztecs saw their own universe?

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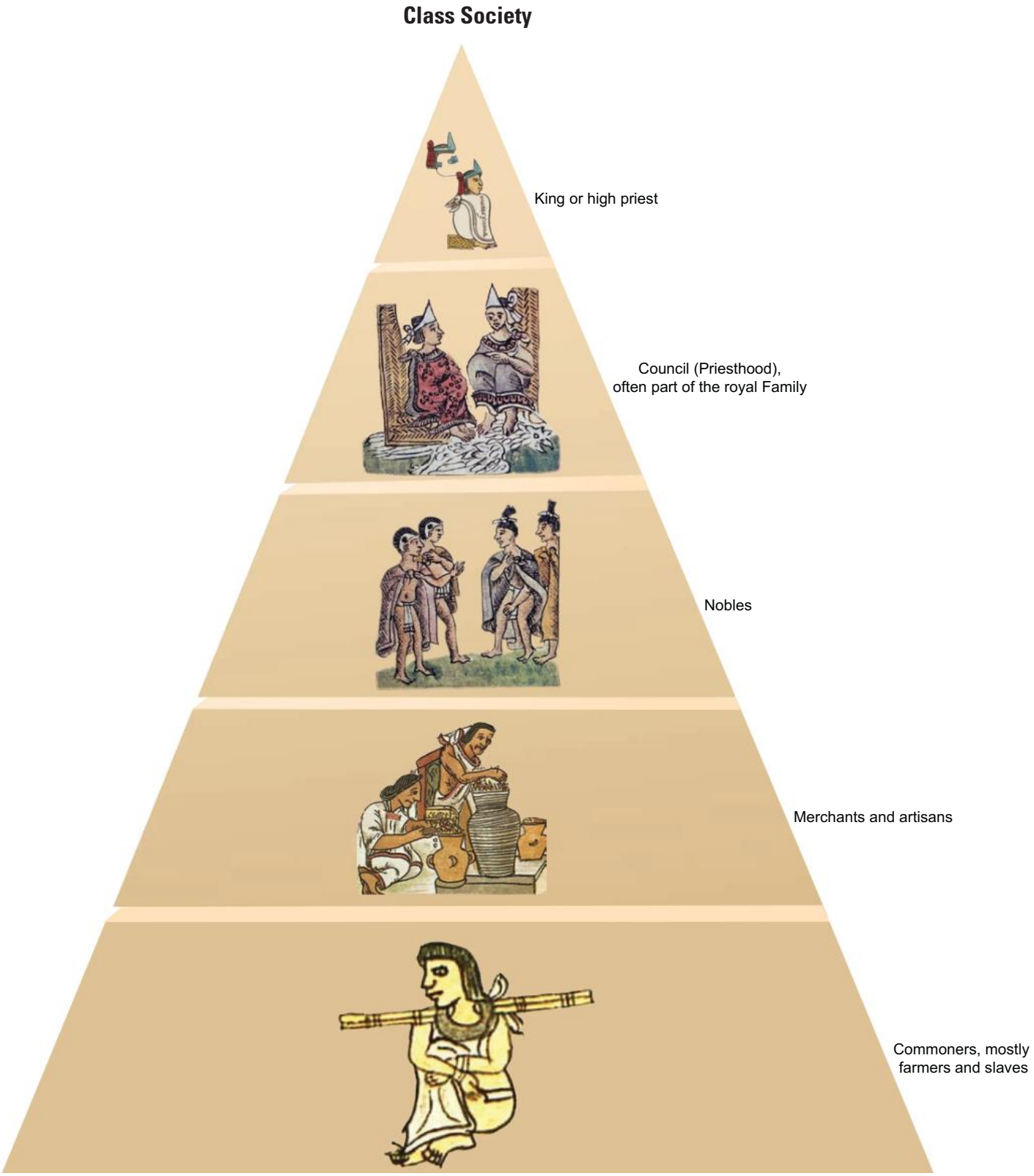
The social structure of the Aztecs



▲ **Source 8.6** The social structure of the Aztecs

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KEY TERMS

emperor a ruler of a society

demigod (in ancient stories) a being who is part human and part god

noble a wealthy person, connected to the ruling family by rank, title or birth

absolute ruler a ruler whose power and authority is never questioned

calpulli small Aztec neighbourhoods

serf a poor farm worker bound to work on the land owned by the local noble

obsidian a type of black rock that is glass-like

At the top of Aztec society was the **emperor**, who enjoyed the role of **demigod** and surrounded himself with **nobles** and administrators to help control the vast empire. The emperor was expected to be experienced in warfare and strategy. The emperor was an **absolute ruler**.

The nobility were often related to the emperor by blood or marriage and took up the roles of military commanders, priests and judges. Most were wealthy landowners. Nobles were also the only class permitted to display their wealth through decorated capes and jewellery.

Commoners were usually skilled craftsmen like builders, farmers and artisans and lived in small neighbourhoods known as ***calpulli*** where one noble would govern over the area. The hard labour was done by **serfs** or slaves.

The role of commoner women was limited to marriage and child-rearing. The creation of children was revered among Aztec culture.

Girls were raised to be married around the age of 16, while boys were expected to become warriors who could hope for a glorious death in battle or a horrible one at the hands of their enemies.

Warriors were taken from both the common and serf class and expected to fight when requested. The Aztec Empire had not developed steel, so weapons were made from fire-hardened wood and lined with sharp **obsidian** forged from volcanic rock. A warrior's reward came from the number of prisoners he could take, rather than how many he killed. Prisoners would be sacrificed to please the gods.

A prisoner lucky enough to avoid sacrifice would be used as a slave. Slaves completed the hardest work in the Aztec Empire. However, a slave could buy their own freedom, or even marry their owner. A slave was free once his or her owner died, and children born to slaves were not considered to be slaves themselves.

ACTIVITY 8.2

Check your understanding

1. Make a list of words that you could you use to describe the way Aztec life was organised.
2. In a short paragraph, use some of these words to describe Aztec life from the perspective of a slave.

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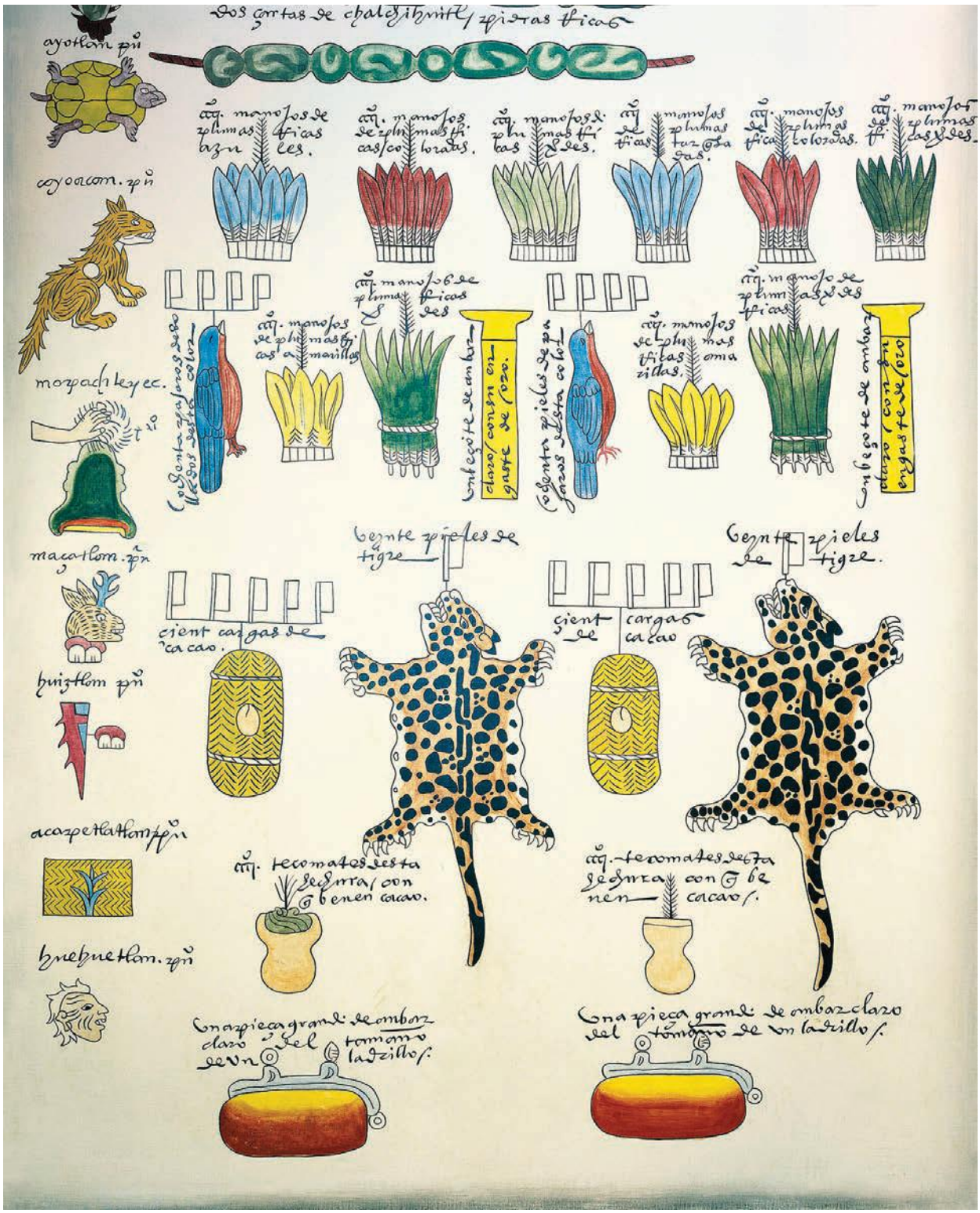
Were the Aztecs popular rulers?

The Aztecs rose to power by conquering the various Mexica groups and city-states by force. Not all of these groups enjoyed Aztec rule. Aztec rule was strict and brutally punished those who opposed their rulers. If a region was unable, or refused, to pay their **tribute** to Tenochtitlan, Aztec warriors would take prisoners by force to feed the need for human sacrifice.

KEY TERM

tribute a form of tax paid to a ruler



▲ **Source 8.7** This image from the *Codex Mendoza* shows the different forms of taxes paid to Aztec rulers by people subject to their rule.

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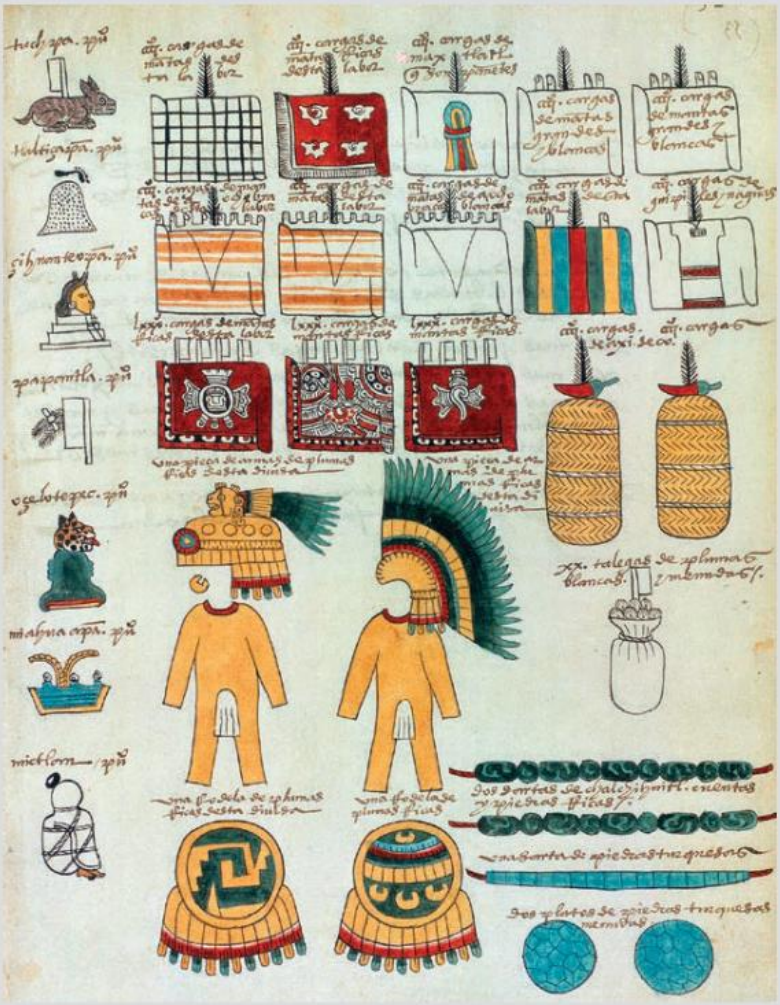
DEVELOPING HISTORICAL CONCEPTS AND SKILLS 8.1

Determining historical significance

As historians, we can use sources to determine the significance of an individual, group or event from history. When we understand significance, we can make informed evaluations of the achievements of these people and groups, and determine the importance of key events in relation to those that came before and after.

Source 8.7 shows an illustrated description of the items and objects that were paid to the Aztec rulers by their subjects in a form of taxation known as a tribute. It is an excellent source to help us understand the significance of the Aztec Empire:

1. Look carefully at the image. What objects do you recognise? Work with a partner to list as many as you can.
2. Compare your answers with another pair. Were they able to identify any objects that you could not? List those too.
3. If this is just one example of a tribute paid to the Aztecs, what might it tell us about their overall wealth?
4. Using examples from the source, explain the significance of the Aztec Empire before the Spanish arrival.



◄ **Source 8.8** Another list, from the *Codex Menoza*, showing tributes paid by cities confederated to Aztec rules

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Religion and rituals of the Aztecs

Religion was at the centre of Aztec life. Their gods provided sun, rain, food, water, fire, life and death. For Aztecs, the world would one day come to an end and a new 'era' would follow.

Huitzilopochtli was the god of Sun and War and was one of the most demanding, as he fought the dark night sky so the sun would rise in the morning. The Aztecs believed they only existed as long as they kept their gods happy. To please gods such as Huitzilopochtli, Tlaloc (the god of rain), Tezcatlipoca (the god of the night), Chicomecōātl (the goddess of agriculture), Xipe Totec (the god of spring and new vegetation) and Mictlantecuhtli (Lord of the Dead), they made offerings in human blood.

Quetzalcoatl (meaning 'feathered serpent') was opposed to human sacrifice and was banished by the other gods. It was believed that Quetzalcoatl would return from the west to destroy the Aztecs. For centuries, the Spanish and historians claimed that the Aztecs believed Spanish explorer Hernán Cortés was Quetzalcoatl in human form.

SOURCE A

▲ **Source 8.9** Terracotta figure of the Lord of the Dead, Mictlantecuhtli

SOURCE B

▲ **Source 8.10** Aztec god of the dead, Mictlantecuhtli, represented in a fifteenth-century gold pendant, one of the few gold ornaments that escaped being turned into bullion by the Spanish conquistadors

SOURCE C

▲ **Source 8.11** Pottery depicting Chicomecōātl

SOURCE D

▲ **Source 8.12** Urn depicting Tlaloc, the rain god, from Tenochtitlan, Mexico

SOURCE E

▲ **Source 8.13** Aztec god of the dead, Mictlantecuhtli

SOURCE F

▲ **Source 8.14** Recreation of a feather shield of an Aztec warrior

SOURCE G

▲ **Source 8.15** In elaborate ceremonies, priests would use knives to make sacrifices to the gods.

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SOURCE H

▲ **Source 8.16** Pectoral ornament in the form of a double-headed serpent, one of the symbols of Tlaloc. It was worn by a high priest. It may have formed part of the treasure sent to Cortés by Moctezuma, who believed Cortés to be the returning god Quetzalcoatl.

SOURCE I

▲ **Source 8.17** Basalt statuette of the god Quetzalcoatl, the feathered serpent

SOURCE J

▲ **Source 8.18** Quetzalcoatl mask

SOURCE K

◄ **Source 8.19** Open-mouthed stone mask of Xipe Totec dressed in the skin of a sacrificial victim. In the festival of Tlacaxipeualiztli, a sacrificial victim was skinned alive and a warrior danced dressed in the skin. The ceremony symbolised the bursting of the skin of the maize seed.

SOURCE L

▲ **Source 8.20** Side view of the Sun Stone

SOURCE M

◄ **Source 8.21** Collapsed carving of a *tzompantli*, or skull rack. Such racks were near every Aztec temple and were used to store the heads of slain enemy warriors. The rack in Tenochtitlan, which so horrified the Spanish invaders, contained more than 10 000 skulls.

MAKING THINKING VISIBLE 8.2

See, Think, Wonder

Read the text on this spread and look carefully at each of the objects. Write down answers to these questions:

1. What do I see?
2. What do I think?
3. What do I wonder?

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Human sacrifice

Human sacrifice occurred regularly. At intervals marked out by the Sun Stone, prisoners were forced to walk to the top of great temples, and were stretched out across a stone altar as priests held their limbs down. Their chests were carved open with obsidian blades and their still-beating hearts were removed and offered to the sun. The priests would then dismember their limbs, tossing them down the stairs.

KEY TERM

tzompantli a wooden rack used for the public display of human skulls

Highly trained priests would strip the body and reserve the skull, placing it on the ***tzompantli***, an enormous rack of skulls built in front of the Templo Mayor – a pyramid with two temples on top. It was rumoured the rack contained more than 130 000 skulls. Not all sacrifices were prisoners. Sometimes the deaths were used to remind people of the power of the Aztec rulers.

Amazing but true…

In the centre of the city of Tenochtitlan was an area dedicated to religion, containing several major temples and royal palaces. The most important building was the Templo Mayor or Great Temple, called Hueteocalli by the Aztecs. This building dominated the religious precinct of the city and was the symbolic centre of the Aztec world. The temple was built as a stepped pyramid, with two shrines built on the top. These shrines were dedicated to the war god Huitzilopochtli and the rain god Tlaloc, two of the most important Aztec deities. The Templo Mayor was the site of royal coronations, as well as ceremonies of human sacrifice to these two gods.

▲ **Source 8.22** An artist's representation of the Templo Mayor

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ACTIVITY 8.3

Using historical sources as evidence

The following sources centre around the practice of human sacrifices.

KEY TERM

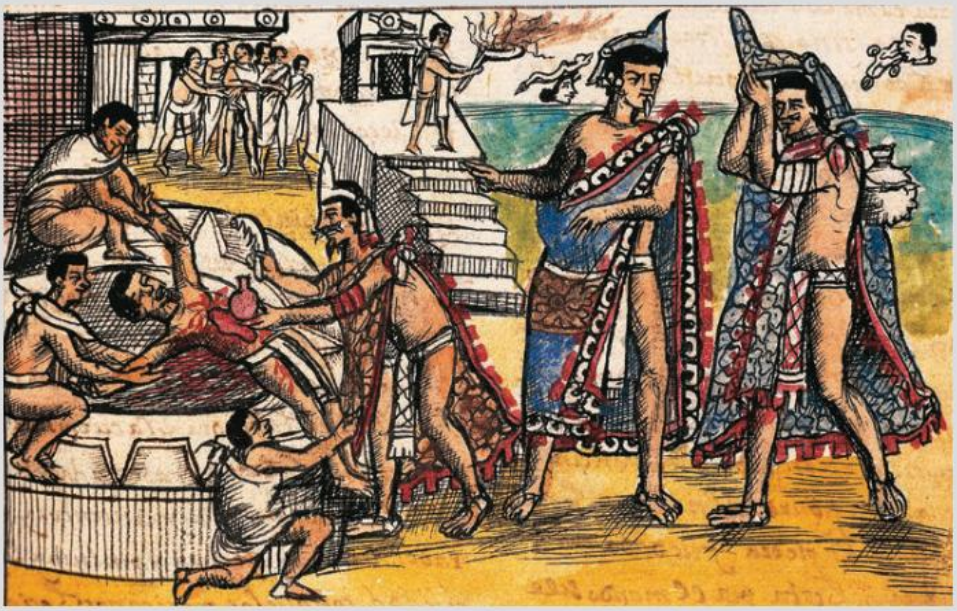
idol an image or an object that resembles a god

SOURCE A

They strike open the wretched Indian's chest with flint knives and hastily tear out the palpitating heart which, with the blood, they present to the **idols** in whose name they have performed the sacrifice. Then they cut off the arms, thighs and head, eating the arms and thighs at ceremonial banquets. The head they hang up on a beam and the body of the sacrificed man is not eaten but given to beasts of prey.

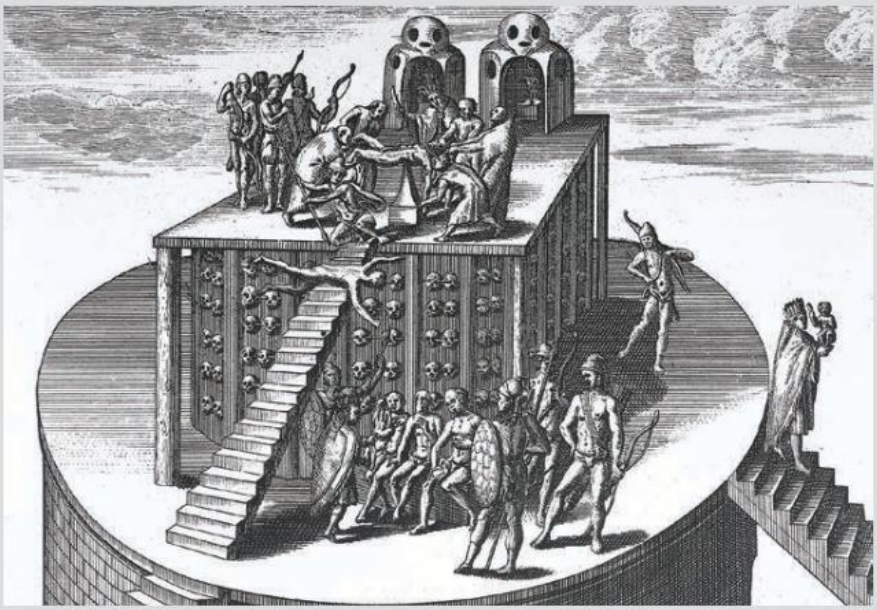
▲ **Source 8.23** Quote from Spanish soldier Bernal Diaz recounting his experience in Tenochtitlan in 1521

SOURCE B



▲ **Source 8.24** Illustration of human sacrifice published in the book *The History of the Indies of New Spain* in 1579

SOURCE C



▲ **Source 8.25** Engraving of human sacrifice made in 1579

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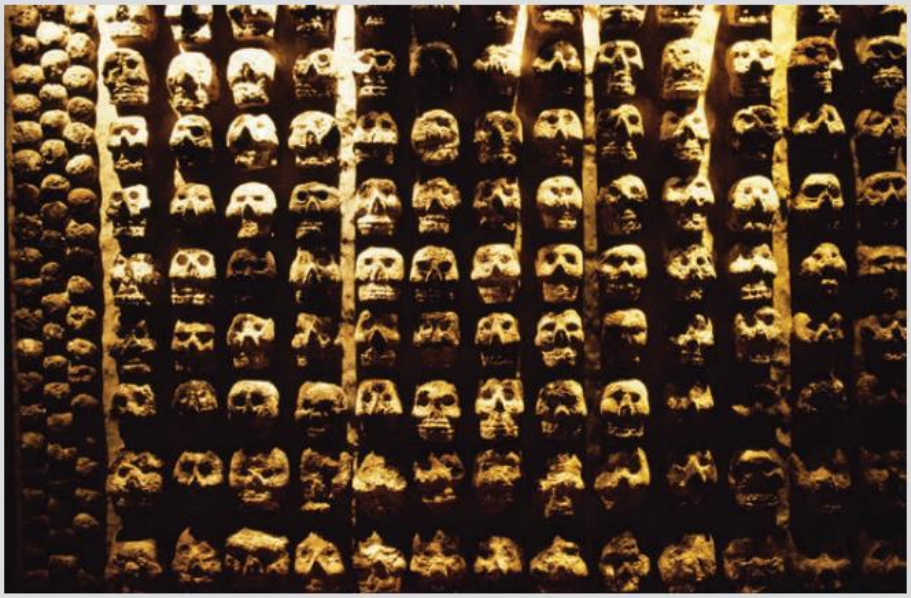
SOURCE D



▲ **Source 8.26** *Tzompantli* (skull rack) excavated at Templo Mayor

Responding to the sources

1 Why were people sacrificed to the gods?
2 Who were the most common victims?
3 The sacrifices were often visible to everyone near the temple. Why do you think the Aztec rulers wanted everyone to see?
4 Carefully read Source A and then look at Sources B, C and D.
   a What do you see?
   b What do you think about it?
   c What does it make you wonder?

Sport and chocolate

Life in the Aztec world was not all death and sacrifice. The Aztecs did believe in an afterlife, but that did not mean they didn't enjoy the one in the present. The ball sport ***ullamaliztli*** played an important role in Aztec life as it reflected many of the principles by which they lived. Played on a court that was designed to reflect the battle between the sun and the moon, games usually took place on days of great importance such as religious festivals and market days.

KEY TERMS

ullamaliztli an ancient Aztec ball sport

maize a cereal grass of Central American origin, similar to corn

Mesoamerica a region in the Americas, extending approximately from central Mexico to Belize, Guatemala, El Salvador, Honduras, Nicaragua and northern Costa Rica

xocoatl an Aztec chocolate drink

Farmers grew maize, which formed the basis of a range of Aztec foods, including porridge, corn cakes and tortillas. The Aztec diet consisted mainly of vegetables and fruits, such as tomatoes, avocados, chillies, potatoes and beans, limes, and meat such as dog and turkey. Chocolate originated in **Mesoamerica** and was a valued commodity among the Aztecs as well as a form of currency at markets around the empire. The Mesoamerican version of chocolate, ***xocoatl***, was served hot to lighten the mood and relax victims about to be sacrificed.

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ACTIVITY 8.4

Check your understanding

1. Imagine you are one of the conquistadors and have only recently seen and tasted chocolate for the first time.

   Describe to someone who has never eaten chocolate what it tastes and smells like, and how it feels when you touch it.
2. Explain the importance of the discovery of chocolate for the Spanish in Europe.

Life in Tenochtitlan

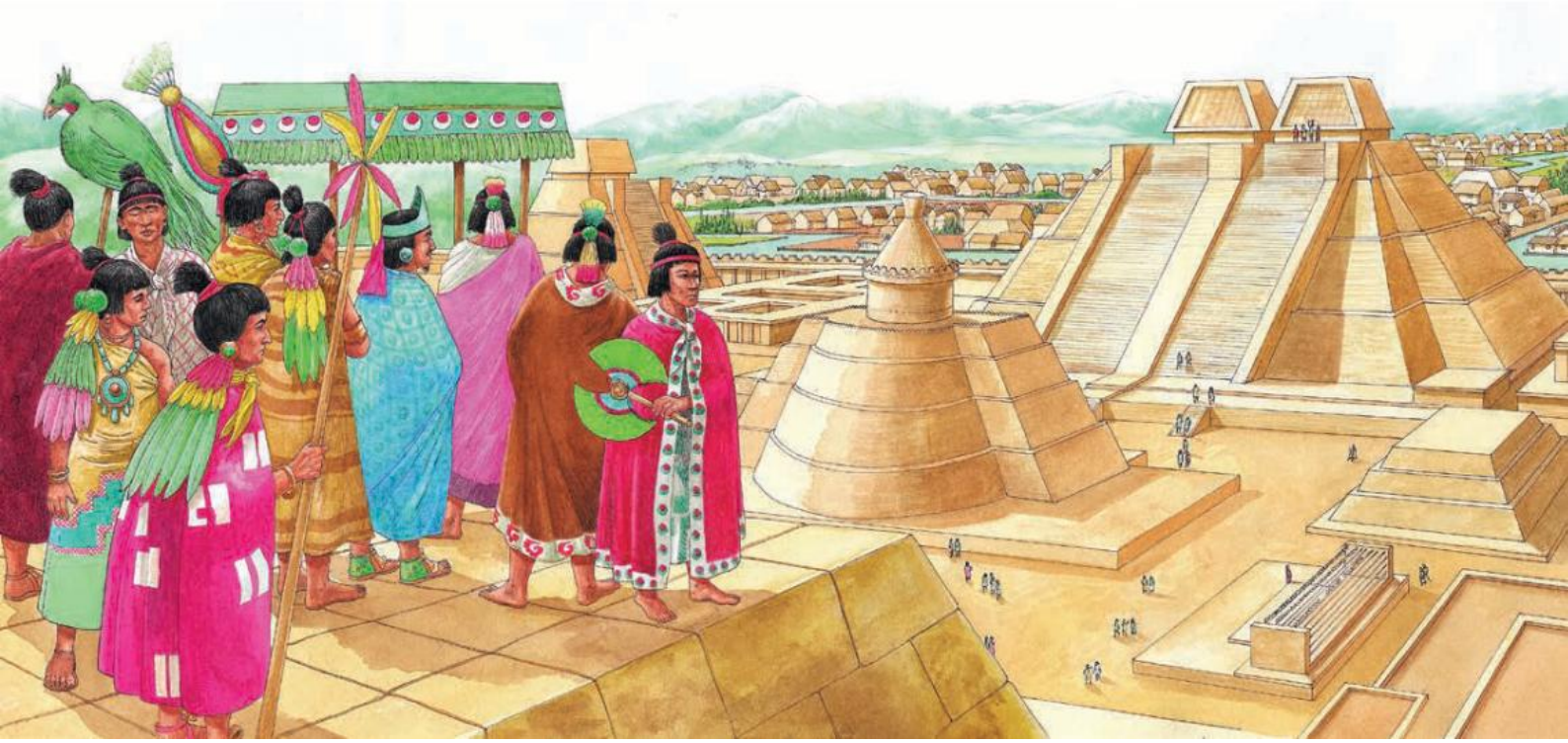
The city of Tenochtitlan was the epicentre of the Aztec universe. Prior to the arrival of the Spanish in 1521, it was one of the largest cities in the world, boasting an estimated population between 300 000 and 500 000. Surrounded by lakes and marshes high in the mountains, the Aztecs built floating gardens that provided the city with food, moved fresh water around and disposed of waste via sewers. A grand array of temples and palaces existed within the centre of the city, devoted to human sacrifice and worship of the gods. Bernal Diaz provides his recollection of seeing the city for the first time:

> 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** leading to Mexico we were astounded … buildings rising from the water, all made of stone, seemed like an enchanted vision.

KEY TERM

causeway a wide bridge that crosses water

Underground springs provided the city with clean water for drinking, washing and growing crops in the floating gardens of the city. The Aztecs were passionate about flowers. The city was decorated with the flowers grown in its countless gardens, bringing colour and vibrancy to the city.



▲ **Source 8.27** An artist's impression of Aztec nobles and warriors surveying the ceremonial centre of Tenochtitlan. The temple of Quetzalcoatl is before them and beyond it is the great double temple pyramid dedicated to Huitzilopochtli, the god of war, and Tlaloc, the rain god.

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MAKING THINKING VISIBLE 8.3

Headlines

Imagine you were there with Bernal Diaz to see Tenochtitlan for the first time. Write a newspaper headline that captures the most important aspect that should be remembered.

Market day

Markets were an essential element of every Aztec city, serving tens of thousands of people each day. Each market was organised so that every type of product from every area of the Aztec Empire could be sold in its own section. Bernal Diaz remarked at the size and scale of this market, stating:

> We were astounded by the great number of people and the quantities of merchandise … dealers of gold, silver and precious stones, feathers, cloaks and embroidered goods. Male and female slaves are sold there … in another part were the skins of tigers and lions, otters, jackals and deer … There were sellers of kidney beans and sage and other vegetables, in yet another they were selling fowls, and birds and dewlaps (turkeys) also rabbits, hares, deer, young ducks, little dogs and other such creatures.

▲ **Source 8.28** Bernal Diaz's account of seeing an Aztec market

▼ **Source 8.29** Tlatelolco marketplace as depicted in a diorama at the Field Museum of Natural History, Chicago. The largest Aztec market was located in Tenochtitlan's neighbouring town, Tlatelolco.

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A sophisticated system of tributes from conquered regions meant that Tenochtitlan was able to develop in size, wealth and population. Tribute collectors, known as ***calpixque***, ensured that payments were made. The scale of tributes was recorded in a Spanish historical record called the *Codex Matricula de Tributos*, which recorded one annual tribute to Tenochtitlan to include:

214 000 cloaks,
647 warrior costumes,
100 bins of foodstuffs,
16 000 bales of cotton, 4800 wooden beams and an equal amount of planks and pillars,
32 000 smoking canes, 280 000 bowls,
3200 deer skins, 6400 quetzal feathers and
240 gold disks.

▲ **Source 8.30** An annual tribute to Tenochtitlan

KEY TERM
calpixque an Aztec tax collector

ACTIVITY 8.5

Using historical sources as evidence

1. Read Source 8.28 carefully; what does it tell you about the kinds of products available?
2. What does this range of products suggest about the Aztec's use of their environment?
3. Carefully examine the list of products provided to Tenochtitlan via the tribute system in Source 8.30. Explain what you think these products were used for and why they were chosen as products for tribute.
4. How do governments collect tributes today? Why do you think they do this?

END-OF-SECTION REVIEW 8.1

Review questions

Answer these questions on paper or in the Interactive Textbook.

Digital quiz
Please see the Interactive Textbook to access digital activities

Recall

1. When did the humans first reach Mexico?
2. What was the language spoken by the Mexica people?
3. Who sat at the top of Aztec society?
4. What role did human sacrifice play in Aztec society?
5. What kind of items were sold at Aztec markets?

Interpret

6. How was the Aztec Empire able to grow in size?
7. Explain the significance of the sun within Aztec society.

Argue

8. 'The Aztec Empire was a complex civilisation.' To what extent do you agree with this statement?

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8.2 Significant developments in the Spanish Conquest of the Americas

FOCUS QUESTIONS

- What were the key events that led to the Spanish Conquest of the Americas?
- What did the Spanish do at Cholula?
- What happened to the ruler of the Aztecs?
- How did the Aztecs strike back against the Spanish?

European exploration

In the fifteenth century, European nations were looking to expand their power and wealth. They knew that great resources could be found in the far east of India and the 'spice islands' of Asia, but these were extremely difficult to reach over land. As early as the thirteenth century, Italian explorer Marco Polo had travelled across land to the great capital of China and returned. The journey took three years in each direction.

In 1492, another Italian explorer, Christopher Columbus would set sail to explore a faster ocean route to Asia by heading west across the Atlantic Ocean.

▲ **Source 8.31** Engraving of Christopher Columbus arriving on American soil and being met by the indigenous population, c.1590

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At the same time, Spanish and Portuguese **monarchies** were competing to build wealth, control territory and convert the indigenous peoples to Christianity. Competition was so fierce that Portugal asked the pope, head of the Catholic Church, to declare all lands west of the Atlantic Ocean to be their property alone.

Nordic and Chinese explorers are known to have made contact with the **'New World'** ('new' to the Europeans) before Columbus, and the truth is that the Italian found it by accident. He thought he had found a route to Asia and India, but actually the islands he found with his three ships, *Nina*, *Pinta* and *Santa Maria*, were in the modern-day Bahamas. This is how the region came to be sometimes known as 'The Indies' and its inhabitants as 'Indians'.

Columbus had found the New World rich in resources such as gold, sugar and tobacco. The news sent shockwaves throughout Europe. The Spanish royalty acted quickly upon the Italian's discovery and made an agreement with the pope and Portugal called the **Treaty of Tordesillas** in 1494, which divided the lands around the globe between the two monarchies.

KEY TERMS

monarchy country that has a royal family, and the head of the royal family as its ruler

New World the name given to the Americas by European explorers

Treaty of Tordesillas a treaty made to divide the New World between the Spanish and Portuguese monarchies

ACTIVITY 8.6

Using historical sources as evidence

The Cantino world map in Source 8.32, made in 1502, divided up the world in terms of the resources that had been discovered to that point.

▲ **Source 8.32** A Portuguese, or 'Cantino' map, indicating the territories and borders between the Spanish and the Portuguese laid out by the Treaty of Tordesillas

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Responding to the source

1. Use a current map of the world and the Cantino world map to identify the resources found in each location:
   a. Brazil
   b. Western Africa
   c. Central Africa.
2. Look closely at the areas where only small sections had been explored. Where do you think they could be?
3. Why would a map such as this encourage European explorers to discover the rest of the map?
4. Working in pairs, consider the major resources found in Australia, India and Asia.

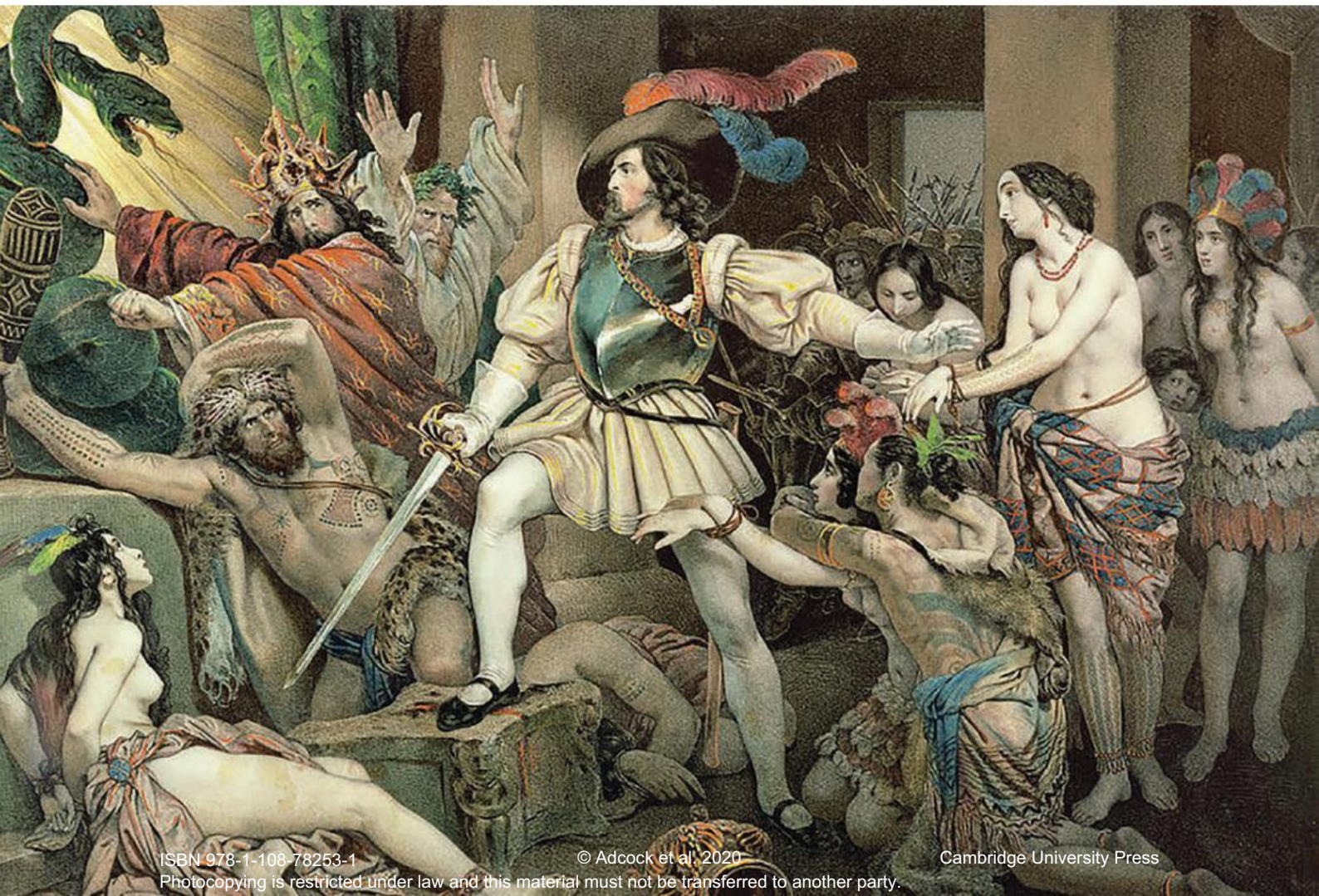
The conquest of the Aztec Empire

KEY TERM

colonise the act, by a militarily strong country, of invading and taking over another area, which then becomes known as a colony

At the command of the Catholic pope, the Spanish sailed to the newly found Cuba and **colonised** the island. They converted the inhabitants to Christianity and began to grow sugar cane and tobacco, and raise cattle. New settlements, the thrill of exploration and possibility of riches attracted many from Spain looking for adventure. Two such men were Hernán Cortés and Bernal Diaz.

▼ **Source 8.33** This painting was made of Cortés around the 1850s and depicts him from a particular point of view. What do you think that viewpoint is?



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Hernán Cortés

Historians have long debated the role of Cortés. His journey would change the course of the New World forever. Within two years, he would stand victorious in the ashes of the Aztec Empire. Was he an heroic explorer who brought Christianity to the New World or a villain only interested in blood, conquest and gold?

Francisco Lopez de Gomara was a Spanish historian who lived during the time of Cortés and recorded a history of the Spanish Conquest of the Americas.

> The Conquest of Mexico and the conversion of the peoples of New Spain can and should be included among the histories of the world, not only because it was well done but because it was very great … Long live, then, the name and memory of him [Cortés] who conquered so vast a land, converted such a multitude of men, cast down so many idols, and put an end to so much sacrifice and the eating of human flesh!

▲ **Source 8.34** Francisco Lopez de Gomara, 1552

FAMOUS FACE

HERNÁN CORTÉS

Hernán Cortés grew up poor in the Spanish town of Medellin. Excited by the tales of the New World he left for Hispanola in 1504 at the age of 19. He had little sailing and no military experience but joined in the conquest of Cuba in 1511. When news of a potential expedition to the mainland of the Americas arose in 1519, he used his charm and natural gift for leadership to gather six ships, 300 men known as conquistadors (conquerors) and 16 horses, and set sail for the Yucatán Peninsula in modern-day Mexico.

MAKING THINKING VISIBLE 8.4

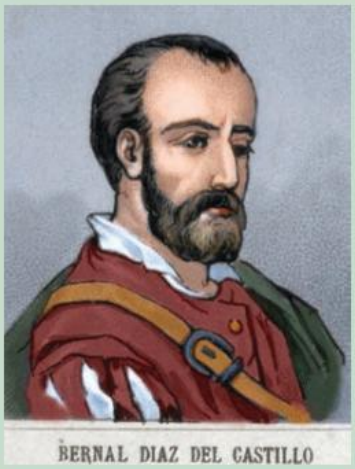
Stop, look, listen

1. Stop: What do Sources 8.33 and 8.34 say about Cortés?
2. Look: Research and find another image of or a quote about the Spanish explorer. What have others said about him?
3. Listen: Hear what the sources tell you with an open mind. What opinion have you formed about Cortés?

FAMOUS FACE

BERNAL DIAZ

Bernal Diaz was a soldier in Cortés's expedition and stayed with him for the duration of his adventure in Mexico. He is most famous for recording his entire time with Cortés in the book *The Conquest of New Spain*, which was transcribed shortly before his death in 1584.



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Bernal Diaz

Before Diaz died he chose to write his history after he had read those of Gomara (quoted in Source 8.34) and other Spanish historians who he felt 'spoke the truth, neither in the beginning, nor the middle, nor the end'. The book and its recollections were created almost 50 years after the events it describes.

ACTIVITY 8.7

Check your understanding

1. What role did Bernal Diaz play in the conquest of Mexico?
2. Why did Diaz choose to record his version of events?
3. What makes Diaz's memory an important source?
4. Could a historian use Diaz as a reliable source?

FAMOUS FACE
LA MALINCHE

La Malinche was born a princess, but was given away to slavery, in secrecy, to allow her step-brother to take over the noble role. An intelligent and highly capable woman, she spoke the languages of the Maya and the Aztecs. With Cortés, she learned Spanish quickly, converted to Christianity, had a child with the explorer and became an indispensable translator.

The slave and the Aztec emperor

Cortés, Diaz and their success came down to a few important factors and people. Two key players were a princess turned slave and the great Aztec Emperor Moctezuma II.

The young woman known by the names La Malinche, Malintzin or Dona Marina played a critical role in the conquest of the Aztecs. In the early days of Cortés' time in Mexico, a small group of slave women were given to the Spanish as a gift by a Tabasco tribe defeated in battle.

La Malinche is remembered as a controversial figure. Seen by some as a woman who made the best of a bad situation, and by others as a betrayer of all Mesoamerican peoples. Her role in helping the Spanish conquer the Aztecs cannot be understated.

Moctezuma II was the ruler of the Aztecs from 1502 to 1521. He was the relative of Moctezuma I, the ruler who had brought much of the Aztec Empire together. When Moctezuma II came to the throne the extent of Aztec influence stretched more than 120 000 square kms across many areas in what is now central and southern Mexico.

Little is known about Moctezuma's personality, only how he fought and ruled. His enemies were punished and violently sacrificed to the gods, and those who did submit to his rule were heavily taxed through tributes.

It is believed that, when the Spanish arrived, Moctezuma thought they were gods and invited them to stay. This action led historians to believe that Moctezuma II was superstitious.

Bernardino de Sahagún, a Franciscan missionary to the Aztec people created the highly detailed history of the Aztecs called the *Florentine Codex*. Sahagún interviewed a number of Mesoamericans who claimed to have hated the emperor. Some called him a fool, others called him a traitor.

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ACTIVITY 8.8

Using historical sources as evidence

▲ **Source 8.35** A sculpture of Hernán Cortés alongside La Malinche

Source 8.35 shows a sculpture erected in suburban park Mexico City in 1982. It depicts Hernán Cortés alongside La Malinche. In the foreground is their son, Martin. The son is remembered by many to be the 'first Mexican'. The statue is called *Monumento al Mestizaje*: a memorial to Mexico's mixed Spanish and indigenous roots. Such is the division over La Malinche's role in Mexico's past that violent protests erupted and the statue had to be moved to a more secluded location.

1. Describe what you see in the sculpture.
2. What perspective or memory of Cortés and La Malinche is the sculpture trying to create?
3. The sculpture, and the public reaction to it, came 500 years after the conquest of Mexico. What does this tell you about the way some modern Mexicans view La Malinche?

FAMOUS FACE

MOCTEZUMA II

Moctezuma II was the ruler of the Aztecs from 1502 to 1521. He frequently led violent wars against his enemies to appease the god of war, Huitzilopochtli. Sometimes referred to as 'Montezuma' which translates as 'he who frowns like a lord', he built a grand palace in his own name in Tenochtitlan.

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ACTIVITY 8.9

Using historical sources as evidence

Bernal Diaz described the emperor like this:

> The Great Montezuma was about 40 years old, of good height, well proportioned, spare and slight … He did not wear his hair long but just over his ears, and he had a short black beard, well-shaped and thin. His face was rather long and cheerful, he had fine eyes, and in his appearance and manner could express geniality or, when necessary, a serious composure … He had a guard of two hundred chieftains lodged in rooms beside his own, only some of whom were permitted to speak to him.

▲ **Source 8.36** Bernal Diaz, *The Conquest of New Spain*, 1576

Responding to the source

1. After reading Diaz's description, what impression do you have of Moctezuma?
2. Using your understanding of Aztec daily life, explain how Moctezuma II lived a better life than that of his subjects.

First contact and La Malinche

Cortés and the conquistadors first saw the Yucatán Peninsula from their ships in February 1519. Trouble quickly followed and clashes broke out with local tribes.

Despite being heavily outnumbered, the conquistadors had a significant advantage: weaponry. Mesoamerican civilisations did not have steel swords and armour. The Spanish did, and also brought with them canons, muskets, deadly crossbows and a few horses.

The Yucatán people feared the horses as no such animal existed in their part of the world. Bernal Diaz stated that the tribes 'thought that the horse and rider were one creature'. In the early skirmishes, the conquistadors triumphed with only a few dead and injured. The wooden weapons used by the indigenous tribes were no match for the Spanish sword. A conquistador could kill dozens with what Diaz called 'good swordplay'.

After the first of many major battles, the Spanish suffering only a few wounded men. Diaz recalled the scene:

> When it was over we bandaged the wounded … We then went to look at their dead that were lying about the field, and found more than eight hundred, most of whom had been killed by sword-thrusts, and the rest by canon, muskets and crossbows … the battle had lasted over an hour.

▲ **Source 8.37** Bernal Diaz, *The Conquest of New Spain*, 1576

After their defeat in battle, the lords of the Tabasco region gave the conquistadors a gift of 20 slave women, one of who was the former princess La Malinche. The Spaniards now had a translator.

Amazing but true…

The conquistadors were not professional soldiers. They were ordinary people – sailors, tailors – with hopes of achieving wealth in the New World and, with it, a higher social status than they could ever achieve at home.

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MAKING THINKING VISIBLE 8.5

Compass points

Think about what you have learned so far about Cortés and through Diaz's description of the battle in Source 8.37.

1. Excited: What was the advantage of this situation for Cortés?
2. Worrisome: What worries you in regards to both Cortés and the Aztecs?
3. Need to know: What else would you like to know to better understand the situation?
4. Stance: How do you feel about Cortés? What opinion are you beginning to form about him?

Cortés: a god?

The Spanish expedition brought two worlds together that neither knew had existed. Cortés and his men were seeking gold, fame and Christian converts. Most of the local tribes were wondering when they would leave.

History has recorded that Cortés's arrival was momentous for the Aztecs. In 1516, a great comet flew across the sky to the east of Tenochtitlan, which was thought to confirm the prophecy that the exiled god Quetzalcoatl was coming to end the Aztec world. He was thought to appear from the east, as a man with a white beard. Was Cortés Quetzalcoatl? According the Aztec calendar, he was due to arrive in 1519 … precisely when Cortés landed.

Historians have since debated that this story was a creation of Spanish historians to justify their conquest and an excuse made up by local tribes eager to see the Aztecs defeated. However, the timing of Cortés's arrival matched the dates of the prophecy almost exactly.

▲ **Source 8.38** Seventh-century depiction of Quetzalcoatl, the Mesoamerican god of wind and wisdom

ACTIVITY 8.10

Check your understanding

1. If the theory of the prophecy were true, explain why Cortés and the conquistadors might have been seen this way.
2. What 'supernatural' powers did Cortés have that would have surprised the Aztecs?
3. Research the prophecy of Quetzalcoatl's return and list reasons why the arrival of Cortés could fit into the Aztec understanding of the world.

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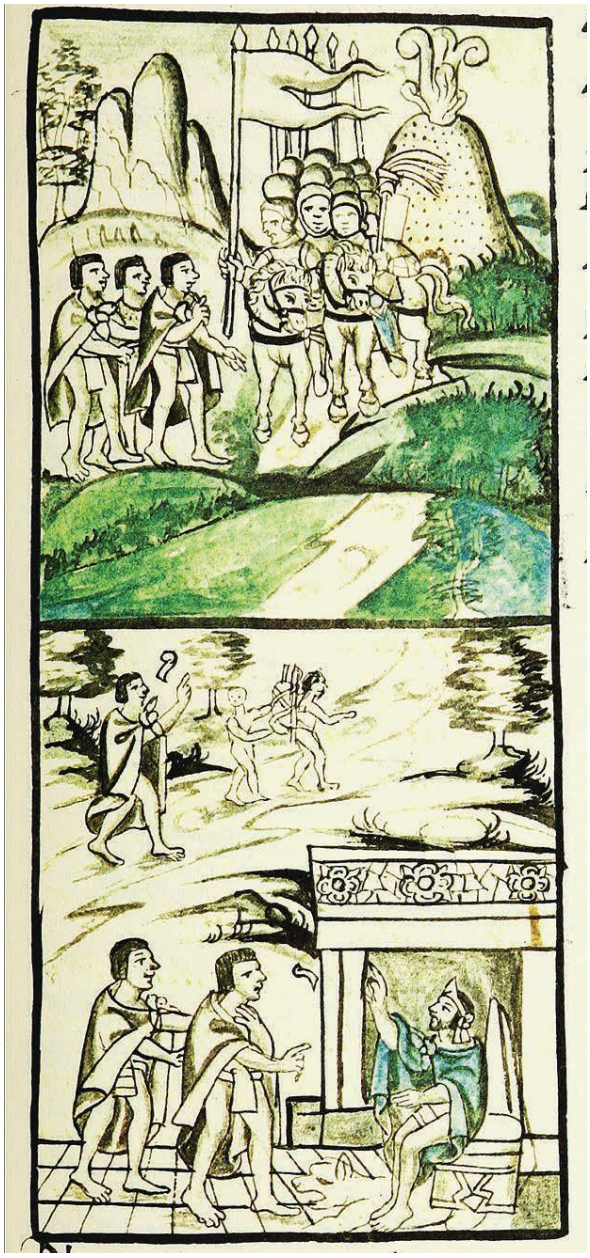
Amazing but true…

Aztec society recorded much of their history and culture in visual form. However, when the Spanish arrived and conquered the region, they began interpreting their history and recording their own. A book, or series of books, was known as a **codex** and recorded everything from daily Aztec life to the story of the gods. They included pictures and stories of the empire and were often written by Spanish priests, as they were among the few who could read and write. While these serve as excellent primary sources, as historians we must be wary of a Spanish version of an Aztec history, as so few of the survivors were able to tell their side of the story.

KEY TERM
codex an ancient book that was written by hand

▲ **Source 8.39** The *Florentine Codex*



▲ **Source 8.40** Hearing from scouts about the landing of the Spanish as detailed in the *Florentine Codex*

The defeat of the Tlaxcalans

On 20 April 1519, Cortés was sent gifts by representatives of Moctezuma II with a simple message: Stay away from Tenochtitlan. The Spaniard accepted the gifts and sent them home on a single ship to his king, but not before giving the Aztec representatives a terrifying display of horses charging at full speed, war dogs that could tear apart the enemy, muskets and cannons firing around them. The nervous representatives were stunned, and returned to Moctezuma with sketches of the horses and dogs made by artists.

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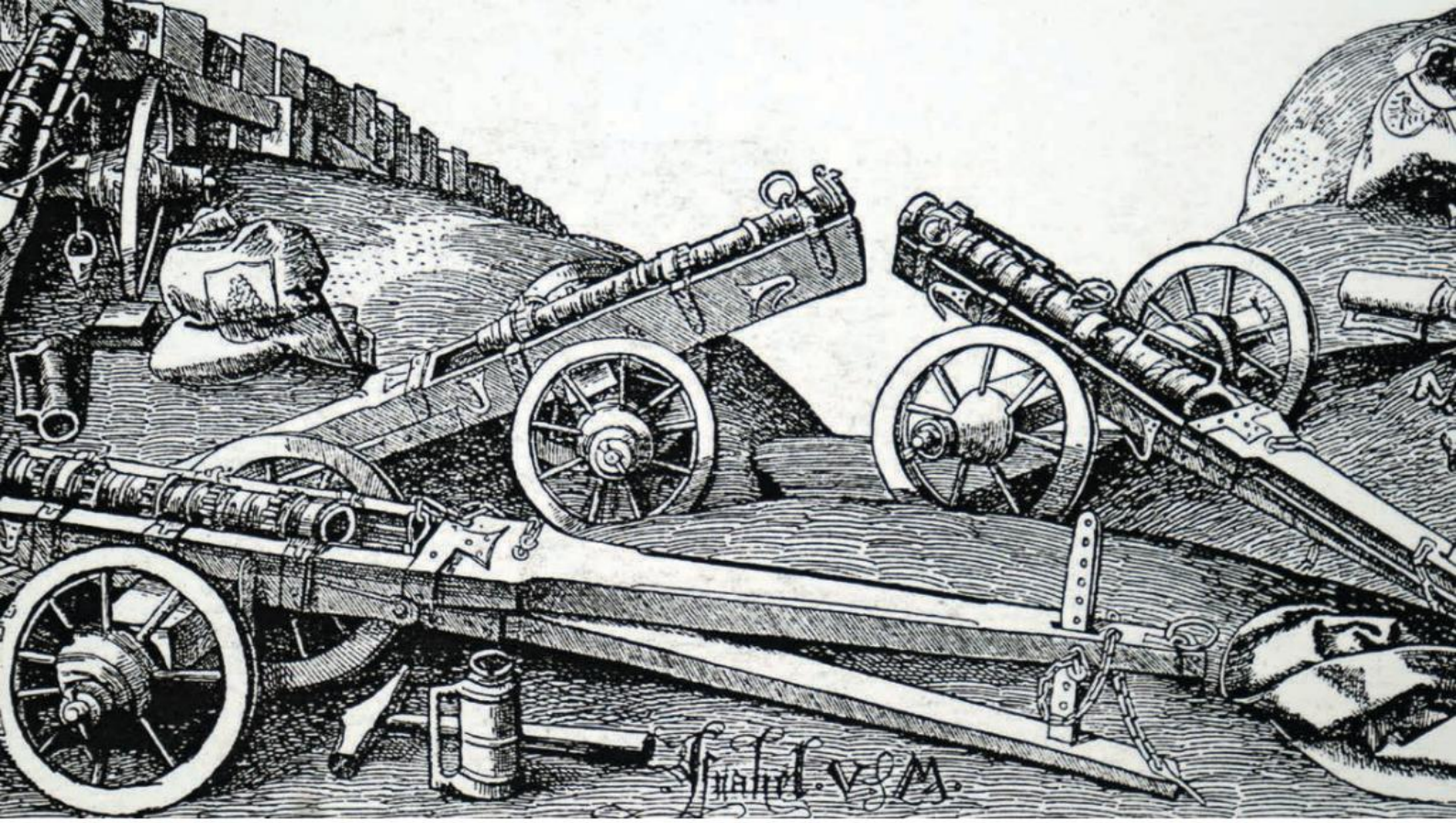

▲ **Source 8.41** A nineteenth-century illustration of Hernán Cortés's weaponry used during his conquest of Central America

ACTIVITY 8.11

Using historical sources as evidence

Read the source from the *General History of the Things of New Spain* by Bernardino de Sahagún, the Franciscan missionary who wrote the *Florentine Codex*:

> The Spaniards appeared to be much delighted, they seized upon the gold like monkeys, their faces flushed. For clearly their thirst for gold was insatiable; they starved for it; they lusted for it, they wanted to stuff themselves with it as if they were pigs … Cortés told the Aztecs that he and his men suffered from a disease of the heart which is only cured by gold.

▲ **Source 8.42** Bernardino de Sahagún, *General History of the Things of New Spain*, sixteenth century

Responding to the source

1 Explain the reaction of the Spaniards to the gifts of gold.

MAKING THINKING VISIBLE 8.6

Claim, support, question

1 What opinion of Cortés do you have now?
2 What evidence do you have to support this claim?
3 What questions do you have about the conquistadors and Aztecs now?

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▲ **Source 8.43** Hernán Cortés's army landing in Vera Cruz, Mexico in 1518, seizing the land of the Aztecs. Cortés sank his own fleet to prevent his army from returning to Europe during the conquest.

Cortés was feeling confident, but all was not well with his conquistadors. Some thought they were there simply to trade and grew angry with Cortés. That was, after all, their original orders from Cuba and the King of Spain. They wanted to go home, not start a war. The response from the explorer was ruthless in its simplicity; Cortés had the remaining ships of his own expedition sunk. His men now had no choice but to follow him.

In September 1519, they entered the Tlaxcala territory, a region of 200 villages united by their hatred of the Moctezuma II and the Aztecs. After two weeks of battles, which the Spaniards won, La Malinche translated that they were looking for gold. The Tlaxcalans pointed west, to Tenochtitlan.

At this moment a very important strategic alliance was made; despite their defeat, the Tlaxcalans still had thousands of warriors who would help Cortés fight Moctezuma. The tiny band of conquistadors now had an army.

▲ **Source 8.44** The route Cortés took to Tenochtitlan

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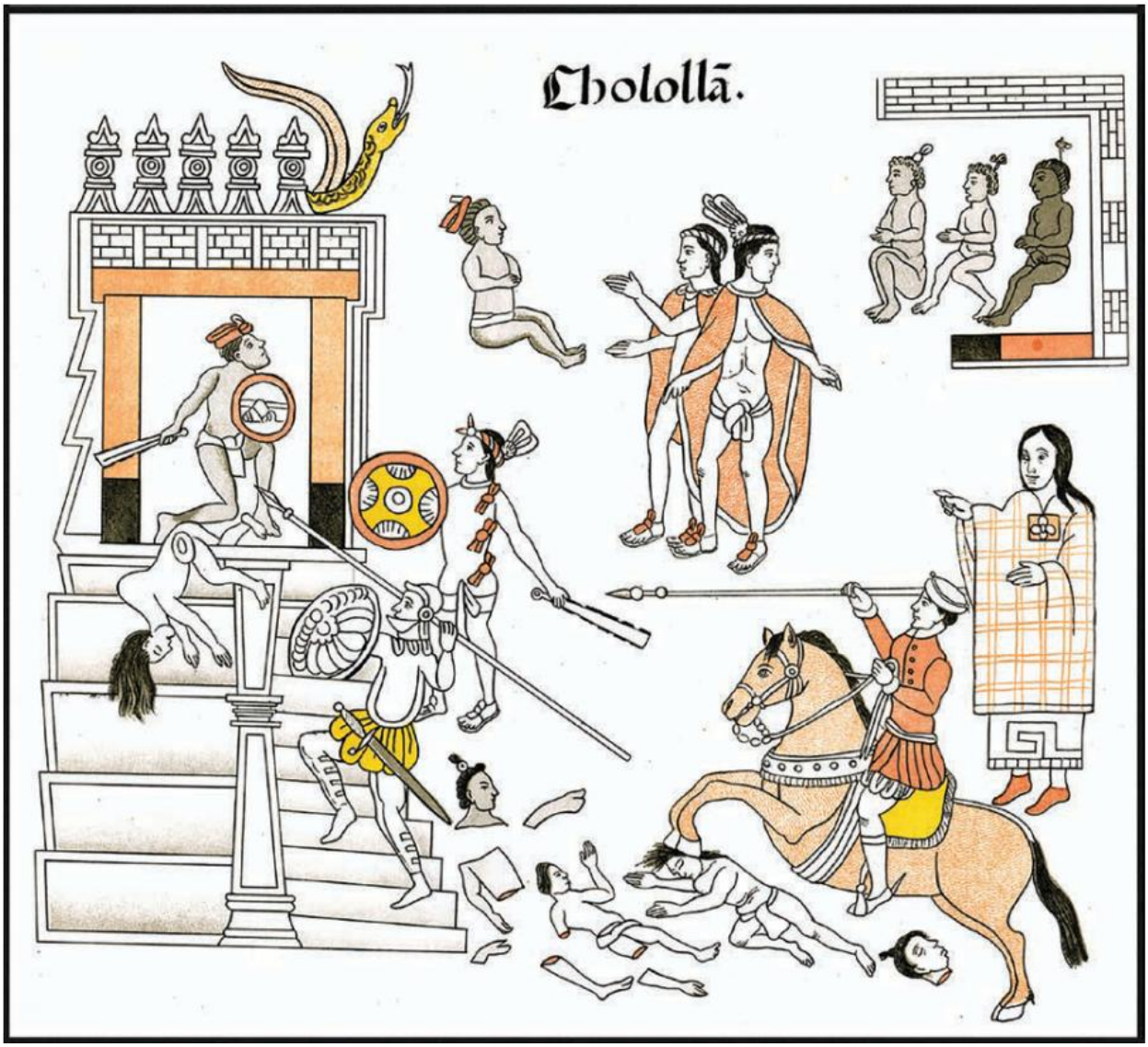
ACTIVITY 8.12

Check your understanding

1 What does the event with the Tlaxcalans tell you about the motivations of Cortés?

2 Imagine you are a member of Cortés's conquistadors. In a short sentence, explain how you might be feeling about your leader at this point.

The massacre at Cholula



▲ **Source 8.45** Cholula was one of the largest cities in the region, and it lay directly in the path of the Spanish acquisition of Tenochtitlan.

As the new force marched toward Tenochtitlan, the city of Cholula lay in their path. La Malinche heard rumours that the lords of the city were planning to trap the Spaniards in the city and kill them. Cholula was one of the largest cities in the region and an enemy of the Tlaxcalans. The conquistadors warily agreed to meet the Cholula nobility in the centre of the city.

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Upon entry, the Spaniards noted that the city had been prepared for battle. Women and children had fled, rocks were stockpiled and pits had been dug to trap horses. This trap had been set on the orders of Tenochtitlan and Moctezuma. In the square, Cortés and Diaz met with the nobility:

> He [Cortés] said: 'How anxious these traitors are to see us among the ravines so that they can gorge themselves on our flesh. But our lord will prevent it.' … Cortés then asked why they had turned traitors and decided the night before that they would kill us, seeing that we had done them no harm but had merely warned them against … wickedness and human sacrifice, and the worship of idols … Their hostility was plain to see.

▲ **Source 8.46** Bernal Diaz, *The Conquest of New Spain*, 1576

Cortés ordered the conquistadors to massacre the unarmed nobles as the Tlaxacalan allies attacked from outside the city. Within hours, thousands of Cholulans were dead in the streets and a terrifying message had been sent to Moctezuma II.

▲ **Source 8.47** Although they had prepared their city for battle, the Cholulans were no match for the Spanish forces and were massacred in the streets.

ACTIVITY 8.13

Check your understanding

Explain what Moctezuma might have been thinking when he heard the news about the massacre in Cholula.

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▲ **Source 8.48** This coloured lithograph created in 1892, *Entrance of Cortez into Mexico*, depicts Cortés and Moctezuma's first meeting, on 8 November 1519.

A meeting of worlds

Fearing attack at every turn, the Spaniards marched for seven days in full battle formation, and on 8 November 1519 they entered the great city of Tenochtitlan and met Moctezuma II on a narrow causeway. Bernal Diaz recorded the entrance to the city:

> We were scarcely four hundred strong and we had all remembered the words and warnings … we had received to beware entering the city of Mexico, since they would kill us as soon as they had us inside … What men in the world have shown such daring?

▲ **Source 8.49** Bernal Diaz, *The Conquest of New Spain*, 1576

The two groups met with the Aztec Emperor surrounded by lords and nobles dressed in their finest gold and feathers. The meeting was awkward, but friendly. Moctezuma accepted a gift of jewels from Cortés and invited the conquistadors to stay in his great city. Thousands of the city's residents had seen the meeting and had heard had what happened in Cholula.

One Aztec recounted the tension felt in the city:

> As if everyone had eaten stupefying mushrooms … as if they had seen something astonishing. Terror dominated everyone, as if all the world were being disembowelled … People fell into a fearful slumber.

▲ **Source 8.50** Cited in Michael Wood, *Conquistadors*, 2002, p. 56

MAKING THINKING VISIBLE 8.7

Headlines

If you were to write a newspaper headline for this meeting that captured the most important aspect that should be remembered, what would that headline be?

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The downfall of Moctezuma II

The two leaders got to know each other. As Moctezuma showed Cortés his palaces and temples; the Spaniard was horrified by the brutality of human sacrifice and the confronting imagery of Aztec gods. He insisted that Moctezuma and his people should submit to the Spanish king, reject their gods and convert to Christianity. Moctezuma declined all these ideas. Despite these encounters, the conquistadors ate with the emperor and nobility, and were taken on tours of the city. They were treated as guests. However, Cortés could not accept the Aztec way of life. When presented with Aztec statues, he threw them down the temple steps and smashed them.

ACTIVITY 8.14

Check your understanding

Describe the possible reaction from the Aztecs to Cortés's behaviour.

The conquistadors were nervous. Despite their alliance with the Tlaxcalans, they were outnumbered in Tenochtitlan. The seemingly endless human sacrifices, and the signs of Aztec power played on their minds. They became paranoid, so Cortés ordered the kidnapping of Moctezuma. Bernal Diaz recalled the fears expressed by the conquistadors:

> We begged him [Cortés] not to trust the goodwill and affection Montezuma was showing us … If we wanted to preserve our lives we must seize Montezuma immediately … We pointed out all the gold Montezuma had given us and all that we had seen in the treasury of his father … and all that we ate was turning to poison in our bodies for we could not sleep at night … While these thoughts were in our minds … the better and more profitable thing would be to seize Montezuma rather than sit and wait for him to attack us.

▲ **Source 8.51** Bernal Diaz, *The Conquest of New Spain*, 1576

ACTIVITY 8.15

Check your understanding

1. What reasons does Diaz give for the kidnapping?
2. What does this tell you about the intentions of the conquistadors?
3. Do you think this action was justified in the circumstances? What reasons do you give for your answer?
4. Research and explain the manner in which Moctezuma was kidnapped. Why do you think the Aztec emperor allowed it to happen?

Cortés made his move on 14 November 1519, just days after the Spanish entered Tenochtitlan. Moctezuma was lured into a trap and kidnapped in his own palace. The plan was to control Tenochtitlan through the Emperor. Moctezuma was confined to captivity in the palace while the conquistadors helped themselves to the gold and treasure within.

How could this happen? As Moctezuma's power was absolute, only a few nobles could talk to him in person, and an even smaller number actually knew what had taken place. Cortés and La Malinche interrogated the emperor about gold. Cortés then sent raiding parties to the countryside to gather treasure and arrest the nobles. For a time, the Aztec Empire was in his hands.

▲ **Source 8.52** Cortés kidnapped and held Moctezuma prisoner in his own palace.

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By April 1520, the governor of Cuba sent a force to Mexico to arrest Cortés for exceeding his mission and so the conquistador left Tenochtitlan to deal with the crisis. In his absence, he left Pedro de Alvarado in charge of Moctezuma and the city where the situation had become tense.

During the Aztec spring festival of **Toxcatl**, Alvarado became nervous that the festivities would turn ugly and ordered the massacre of thousands of nobles in a palace courtyard as they sang and danced.

An Aztec account of the incident recalled:

> The blood of the warriors ran like water as they ran, forming pools, which widened, as the smell of blood and entrails fouled the air. And the Spaniards walked everywhere, searching the communal houses to kill those who were hiding. They ran everywhere, they searched every place.

▲ **Source 8.53** Cited in M. León-Portilla, *The Broken Spears: The Aztec Accounts of the Conquest of Mexico*, 1992

Cortés returned with a larger force in June to a city in full-scale revolt against the Spanish. Moctezuma was brought out to speak to the city in an attempt to bring calm. He was pelted with rocks and arrows by a furious crowd. The great Moctezuma II died shortly afterwards on 30 June 1520.

KEY TERM

Toxcatl an Aztec new-year festival celebrated with a ceremony including human sacrifice

ACTIVITY 8.16

Using historical sources as evidence

The Spanish account of the great leader's death stated that he died from wounds he suffered when the Aztecs hurled rocks and arrows at him. However, historians have also argued that when Cortés saw that Moctezuma had lost control and was no longer any use, he murdered him.

Consider the following sources.

Source A

▲ **Source 8.54** A seventeenth-century oil painting showing the death of Moctezuma at the hands of his own people

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Source B

They were shouting so loudly that they shook the city, and were sending such a volley of stones, spears and arrows that the sky seemed to rain stones, spears, arrows and darts. Therefore when Moctezuma showed his face a little to speak … there came toward him from among the flying stones one which was round as a ball, and hit him on the forehead as he stood there between the other two, and he fell.

▲ **Source 8.55** A description of Moctezuma appearing before the Aztecs, by Francisco de Aguilar, a conquistador

Source C

◄ **Source 8.56** This page from the *Florentine Codex* depicts the aftermath of Moctezuma's death. The *Florentine Codex* was a collection of twelve books written by a Spanish Franciscan friar between 1545–1590, detailing the history, language and practices of Aztec culture that he had witnessed.

Responding to the sources

1 Explain what Sources A and B claim to be the cause of Moctezuma's death.

2 Describe what you can see in Source C. What do the images suggest about the cause of Moctezuma's death?

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MAKING THINKING VISIBLE 8.8

True for who?

Use the three sources in Activity 8.16 to determine your own understanding of the truth.

1. Discuss: What kind of situation were these claims made in? (Who made it? What were people's interests and goals? What was at stake?)
2. Brainstorm: Make a list of all the different points of view you could look at these claims from.
3. Dramatise: Choose a viewpoint to embody (it doesn't have to be one you really believe) and imagine the stance a person from this viewpoint would be likely to take. Would he or she think the claim is true? False? Uncertain? Why?
4. Stand back: Step outside of the circle of viewpoints and take everything into account. What is your conclusion or stance? What new ideas or questions do you have?

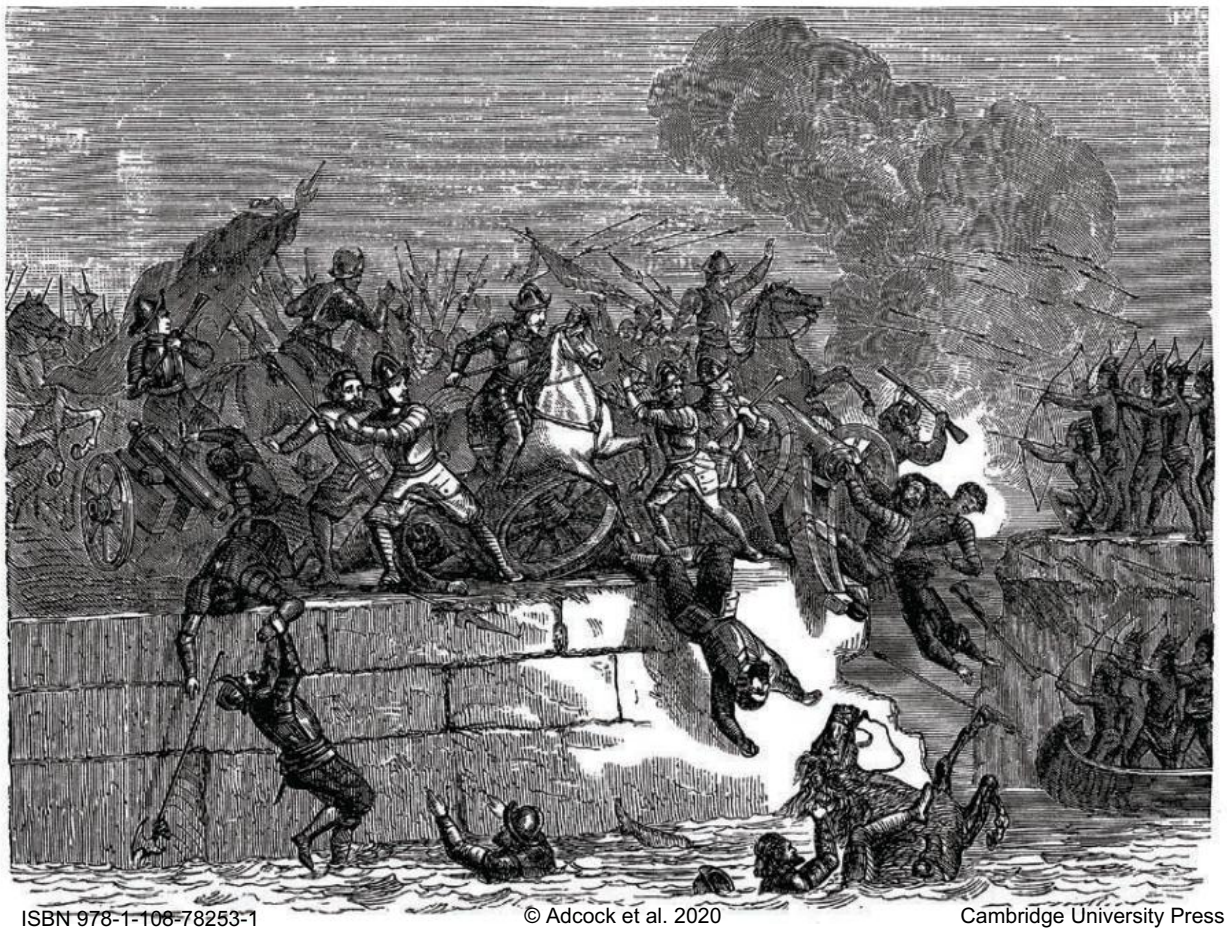
The massacre of the Spanish

On 30 June, the Spanish attempted to sneak out of the city under the cover of darkness. They were quickly detected and the La Noche Triste, or Night of Sorrows, began. Aztec warriors descended on the escapees, killing almost a thousand conquistadors and significantly more of their native allies.

Weighed down by gold, the Spaniards were trapped on the narrow causeways leading out of the city. Many slipped off the edge and drowned in the lake.

Cortés, La Malinche, Diaz and a small band of surviving conquistadors reached the safety of Tlaxcalan territory. In their escape, they lost the vast majority of their gold and the men they left behind became human sacrifices.

▼ **Source 8.57** 'The Night of Sorrows', the failed attempt to retreat from Tenochtitlan undetected, cost Cortés nearly a thousand men and severely depleted their supplies.



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Digital quiz
Please see the Interactive Textbook to access digital activities

END-OF-SECTION REVIEW 8.2

Review questions

Answer these questions on paper or in the Interactive Textbook.

Recall

1 Who was Christopher Columbus?
2 What was the Treaty of Tordesillas?
3 Why did Hernán Cortés leave Spain?
4 Who was La Malinche?
5 Why were the Spanish able to win battles against the Aztecs?
6 How did Cortés take control of Tenochtitlan?
7 How did the citizens of Tenochtitlan react to the Spanish?

Interpret

8 Explain the impact of the Treaty of Tordesillas on Mexico.
9 Using Source 8.58, explain the mission of Spanish conquistadors in the Americas.

▲ **Source 8.58** Spanish conquistadors torturing local people to find gold, 1539–42

Argue

10 La Malinche was the key to Cortés's success. To what extent do you agree?

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8.3 The perspective of subject peoples

FOCUS QUESTIONS

- How did Cortés react?
- What happened to the Aztecs?

The siege of Tenochtitlan

Cortés knew he could not return to Spain a failure. Resting in Tlaxcalan territory, he raised a much larger force of Tlaxcalan warriors. In that time, **smallpox** arrived in Tenochtitlan. The disease had been winding its way through north, central and south America, killing hundreds of thousands in its wake. During a 70-day outbreak in Tenochtitlan at the end of 1520, it decimated the city.

Smallpox is a disease that starts in the throat and mouth. Within a few days, large pustules begin to appear all over the victim's skin and, if burst, become highly infectious. Within the 12-day incubation period, around 30 per cent of those affected died.

> It began to spread … striking everywhere in the city and killing a vast number of our people. Sores erupted on our faces, our breasts, our bellies; we were covered with agonizing sores from head to foot. The illness was so dreadful that no one could walk or move. The sick were so utterly helpless that they could only lie on their beds like corpses, unable to move their limbs or even their heads … A great many died from this plague, and many others died of hunger. They could not get up to search for food, and everyone else was too sick to care for them.

▲ **Source 8.59** Cited in Philip Russell, *The Essential History of Mexico: From Pre-Conquest to Present,* Routledge, 2015, p. 34

The new Aztec emperor, Cuauhtémoc, could do little to restore the great city. Cortés soon returned with a stronger Spanish force, more than 200 000 new native allies and a 6-mile-long convoy of boat parts that they assembled and floated onto the lake as battleships loaded with canons. Cortés lay **siege** to the great city.

▲ **Source 8.60** Image from the *Florentine Codex* showing Aztec people dying of smallpox, which was introduced by the Spaniards

KEY TERMS

smallpox an extremely infectious disease that causes a fever, spots on the skin, and often death

siege a military tactic that involves surrounding a city and cutting off supplies, until the inhabitants have to surrender or starve

The Aztecs held out for 85 days. Despite starvation and disease, they made a point of sacrificing captured Spanish soldiers in full view of their enemy, forcing the conquistadors and their allies to fight for every inch of ground. Cuauhtémoc had personally led the resistance, but was captured trying to escape the city.

> How can we save our homes, my people?
> The Aztecs are deserting the city:
> the city is in flames, and all
> is darkness and destruction.

▲ **Source 8.61** An anonymous Aztec poet laments the fall of Tenochtitlan

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On 13 August 1521, the city of Tenochtitlan, the centre of the great Aztec Empire, was captured by the Spanish. It is estimated that around 240 000 Aztecs were killed by fighting, starvation or disease. Roughly 1000 Spanish Conquistadors were killed taking a city that was once noted for its floating gardens, bustling markets and gleaming temples. Now it was devastated by war. Cuauhtémoc was tortured by the Spanish to reveal the location of more gold and treasure. He revealed nothing.

ACTIVITY 8.17

Check your understanding

1. How long did it take for Cortés to retake Tenochtitlan?
2. Explain how he was able to defeat the city.
3. Using evidence from the sources provided, explain the role disease played in the Spanish victory.

The end of the Aztecs

The Spanish immediately began dismantling the city and replacing it with European buildings, naming it Mexico City. Almost all traces of Aztec civilisation became hidden under the Spanish roads and structures for hundreds of years. Hundreds of thousands of Aztecs were converted to Christianity, and many churches were built by their new Spanish rulers as they sought to remove all traces of the Aztec culture. Hernán Cortés was named governor of New Spain in 1523.

Cortés's lust for gold never left him. He led further explorations in Honduras and into the north, founding and naming a new territory: California.

Digital quiz
Please see the Interactive Textbook to access digital activities

END-OF-SECTION REVIEW 8.3

Review questions

Answer these questions on paper or in the Interactive Textbook..

Recall

1. How did smallpox affect Tenochtitlan in 1520?
2. How did Cortés lay siege to Tenochtitlan?
3. How many Aztecs were killed defending Tenochtitlan?

Interpret

4. Explain the significance of smallpox in the defeat of Tenochtitlan.

Argue

5. 'The Aztec Empire was destroyed because it had too many enemies.' To what extent do you agree with this statement?

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8.4 The role and achievements of significant individuals

FOCUS QUESTION

Who were the key individuals and groups?

ACTIVITY 8.18

Research task

Research the role of the following leaders and note down their most significant contributions during the conquest of the Aztec Empire. Your aim is to look for timelines, biographies and quotes made about these leaders, and comments that they themselves have made.

Working in groups, take one leader each and then copy and complete the table below. When you're finished, use the information to answer the question (as an individual) that's below.

Name	Key contributions	Key quotes about them	Your verdict
Hernán Cortés			
La Malinche			
Moctezuma II			
Bernal Diaz			

1 Hernán Cortés was the most significant person in the Spanish Conquest of the Americas. To what extent do you agree?

Before you tackle the essay question, consider the following questions:

Stop: Be clear about the essay question. What are you being asked to discuss?

Look: Find your sources. Where else could you look?

Listen: Hear what the sources tell you with an open mind. Is it possible for your source to be **biased**? How might this affect the information?

KEY TERM

bias prejudice for or against a person, group or idea

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Digital quiz
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END-OF-SECTION REVIEW 8.4

Review questions

Answer these questions on paper or in the Interactive Textbook.

Recall

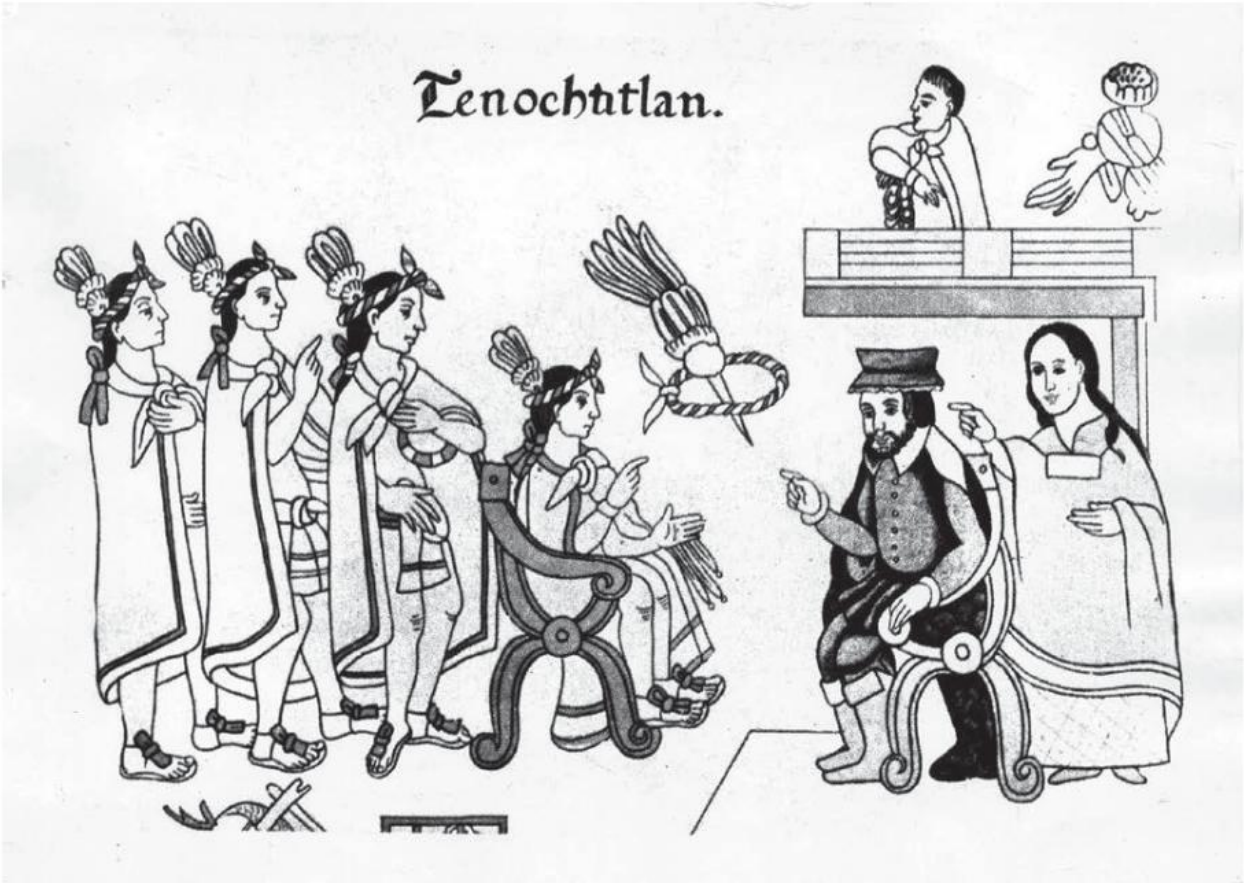
1 What was the most important contribution to the events by Hernán Cortés?
2 What was the most important contribution to the events by La Malinche?
3 What was the most important contribution to the events by Moctezuma II?
4 What was the most important contribution to the events by Bernal Diaz?

Interpret

5 Explain why Bernal Diaz was a significant individual in the conquest of the Aztec Empire.

Argue

6 'Moctezuma did little to save his people.' To what extent do you agree with this statement? Use Source 8.62 in your response.



▲ **Source 8.62** Encounter in Tenochtitlan between the ruler of the Aztecs, Moctezuma II, and Hernán Cortés, with La Malinche

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8.5 Significant challenges and developments in society

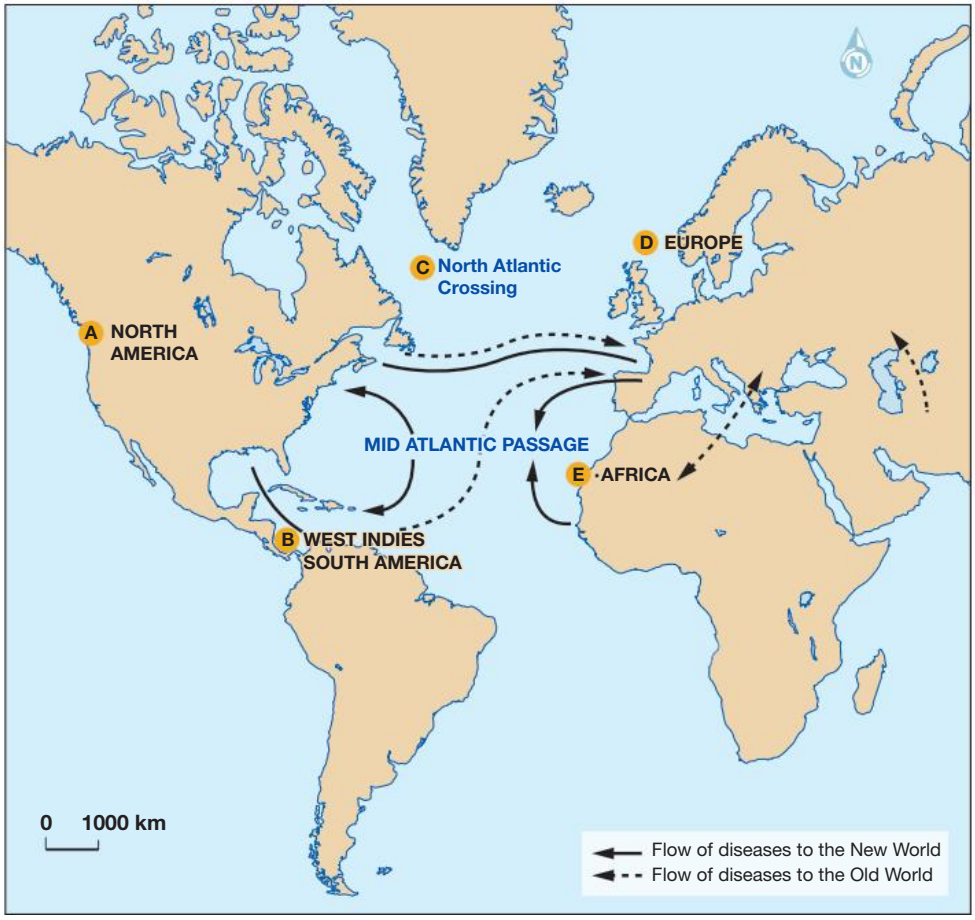
FOCUS QUESTION

How did the Spanish arrival change the course of life in the Americas?

Disease

In north, central and south America, the arrival of Christopher Columbus was devastating. Smallpox was contracted by millions of people. Its effects were visible, horrific and painful. Other diseases were soon to follow, such as influenza, the measles and other European ailments that wrought havoc on local populations who had no immunity to the new diseases. When Cortés and his conquistadors arrived in 1519, more than 30 million people were living in modern-day Mexico. One hundred years later, it is estimated only around 1.5 to three million indigenous people had survived.

▼ **Source 8.63** How smallpox developed in the Americas



A NORTH AMERICA
Introduction of 'new' diseases
- Smallpox
- Measles
- Yellow fever
- Respiratory infections
- Falciparum malaria
- Throat diseases
- Vivax malaria.

B WEST INDIES SOUTH AMERICA
New tropical disease environment
- Fever
- Yellow fever
- Smallpox
- Leprosy
- Syphilis
- Falciparum malaria.

C North Atlantic Crossing
'Melting pot' of diseases contracted onboard ship

D EUROPE
Old temporate and Mediterranean disease environment
Endemic and epidemic disease pool
- Smallpox
- Plague
- Fevers
- Malaria
- Measles
- Respitorary infections.

E AFRICA
Old tropical disease environment
Endemic and epidemic disease pool
- Smallpox
- Leprosy
- Yaws
- Falciparum malaria
- Yellow fever
- Fevers.

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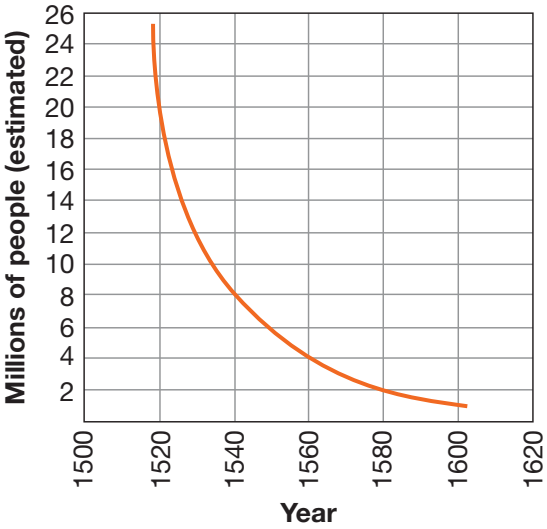
KEY TERM
hacienda a large landed estate

The impact of smallpox was greater than any damage an explorer or European army could have hoped to achieve. While it is easily argued that the Spanish had better fighting technologies, the disease made fighting and maintaining an empire, for both the Aztecs and Inca, nearly impossible.



▲ **Source 8.64** Change in the indigenous population of Central Mexico

Indigenous populations

Those who survived the epidemics of disease and Spanish weapons were left to be ruled by an overseas monarch. Tenochtitlan, the centre of Aztec life, was completely destroyed by the Spanish and rebuilt to become Mexico City. For many, their memories of Aztec life were soon to fade as a new life under European Christianity was put in its place. Inca civilisation was also washed away as the large empire was divided up among the conquerors who then spent years fighting bitterly among themselves over the spoils. Churches replaced temples all across the Americas and a variety of gods and complex systems of worship were replaced with the one god and traditions of Christianity.

For the indigenous population, many of who were enforced to work for their new masters, life as they knew it would be never be the same. As a reward for their efforts, conquistadors were promised an *encomienda* or 'reward' of local native labour and access to land. For Spaniards who could not find wealth, fame or nobility in their homeland, this was a fine prize. For Aztecs, it was a small step above slavery. While they were technically free, they were 'obligated' to work for the *econmiendero* in return for religious instruction. Most conquistadors used these rewards to build **haciendas** to farm lucrative crops like tobacco and sugar, mine gold and silver and become extremely wealthy. It quickly became a corrupt system and in 1550 the Spanish monarchy tried to grant Aztecs more rights; however, much of this labour was simply replaced by African slaves.

Remembering indigenous cultures

The indigenous cultures of Mesoamerica never truly recovered from the arrival of Cortés, yet their languages survived. To help convert the indigenous population to Christianity, Cortés ordered the Catholic priests to record the local languages. Otomi, Matlalzinca, Totonac, Zapotec and Nahuatl were preserved and, in many regions of Mexico, are still spoken today. Perhaps because of this, the memory of Cortés is controversial. In some areas, he is seen as the founder of modern Mexico, in others, he was a thief and La Malinche is a betrayer of her people.

▲ **Source 8.65** A nineteenth-century engraving representation of Cortés and La Malinche

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In Peru and across the Andes mountains, tribal culture and language survived. Owing mostly to the difficult geography, many groups were able to continue to live their traditional lifestyles. Despite the obvious influence of the Spanish in language, religion and architecture, Peruvians link their identity to a time before the conquistadors. New presidents are inaugurated at Machu Picchu, the iconic fifteenth century Inca citadel. The statue of the first conquistador, Francisco Pizarro, was taken down from Lima's main square not so long ago.

Gold taken to Europe

The gold taken by Cortés and other conquistadors was by no means the entire supply. For the following centuries, the Spanish dug up or stole gold and silver from the Americas, melted it down and sent it back to the Spanish Crown, who became immensely rich and one of the most powerful monarchies in Europe. However, not all of it made it home. French Pirate Jean Fleury stole two of the three golden shiploads Cortés sent in tribute to the king, and in 2018 marine explorers found a Spanish galleon at the bottom of the ocean, with the modern-day equivalent of $13 billion in gold and jewels taken from South America.

Enduring Spanish influence

Across the length of Central and South America, Spanish is the dominant language (except Brazil, which was conquered by Portugal) and Roman Catholic Christianity is the dominant religion. The goals of Columbus, Cortés, Pizarro and others were to find wealth, land and gold. However, their secondary goal of converting millions to Christianity has had enduring success. The region commonly known as Latin America is home to more than 425 million Catholics – nearly 40 per cent of the world's total Catholic population. A quick look at a map of major city names across the region gives a strong indication of the spread of Spanish influence.

ACTIVITY 8.19

Check your understanding

1. How significant was disease on the long-term future of indigenous populations?
2. Define the term *encomienda*. How do you think it was used to disadvantage indigenous populations?
3. Why do you think the *encomienda* system became corrupt?
4. How did the removal of gold benefit the Spanish?
5. Examine the map in Source 8.66 and use Google Maps to identify the names of the cities in the countries it shows, which are across South America. What does it tell you about impact of the Spanish Conquest?

▲ **Source 8.66** Central and South America

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Rebellion and freedom

Spanish rule was fought and defeated across Latin America in the eighteenth and nineteenth centuries. In the tradition of Enlightenment thinkers and the American and French revolutions of 1776 and 1789, one by one Latin American nations fought off Spanish rule. By 1826, an army led by the native-born Simón Bolívar liberated Bolivia, Colombia and northern Peru from Spanish rule. These armies were made up of a population of mixed Spanish and indigenous heritage who rejected the long-standing tradition of wealthy Spanish citizens ruling at the expense of the poor. In Mexico, the road to independence was long and aided by a French invasion of Spain in 1807. After resistance rose in 1810, a war of independence from the Spanish was won by local armies and the independence of Mexico was declared on 21 August 1821 in the Treaty of Córdoba.

DEVELOPING HISTORICAL CONCEPTS AND SKILLS 8.2

Continuity and change

Historians look at events and patterns from the past to identify how life has stayed the same, and how it has changed. Examine the topics in this section to determine your response to the following task.

1. Make a list of the changes that occurred in Mexico after the Spanish victory in 1521. Make a list from least significant to most significant.
2. Using evidence from your list, explain your choice for which change was the most important.

▼ **Source 8.67** A statue dedicated to Simón Bolívar, a Venezuelan war hero and military leader in Columbia

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▲ **Source 8.68** Performers dressed up in celebration of Mexico's annual Day of the Dead

Traditions still alive: Day of the Dead

Christianity took hold in Latin America and its traditions are celebrated with as much, if not more, enthusiasm than anywhere else in the world. However, many indigenous traditions also survived and wove their way into those introduced by the Spanish. Dia de los Muertos (Day of the Dead) is celebrated on the Christian All Souls Day on 1 November; however, it aligns with an Aztec tradition that took place at the same time that celebrated the lives of the dead. Known for its vibrant costumes and make-up, the celebration is a combination of Aztec and Spanish iconography. In Peru, the Inca new year is still vigorously celebrated as Inti Raymi (Sun Festival) in the centre of Cusco to preserve ancient traditions and keep the memory of the great empire alive.

END-OF-SECTION REVIEW 8.5

Review questions

Answer these questions on paper or in the Interactive Textbook.

Recall

1. How did smallpox affect the Mexican population?
2. What was the *encomienda*?
3. In modern terms, how much gold was taken from Central and South America by the Spanish?

Digital quiz
Please see the Interactive Textbook to access digital activities

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4 How many Catholics now inhabit Latin America?

5 What modern tradition blends Spanish Christianity and Aztec traditions?

Interpret

6 How successful was the conquistador's mission of spreading Christianity to the New World?

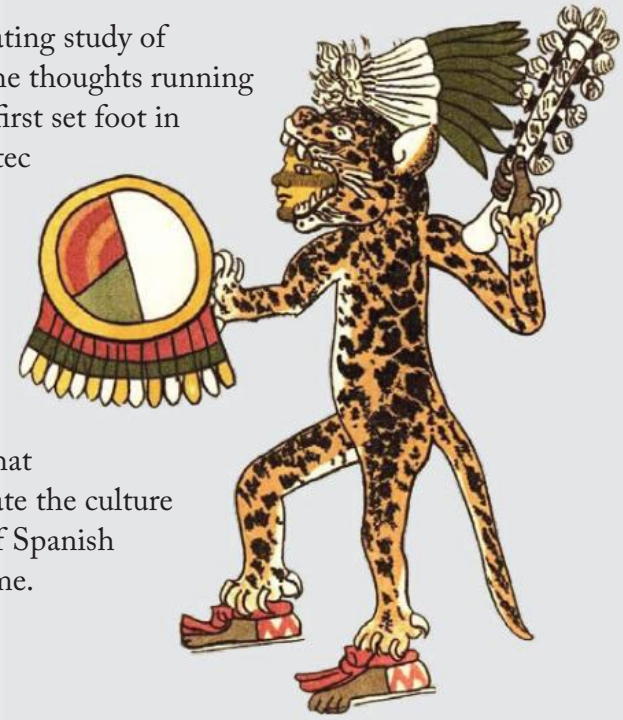
Argue

7 'The Aztec were never going to survive the arrival of Hernán Cortés.' To what extent do you agree with this statement?

Conclusion: why does it matter today?

The Spanish Conquest of the Americas is a fascinating study of adventure, faith and greed. We can only imagine the thoughts running through the minds of Cortés and his men as they first set foot in Tenochtitlan. Similarly, the imagination of the Aztec Empire could never have stretched to conceive such visitors to their world – despite the supposed prophecies.

We study the Spanish Conquest to examine the effect of two great civilisations meeting for the first time. The impact of disease and war led to the destruction of a great and unique civilisation that was almost lost to time. However, today we celebrate the culture that still lives and look back on a cautionary tale of Spanish colonisation and one man's lust for fortune and fame.



▲ **Source 8.69** An image of a Jaguar Warrior (an elite member of the Aztec military) as depicted in the Aztec *Codex Magliabechiano*, created in the mid-sixteenth century

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End-of-chapter activities

1 Self-assessment

That just about wraps up this topic. How did you feel you went working through the chapter? Before you attempt the following activities, visit the Interactive Textbook to rate your confidence with this topic, either online, or via a downloadable checklist.

2 Making thinking visible

The circle-of-viewpoints routine helps you consider different and diverse perspectives involved in and around the Spanish Conquest of the Americas. Understanding that people may think and feel differently about things is a key aspect of understanding history.

As you consider this topic from a range of viewpoints, put yourself in the person's shoes and think about the following questions:

- How does it look from different points in space and different points in time?
- Who (and what) is affected by it?
- Who is involved?
- Who might care?

1A I am thinking of Aztec society and human sacrifice from the point of view of Moctezuma II.

1B I think…

1C A question I have from Moctezuma's viewpoint is…

2A I am thinking of spreading Christianity to the New World from the point of view of Hernán Cortés.

2B I think…

2C A question I have from Cortés's viewpoint is:

3A I am thinking of the arrival of the Spanish from the point of view of La Malinche.

3B I think…

3C A question I have from La Malinche's viewpoint is:

4A I am thinking of the massacre of the Spanish at Tenochtitlan from the point of view of Bernal Diaz.

4B I think…

4C A question I have from Diaz's viewpoint is:

5A I am thinking of the defeat of the Aztecs from the point of view of a citizen of Tenochtitlan.

5B I think…

5C A question I have from this person's viewpoint is:

Wrap up: What new ideas do you have about the topic that you didn't have before? What new questions do you have?

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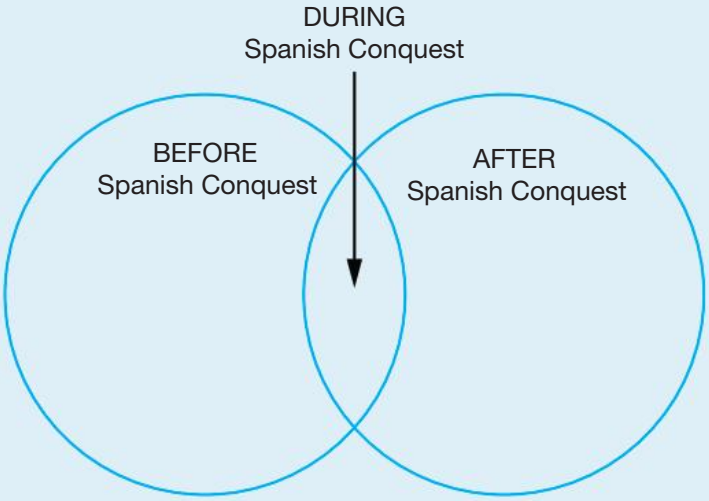
3 Key terms and names

For each key term or name from the chapter, write a sentence explaining its significance.

- Colonisation
- Christopher Columbus
- Aztec Empire
- Tenochtitlan
- La Malinche
- Hernán Cortés
- Moctezuma
- Tlaxcala
- Quetzalcoatl
- La Noche Triste
- Smallpox
- *Encomienda*.

4 Research task: Analysing continuity and change

Step 1: Create a Venn diagram



Compare the impact on then versus now on the topics of:

- Work and life
- Social structure
- Religion
- Wealth
- Health and population
- Food.

Step 2: Write a paragraph in response to each of the following questions, using the information in your Venn diagram.

1 What can you identify as the elements of Aztec life that continued?

2 What can you identify as the elements of Aztec life that changed?

3 In your opinion, how significant was the arrival of Cortés in 1519? Use evidence in your response.

5 Class debate

Historical significance: How should we remember Hernán Cortés?

Here now / There then: Was Moctezuma right to accept Cortés?

1 For centuries, historians claimed that Moctezuma allowed Cortés to conquer the Aztecs because he believed him to be a god and was too weak to stop the Spanish. However, recent debate has suggested that this was not the case and placed much of the blame on Cortés and conquistador greed.

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Copy and complete the table below, and compare the perspectives on Moctezuma's contribution to the destruction of his empire:

Column A	Column B
Consider how perspectives on this topic have changed. What are the present views on this topic? How do we judge Moctezuma's actions now? How have modern views changed the way we think about the Conquest?	Imagine you could travel back to a time when the attitudes about this topic were different. Why would Moctezuma II be to blame? How did the Spanish history record the conquest?

2 Compare the past and present perspectives in Columns A and B. Why do you think things have changed? Why did people in the past think differently from the way we think today?

3 How could we find out more about the way people thought back then? What will that help us understand?

Debate: The People vs Hernán Cortés

Imagine you are in a court and Hernán Cortés is on trial for the conquest of the Aztecs. Consider the following statements for and against his 'guilt' and consider your verdict.

The charges

Conspiracy: The Spanish came stating they were looking for trade, but Cortés privately intended to conquer the Aztecs.

Kidnapping: Moctezuma II was kidnapped and held as a 'puppet' ruler to control Tenochtitlan.

Theft: The Aztec helped themselves to the riches of the Aztec Empire.

The case for	The case against
Conspiracy: Cortés had simply wished to spread Christianity to the Aztec and explain the evils of the Aztec way of life, as he claimed before the massacre of Cholula. Nothing more, nothing less. **Kidnapping:** Bernal Diaz claimed that they were under threat in Tenochtitlan, and they kidnapped Moctezuma to preserve their own lives. The kidnapping of Moctezuma was a matter of life and death for the Spanish.	**Conspiracy:** The conquistadors lusted for gold 'like monkeys' and Cortés admitted it to the Aztecs. Cortés burned his own ships. He, La Malinche and the Tlaxcalans wanted the destruction of the Aztecs. **Kidnapping:** Cortés and the conquistadors had only been in Tenochtitlan for a few days before the kidnapping. La Malinche and the Tlaxcalans had warned them they would be killed if they did not act fast.

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The case for	The case against
Theft: Moctezuma II and the Aztec Empire had been defeated fairly in the conquest of their empire. The gold taken by the Spanish was little more than the 'spoils of war'.	**Theft:** Cortés and his men helped themselves to gold and treasure whenever they could. They went as far as torturing the last Aztec emperor, Cuauhtémoc, to attempt to find whatever gold was still to be stolen.

The trial

Break into groups of four:

- One person takes the role of the prosecution.
- One person takes the role of defence.
- Two people take the role of the jury.

Step one: The prosecution must look back across the chapter and conduct further research to gather quotes and evidence to suggest that Cortés is guilty of all charges.

Step two: The defence must look back across the chapter and conduct further research to gather quotes and evidence to suggest that Cortés is innocent of all charges.

Step three: The jury should carefully examine all the evidence presented by both sides and come to a decision on all three charges.

Step four: Once you have decided on your verdict, the juries of the class must get together to discuss their rulings with the whole class.

1 How many jurors came up with a guilty verdict?

2 How many jurors came up with an innocent verdict?

3 What was the deciding evidence in each case?

4 Explain how it reinforces or changes your own verdict on Cortés? Use evidence in your response.

6 Digital resources

Visit the Interactive Textbook to access:

- Victorian Curriculum Capability Project
- Interactive chapter Scorcher Quiz
- Google Earth tour of key locations in this chapter
- Videos, image galleries and other extra materials.

Video
Five interesting facts about the Spanish Conquest of the Americas

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CHAPTER 9

Renaissance Italy (c.1400–c.1600 CE)

This chapter is available in the digital versions of this book.

▲ **Image:**
Detail of the fresco by Ambrogio Lorenzetti entitled *The effects of good government*, in the Sala della Pace in the Palazzo Pubblico, Siena

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2

Geography

What is geography?

Geography combines the study of the physical features of the Earth and the relationships people have with both natural and human environments. Geographers might study the different landforms that make up a landscape and try to understand the processes that formed them. As humans continue to inhabit more and more of the Earth's surface, geographers are interested in the ways that people impact landscapes and the ways these environments can be hazardous. Population growth and the continuous development and expansion of urban areas pose a number of challenges for geographers, who seek to manage them in ways that are economically, socially and environmentally sustainable.

Asking questions about the world is an essential part of any geographical study. Why are some coastlines covered in white sand while others have black sand or large pebbles? What causes a volcano to erupt and is it safe to live somewhere like Hawaii? Why are forests in northern Queensland lush, thick and humid compared to the dry and sparse forests of western Victoria? What factors help people to choose which cities or regions they wish to live in? Why do so many people want to cross the Mexican border to get into the United States? How will India manage its rapidly growing population in the future, especially within its four megacities? What impact will continuous increases to urbanisation have on urban environments in the next 50 or 100 years?

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Introducing geographical concepts and skills: *geographical thinking* and *using data and information*

Throughout the geography section of this book, you will learn to interpret and analyse a range of data including maps, graphs, statistics and **satellite imagery**.

Geographers collect, analyse and present data in order to answer questions and draw conclusions. This data often has a spatial component in the form of a map, a **geotagged photo** or a digital interactive map known as a **geographic information system**. Geographical data is used to compare different environments, determine why environments change, assess the impacts of these changes and evaluate how changes are managed.

Geographers collect their own **primary data** on a local scale by undertaking fieldwork. Techniques used to gather this data include drawing field sketches, taking photographs, surveying local residents and mapping **geographic characteristics**.

Secondary data is also used, which includes field data collected by others, historical accounts, data gathered remotely by satellites and data collected on a larger scale such as in a national census.

Geographic concepts are used to help direct a geographer's thinking. The seven concepts used in the following chapters are place, space, environment, interconnection, sustainability, scale and change. The images below are an example of how satellite imagery can be used to investigate urban expansion, such as the growth of Las Vegas within the Las Vegas Valley. A geographer might investigate how the characteristics of this place have changed and use a scale to quantify the growth. They might also look at the interconnection between the local climate and surrounding mountainous landscape and the space in which development has occurred. An essential consideration with this type of urban growth is the potential effect on the local environment and whether the development is economically, socially and environmentally sustainable. These concepts will be expanded upon throughout the following chapters as you study a range of landforms and landscapes, the processes that form them, urbanisation and the impact it has on cities around the world, and the reasons for migration and its effects.

KEY TERMS

satellite imagery images taken by satellites orbiting the Earth

geotagged photo a photo that contains information about where it was taken, such as latitude, longitude and elevation

geographic information system a digital tool used to collect and analyse spatial data using layers on an interactive map

primary data information collected in the field by the person undertaking research

geographic characteristics physical and human features of a landscape or environment such as landforms, terrain, vegetation, climate, architecture and infrastructure

secondary data information collected from research such as studies, statistics and satellite imagery

▲ **Image:** Satellite images showing the expansion of Las Vegas from 1984 (left) and 2019 (right)

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Unit 1

Landforms and landscapes

Overview

At an elevation of 8848 metres, Mt Everest is the highest mountain on Earth and one of its most iconic landforms. It is one of the many peaks that make up the Himalayas, a mountain range that began forming 50 million years ago due to the collision of the Indian tectonic plate and Eurasian tectonic plate. Each year, an average of 1000 people attempt to climb Mt Everest with approximately half reaching the summit. Sadly, more than 300 people have died on the mountain, including five people in 2018. Hazards in the region include avalanches, crevasses, the collapse of ice blocks as large as houses and an inhospitable climate. Those who survive the death zone (dangerous altitudes above 8000 metres) gain an unobstructed view of one of the Earth's most breathtaking landscapes.

In this unit you will explore a range of different landscapes across the world including coasts, volcanoes and forests. You will examine the landforms that define these landscapes and how these environments change. This includes natural change due to geomorphological processes and changes due to humans such as urban development, recreation and the harvesting of natural resources. By investigating the interconnection between these natural processes and human activities, you will gain an understanding of the ways in which landforms can be hazardous to people and how these risks are managed.

Video
Unit Overview

Learning goals

After completing this unit, you should be able to answer these questions:

- How do landscapes differ based on their geographic characteristics?
- What are some of the processes that create landforms?
- How do similar types of landforms differ around the world and what factors determine these differences?
- What impact do people have on landforms, landscapes and surrounding regions?
- In what ways do Aboriginal and Torres Strait Islander peoples value landscapes and landforms and how do they contribute to their protection and management?
- How can geomorphological processes be hazardous and how does this affect people and places?
- How do people respond to and manage geomorphological hazards?

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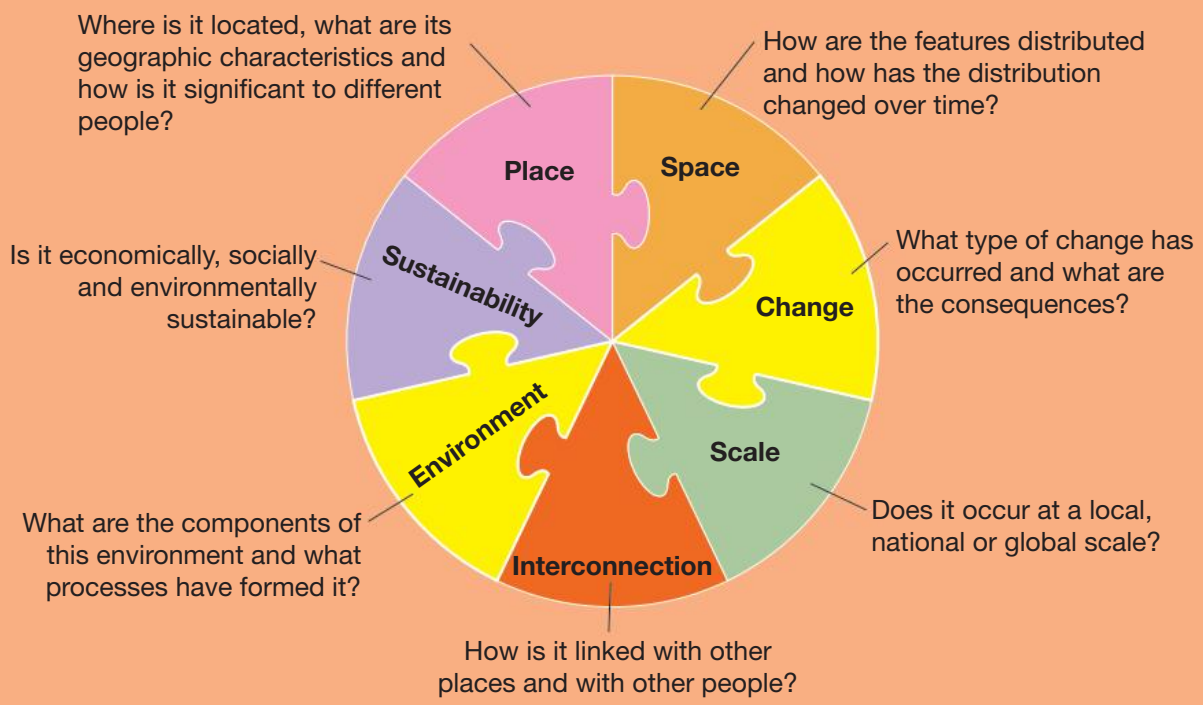
Introducing geographical concepts and skills: *environment and change*

Throughout this unit, there will be a focus on developing your understanding of environment and change. In geography, the concept of environment includes the differing characteristics of environments, the processes that form environments and the processes that change them, ways in which environments support life, and the interrelationships between people and environments.

A key part to studying landforms and landscapes is observing how they change over time. This can be studied over various temporal and spatial scales. A geographer might study different layers of soil or bedrock to reveal clues about the formation of a landform or changes to the climate over thousands or even millions of years. Geographers are also interested in the role of human activities in changing and affecting environments. This might be on a relatively small scale such as coastal erosion due to urban development or on a large scale such as the melting of Greenland's ice sheet. Environmental management aims to reduce the negative impacts that people have on environments, the restoration of environments that have been degraded in the past and the management of the risks that geomorphological processes might have on human environments.

Although this unit has a specific focus on **environment** and **change**, these concepts are part of a group of seven interrelated key ideas that help us to think geographically.

Geographical concepts



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CHAPTER 10

Landforms and landscapes

Setting the scene: the island time forgot

Leaving the fishing boat by canoe, the young American adventurer paddled to the remote beach, determined to fulfil his mission of spreading the word of God. Confronted by two bow-wielding tribesmen, he shouted to them, 'I love you, Jesus loves you,' and tried to present a gift of fish. Unimpressed, the youngest tribesman fired an arrow, piercing the intruder's Bible as he fled to his canoe and paddled to the safety of the fishing boat. John Allen Chau was a 26-year-old Christian missionary, and wrote about his intentions in his diary: 'Lord, is this island Satan's last stronghold where none have heard or even had the chance to hear your name?' The next morning, on 17 November 2018, John Allen Chau ignored the warnings of the fishermen who had brought him to the island and paddled back to the beach. The fishermen reported seeing a hail of arrows, and then a body being dragged across the beach and buried in the sand.

Fringed by empty white sandy beaches, surrounded by coral reefs and covered by dense jungle, North Sentinel Island could be the ideal deserted island paradise. Located in the Bay of Bengal, east of India and west of Myanmar, and part of the Andaman archipelago, the island is the home of the Sentinelese people. Sometimes described as the world's most isolated tribe, it is estimated that around 100 Sentinelese inhabit the island, fiercely protecting their home from outsiders and living the same lifestyle for more than 30 000 years.

▲ **Figure 10.1** Sentinelese tribesmen on North Sentinel Island, in the Andaman archipelago, fiercely resist contact by outsiders. This photograph was first published in 1975 in *National Geographic*.

Its remoteness, tiny size, lack of a safe harbour, and rumours of cannibalism have all helped North Sentinel Island to remain forgotten by time, separated from the rest of the world. However, Chau was not the first outsider to attempt to make contact with the Sentinelese. In 1974, a *National Geographic* film crew and their police escort were forced to flee the arrows that greeted their arrival on the island. Less fortunate were the survivors of a shipwreck in the 1800s and, more recently, two crab fishermen asleep in their boat anchored near the island's shore, who all shared Chau's fate. Over a number of years, Indian anthropologists established contact and safely observed the Sentinelese, gaining their trust with gifts of coconuts floated from their boats. Yet little is known of the Sentinelese and their lifestyle. In 1991, the Indian government made it illegal for outsiders to visit the island. To this day, the bodies of any trespassers, including Chau's, have never been recovered.

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▲ **Figure 10.2** North Sentinel Island is located to the east of the mainland of India in the Bay of Bengal.

The story of the Sentinelese features a landscape – the island, made up of landforms, such as the beach and reef, used and given special value by its human inhabitants. These are the themes of this chapter: how geographers describe and explain the landscapes and landforms found in the world, how they are used and sometimes degraded by humans, and the different value humans place on them.

► **Figure 10.3** Aerial view of North Sentinel Island. What features of the landscape can you see that have allowed the islanders to remain isolated for so long?

MAKING THINKING VISIBLE 10.1

Think, pair, share

Reflect on the story of John Allen Chau.

1. **THINK:** What do you think about this story? Try to explain your thinking with pictures or words on paper or on your digital device.
2. **PAIR:** Share your thoughts with a partner. Why do you think Chau was so determined to visit the island?
3. **SHARE:** Why do you believe the islanders are so protective of their place?
4. What unique geographic characteristics enabled this place to remain isolated for so long?

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Chapter overview

Introduction

This chapter studies the world's landscapes and the different landforms found in them. It examines how geographers classify the terms 'landscape' and 'landform' and discusses the processes that create different landforms. The impact of human activities on landscapes is analysed and the importance of landscapes for different peoples is discussed.

Learning goals

After completing this chapter, you should be able to answer these questions:

- What are landscapes and landforms?
- What are the processes that create different types of landforms?
- How do the actions of humans impact different landscapes?
- How are landscapes significant for different peoples?

Geographical skills

After completing this chapter, you will be able to demonstrate the following skills:

- Explain processes that influence the characteristics of places
- Identify, analyse and explain spatial distributions and patterns, and identify and explain their implications
- Identify, analyse and explain interconnections within places and between places, and identify and explain changes resulting from these interconnections
- Collect and record relevant geographical data and information from useful primary and secondary sources, using ethical protocols
- Select and represent data and information in different forms, including by constructing appropriate maps at different scales that conform to cartographic conventions, using digital and spatial technologies as appropriate
- Analyse maps and other geographical data and information, using digital and spatial technologies as appropriate, to develop identifications, descriptions, explanations and conclusions that use geographical terminology.

▲ **Image:** The spectacular landscape of the Jim Jim Falls, Kakadu National Park, Northern Territory

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▲ **Image:** The Northern Lights illuminating Iceland's artic desert, including Mt Kirkjufell in the background.

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10.1 Different types of landscapes and their distinctive landform features

FOCUS QUESTION

What are landscapes and landforms?

KEY TERMS

landscape the visible features of an area including both the natural (mountains, forests, rivers etc.) and human (roads, houses, bridges etc.) elements

landform a naturally formed feature on the Earth's surface, having a characteristic shape or form

valley an area of low land between hills or mountains

For many people, their most vivid memories are from holidays, of the places they have been and seen. When we remember our holidays, we remember not only the experiences we had, but also the features of the locations where they took place, the buildings, countryside, ocean, mountains or trees – the **landscape**. A landscape is the collection of visible human and natural features found in a particular area of the Earth's surface. Human features include the built environment, such as a town or city, as well as where humans have altered the environment for their use, such as farmland or a park. Natural features are those not created by humans, such as a mountain, beach or cave. A **landform** is a natural feature of the Earth's surface with a definable shape or form, such as a **valley**, cliff or dune. Most landscapes comprise a range of landforms and other natural and human features.

▼ **Figure 10.4** How many different landforms and human features can you identify in this Swiss mountain valley?

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DEVELOPING GEOGRAPHIC CONCEPTS AND SKILLS 10.1

Creating a field sketch

As geographers we create field sketches of landscapes and landforms to record what we observe. A field sketch does not need to be drawn to scale, nor does it require outstanding artistic talent. It is a simple and visual way to identify major features using geographic terminology to annotate and locate features such as mountains, trees, rivers and roads. Geographers use field sketches to create a broad overview of an area they are studying.

A field sketch is usually drawn from observation on a field trip, but we can practise what is involved using the photo in Figure 10.4:

1. Study the photograph in Figure 10.4 and make a list of the features you can already identify.
2. Using a soft pencil (it makes it easier to erase mistakes) and a blank sheet of paper, draw a frame the same shape as Figure 10.4.
3. Divide the scene you wish to sketch into three parts: the foreground, middle distance and background.

4. Sketch in the main features or lines of the scene in the foreground. Repeat for the middle distance and background. Refer to the list you made when you first examined the image.
5. Using the list you created in step 1, mark in other prominent features or lines, such as roads, railway lines or rivers.
6. Add detail if appropriate. Details may include buildings, trees and fences.
7. Use shading and/or colour to highlight the key features of your field sketch. Avoid making your sketch too cluttered.
8. Label and annotate the main features of the sketch (mountains, trees, rivers etc.).
9. Give your field sketch a heading and note the date of the observation.

Extension task

1. Choose a place near your school or home and try drawing a field sketch from your own observation.
2. On your sketch, annotate at least three different landforms and three human features visible in the photograph.

Different types of landscapes

Geographers use the features that dominate in a particular location to distinguish between and categorise landscapes. For example, an area with many trees is described as a forest landscape and an area with many buildings is an urban landscape. Most of the major types of landscapes identified by geographers are found in our local region. Figure 10.5 describes different types of landscapes and provides examples of where they are located in Victoria. One landscape not found in Victoria is polar landscapes, the regions surrounding the north and south poles that are characterised by ice, snow, permafrost (a frozen layer beneath the Earth's surface) and glaciers, which are slowly moving rivers of ice.

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Arid landscapes – where there is very little available water, limiting the growth of plants and diversity of animals; for example, the Little Desert National Park

Mountain landscapes – where the Earth's surface rises dramatically, creating steep, peaked landforms; for example, the Victorian Alps

Riverine landscapes – include rivers, the landforms created by the movement of rivers and the surrounding ecosystems; for example, the Snowy River

Forest landscapes – dominated by trees; for example, the temperate rainforests of the Errinundra National Park

Volcanic landscapes – feature landforms created by volcanic activity; for example, Tower Hill in south-western Victoria

Urban landscapes – where human buildings and activities dominate; for example, the city of Melbourne

Coastal landscapes – where the land meets the sea and the surrounding area; for example, Cape Woolamai on Phillip Island

Karst landscapes – where underground water dissolves limestone to create distinct landforms, such as cliffs and caves; for example, the Buchan Caves

▲ **Figure 10.5** Different types of landscapes

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Amazing but true…

South Australia's Naracoorte Caves are not only a spectacular karst landscape, they are also a trap for unsuspecting animals, who have fallen through hidden entries and been trapped in the cave system. The remains of these animals have left a fossil record stretching back more than 500 000 years, providing scientists with a fascinating insight into the animals once found in Australia. This includes megafauna – giant marsupials that stalked the country around 60 000 years ago.

▲ **Figure 10.6** A *Thylacoleo carnifex* or marsupial lion fossil, one of the megafaunas once found across the continent of Australia. What do you think may have caused the extinction of these animals?

Iconic landscapes and landforms

As you have read this chapter you may have started thinking about landscapes and landforms you are familiar with. These may be places you have visited or famous places that are iconic. Landscapes and landforms are considered iconic for a number of reasons. It may be because of their physical size, such as Mt Everest, the world's largest mountain, or the Nile, the longest river. It may be their beauty or unique physical features, such as the Twelve Apostles on Victoria's Great Ocean Road. It may be because of their role in history, such as Culloden Moor in Scotland, site of the last pitched battle in Britain in 1746. Or they may have featured in popular culture, such as the rocky landform of Hanging Rock in Victoria, which has featured in books, film and television.

CASE STUDY 10.1

An iconic Australian landscape: Lake Mungo, NSW

At first sight, the dry bed of Lake Mungo, 111 kilometres north-east of Mildura in the arid south-western corner of New South Wales, appears unspectacular. It is a flat scrubby expanse surrounded by sand dunes. As you move closer to the dunes on the eastern side of the lake, the reason for the iconic status for this area becomes apparent. Known as a **lunette**, the crescent-shaped chain of dunes stretching for 33 kilometres was formed over tens of thousands of years as sand and clay were deposited when the lake dried and refilled. Over the past 10 000 years, wind and rain have eroded the dunes leaving a strange, moonlike landform, the most famous area known as the Walls of China. Although a unique and beautiful landform, the Lake Mungo lunette is perhaps even more significant for the historical records found in its layers of sediment. In the 1960s and 1970s, archaeologist Jim Bowler discovered human remains buried in the lunette that have become known as Mungo Lady and Mungo Man. At up to 42 000 years old, these are the oldest human remains found in Australia and some of the oldest in the world outside of Africa. The Lake Mungo area was added to the **World Heritage List** in 1981 to protect both its natural and cultural value.

KEY TERMS

lunette a crescent-shaped chain of dunes bordering a lake bed or valley in arid or semi-arid locations

World Heritage List a list of landmarks and landforms that countries consider significant to all humans and agree to protect under international law

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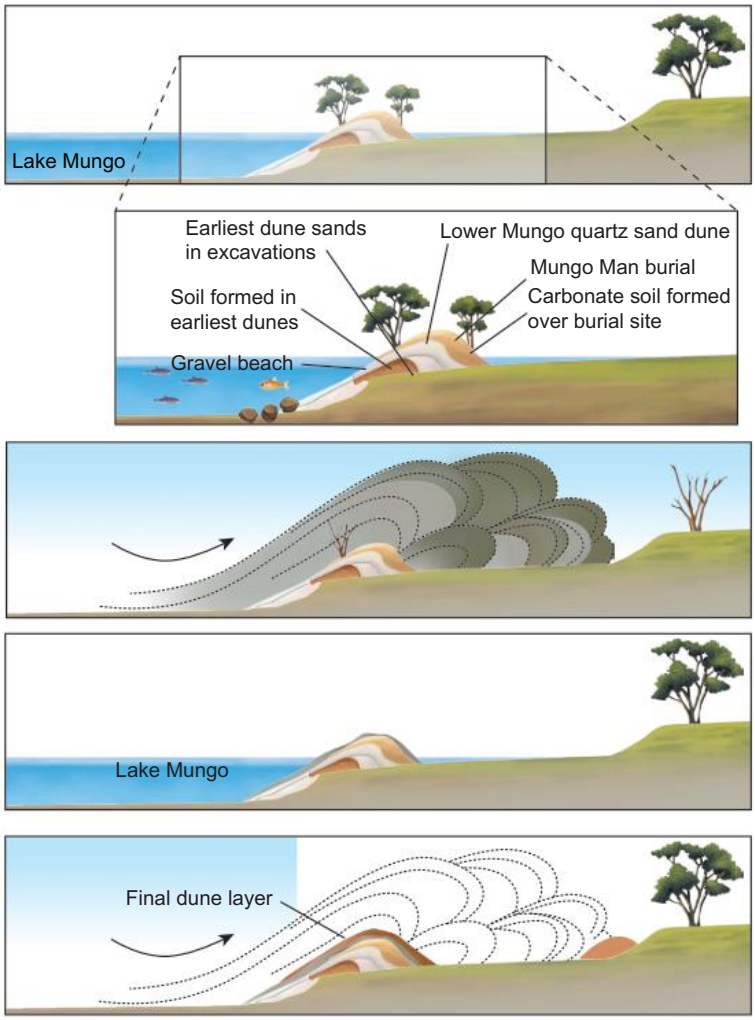
The development of Lake Mungo: a timeline

This timeline describes key climatic, environmental and human events that have affected Lake Mungo in the recent geological past.



40 000–60 000 years ago: Many millions of years ago, earth movements created the Murray Basin, in which the Willandra Lakes, and Lake Mungo lie today. Millions of years of climactic and geologic changes saw the Lake Mungo area either flooded during colder periods, or having much lower water levels during dry periods.

About 40 000 years ago: Lake Mungo is flooded to such an extent that flooding extends both to the north and south of the dune ridge. A gravel beach, vegetation and sand dunes develop around the margins of the freshwater lake, and fish and shellfish are available as food resources for humans. Mungo Man was buried here as the lake began to dry nearly 44 000 years ago

About 40 000 years ago: The dry lake generates dust clouds, which sweep across the dry land, adding to the growth of the Lake Mungo dune

About 25 000–32 000 years ago: Water returns briefly to the lake

About 18 000–20 000 years ago: Cold and dry period, when clouds of dust and salt were swept from the dry lake floor

▲ **Figure 10.7** Lake Mungo was formed through processes of erosion and deposition

▲ **Figure 10.8** The Walls of China, Lake Mungo, New South Wales

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ACTIVITY 10.1

Geolocation task

1 Using Google Earth (or the satellite view of Google Maps), search for Lake Mungo.
2 Explore the area, and describe the location and any features of Lake Mungo you can see.

CASE STUDY 10.2

An international iconic landform: El Capitan, USA

▲ **Figure 10.9** Yosemite National Park is a World Heritage Site in the state of California

▲ **Figure 10.10** El Capitan, Yosemite National Park, California, USA

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KEY TERMS

monolith a landform formed by a single massive rock or stone

erosion the process where the material of the Earth's surface is worn away and moved to a new location

The Yosemite Valley in California's Yosemite National Park is a spectacular landscape of mountains, cliffs, forests and waterfalls. Dominating the valley is El Capitan, an imposing rocky landform towering 1100 metres above the valley floor. The world's largest granite **monolith**, El Capitan was formed by volcanic activity 100 million years ago and shaped by millions of years of **erosion**. The sheer, 2.4-kilometre-wide cliff face that fronts the valley has long attracted the awe of humans. First the local Ahwahneechee Indians, then tourists visiting the park for more than 150 years and, more recently, climbers. Since the first successful ascent in 1958, El Capitan has been climbed many times, with established routes up the cliff face that take hours, days or weeks to complete. At least 31 climbers have died attempting to scale the cliff. Despite the risk, in 2017, American Alex Honnold became the first climber to 'free solo' El Capitan, making the ascent on his own without ropes or other safety equipment.

DEVELOPING GEOGRAPHIC CONCEPTS AND SKILLS 10.2

You can also refer to the 'Guide to using topographic maps' in the Interactive Textbook

Using map references and reading features from map symbols

In this activity, you will practise the geographic skill of reading a topographic map and interpreting the landforms and landscapes marked upon it. Look at Figure 10.11, the topographic map for Tongio in East Gippsland, and answer the questions that follow. You will need to use the digital versions of this book to zoom into this map to see enough detail.

Here is a quick refresher in the geographical skill of reading map references.

- An area reference (AR) is made up of four numbers that tell you which grid square the feature is in.
- The first two digits are the number of the easting to the left of the feature (the vertical line, numbered at the top or bottom of the map).
- The second two digits are the northing below the feature (the horizontal line, numbered down the sides of the map).
- A grid reference (GR) of a compact feature has six digits. The first, second, fourth and fifth are the AR.
- The third digit is the number of tenths going right along the top or bottom side of the grid square where an imaginary vertical line goes through the feature.
- The sixth digit is the number of tenths going up along a vertical side of the grid square where an imaginary horizontal line goes through the feature.

Use the key and scale of Figure 10.11 to answer these questions.

1 What is the area reference of the junction of the Great Alpine Road and Bindi Road?
2 What is the grid reference of the top of Mt Tongio?
3 a What type of feature is located at GR 655845?
  b What does the dashed line connecting the feature in question 3a to Bindi Road indicate?
4 What type of feature is located at GR 618847?
5 What natural feature runs from the south to the northeast through the middle of the map?

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6 Compare the vegetation found in AR 6883, AR 5683, and AR 6584.

7 Would you describe Tongio as a **town**, a **village** or a **locality**? Give your reasons.

8 a What is the straight-line distance between the top of Mt Stanwell and the top of Mt Hopeless?

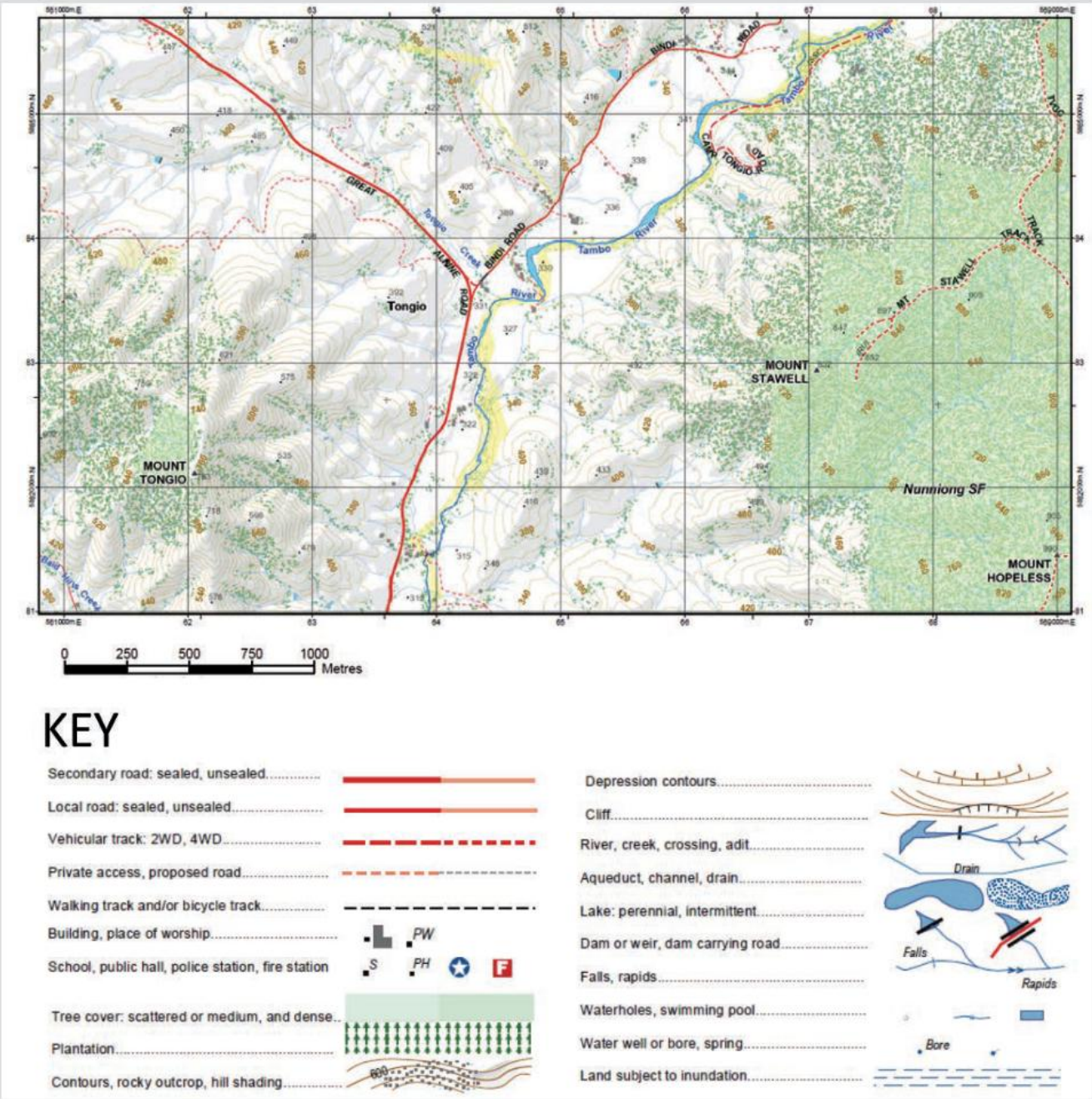
b What is the approximate length of the sealed secondary road shown on this map?

KEY TERMS

town a place where people live and work, containing many houses, shops and places of work; usually larger than a village but smaller than a city

village a group of houses and other buildings that is smaller than a town, usually in the countryside

locality a particular area



▲ **Figure 10.11** Topographic map of Tongio, East Gippsland

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Using contour lines: estimating changes in elevation

The most effective way to show hills and mountains on a map involves the use of contour lines. Contour lines identify places of equal height above sea level. Being able to interpret contour lines provides geographers with information about:

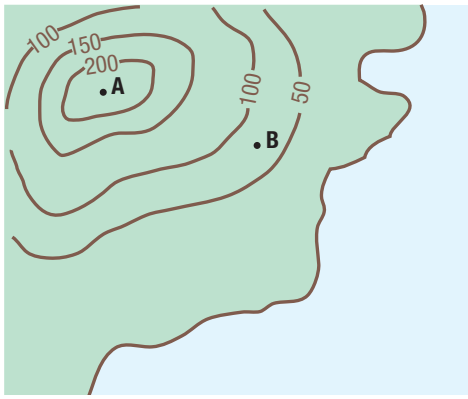
- the shape of the land
- the slope of the land
- the height of features above sea level.

Each contour line represents a specific height above sea level (asl). Therefore, a continuous contour line indicates that any location along this line is the same height above sea level.

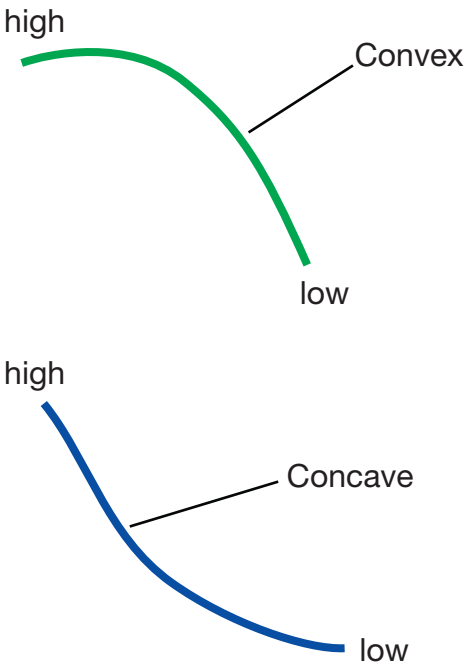
The spacing between contour lines on a map indicates the steepness of slopes. Where contour lines are close together, the distance between changes in height becomes smaller, which, in simple terms, means steep slopes. In areas where there are only a few widely spaced contour lines, this means there are greater distances between changes in height, which indicates a flat or gently sloping landscape.

The spacing of the contour lines also gives us an idea of the slope's shape. Evenly spaced contours indicate a uniform or consistent slope. When the spacing between contour lines (reading from high to low) decreases, the slope is convex (becomes steeper going downhill), like the outside of a basketball. When the spacing between contour lines (reading from high to low) increases, the slope is concave (becomes steeper going uphill), like the inside of a bowl.

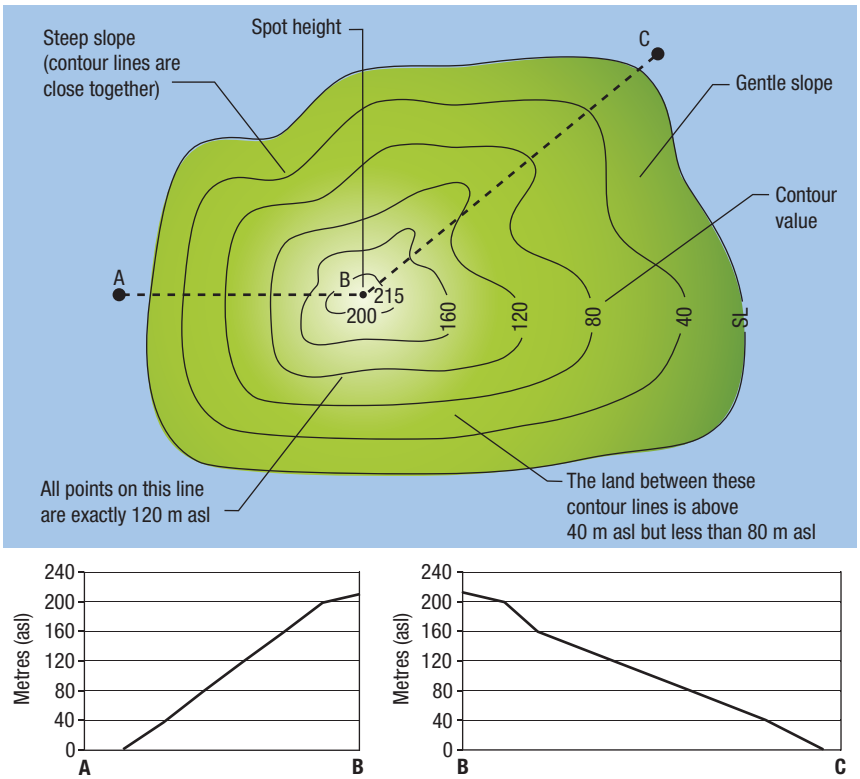
A skilled user of topographic maps can visualise the shape of particular features by studying the patterns created by the contour lines.



▲ **Figure 10.12** An example of a contour sketch



▲ **Figure 10.13** Concave and convex lines



▲ **Figure 10.14** Features of a contour line. The cross-sections A–B and B–C show the shape and deepness of the selected slopes

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DEVELOPING GEOGRAPHIC CONCEPTS AND SKILLS 10.3

Reading landforms and landscapes from map symbols

In this activity, you will practise the geographic skill of interpreting elevation data and contours in a topographic map and describing the landforms shown. As with the previous activity, we will be using the topographic map of Tongio in East Gippsland (Figure 10.11). You will need to use the digital versions of this textbook to see the necessary detail in the map.

You can also refer to the 'Guide to using topographic maps' in the Interactive Textbook

KEY TERM

ridge a long, narrow and raised part of a surface, especially a high edge along a mountain

1 a What is the feature at GR 644835?
   b What is the elevation at this point?
2 What is the contour interval in the map?
3 a Does the Great Alpine Road run along a **ridge** or in a valley?
   b Describe the course of Bindi Road in terms of the shape of the land on either side of it.
   c Why do you think Bindi Road has the course described in part b?
4 From the junction of the Alpine Road and Bindi Road, a tracks runs west but it takes a very irregular course, with lots of bends. Use contours and elevations to explain why.
5 If you walked from GR 627829 to GR 635835, would you be:
   a Going uphill or downhill?
   b Walking along a ridge or a valley?
6 Briefly describe the location of the centre of Tongio (when the centre is taken as the junction of the two sealed roads) in relation to hills and valleys.
7 Using contours and elevations, explain in which direction the Tambo River flows.
8 Examine the types of landscape in Figure 10.5. Which type of landscape is the area around Tongio?

Drawing a cross-section

The method for drawing a cross-section of the land between two points is summarised here. For illustrations and additional explanation of these steps, please see the guide to using topographic maps in the Interactive Textbook.

1) Draw a line between the two points that form the ends (boundaries) of the cross section
2) Place the edge of a sheet of paper along the line and mark these two points.
3) Mark the points at which the paper cuts through contour lines and label the heights of these contour lines.
4) Draw a set of axes. The vertical axis will be the elevation. The horizontal axis will be the same width as the distance between the two points. Plan the size and increments on your elevation axis based on the maximum elevation in the area measured.
5) Plot the data from your paper onto your axes and join the dots with a curved line

Questions

9 Draw a cross section between the tops of Mt Tongio and Mt Stawell. Label the position of the Tambo River and the Great Alpine Road. What landforms are shown in your cross section?
10 Draw a cross-section between two points of your choosing, which will reveal the shape of the valley of the Tambo River near GR 660844. Label relevant features and describe the shape of the valley.

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ACTIVITY 10.2

Changes to the environment demonstrate interconnections

1 Watch the video 'How Wolves Change Rivers' on YouTube.
2 Create a flow chart that shows how the reintroduction of wolves to Yellowstone National Park changed the course of the rivers.

Digital quiz
Please see the Interactive Textbook to access digital activities

END-OF-SECTION REVIEW 10.1

Review questions

Answer these questions on paper or in the Interactive Textbook.

Recall

1 How do geographers define the term 'landscape'?
2 List three different types of landscapes and give an example of where each is located in Victoria.
3 What is meant by the term 'iconic'? List reasons why a landform or landscape may be considered iconic.
4 Who discovered Mungo Lady and Mungo Man and why was the discovery significant?

Interpret

5 Outline two reasons why Lake Mungo is considered an iconic landscape and two reasons why El Capitan is considered an iconic landform.

◄ **Figure 10.15** El Capitan

6 Using the guide to different types of landscapes in Figure 10.5, which type of landscape is Tongio?

Argue

7 Refer to the story of the Sentinelese Islanders and the related images. Do you believe the Sentinelese should be left to continue living their lives in isolation from the rest of the world or should they have access to the knowledge and the resources of the modern world? Explain your answer.

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10.2 Geomorphic processes that produce landforms

FOCUS QUESTION

What are the processes that create different types of landforms?

The world's landscapes are constantly changing, shaped by natural and human forces, such as erosion or land clearing, known as **processes**. Geographers study the size or magnitude of these changes (**spatial scale**; for example, local, regional or global), and the speed or rate of the changes (**time scale**; for example, rapid or geological – over hundreds of thousands or millions of years). Geomorphic processes are those that specifically change the features of the Earth's surface. This section outlines the main geomorphic processes shaping landscapes and the types of landforms they create.

KEY TERMS

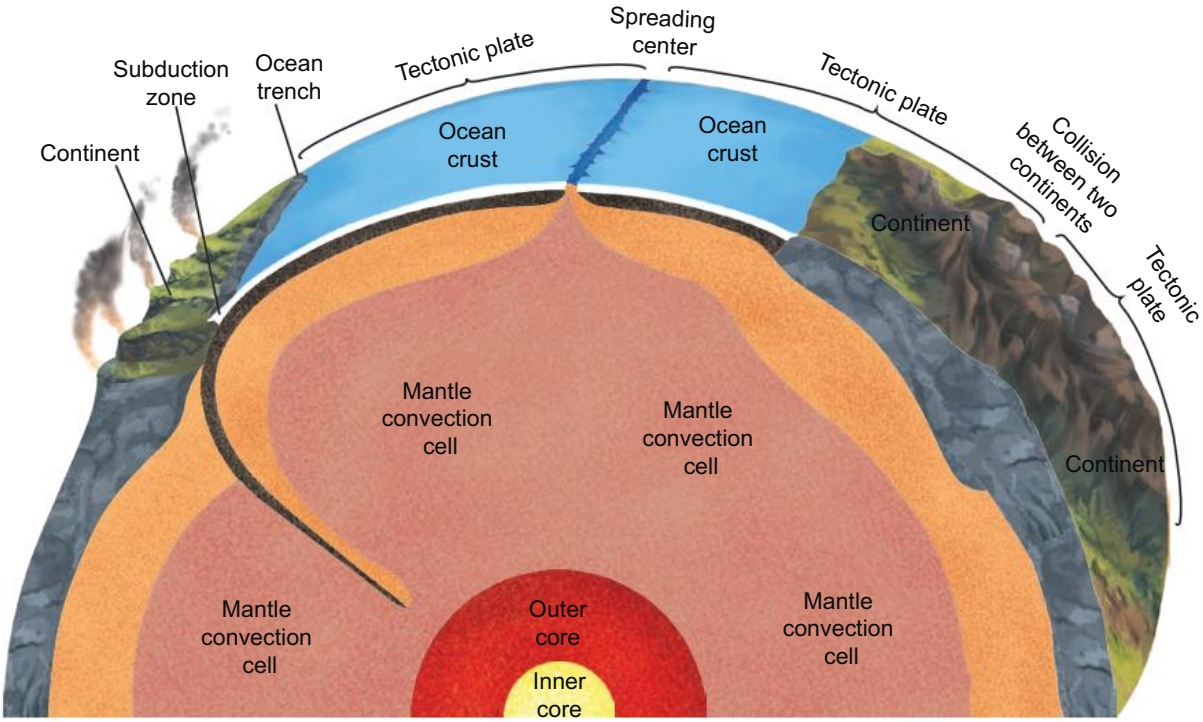
processes the physical or human forces that cause change to a landscape

spatial scale the size or magnitude of a geographic process, feature or event

time scale the period of time over which a geographic process or change has taken place

Plate tectonics

The Earth is comprised of different layers. The outer layer, the crust, is made up of sections known as plates. The plates rest on a layer of magma (molten rock), known as the mantle. The process of plate tectonics describes how the plates of the Earth's crust slowly move, propelled by currents in the magma they rest upon. The direction of this movement and the types of plates involved creates different landforms. Tectonic plates move as a result of convection currents in the Earth's mantle. Figure 10.16 illustrates the process of convection currents.



▲ **Figure 10.16** As it heats up, magma rises towards the Earth's crust. As it often has nowhere to go, the magma moves along the crust, pushing plates in different directions. The magma eventually starts to cool and moves toward the Earth's core, where it heats up again. This creates a current.

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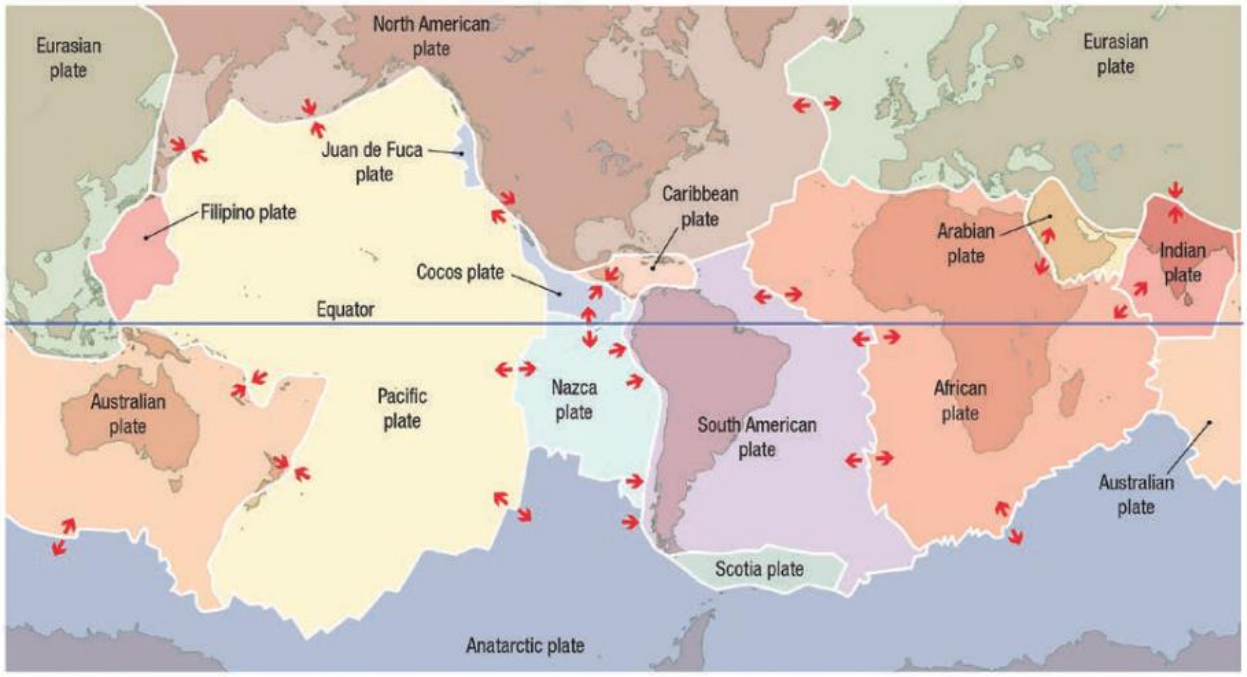
KEY TERMS

continental plates the Earth's landmasses, 25–90 kilometres thick and made mostly from granite

oceanic plates the ocean floor, 5–10 kilometres thick and made mostly from basalt

There are two types of tectonic plates: **continental plates** – the Earth's landmasses, 25–90 kilometres thick and made mostly from granite (around 10% less dense than basalt – lighter); and **oceanic plates** – the ocean floor, 5–10 kilometres thick and mostly basalt (denser, heavy). The place where the edges of two plates meet is called a boundary. Three types of movement occur at the plate boundaries: convergent, where two plates crash into each other; divergent, where two plates pull apart; and transformative, where two plates slide past each other. Figure 10.17 describes examples of each type of movement and examples of landforms resulting from the process.



▲ **Figure 10.17** The tectonic plates and the direction of plate movement. Can you identify the plates the five continents are based on?

DEVELOPING GEOGRAPHIC CONCEPTS AND SKILLS 10.4

Identifying the effects of tectonic plate movement using a geographic information system (GIS)

1. Go to the Mapmaker page on the National Geographic website.
2. On the right side of the screen, select 'Add Layer'.
3. Under 'Categories' choose 'Earth Systems'.
4. Add the layers for 'Plate Tectonics', 'Earthquakes' and 'Volcanic Eruptions' by clicking on the + button next to each. When finished, click 'Done'.
5. Examine the map that is produced. You can adjust the transparency of each layer to see what is beneath it.
6. Describe the pattern you observe about the location of major volcanoes and earthquakes. What relationship do you see between these and the world's tectonic plates?

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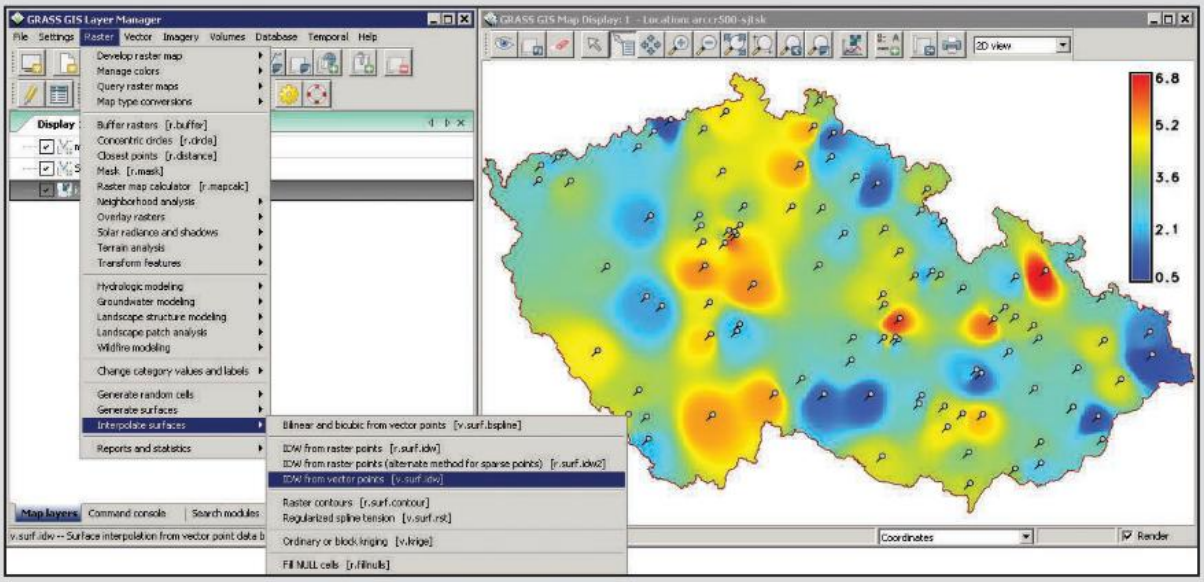

▲ **Figure 10.18** A GIS system (in this case GRASS GIS GUI). You can also try making your own maps on the user-friendly National Geographic Mapmaker tool online.

Convergent: collision boundary

When two continental plates collide together, the effect is the same as a head-on car crash. The surface of the crust crumples, creating folds and faults (cracks). As the folds push upward, they can create large mountain ranges such as the Himalayas. Earthquakes are also common at these boundaries.

Convergent: destructive boundary

When a continental plate collides into an oceanic plate, the heavier oceanic plate is forced under the lighter continental plate, into the magma of the mantle. This process is called **subduction** and creates an **oceanic trench**, where the oceanic plate is pushed under the continental plate, and **fold mountains**, where the continental plate crumples as it crashes into the oceanic plate. Subduction also creates volcanoes and causes earthquakes.

Divergent: constructive boundary

When two plates pull apart, pressure from magma pushes the edges of the plates upward and magma rises to the surface to create new crust. This process results in volcanic activity and creates **mid-ocean ridges** if two oceanic plates are diverging, or **rift valleys** if continental plates are diverging.

Transformative: conservative boundary

When two plates slide past each other, huge amounts of friction are created. Over time, pressure builds until the plates move, creating **faults** in the crust. These look like long thin valleys on land or canyons under the ocean. The sudden release of pressure also causes intense earthquakes.

KEY TERMS

subduction where two tectonic plates are colliding and an oceanic plate is forced under another plate into the magma of the mantle

oceanic trench a long, deep underwater chasm created where an oceanic plate subducts under a continental plate, forming the deepest parts of the oceans

fold mountains mountains created by the crumpling of the Earth's surface where two tectonic plates are colliding

mid-ocean ridges underwater mountain chains created by the pressure from rising magma where two oceanic plates are diverging

rift valleys long valleys created where two continental plates are diverging

fault a crack or fracture in rock

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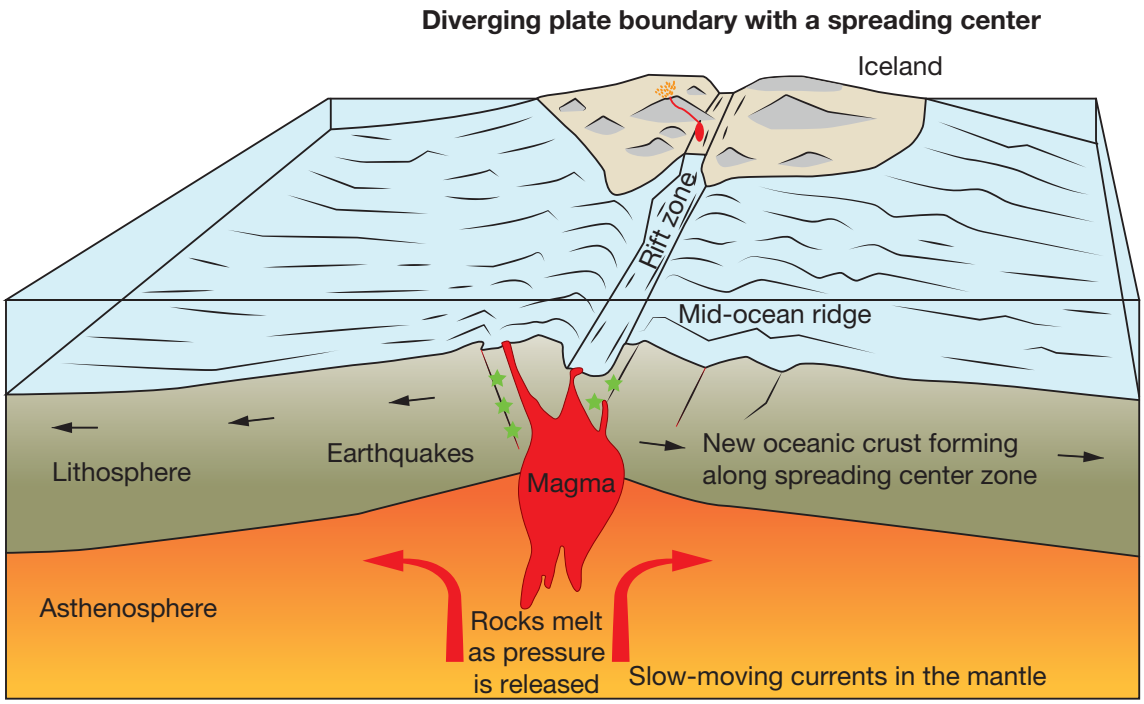
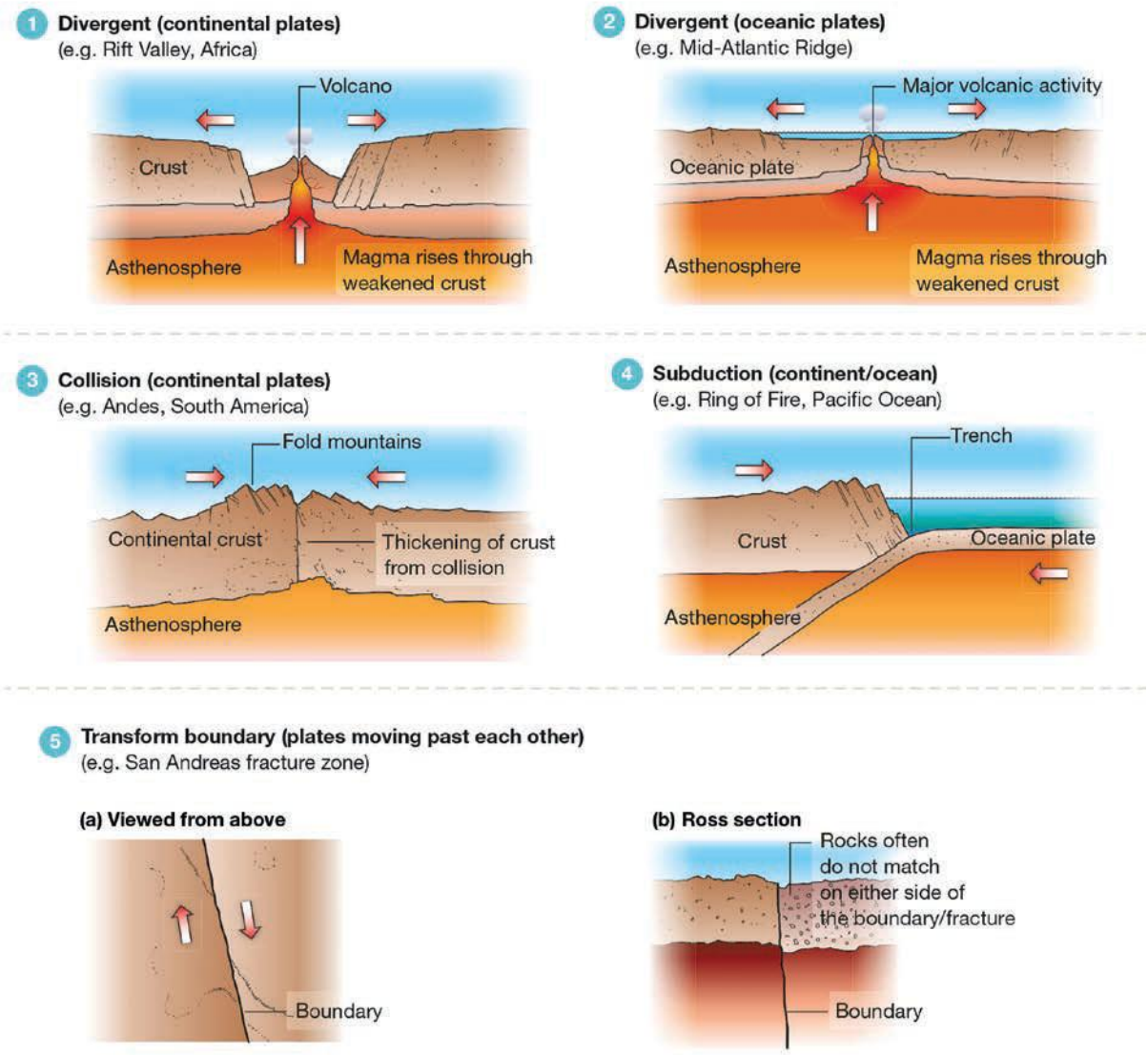


▲ **Figure 10.19** The formation of the mid-ocean ridge close to Iceland

▼ **Figure 10.20** Different types of plate boundaries



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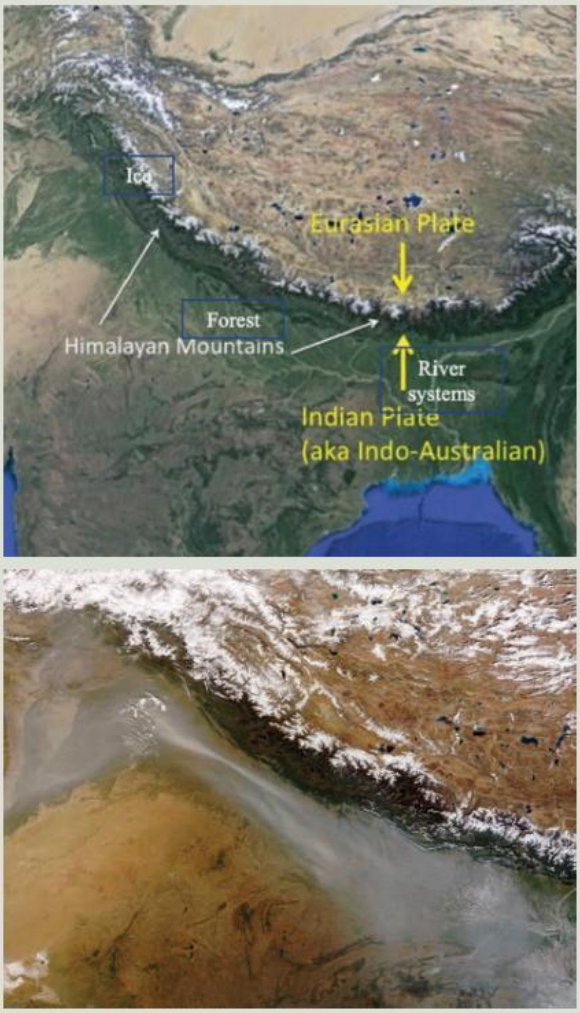
CASE STUDY 10.3

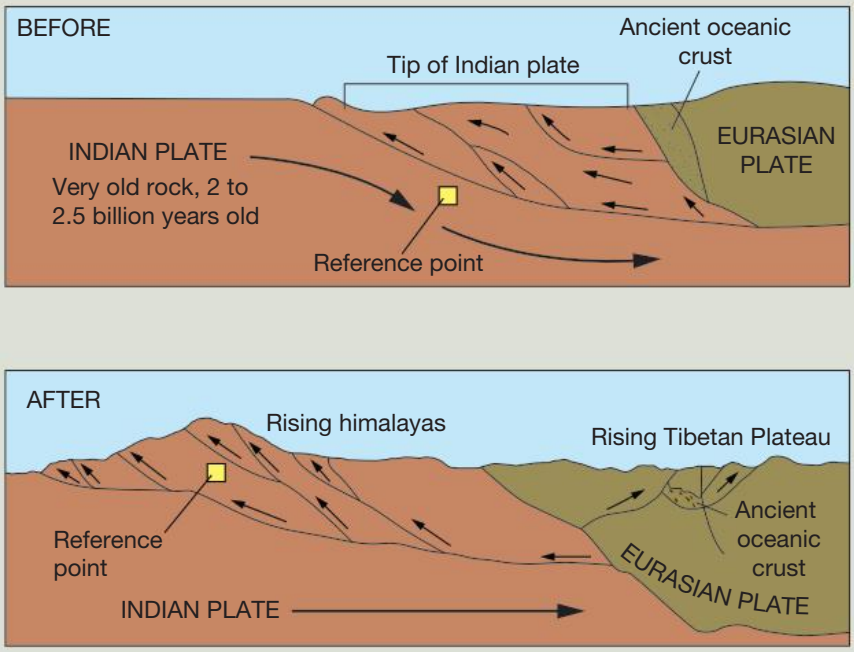
The Himalayas: a collision boundary

The world's greatest mountain range, the Himalayas are located in Asia, stretching 2400 kilometres east to west across India, China, Nepal, Bhutan, Pakistan and Afghanistan, and featuring the 10 highest mountains in the world, with Mt Everest the highest at 8848 metres. As well as imposing mountains, the Himalayan landscape comprises other significant landforms, including more than 15 000 glaciers, plateaus, river gorges and valleys. The range contains more ice than anywhere other than the Arctic and Antarctic, and is the source of major Asian rivers: the Mekong, Yellow, Yarlung, Yangtze, Ganges, Indus and Nujiang.

The sheer size of the Himalayan mountains is the result of the convergence of the Eurasian and Indian continental plates. For 50 million years, the two gigantic slabs of the Earth's crust have crashed together, folding, faulting and pushing up the Earth's surface, creating the massive mountains of the Himalayas. This process is ongoing, with the mountains rising by around 1 centimetre per year, although this increase is offset by the processes of erosion and weathering.



► **Figure 10.21** Plate boundaries that have formed the Himalayas



▲ **Figure 10.22** The formation of the Himalayas

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▲ **Figure 10.23** Mt Everest is the highest peak in the Himalayan mountain range. What landforms (other than mountains) can you identify in the photo?

Weathering, erosion and deposition

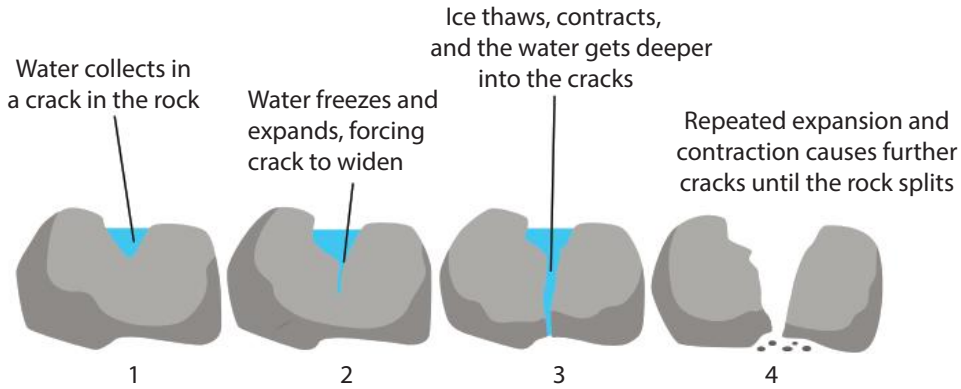
Weathering and erosion are processes that shape the Earth's surface and create many of the most unusual and spectacular landforms. They both involve the breaking down of rocks and minerals into smaller fragments, but differ in that weathered material remains in place and eroded material is transported to a new location.

KEY TERM

weathering the process where a material is broken down into smaller fragments, either physically or chemically

There are two types of **weathering**: mechanical and chemical. Mechanical weathering is where a physical process breaks the rock into smaller fragments. This often involves changes in temperature; for example, where water seeps into a crack and is frozen, expanding and gradually increasing the size of the crack until the rock breaks. Abrasion is another form of mechanical weathering. This is where a force such as wind or the movement of a glacier causes rocks to rub together, removing fragments from their surface and polishing the rock. Smooth pebbles found in a stream or on a beach are caused by this process. Chemical weathering is where the molecular structure of the rock is changed. This process often involves interaction with water; for example, water causing a rock containing iron to oxidise (rust) or limestone to dissolve. Rocks weakened by chemical weathering are often broken down further by mechanical weathering.

Erosion is the process where the material of the Earth's surface is worn away and moved to a new location. Different natural processes can wear materials away, including the movement of water, glaciers and wind. The movement of the fragmented material is called transportation.



▲ **Figure 10.24** The process of mechanical weathering

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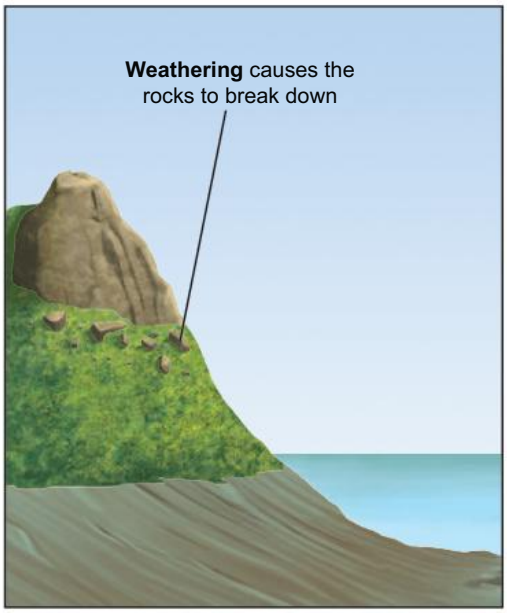
The forces causing the movement, such as gravity or wind, are the **agents** of erosion. The most common agent of erosion is water – rain, rivers, floods, lakes or the ocean. Fragmented material transported by water is referred to as **sediment**. Water erosion is responsible for many spectacular landforms, such as the cliffs and other rocky features found on the world's coastlines; canyons carved out by rivers, such as the Grand Canyon in the USA or Fish River Canyon in Namibia; and mountain valleys and fjords, shaped by the ice of glaciers, such as the Norwegian fjords.

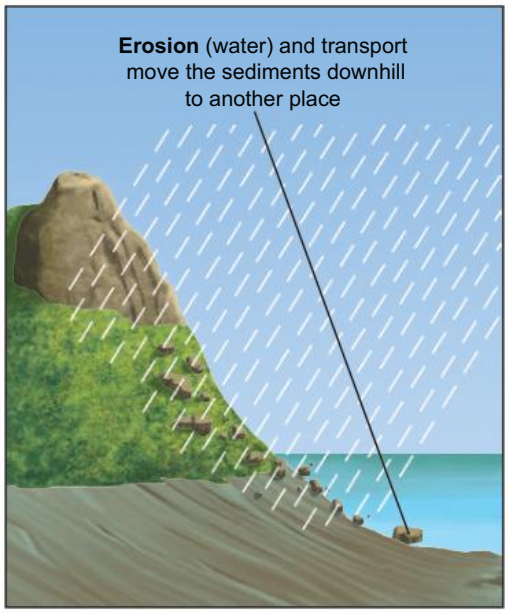
Material transported by wind includes sand and dust. It blasts against rock and acts like sandpaper, wearing away and smoothing the rock's surface. The landform of Wave Rock in Western Australia was created by this process.

KEY TERMS

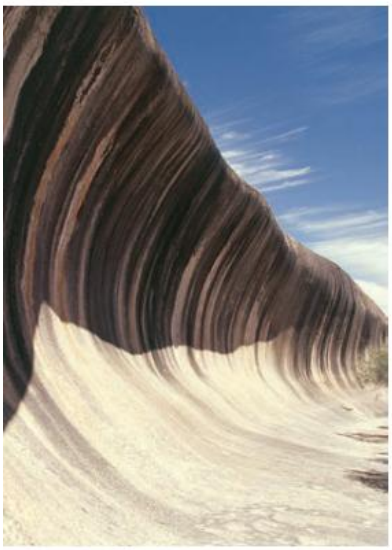
agents the forces causing erosion, such as gravity, wind or water

sediment the fragmented material created by weathering and erosion, such as sand or dust





▲ **Figure 10.25** The difference between weathering (left) and erosion (right)



▲ **Figure 10.26** Wave Rock, Western Australia, is a wave-shaped landform created by erosion of the granite rock. How many years do you believe it would have taken for the process of erosion to shape this landform?

▲ **Figure 10.27** Fairy Chimneys, eroded landforms in the Cappadocia region of Turkey. What evidence can you see of how humans use this landscape?

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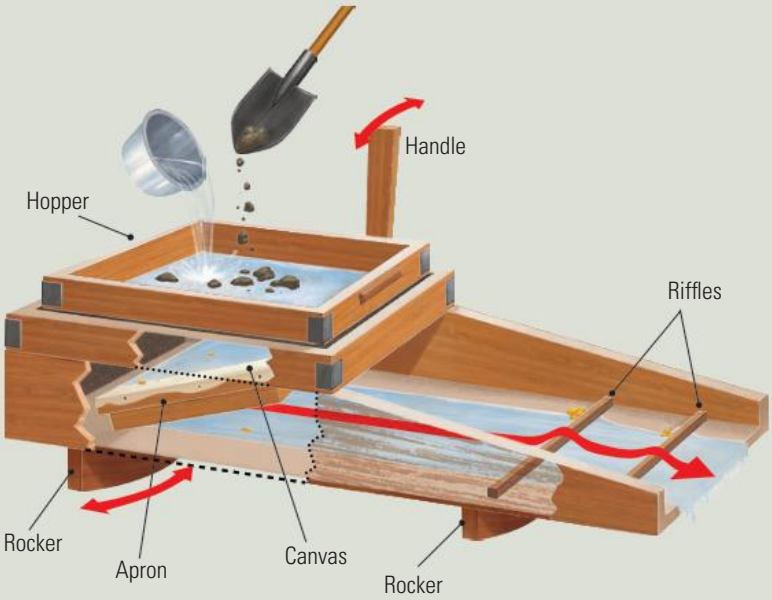
CASE STUDY 10.4

The Pink Cliffs of Heathcote, Victoria

Heathcote is a small town in central Victoria. It is located approximately 110 kilometres north of Melbourne. During the gold rushes of the nineteenth-century, the population of Heathcote increased to more than 40 000 people searching for their fortune in gold. The landscape of the Pink Cliffs of Heathcote was formed because of the human impacts of mining for gold. The process of sluicing contributed to erosion in the area. An example of a sluicing box is shown in Figure 10.28. Miners would shovel material into the top of the box or hopper. They would add water regularly and rock the box from side to side. This would shift the materials to the layer below. Heavier materials such as gold would become lodged while lighter materials would be washed away. The process was also used on a larger scale, seen in Figure 10.29. This use of hydraulic action caused erosion, which exposed the pink cliffs.



▲ **Figure 10.28** A sluicing box

▲ **Figure 10.29** Sluicing-box system known as a Californian Pump used by miners in California, 1852

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▲ **Figure 10.30** The Pink Cliffs of Heathcote

Deposition occurs when an agent of erosion loses energy and drops the material it is carrying; for example, dust or sand deposited by a windstorm as it calms, or sediments deposited by a river as it travels through a flatter landscape. Over time the deposited material can build up in layers creating new landforms. The lunettes of Lake Mungo were created by deposition, as are sandy coastal landforms such as beaches and dunes (this process is explained in detail in Chapter 11). **Deltas**, such as Vietnam's Mekong Delta, are usually found where rivers enter the sea. They form at the mouths of rivers when sediment is deposited at a faster rate than it can be removed by ocean currents, creating new, fan-shaped landforms.

KEY TERMS

deposition the last stage of the erosion process, when the material being moved settles on a surface

delta a fan-shaped deposit of river sediments found at the mouth of a river

◄ **Figure 10.31** Vietnam's Mekong Delta, visible from space, covers around 40 000 square kilometres. More than a billion cubic metres of sediment are deposited annually into the Mekong.

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Amazing but true…

Unlike most deltas, Botswana's Okavango Delta is created by a river flowing inland, where the Okavango River flows into the Kalahari Desert. This forms not only a unique landform but also a spectacular ecosystem, home to an array of wildlife including African icons such as elephants, lions, hippos and giraffes.

▲ **Figure 10.32** The Okavango Delta, Botswana

▲ **Figure 10.33** The Okavango Delta is an inland delta with unique features

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END-OF-SECTION REVIEW 10.2

Review questions

Answer these questions on paper or in the Interactive Textbook.

Digital quiz
Please see the Interactive Textbook to access digital activities

Recall

1 What is meant by a 'geomorphic process'? List at least one example in your answer.

2 a Distinguish between oceanic and continental tectonic plates.
  b Distinguish between divergent and convergent plate movement.

3 What is the process that creates the deepest parts of the ocean?

4 List the two types of weathering and give an example of each.

Interpret

5 Refer to the Case Study 10.3. Draw a diagram illustrating the process that created the Himalayan mountains. Annotate your sketch to show: the types of tectonic plates and direction of plate movement, magma, folding and faulting.

6 Use Figure 10.17 to identify the following:
  a two continental and oceanic plates
  b a convergent plate boundary
  c a divergent plate boundary
  d a transformative plate boundary.

Argue

7 Evaluate the environmental impact of the reintroduction of grey wolves into Yellowstone National Park. Make specific reference to the changes in the landscape of the park.

8 Look at Figure 10.11, the topographic map of Tongio. Explain with evidence from the map which geomorphic process is most responsible for creating this landscape.

▼ **Figure 10.34** A grey wolf running wild in Yellowstone National Park, Montana

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10.3 Human causes of landscape degradation and their effects

FOCUS QUESTION

How do the actions of humans affect different landscapes?

KEY TERMS

landscape degradation the changing of a landscape in an undesirable way

biodiversity the number and types of plants and animals that exist in a particular area

interconnection the relationship between different features and how they are connected to each other (this can include the relationship between places and people, and the influences that these have on each other)

sustainability the capacity of a landscape to be maintained for, and used by, future generations

infrastructure structures and services needed for society to operate properly, such as transport, water supply, health services, education systems, waste disposal systems and telecommunications

Landscapes and landforms are created and shaped not only by natural processes, but also by the actions of humans. These may enhance or protect an environment, but often cause **landscape degradation**, which is the changing of a landscape in an undesirable way. This includes reducing the value of a landscape as a resource, impacting on the aesthetic appeal or beauty of a landscape, or lessening the **biodiversity** – the range of plants and animals – found in a landscape. The impact of human activities on natural environments demonstrates the concept of **interconnection**. Landscape degradation relates closely to the concept of **sustainability**, the capacity of a landscape to be maintained for and used by future generations. The following section investigates two of the main human processes that cause landscape degradation: urbanisation and use of resources.

Urbanisation

Urbanisation is the process of people moving from rural areas (the countryside) to towns and cities. On a global scale, this process accelerated rapidly in the second half of the twentieth century. In 1950, 30 per cent of the world's population lived in urban areas; by 2018 this figure had increased to 55 per cent. Similarly, in 1950 there were only two megacities (those with a population greater

▲ **Figure 10.35** New housing development in the Melbourne suburb of Point Cook. The outward spread of Melbourne's suburbs – the 'urban sprawl' – has resulted in housing and other built environments replacing wetlands, farms and grasslands.

▲ **Figure 10.36** Slums in the Kenyan capital, Nairobi. Urbanisation and rapid population growth results in people living in temporary homes with little access to basic **infrastructure** such as clean water and sewerage.

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than 10 million), New York and Tokyo; by 2018 there were around 33. The most obvious impact of urbanisation on landscapes is that as urban areas increase in size, they encroach on and replace other landscapes, whether they are human, such as farmland, or natural, such as forests or wetlands. Urbanisation also affects environmental sustainability. Expansion of urban areas not only results in the destruction of natural habitats, it also changes natural processes such as the flow of water. This can have undesirable effects such as flooding, erosion, and increased water and air pollution.

Resource use

The growing size, urbanisation and wealth of human populations increases pressure on landscapes to be exploited for their **natural resources**. This includes agriculture (farming), that uses soil, water and minerals to grow food; mining, which extracts the ores, rocks and minerals used to build and power cities; and forestry, which uses the wood from trees for building, paper and energy. Each of these processes cause changes that may degrade landscapes.

Agriculture often involves the clearing of natural environments, such as forests and grasslands, reducing biodiversity. Overgrazing and cropping reduces the value of soil as a resource to produce future herds and crops and can result in erosion and **salinisation**. Fertilisers and pesticides enter water systems, eventually flowing into the ocean and degrading marine ecosystems, such as reefs; and enter the food chain, affecting the health of humans.

Mining physically alters landscapes, especially open-cut mines that create large holes in the Earth's surface. Waste produced in the mining process is often toxic, severely degrading natural environments and the health of humans where it is released into the air or water systems. Large-scale mining can release hazardous chemicals, such as cyanide or mercury, into river systems, which then flow into oceans. This can destroy natural features and habitats. The recent approval of the Adani mine in Queensland is expected have some positive impacts for the economy; however, the environmental effects could be devastating. Pollutants released into the river systems will eventually flow into the Great Barrier Reef, significantly effecting the environment of a World Heritage–listed area.

KEY TERMS

natural resources any part of the natural environment

salinisation the build-up of salts at or near the soil surface, either by natural processes such as evaporation or by land clearing

▲ **Figure 10.37** Intact coral (left) and bleached coral (right) on Queensland's Great Barrier Reef. Agricultural run-off introducing pollutants to the reef's ecosystem is believed to be a major cause of the degradation of the reef.

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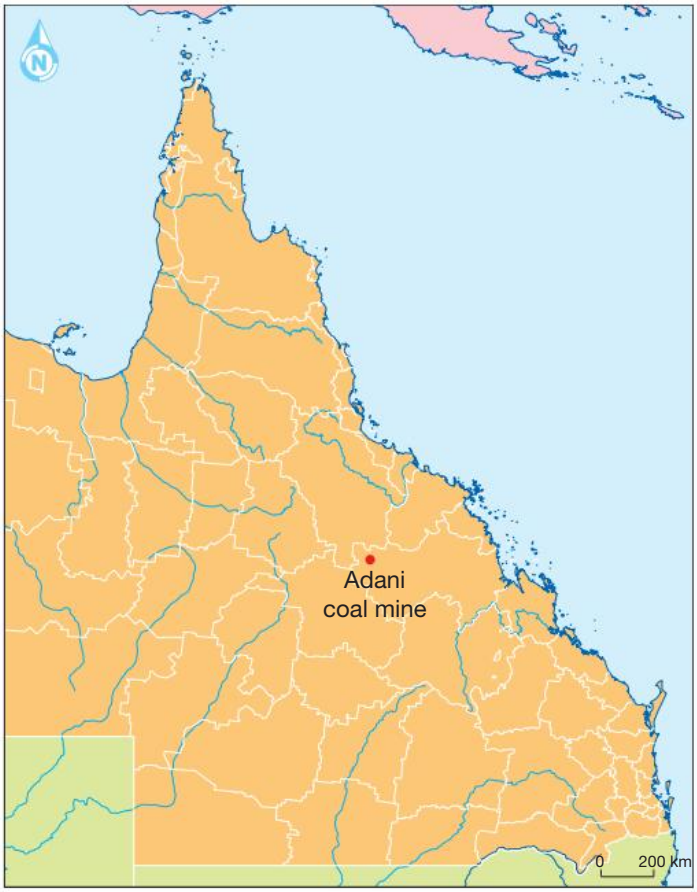

▲ **Figure 10.38** Location of the proposed Adani coal mine

Forestry reduces biodiversity by replacing the complex ecosystems of natural forests with **plantations** consisting of one type of tree. This also destroys habitats, threatening or causing the extinction of plant and animal species. Clearing forests and burning forest waste also release carbon into the atmosphere, contributing to climate change.

The extent of land degradation and impact on landscapes of these human processes varies greatly depending on the sustainability of the practices involved.

KEY TERMS

forestry the science and practice of planting and taking care of forests

plantation a farm or estate, where selected crops are grown

▼ **Figure 10.39** Baloa Gbone in front of her farm covered in oil from a leaking Royal Dutch Shell well in Nigeria's Delta region. Oil pollution and mining waste can ruin drinking water and agricultural livelihoods.

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▲ **Figure 10.40** Forest cleared on Indonesia's Borneo Island to allow the planting of a palm oil plantation destroyed the habitat of endangered animals such as orangutans and tigers.

END-OF-SECTION REVIEW 10.3

Review questions

Answer these questions on paper or in the Interactive Textbook.

Digital quiz
Please see the Interactive Textbook to access digital activitiesk

Recall

1 What is meant by 'landscape degradation?'
2 Define the term 'urbanisation'.
3 Outline the change in the percentage of the world's population living in urban areas between1950 and 2018.
4 Using examples, explain what natural resources are.

Interpret

5 Write a short paragraph describing the interconnection between urbanisation, megacities and landscape degradation.
6 Create a flowchart that explains how the human use of one of the natural resources described in this section contributes to the degradation of landscapes.

Argue

7 Using examples from this section, explain the relationship between landscape degradation and the concept of sustainability.

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10.4 The significance of landscapes and landforms for different peoples

FOCUS QUESTION

How are landscapes significant for different peoples?

KEY TERMS

place an area that has a specific meaning or purpose

culture the customs, behaviours and beliefs that characterise a particular society

Apart from their importance as a source of natural resources, as discussed in the previous section, landscapes are significant to different people in many ways. Geographers use the concept of **place** to describe the value or meaning given to a location by humans. This meaning varies for different people; for example, to you, your house may be your home, a place you share with your family; for a real estate agent, your house may simply be an asset that can be bought and sold. This section investigates the main ways that specific places – landscapes – are significant and given meaning by different peoples.

Cultural

Landscapes and landforms shape and are represented in different **cultures** in many ways. The identity of national groups often reflects the landscapes where they are located. For example, the Sherpas of Nepal are known as a 'mountain people', the Tuareg of the Sahara as a 'desert people', and the Marsh Arabs of Iraq are named after the landscape they inhabit. Landscapes also gain significance after featuring in art and popular culture. The viaduct of Glenfinnan became known as the 'Harry Potter viaduct' after the Hogwarts Express crossed the bridge as it passed through the lochs and mountains of the landscape of the Scottish Highlands in several of the films. For many indigenous groups, landscapes and particular landforms are the basis of their spiritual beliefs. For example, Australian Aboriginal peoples use the stories of the Dreaming to explain the creation of the landscapes and landforms of their country. For Amazonians, each plant and animal in the rainforest contains its own sprit.

▲ **Figure 10.41** Children in a Marsh Arab village in southern Iraq

▲ **Figure 10.42** A Tuareg tribesman in the desert of Libya's western Awal region

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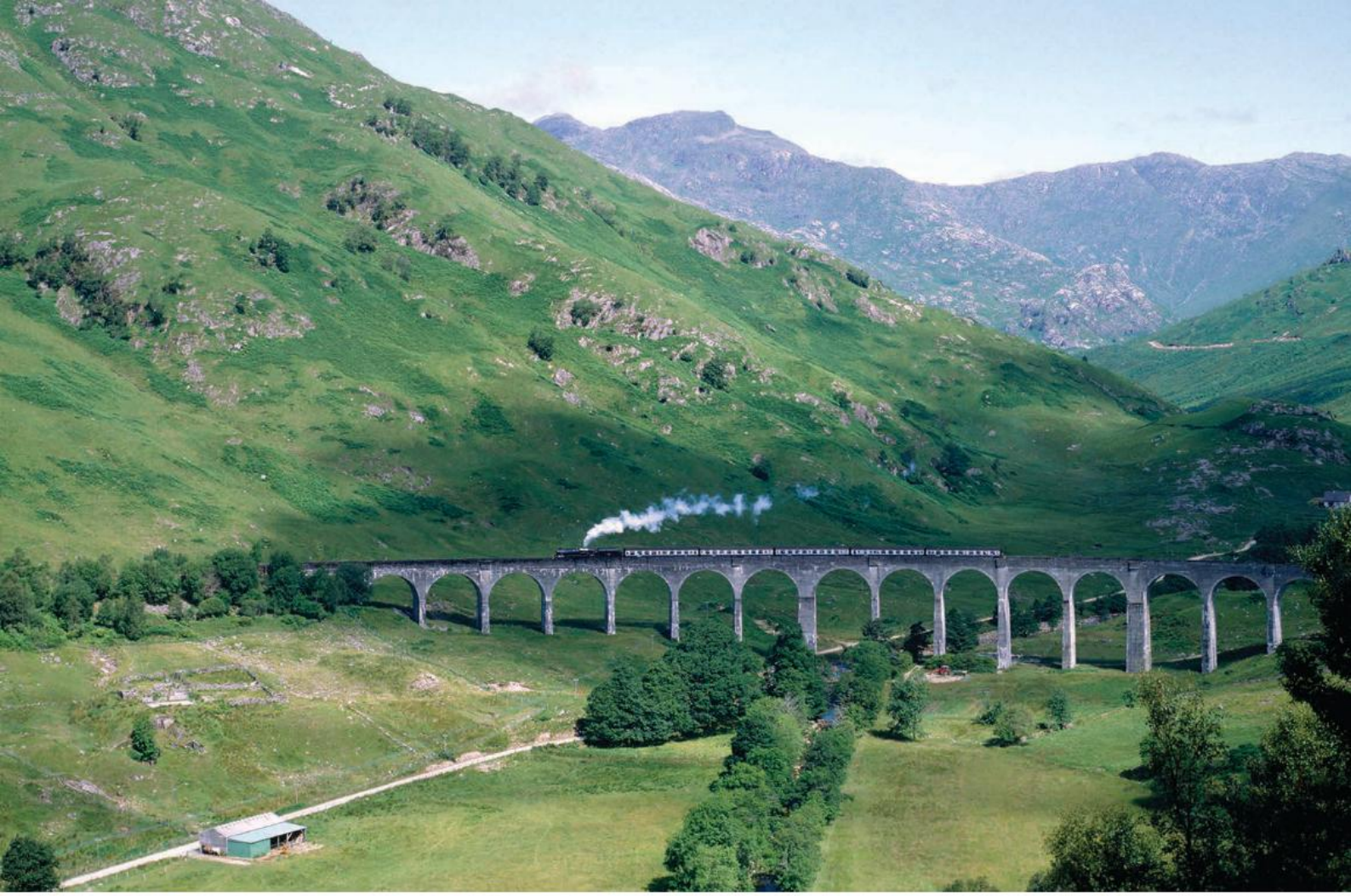

▲ **Figure 10.43** The Glenfinnan Viaduct in Scotland, significant not only for its beauty but also for featuring in the Harry Potter films.

Aesthetic and recreation

Many landforms are significant for their beauty or aesthetic appeal. The iconic landscapes described earlier in the chapter are renowned for their spectacular or unique features. However, beauty is subjective, and landscapes may be attractive to a person or people due to their connections to a place, such as where they were raised, have lived or holidayed. Scenic landscapes are also often the most popular and significant locations for recreation, whether that is for adventure activities, such as the climbers on El Capitan, or hiking and mountain biking, or more leisurely pursuits such as picnicking or tourist drives.

CASE STUDY 10.5

A significant Australian landscape: Grampians National Park, Victoria

About 260 kilometres west of Melbourne, the mountains of the 1672 square km Grampians National Park rise dramatically above the flat surrounding farmland. Formed 380 million years ago from the sediment of ancient rivers, the sandstone in the area has experienced years of weathering and erosion, which has left a landscape featuring spectacular landforms, such as rocky plateaus, steep cliffs, valleys and waterfalls. Known as Gariwerd in the local language, the mountains have been occupied by the Djab Wurrung and Jardwadjali peoples for more than 20 000 years. They tell the Dreaming story of the creation of Gariwerd by the spirit Bunjil, who often took the form of an eagle, Werpil,

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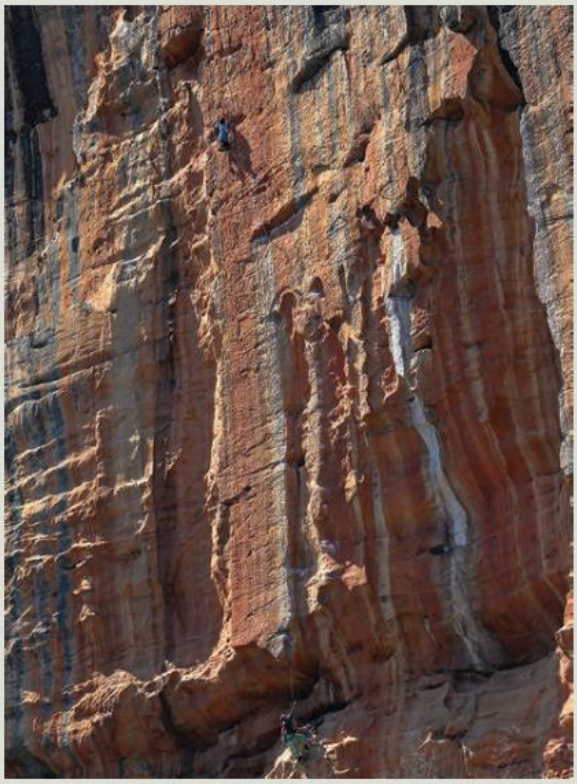
▲ **Figure 10.44** A view over the Grampians National Park from a lookout near the town of Halls Gap

so he could fly over and appreciate the landscape he created. On leaving Earth, Bunjil became a star, watching over his world from the night sky. Evidence of the cultural significance of the area can be seen in the many rock-art sites in the park and can be explored at the Brambuk National Park and Cultural Centre in Halls Gap, owned and run by the local Aboriginal peoples.

After European settlement in the 1830s, the natural resources of the Grampians were used for farming, mining, forestry and as a water supply. The natural beauty of the area also featured in the work of many artists, including Eugene von Guerard, Arthur Streeton and Arthur Boyd. In 1984 the Grampians were declared a national park and now more than a million visitors stay overnight in the area each year. Many are attracted by the hikes that ascend the peaks and ridges, offering views over the range and surrounding plains; climbers tackle the sheer cliff faces, such as the famous Taipan Wall.



▲ **Figure 10.45** Climbers on the Taipan Wall, in the Grampians National Park

CASE STUDY 10.6

A significant international landscape: the Lake District, England

In the north-western English county of Cumbria, the Lake District is a region of 2292 square kilometres, renowned for the beauty of its landscape of low craggy mountains and valleys, lakes, farmland and historic villages. Comprised of volcanic granite more than 400 million years old and sedimentary rock laid down when the area was under an ancient sea more than 300 million years ago, the landscape has been shaped by the forces of folding and faulting that have lifted the rock. This rock was then eroded over millions of years by glaciers and streams, leaving a series of low rocky mountains,

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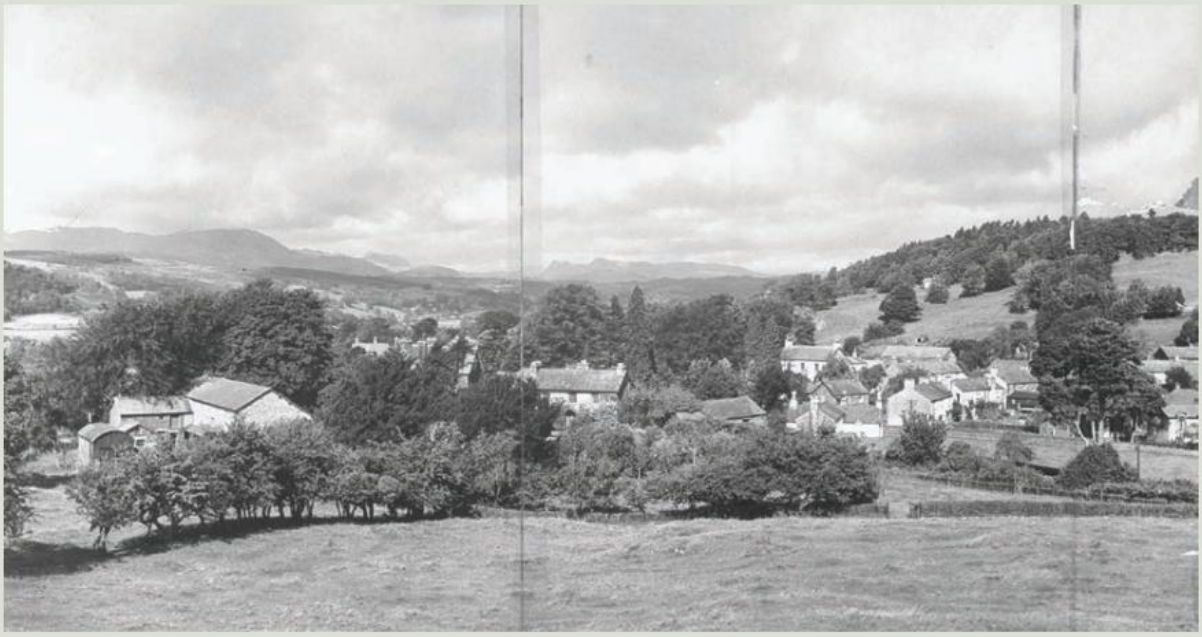
known locally as fells, and more than 14 lakes. These include England's highest peak, Scafell Pike at 978 metres, and largest lake, Windermere.

The Lake District is significant for the beauty of its landscape. It is protected by England's largest and second oldest national park, which attracts almost 16 million visitors each year. Many authors have also been inspired by the area, including the poet William Wordsworth and the children's authors Arthur Ransome and Beatrix Potter. Several of the books in Ransome's *Swallows and Amazons* series were set in an imagined version of the Lake District, and many characters and locations in Potter's *Peter Rabbit* books were based on her early holidays and later home in the Lake District village of Near Sawrey.



▲ **Figure 10.46** Panoramic view of Near Sawrey village taken from the knoll where Beatrix Potter often sat to sketch and write

▲ **Figure 10.47** A young hiker enjoys the view over a Lake District valley after conquering one of the areas many peaks.

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Digital quiz
Please see the Interactive Textbook to access digital activities

END-OF-SECTION REVIEW 10.4

Review questions

Answer these questions on paper or in the Interactive Textbook.

Recall

1 What do geographers mean by the concept of 'place'?
2 Outline how one place that you are familiar with is significant to you.
3 Name three peoples whose cultural identity is shaped by the landscape they live in.
4 Recall what is meant by 'aesthetic appeal'.

Interpret

5 Refer to Case Study 10.6.
   a List three different landforms found in the Lake District's landscape.
   b Draw and annotate a diagram outlining the process that shaped one of the landforms.
   c Describe three different ways that the Lake District is significant for people.

Argue

6 Discuss the significance of the landscape of the Grampians National Park for three different groups of people.

▲ **Figure 10.48** A Nepalese Sherpa carrying bags on an Mt Everest trail. The sherpas are known as a 'mountain people' due to their strong relationship with the Himalayan mountains.

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End-of-chapter activities

1 Self-assessment

That just about wraps up this topic. How did you feel you went working through the chapter? Before you attempt the following activities, visit the Interactive Textbook to rate your confidence with this topic, either online, or via a downloadable checklist.

2 Key terms and names

For each key term or name from the chapter, write a sentence explaining its significance.

- Naracoorte Caves
- Tuareg
- El Capitan
- Glenfinnan Viaduct
- Himalayas
- Lunette
- Megacity
- Processes
- Transportation.

▲ **Figure 10.49** The interior of one of the Naracoorte Caves

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3 Follow the flow of main ideas

What ideas have you learnt about landforms and landscapes? In this activity, copy the diagram below and fill it in by explaining, in a few points, what each topic means for understanding landforms and landscapes. (The first one has been done for you.)

Types of landscapes	Landscapes are all the visible natural and human features of an area. The features that dominate distinguish one landscape from another. Examples include coastal, volcanic and forest landscapes.
Iconic landforms	
Plate tectonics	
Erosion and weathering	
Landscape degradation	
Significance of landscapes	

4 Making thinking visible

I used to think that landforms and landscapes were …

Now I think that …

In this visible thinking routine, you are asked to track the difference between what you knew about landforms and landscapes before starting this unit, and what new understandings you have acquired so far during this unit.

Using these stem sentences, write a paragraph explaining what you previously knew about landforms and landscapes, and another paragraph explaining what you now understand about the topic.

1A I used to think that landscapes are …
1B Now I understand that landscapes are…

2A I used to think that the Himalayas were created by …
2B Now I understand that the process creating the Himalayas is …

3A I used to think that weathering is…
3B Now I understand that weathering is …

4A I used to think that urbanisation's effect on landscapes was …
4B Now I understand that urbanisation's effect on landscapes is …

5A I used to think the Grampians National Park was significant because …
5B Now I understand that the Grampians National Park is significant because …

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5 Research task

Use the internet to identify one iconic landform or landscape. Research your choice to discover:

- The type and location
- Why it is iconic
- The processes that shaped it
- Human uses that have degraded or protected it
- Significance for different people.

Present your research digitally or as a poster or brochure. Include at least one map and other pictures, illustrations or diagrams.

6 Digital resources

Visit the Interactive Textbook to access:

- Victorian Curriculum Capability Project
- Interactive chapter Scorcher Quiz
- Google Earth tour of key locations in this chapter
- Videos, image galleries and other extra materials.

Video
Five interesting facts about landforms and landscapes

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CHAPTER 11

Landforms and landscapes case study: coastal landscapes

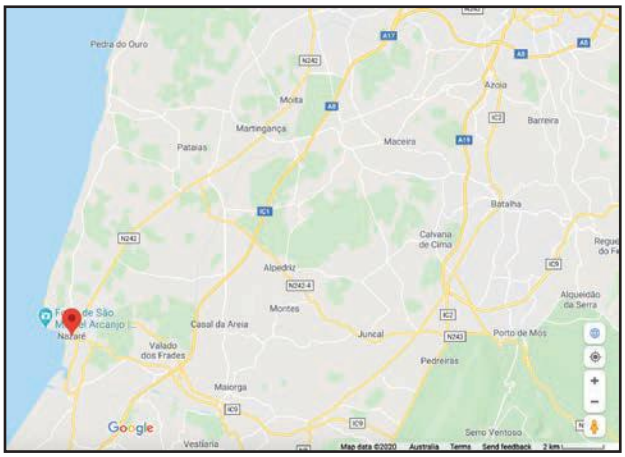
Setting the scene: surfing the 100-foot wave

For hundreds of years the villagers of Nazaré dreaded the massive winter surf that crashed into their part of the Portuguese coast.

The huge waves were a hazard for the local fishing boats leaving and returning to harbour, and even a danger to those on land who ventured too close to the shoreline, unaware of the unpredictability, size and power of the ocean in the area. In the early 2000s, a small group of locals, who saw the waves as a challenge rather than something to be feared, established the first club to promote surfing in the village. Over the next decade, as the reputation of Nazaré's surf grew, more and more surfers from around the world started to visit. In particular, 'big wave surfers', who use jet skis to tow into and catch previously unrideable waves, arrived each winter, hoping to achieve the fame of riding the 'biggest wave in history'. In 2011, veteran American surfer Garret MacNamara's ride on a monster 78-foot (23.8-metre) wave set a new world record, and established Nazaré's reputation beyond the surfing community. Six years later, MacNamara's record was passed by Brazilian Rodrigo Koxa on an 80-foot (24.4-metre) Navarene wave, and it seems inevitable that the feat of riding a 100-foot (30-metre) wave, once thought impossible, will soon take place at the location.

What makes the waves of Nazaré so much bigger than those breaking on the surrounding coastline and in other locations around the world? The main reason is the Nazaré Canyon, a massive undersea gorge, up to 5 kilometres deep, that stretches from just off the coast of Nazaré for 227 kilometres out to sea. The energy generated by wild winter storms over the North Atlantic Ocean

▲ **Figure 11.1** The Nazaré Canyon off the coast of Portugal



▲ **Figure 11.2** Location of Nazaré in Portugal

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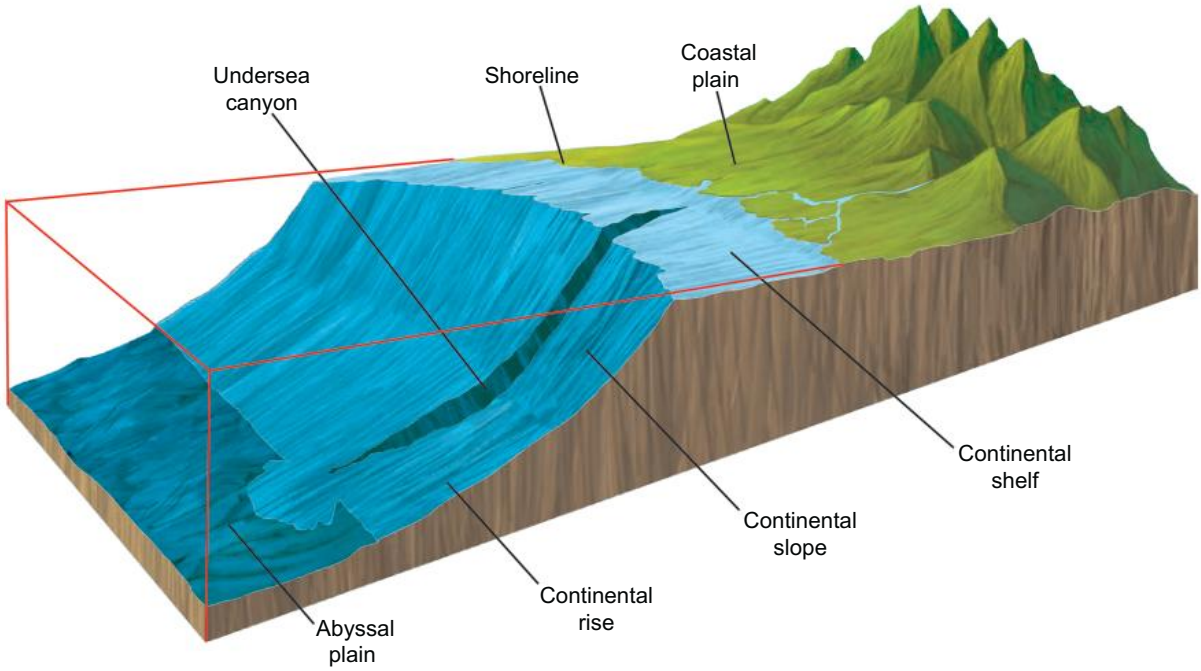

▲ **Figure 11.3** An undersea canyon formed over thousands of years off the coast of Nazaré

is funnelled through and amplified by the canyon before it smashes into its steep edge, forcing the water to peak upwards, creating the massive waves. Over thousands of years, the action of the powerful waves in the area has shaped and created the rocky cliff and beach coastline of Nazaré.

The story of big wave surfing in Nazaré features a coastal landscape comprised of different landforms, created by the energy of waves, and used and valued by people in different ways. This story reflects the themes of this chapter: how geographers describe coastal landscapes and landforms and explain the processes that create them, how coasts are used by humans, and the significance of the coast for different peoples.

▲ **Figure 11.4** British surfer Andrew Cotton drops a wave at Nazaré in 2017. The big-wave surfer was knocked off his board and suffered a broken back.

MAKING THINKING VISIBLE 11.1

Think, pair, share

Reflect on the story about the Nazaré waves. What do you think?

1. Think about the story and try to explain your thinking with pictures or words in your notebook or on your digital device.
2. Share your thoughts with a partner. What factors make the waves of Nazaré so large?
3. Why do you believe surfers are willing to risk their lives to ride these giant waves?

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Chapter overview

Introduction

This chapter studies the landforms found in coastal landscapes and examines the processes that created them. It considers the impact of human activities on coastal landscapes and the significance of the coast for different peoples.

Learning goals

After completing this chapter, you should be able to answer these questions:

- What landscapes and landforms are found on the coast?
- What are the processes that create different coastal landforms?
- How do humans impact coastal landscapes?
- Why are coastal landscapes significant for different peoples?

Geographical skills

After completing this chapter, you will be able to demonstrate the following skills:

- Explain processes that influence the characteristics of places
- Identify, analyse and explain spatial distributions and patterns, and identify and explain their implications
- Identify, analyse and explain interconnections within places and between places, and identify and explain changes resulting from these interconnections
- Collect and record relevant geographical data and information from useful primary and secondary sources, using ethical protocols
- Select and represent data and information in different forms, including by constructing appropriate maps at different scales that conform to cartographic conventions, using digital and spatial technologies as appropriate
- Analyse maps and other geographical data and information, using digital and spatial technologies as appropriate, to develop identifications, descriptions, explanations and conclusions that use geographical terminology.

◄ **Image:** Mountains meet the sea on the Na Pali coast of Hawaii's Kauai island

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▼ **Image:** A shipwreck on Nambia's Skeleton Coast. The name derived from the thousands of bones left on the coastline by the whaling industry, but has become associated with the wreckage of hundreds of ships that have run aground in the area's treacherous seas and heavy fogs.

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11.1 Different types of coastal landscapes and their distinctive landform features

FOCUS QUESTION

What landscapes and landforms are found on the coast?

KEY TERMS

coastal hinterland the land extending inland from the coast

coastal waters the sea extending out from the coast

erosional coastal landscape rocky coastlines with landforms shaped by erosion

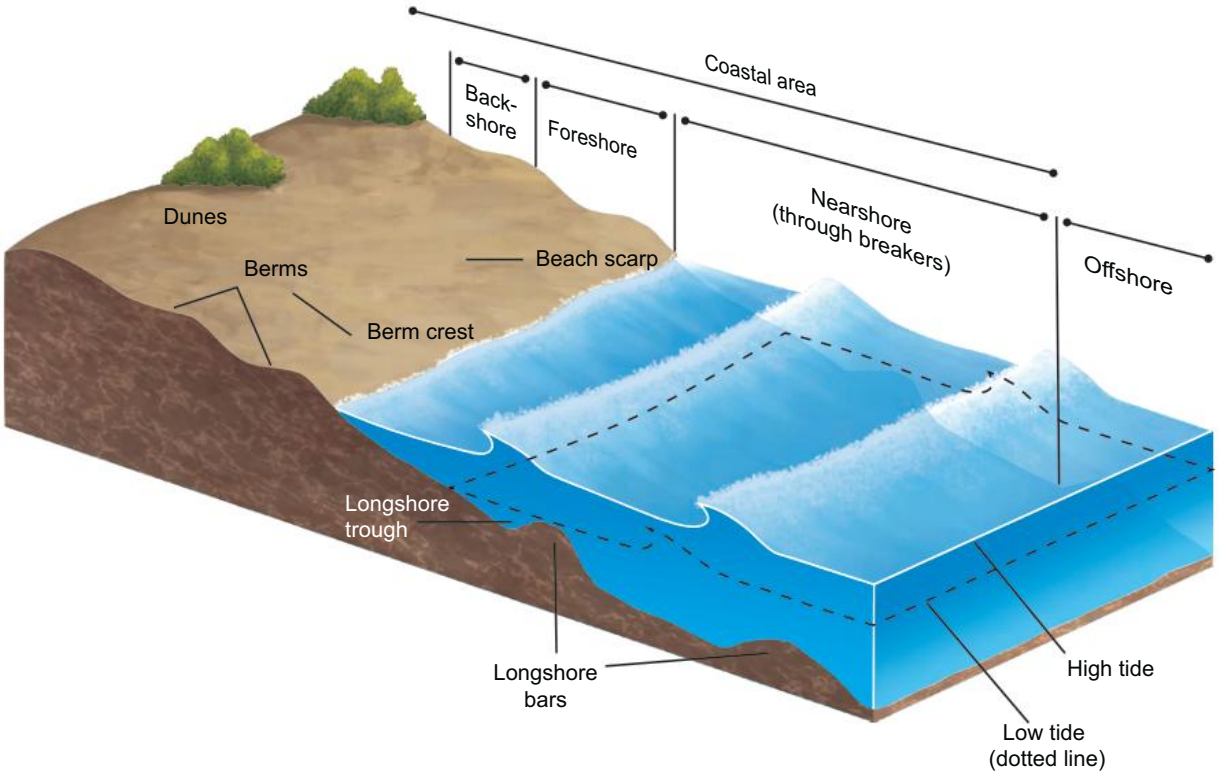
depositional coastal landscape sandy coastlines with landforms created from sediment being deposited

tombolo a landform where a narrow piece of land connects an island to the mainland

The coast

A coast is the area where the land meets the sea. Coastal landscapes include the coastline itself and the land extending inland from the coast – the **coastal hinterland** – and the sea extending out from the coast – **coastal waters**.

Geographers place coasts into two broad categories based on the processes that created them: erosional or depositional. **Erosional coastal landscapes** are the rocky coastlines featuring landforms shaped by erosion. These include cliffs, rock platforms, caves, arches and stacks. Section 11.2 details how these landforms are created. **Depositional coastal landscapes** are the sandy coastlines featuring landforms created by the depositing of sediment. These include beaches, dunes, spits, sandbars and **tombolos**.



▲ **Figure 11.5** Different parts of a coastline

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▲ **Figure 11.6** The Twelve Apostles off the coast of Victoria are an example of stacks, created by erosional processes.

▼ **Figure 11.7** Barrenjoey Island, NSW, is joined to the mainland by a sandspit. This tombolo has been created through depositional processes.

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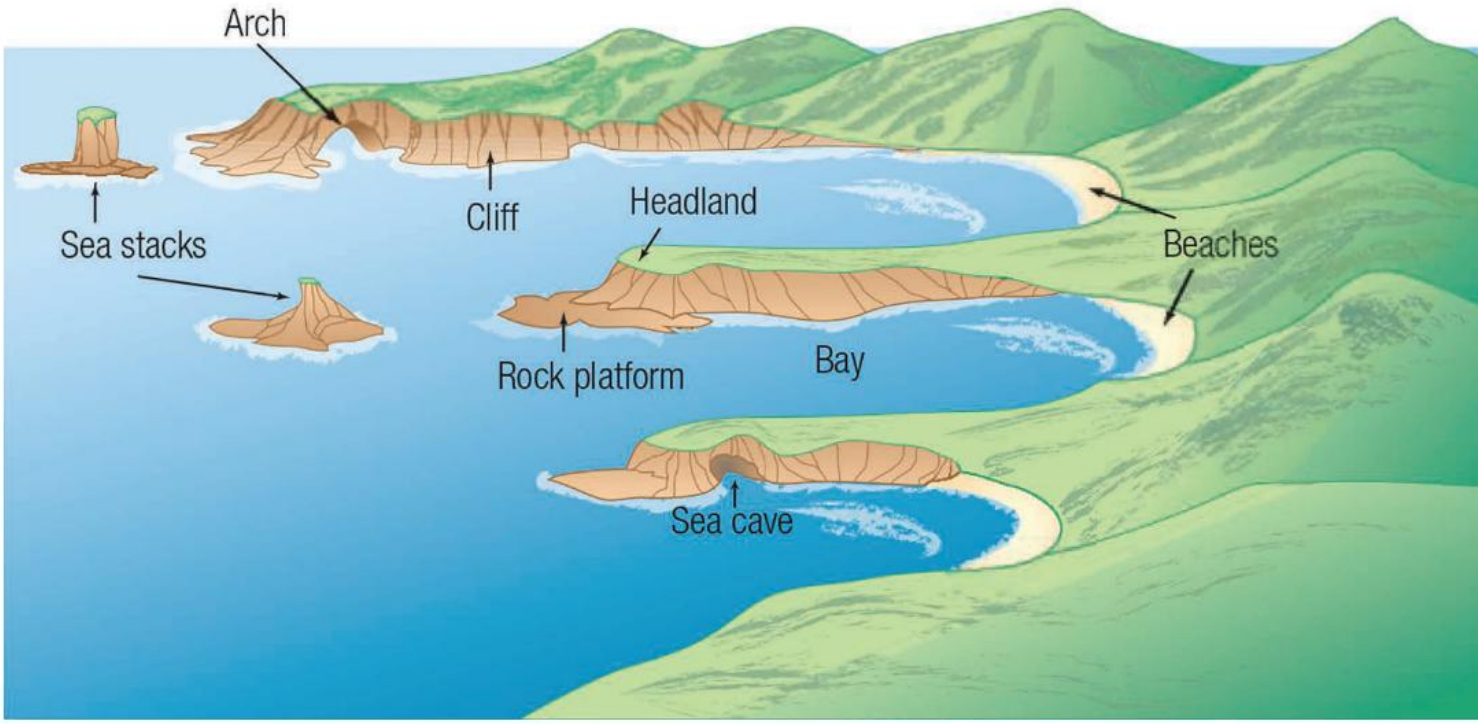
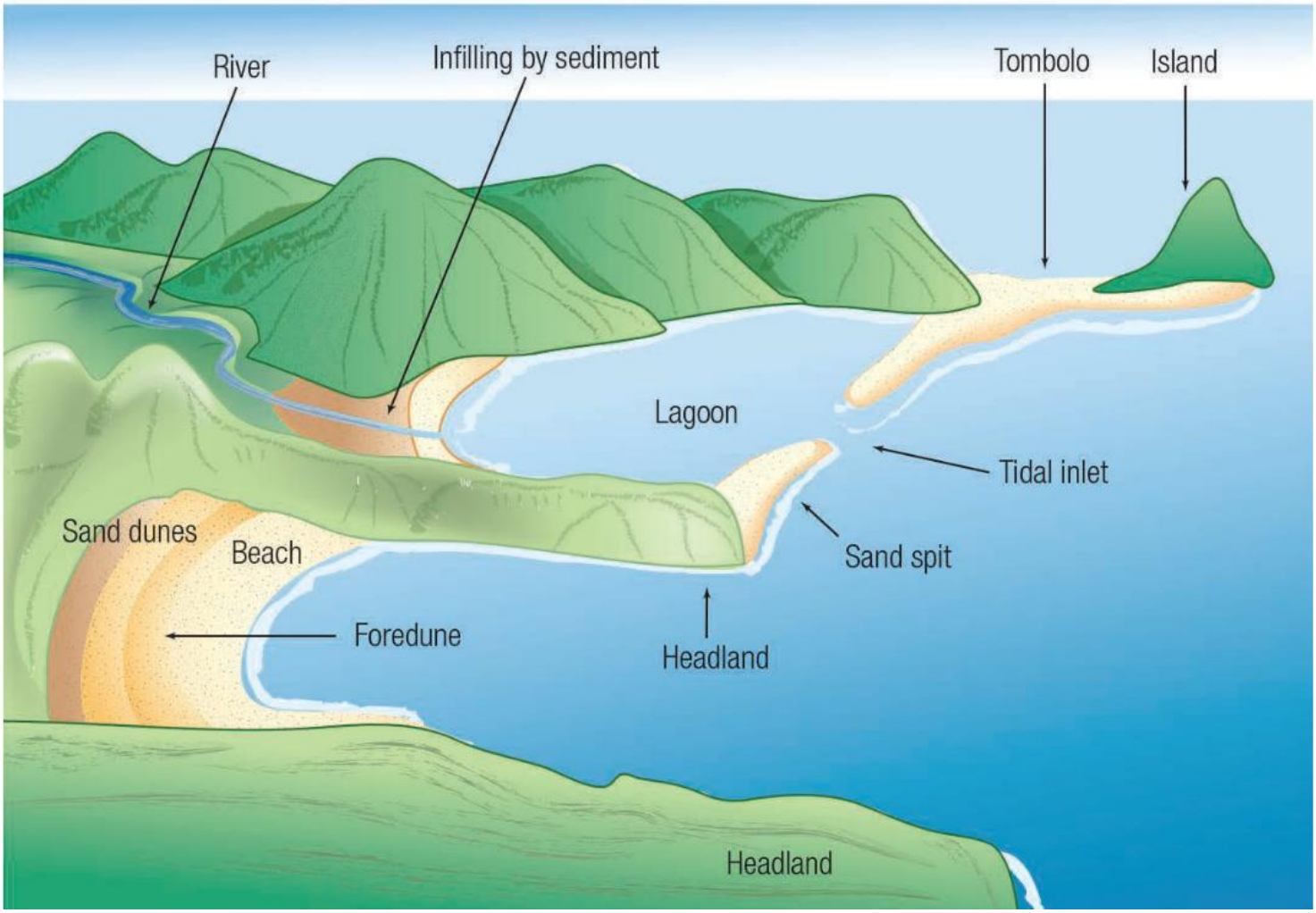


▲ **Figure 11.8** Erosional landforms of coastal landscapes



▲ **Figure 11.9** Depositional landforms of coastal landscapes

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Iconic coastal landscapes and landforms

Iconic coastal landscapes and landforms are those that are famous or well known because of their beauty, uniqueness or significance to people.

CASE STUDY 11.1

An iconic Australian coastal landscape: the Horizontal Falls, WA

Talbot Bay's Horizontal Falls in Western Australia's Kimberley region is a unique natural phenomenon that has become a major tourist attraction. Located 220 kilometres north-west of the town of Broome, the falls features a wall of water up to 4 metres high cascading through a narrow **gorge**, creating a spectacular sight. Despite the name, this is not technically a waterfall, where water drops due to gravity, but rather from a tidal event. As the huge tides in the Kimberley ebb and flow, water builds up at the entrance faster than can it pass through the 10- to 20-metre-wide gorge, forcing the water up and creating the effect of a waterfall.

KEY TERM

gorge a valley, cleft or deep vertical indentation between cliffs

▲ **Figure 11.10** The Horizontal Falls in Western Australia's Kimberley region. What features of the landform would create the 'falls'?

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DEVELOPING GEOGRAPHICAL CONCEPTS AND SKILLS 11.1

Using spatial technology to examine the terrain of landforms

▲ **Figure 11.11** A Google Earth satellite image showing the 3D terrain of the location

1. Open Google Earth.
2. Search for Horizontal Falls (Western Australia).
3. Zoom in and use the tilt function (the arrows pointed up, down, left and right) to explore the topography of the area.
4. Explore the area.
5. Describe the terrain of the area.
6. Zoom out so you can see Darwin, in the Northern Territory, on the screen as well.
7. Using the measuring tool (the button looks like a ruler), measure the distance between Horizontal Falls and Darwin.
8. Describe the relative location (distance and direction) of Horizontal Falls from Darwin.

Relative location

One of the pivotal questions asked by geographers is, 'Where is it?' Every feature that makes up and exists on the Earth's surface has a unique and specific location, which can be conveyed in a number of ways. Distance and direction from other features and places is a primary example of how locations can be expressed. This is known as **relative location**. Direction is crucial because, together with distance, it creates an understanding of where a place is in relation to others. Direction can be given in terms of points of a compass, or in bearing. The cardinal points of the compass are referred to as north, south, east and west. The points that provide a more specific analysis of direction are known as intermediate points, for example, north-east and south-west.

KEY TERM

relative location description of where a place or object is in terms of distance and direction from another object

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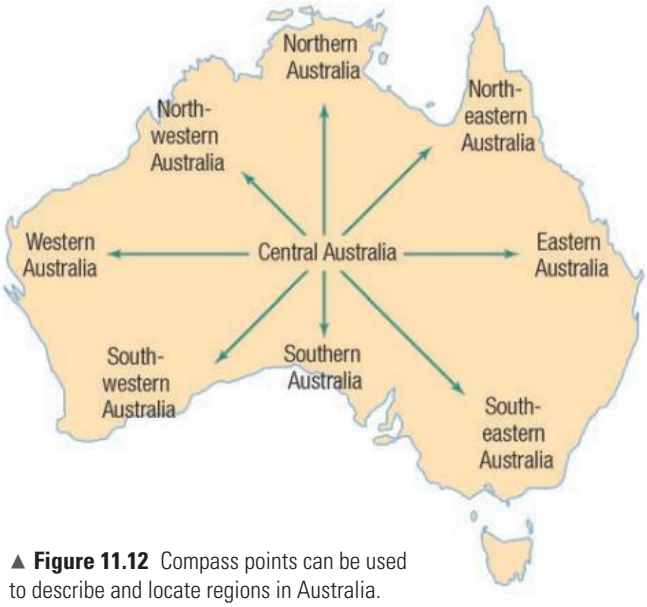
Geographers use both cardinal and intermediate points to define the direction of a specific place in relation to another. Maps will most often have an arrow indicating north to further aid such understandings. Most maps are designed with the intention of north aligning with the top of the map, so that one set of grid lines would rule as north–south. The direction arrow on a map will often be located near the legend for further clarification.



▲ **Figure 11.12** Compass points can be used to describe and locate regions in Australia.

CASE STUDY 11.2

An iconic international coastal landscape: the Norwegian fjords

The Viking word *fjord* refers to a narrow inlet, longer than it is wide, with steep slopes or cliffs on its sides. Norway's coastline features more than 1000 fjords, creating majestic landscapes of rocky mountains with sheer cliffs plunging into still, clear water. In places, small villages and farms are found and stunning waterfalls flow into the sea. The fjords were formed over millions of years as glacial erosion carved U-shaped valleys that later filled with sea water when the **glaciers** melted.

KEY TERM

glacier a large mass of ice that moves slowly

▲ **Figure 11.13** The steep mountains and valleys of Geirangerfjord, Norway. Can you identify a valley created by a glacier in the photo?

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DEVELOPING GEOGRAPHICAL CONCEPTS AND SKILLS 11.2

Calculating distance using a linear scale

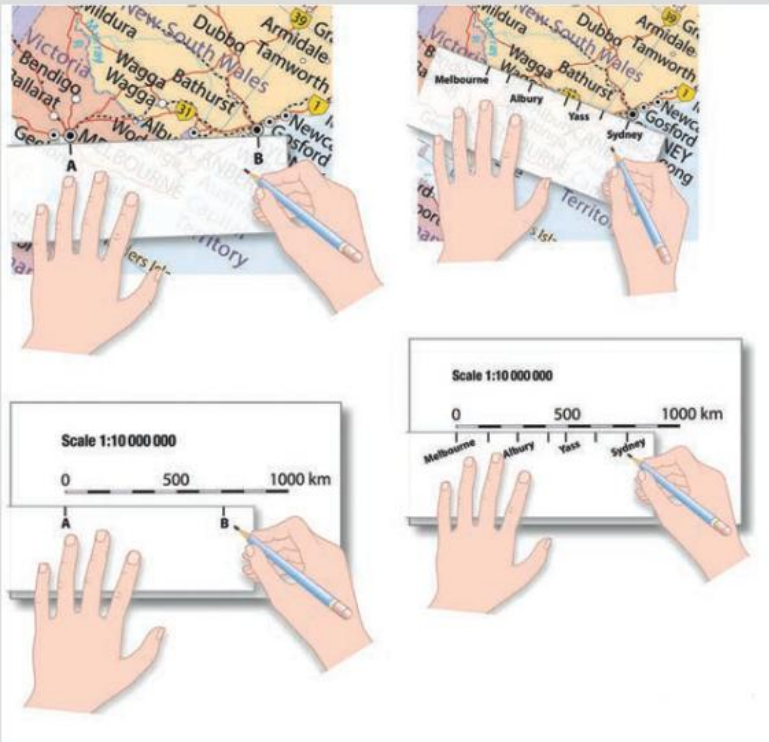
Calculating the distance between two points can be done by first measuring the distance between them on a map, and using the ratio given in the scale to convert that measurement to the real distance. Students often do this by using the map's linear scale, which works with print documents and digital documents. Measuring two points on a map, however, can be done in several ways, including using a length of string or a pair of dividers. The following methods are more likely to achieve accurate results, as they allow easy access to work around curves and sharp corners.

Measuring a straight-line distance

Placing the edge of a sheet of paper between the two points of measurement and marking the distance on the paper will provide an estimate for a straight-line distance. To calculate, place the paper along the map's linear scale.

Measuring a distance along a curved line

To estimate a distance along a curved line, mark a starting point on a sheet of paper placed on the map. Move the paper carefully so its edge follows the curve, and mark each section with a pencil as you move it. Once the end point is marked, place your paper on the linear scale to calculate the distance.



▲ **Figure 11.14** Measuring lines

For more information on reading maps, including how to estimate area, please see the Interactive Textbook.

The ways in which something is arranged or spread over a geographic area is referred to as distribution. This concept is applicable to most of what makes up the Earth, including animal and plant species, weather patterns, built structures, and diseases and infections.

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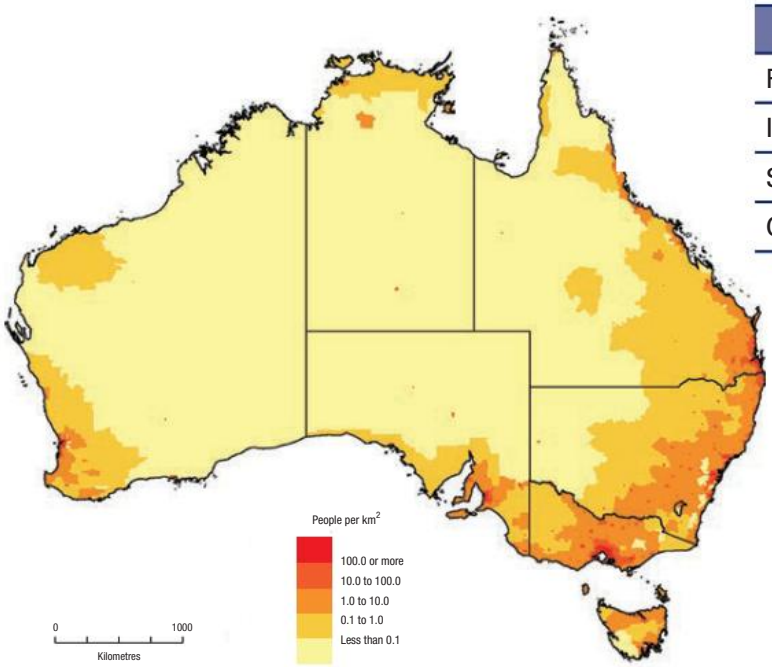
Geographers use maps to analyse the distribution of phenomena in space. This is not referring to outer space, but spatial distribution, which is how things are arranged. Geographers analyse spatial distributions and look for patterns so that they can understand how or why things occur.

Often, things studied by geographers will be found in some areas but not in others. This suggests that there may be patterns in the distribution over the Earth. Geographers look for explanations as to why these patterns may occur. Recognising distributions and their patterns is often the foundation or starting point for geography students.

Let's look at this map of Australia in Figure 11.15. It is a good example of a map we can use to analyse and determine distribution patterns.



	1901	2015
Rural	52%	18%
Inner city	25%	5%
Suburban	15%	58%
Coastal	8%	19%

▲ **Figure 11.15** Population density within Australia in 2015

According to Figure 11.15, Australia's population is distributed in clusters. Each state has a cluster containing at least 100 people per square kilometre. Melbourne, Sydney and Brisbane have the largest clusters followed be Adelaide, Perth and Hobart. The Northern Territory doesn't appear to have any areas of over 100 people per square kilometre. Population density also varies spatially across Australia. Most capital cities, with the exception of Canberra, are located on the coast. These inner city and suburban populations combined to make up 63 per cent of the population in 2015. Other coastal areas, not in suburban or inner city areas, make up 19 per cent of Australia's population. In contrast, an estimated 80 per cent of inland Australia has a population density of less than 0.1 people per square kilometre, and an additional 10 per cent contains 0.1 to 1 person. Tasmania is an exception to these trends as it has a much more evenly distributed population.

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▲ **Figure 11.16** Locations of important fjords and lakes in Norway. You can zoom in on this map in the digital versions of the book for a closer look.

Questions

1 Using the linear scale, calculate the approximate lengths of the following fjords in Figure 11.16:

a Oslofjord

b Sognefjord

c Nordfjord

d Trondheimsfjord.

2 With reference to Figure 11.16, describe the distribution of Norway's fjords using the **PQE Method**: describe the pattern, quantification and provide an exception. Use at least one sentence to describe each of these elements.

a Pattern: give a general overview of the distribution. Is the overall distribution even or uneven? Which locations contain the most fjords and the largest fjords?

b Quantification: provide specific evidence to demonstrate the pattern. Approximately what percentage of Norway's coastline contains fjords?

c Exception: are there any fjords that don't fit the pattern because they are not located near any of the other fjords?

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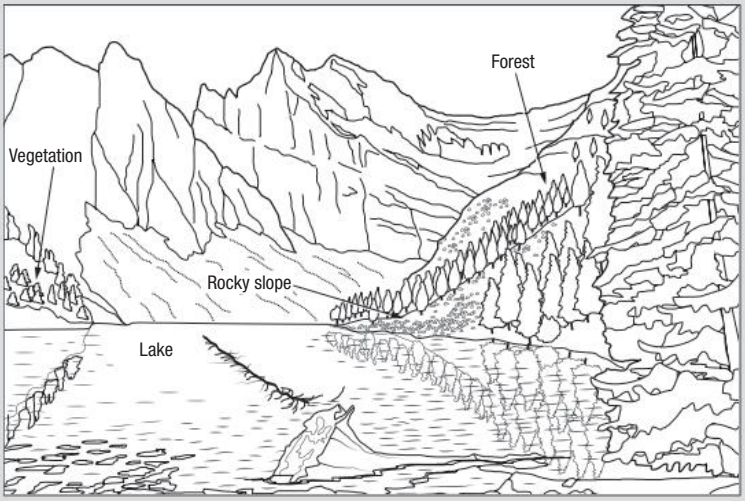
DEVELOPING GEOGRAPHICAL CONCEPTS AND SKILLS 11.3

Creating a field sketch

1 Sketch the landscape of Geirangerfjord shown in Figure 11.13. See Figure 11.17 for an example of a fieldwork sketch.

2 Annotate your sketch to show the following landforms and features:
   - a mountains
   - b cliffs
   - c coastline
   - d a valley created by erosion by glaciers
   - e Geiranger village.



▲ **Figure 11.17** A sample field sketch of Lake Agnes in Banff National Park, Canada

END-OF-SECTION REVIEW 11.1

Review questions

Answer these questions on paper or in the Interactive Textbook.

Digital quiz
Please see the Interactive Textbook to access digital activities

Recall

1 What do geographers mean by the term 'coast'?

2 Distinguish between 'coastal hinterland' and 'coastal waters'.

3 List four landforms found in coastal landscapes.

4 Recall what is meant by the Viking word *fjord*.

Interpret

5 Describe how relative location is used by geographers and why it is important.

6 Refer to the story of big wave surfing in Nazaré and use Google Earth to answer the following questions.
   - a Describe the relative location (direction and distance) of the town of Nazaré from the Portuguese capital Lisbon.
   - b Which ocean is the town located on?
   - c Use the measuring tool to calculate the distance west from Nazaré to the next major landmass. Suggest how this distance may influence the size of the waves breaking on Nazaré's coastline.

Argue

7 Conduct some background research and explain the importance of the Horizontal Falls to the Indigenous people of the area.

8 'Not many Australians live in rural areas.' Use Figure 11.15 to argue whether or not this statement is true and what the data suggests.

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11.2 Geomorphic processes that produce coastal landforms

FOCUS QUESTION

What are the processes that create different coastal landforms?

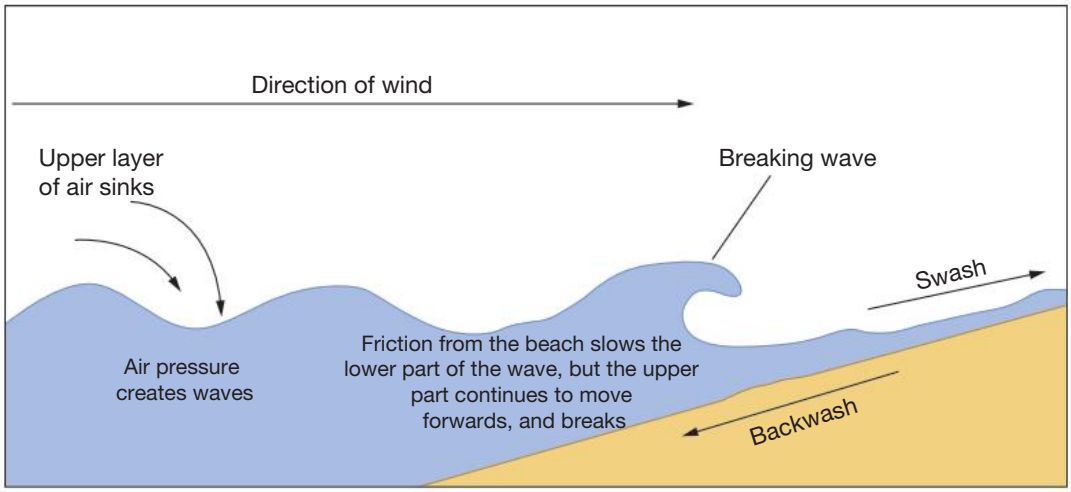
The erosion and deposition caused by the energy of waves, wind and tides make coastal environments some of the most dynamic and changing natural landscapes. This section explains the dominant force that shapes coastlines – waves – and describes how the processes of erosion and deposition create different coastal landforms.

Waves

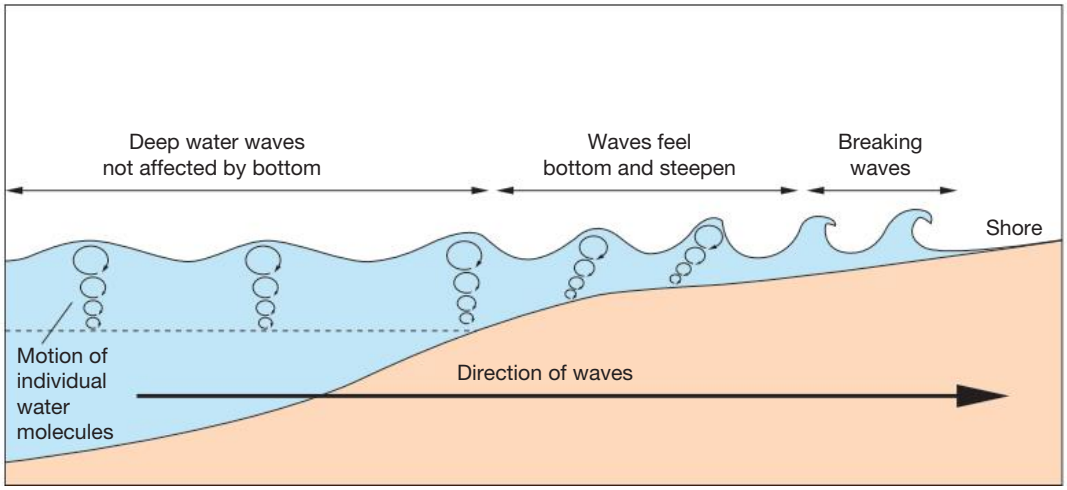
Waves are created by numerous processes, such as undersea landslides caused by earthquakes or volcanic eruptions, violent storms or the movement of tides. The most common process, however, is wind. As wind travels across water it creates friction, disturbing the surface and transferring energy into the water. It is this energy, cycling forward through the water in a circular motion, that forms the wave. The power of the wave is determined by the speed of the wind, the duration of the wind (how long it has been blowing for) and the **fetch** (the distance covered by the wind). A wave continues travelling through the water until it

KEY TERM

fetch the distance covered by wind that generates a wave



▲ **Figure 11.18** The anatomy of a wave



▲ **Figure 11.19** The process of wave energy creating a breaking wave

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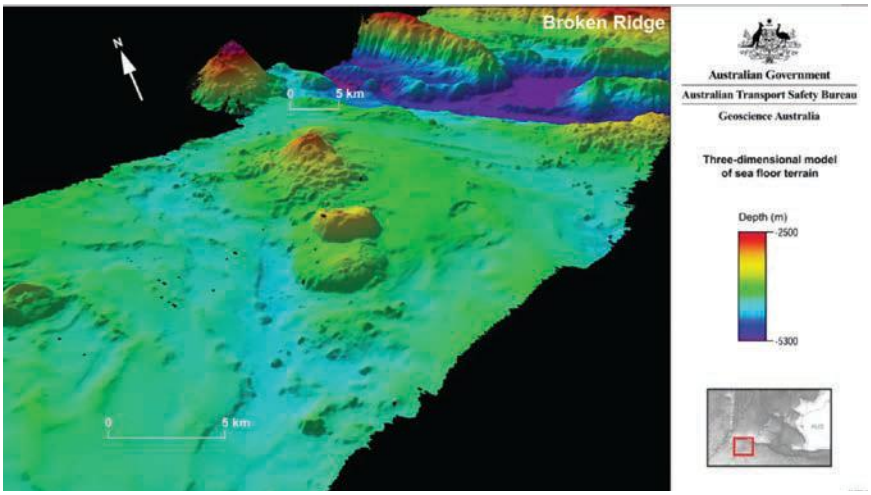
hits an obstacle, usually a coastline. As the sea floor becomes shallow near the coast, the energy at the bottom of the wave slows, while the top of the wave keeps moving until it spills forward and the wave breaks.

The shape of a breaking wave is determined by the **bathymetry** and the direction of wind. Bathymetry maps show the depth of different parts of the sea floor and the shape of the underwater terrain. Figure 11.20 shows the bathymetry of a section of the Indian Ocean (you can see where this is in relation to Australia in the reference map to the bottom right of the bathymetry). This area was part of the search region for the Malaysian Airlines MH370 plane that went missing in 2014. The different colours represent different depths below sea level, with areas in red being the closest to the surface, at 2500 metres deep, and areas in purple being the furthest from the surface, at 5300 metres deep. A sea floor that ascends steeply creates larger, powerful, hollow waves; a sea floor that ascends more gradually creates gentler, fatter waves. Offshore winds (that blow from the land out to sea) result in more uniform waves that break in clean lines. Onshore winds (that blow from the sea towards land) result in messy waves that break unevenly.



▲ **Figure 11.20** Bathymetry map of a section of the Indian Ocean

When a wave breaks, the water washing up the beach is called the **swash** and the water running back down the beach is called the **backwash**. **Constructive waves** are where the swash is stronger than the backwash, depositing sediment on the beach. **Destructive waves** are where the backwash is stronger than the swash, removing sediment from the beach.

KEY TERMS

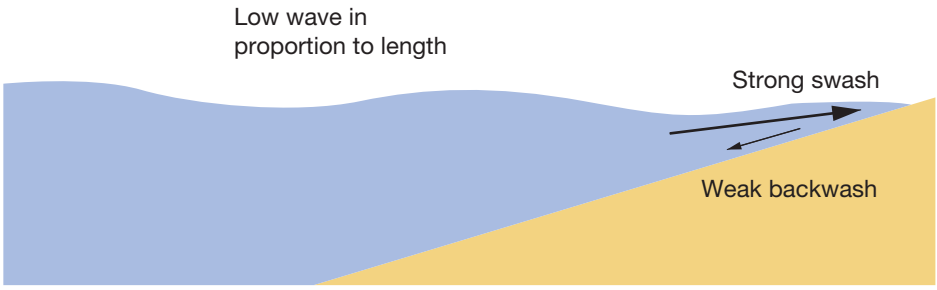
bathymetry the shape of the sea floor

swash water from a breaking wave washing up the beach

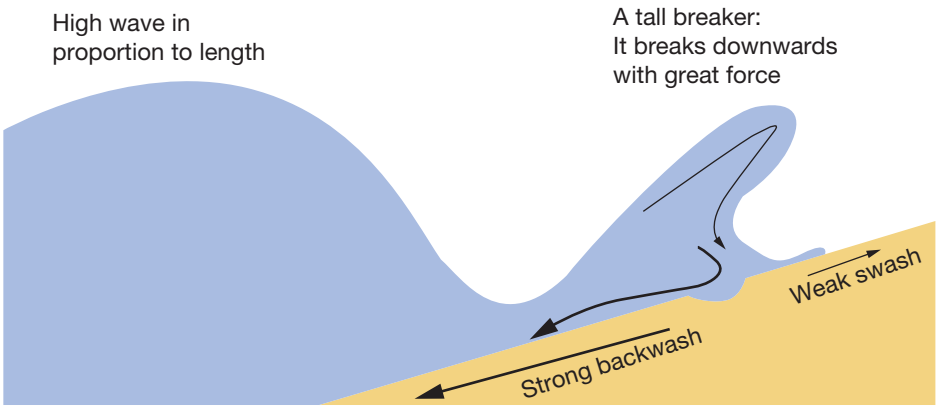
backwash water from a breaking wave running back down the beach

constructive waves a wave where the swash is stronger than the backwash, depositing sediment and other materials on the beach

destructive waves a wave where the backwash is stronger than the swash, removing sediment and other material from a beach



◀ **Figure 11.21** Constructive waves



◀ **Figure 11.22** Destructive waves

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ACTIVITY 11.1

Waves on a beach

Divide the class into two groups. One group is to devise a role-play acting out the process of a constructive wave breaking on a beach; the other group does the same for a destructive wave.

CASE STUDY 11.3

Bells Beach, Victoria

Bells Beach, near Torquay on the Victoria's western coastline, is an iconic surf break and home to the world's longest running professional surf competition. The area's great waves result from their fetch and the location's bathymetry. South-westerly swells hitting the coast are generated by a fetch stretching to the Antarctic. An underwater ridge concentrates the energy of the waves onto the point, and the shallow, even rock shelf beside the deep ocean causes the waves to pitch and break in the long, clean walls the beach is famous for. The powerful destructive waves crashing against the cliffs in Figure 11.23 differ from the gentler constructive waves seen at the more sheltered nearby Torquay front beach (Figure 11.24).

▲ **Figure 11.23** Bells Beach, Victoria. Do you think the wind was offshore or onshore when the photo was taken? Why?

▲ **Figure 11.24** Constructive waves breaking on Torquay's front beach. These waves are low in height.

Amazing but true…

Sailors have long told stories of rogue waves, giant waves rising in the middle of the ocean. Modern technology has confirmed the existence of these waves and that they are far more common than first thought. At twice the size of surrounding waves, they have been known to crash over oil rigs and to swamp the largest ships.

▲ **Figure 11.25** Rogue waves

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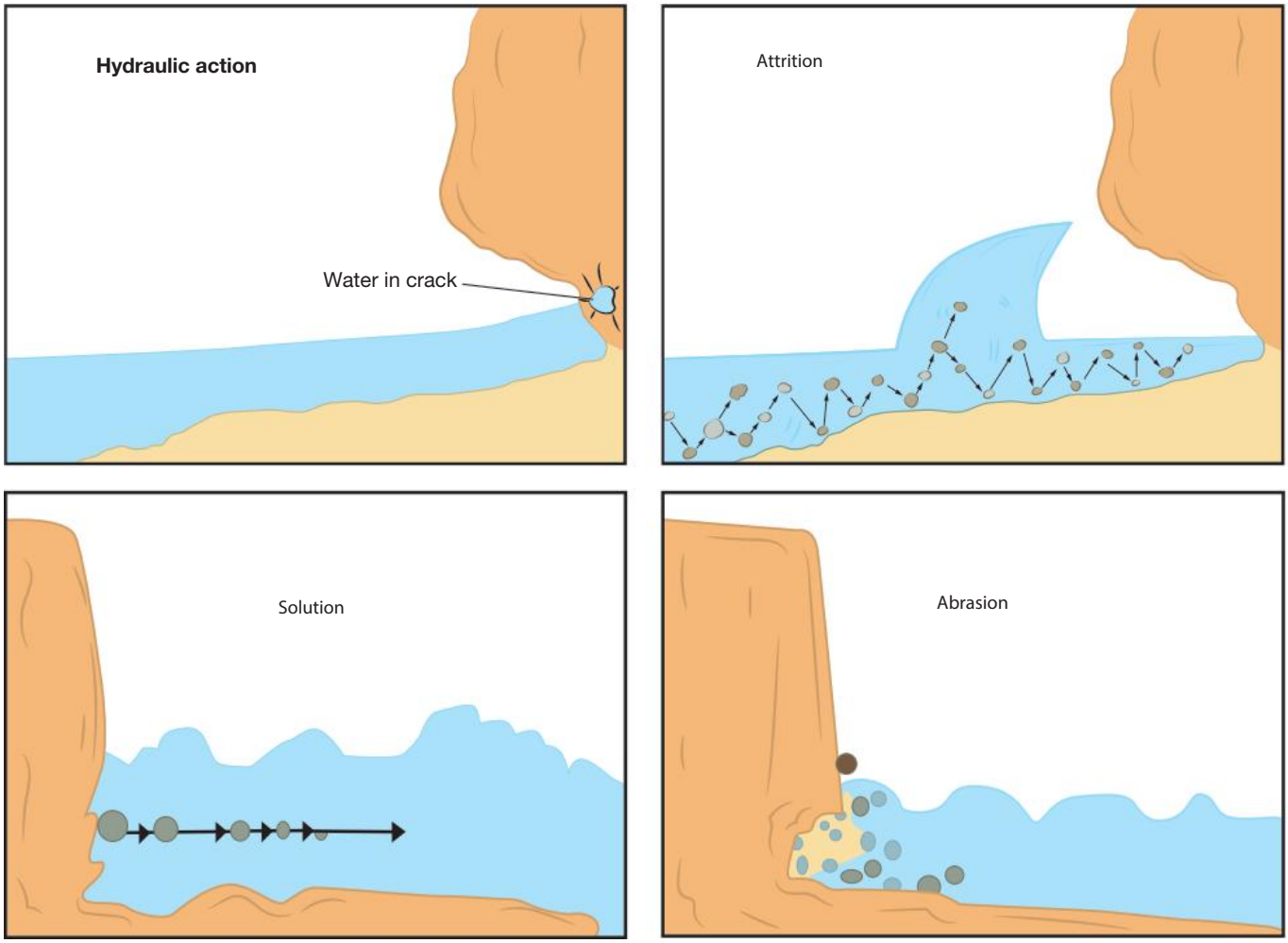
Landforms created by coastal erosion

The action of destructive waves breaking on the coastline is the main cause of **coastal erosion** – the wearing away of sediment and rocks from the shoreline. This can occur rapidly, such as when wild waves created by a storm remove sand from a beach, or over a period of hundreds or thousands of years, such as the wearing away and gradual landward retreat of a cliff-face coast. The processes causing coastal erosion include:

- Hydraulic action – the process of waves compressing air within gaps in the rock, and this air being explosively released when the waves retreat, causing the rock to break
- Attrition – where the action of waves causes rocks or pebbles to bump against each other, breaking them apart
- Solution – when the acid in seawater erodes rocks such as limestone or chalk
- Abrasion – where sediment or rock carried by a breaking wave rubs against a rocky shore or headland, creating a sandpaper effect, wearing away the landform.

KEY TERM

coastal erosion the wearing away of sediment and rocks from the shoreline



▲ **Figure 11.26** Processes of erosion on coastlines

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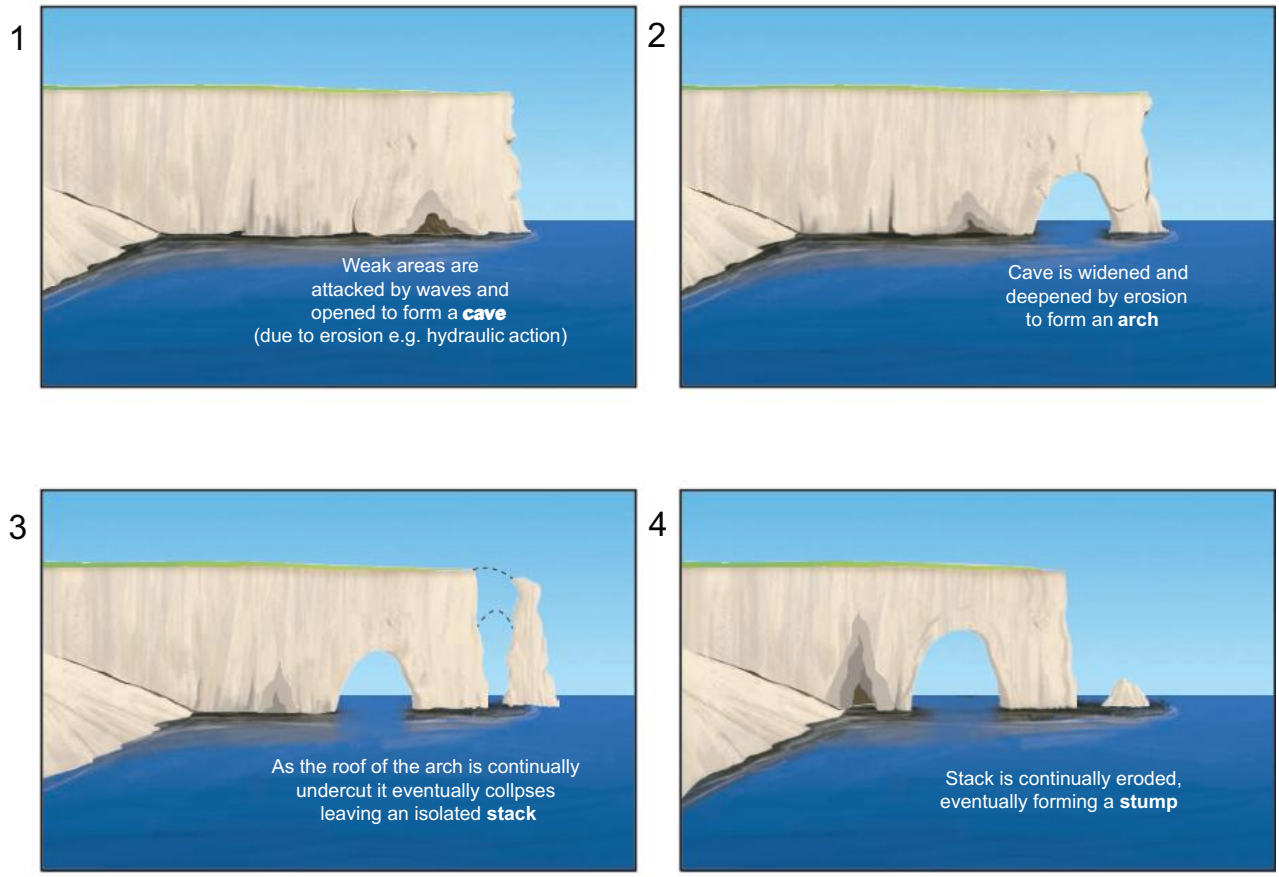
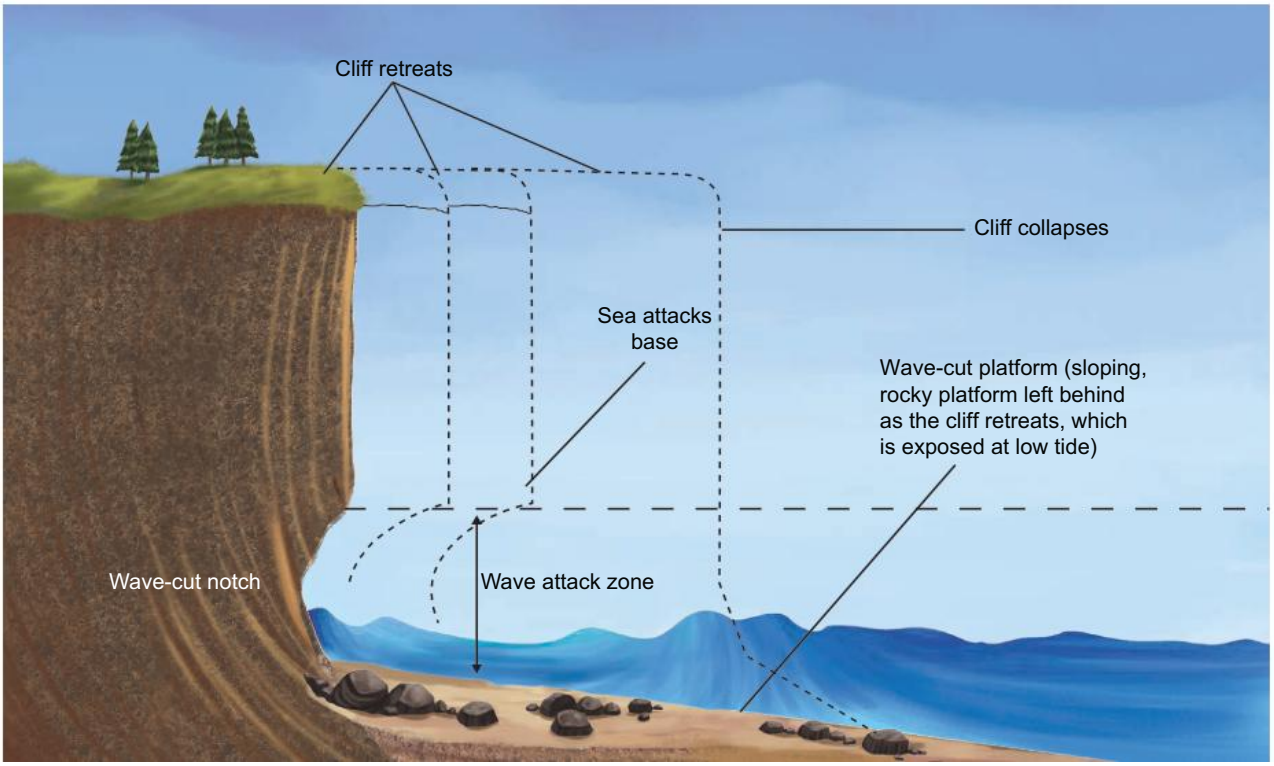
The landforms found on rocky coastlines are created by these processes, often in a series of steps. For example, erosion of a weakness or crack on a headland forms a cave; further erosion creates an arch; the arch collapses leaving a stack; the stack wears down into a stump.



▲ **Figure 11.27** The steps in erosion creating a stack



▲ **Figure 11.28** The process of erosion creating a wave-cut platform and cliffs

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ACTIVITY 11.2

The erosion process

Using Figures 11.27 and 11.28, describe the erosion process of a cliff retreating to form caves, arches and stacks.

▲ **Figure 11.29** Aerial view of Loch Ard Gorge and the surrounding coastline on Victoria's Great Ocean Road. How many landforms created by erosion can you identify in the photo?

Landforms created by coastal deposition

Coastal deposition is the process where an agent of erosion – wind or water – loses energy and drops (or deposits) the rock fragments or sediment it is transporting. This could be a river depositing sediment where it enters the sea, or constructive waves depositing material on a beach. The swash of a constructive wave is more powerful than the backwash, meaning that material carried up onto the beach by the swash is not removed by the weaker backwash, and remains there, often creating new landforms. A number of factors create constructive waves. These include where a coastline is protected by a landform such as a headland or sandbar, where the sea floor (bathymetry) is gently sloping, or where the strong winds creating destructive waves have lost energy and calmed.

KEY TERMS

coastal deposition the process where an agent of erosion – wind or water – loses energy and deposits the rock fragments or sediment it is transporting

prevailing winds the usual direction the wind blows in a particular location

The direction of **prevailing winds** often results in waves approaching a beach at an angle, with the swash running up the beach at the angle and the backwash running straight back down.

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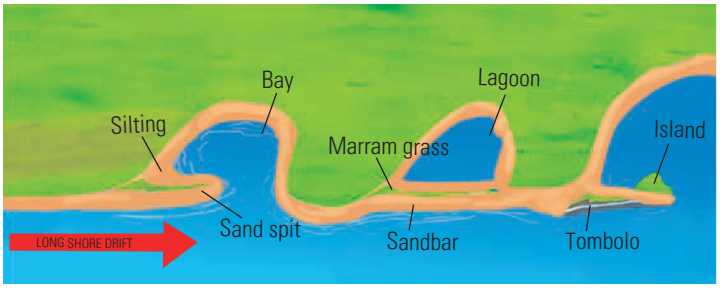
KEY TERM

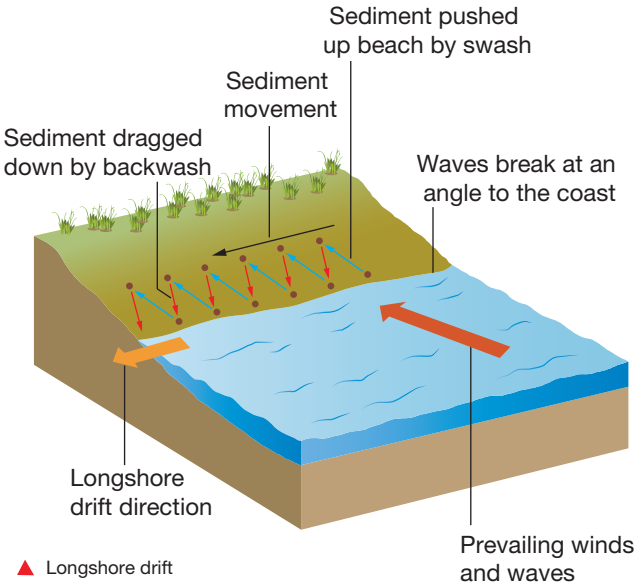
longshore drift the movement of sediment, usually sand, shingle or mud, along a coastline driven by the direction of the prevailing wind

The repetition of this action can move sediment along a beach in a zig-zag pattern known as **longshore drift**. The process of longshore drift creates landforms such as:

- Spits: a stretch of sand or rock extending from a beach out into the sea
- Tombolos: a spit or bar that joins an island to the mainland
- Sandbars: a sand bank at the mouth of a river, forming an inlet or joining two headlands across a bay. The water that pools behind a sandbar is known as a lagoon. (Note that a lagoon can also be incompletely separated from the sea by spits, see Figure 11.9.)



▲ **Figure 11.30** Formation of spits and tombolos



▲ **Figure 11.31** The process of longshore drift moving sand along a beach

▲ **Figure 11.32** Farewell Spit, New Zealand

▲ **Figure 11.33** The Angel Road of Shodo Island in Japan is a tombolo.

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▲ **Figure 11.34** Sandbar in the Isles of Scilly, England

Sediment is transported along coastlines through the process of longshore drift. Waves usually approach the beach at an angle to the shore. When they retreat they move directly away from it. In this process, the waves often carry some sediment away from the beach, then upon approach they deposit this sediment further up the coastline. Along the east coast of Australia, longshore drift often carries sediment in a north-westerly direction. This deposition creates constructive landforms such as beaches, spits, sandbars and tombolos.

▲ **Figure 11.35** The mouth of the Nambucca River, New South Wales. Sand deposited by longshore drift created the spit separating the river from the ocean. At low tide, the spit becomes a sandbar. Can you spot all of the landforms created by deposition in the photo?

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Dune systems

Sand dunes are formed when sand deposited on a beach by constructive waves is transported by wind and trapped by plants, driftwood or other obstacles. As more sand accumulates and is stabilised by plants, a dune is formed. The smaller dunes closest to the beach and usually covered in grasses, such as spinifex, are known as foredunes.

Larger dunes behind the foredunes are called backdunes and may be covered with shrubs or small trees. Over time, vegetation grows on the dune systems. This protects the land behind it from damage. Vegetation that is closer to the shoreline, such as spinifex, is low in height and drought-resistant. The further back from the coastline, the taller and more dense the vegetation becomes.

▲ **Figure 11.36** Sand dunes at Johanna Beach in western Victoria. Grass covered foredunes are in the foreground with larger more established backdunes behind them.

▲ **Figure 11.37** Beach spinifex usually forms the first barrier of protection for a coastline.

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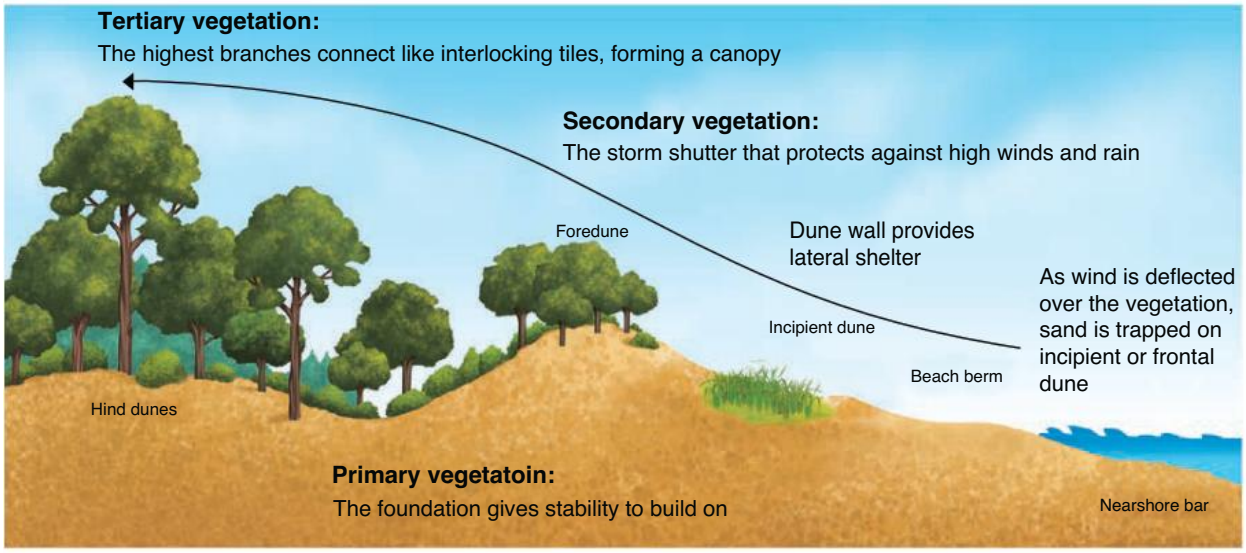

▲ **Figure 11.38** Dune systems are protected by vegetation.

CASE STUDY 11.4

How far can you spit?

Cape Bowling Green, Australia's longest spit, extends for more than 14 kilometres, and is up to a kilometre wide in places. Located 20 kilometres north of the town of Ayr in northern Queensland, the spit separates the waters of Bowling Green Bay from the Coral Sea. For more than 4000 years, prevailing currents and longshore drift have transported sediment deposited at the mouth of the huge Burdekin River northwards along the coastline, creating the spit. Although impressive, Cape Bowling Green's length is only a fraction of that of the world's longest spit. Known as the Arabat Arrow, the Arabat Spit in Ukraine stretches for 112 kilometres and is up to 8 kilometres wide, separating the Sea of Azov from a series of lagoons called the Syvash. Despite its size, Arabat is the younger of the two spits, formed by deposition over the last 1000 years.

▲ **Figure 11.39** A Syvash lake on the shores of the Arabat Spit. The strange pink colour is caused by algae and salt in the water.

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DEVELOPING GEOGRAPHICAL CONCEPTS AND SKILLS 11.4

Using spatial technology to annotate an image

1 Using Google Earth, search for Cape Bowling Green.
2 Zoom in and use the tilt function (the arrows pointed up, down, left and right) to explore the topography of the area.
3 Annotate key geography processes such as longshore drift, sand deposition, dune systems, prevailing wind direction, and vegetation on the spit.
4 You can do this by adding place marks (click on the push pin), polygons and lines to mark the processes you observe.
5 When you have finished your annotations, click on 'Save Image'. This will give you additional options.
6 Give your image a title, update the legend by clicking on it and 'update from view'. This will include all of the features you have marked.
7 Make sure your image includes all elements of BOLTSS. You can check this by selecting the map options button.
8 When complete, click on 'Save Image'.

See the Interactive Textbook for a guide on using BOLTSS in Geography

Digital quiz
Please see the Interactive Textbook to access digital activities

END-OF-SECTION REVIEW 11.2

Review questions

Answer these questions on paper or in the Interactive Textbook.

Recall

1 How does wind create waves?
2 List the three factors that determine the power of a wave.
3 Distinguish between swash and backwash.
4 Define coastal erosion and list three landforms created by this process.
5 Define coastal deposition and list three landforms created by this process.

Interpret

6 Explain the difference between constructive and destructive waves. In your answer refer to swash and backwash.
7 Explain how bathymetry and fetch shape the type of waves breaking at either Nazaré or Bells Beach.

Argue

8 Refer to the photo of the Nambucca River mouth (Figure 11.35). Why do you think housing has not been built on the beachfront land on the spit?

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11.3 Human causes of coastal landscape degradation and their effects

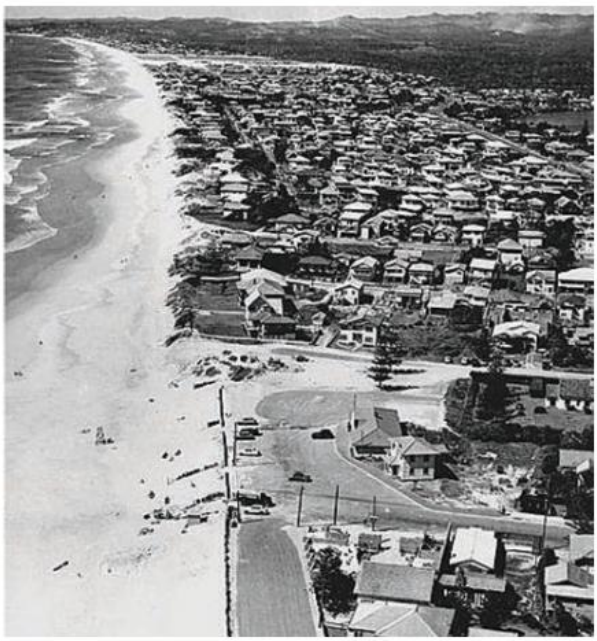
FOCUS QUESTION

How do humans impact coastal landscapes?

More than 40 per cent of the world's population live within 100 kilometres of the coast and more than 85 per cent of Australians live within 50 kilometres of the coastline. The huge number of humans living on or near the coast degrades and places pressure on the sustainability of coastal environments. This section describes the main human causes of the degradation of coastal landscapes.

Urban development

The increase in size of the world's cities and number of people living in urban areas has many effects on coastal landscapes. Most obvious is the need for more land to expand existing towns, and to create new cities and towns that often replace or severely degrade natural coastal environments such as wetlands and dune systems. For example, the Gold Coast in Queensland has changed considerably over the years. The original dune system has been gradually replaced, first by housing then by high-rise apartments and hotels to take advantage of the water views and the outdoor lifestyle.



▲ **Figure 11.40** Aerial view from the beach end of Cavill Avenue looking south to Broadbeach, 1955

▼ **Figure 11.41** A modern Surfers Paradise, developed with high-rise apartments and hotels

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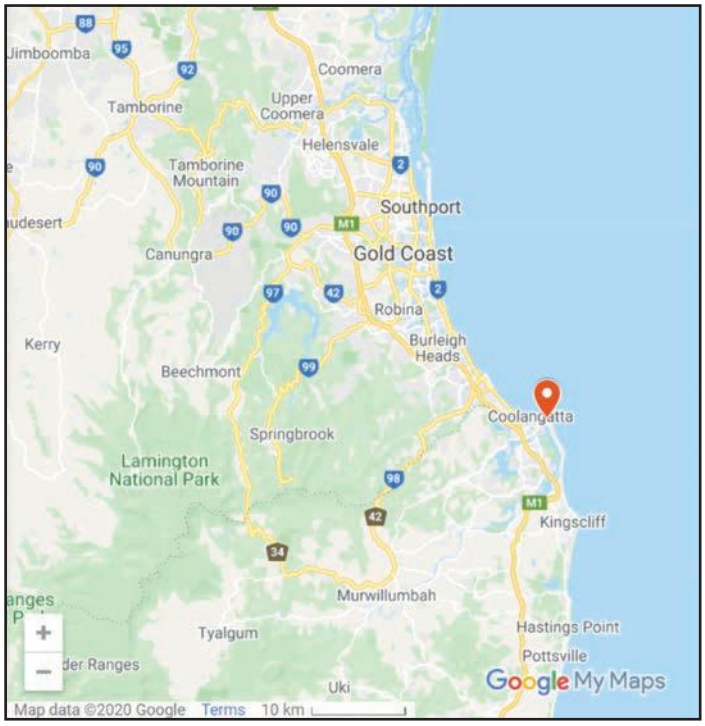
KEY TERMS

storm surge a rush of water onshore caused by strong winds pushing on the ocean's surface

groynes a low wall built out from the coast into the sea, to prevent the repeated movement of the waves from removing parts of the land

dredging clearing up materials from water

The threat of **storm surges**, high tides and coastal erosion often require coastal developments to be protected by measures such as sea walls, **groynes** and **dredging**. These interfere with the natural cycle of erosion and deposition on coasts, often protecting the urban environment in one location while degrading or destroying environments such as beaches, dunes and wetlands elsewhere. For example, training walls were first built in 1891 at the mouth of the Tweed River on the border between Queensland and New South Wales. They were extended in 1962. Their original intention was to maintain a deep channel and prevent the deposition of sand in the mouth of the river. This deposition was making it difficult for boats to access the river system, a significant issue at the time. The training walls began disrupting the natural processes of longshore drift. Erosion began occurring on Gold Coast beaches.



◄ **Figure 11.42** The location of the Tweed River

◄ **Figure 11.43** Sand bypass system and training walls at mouth of the Tweed River

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▲ **Figure 11.44** Training walls at the mouth of the Tweed River

In 2001, a sand bypass system was built to ensure sand was moved from the southern side of the walls to the northern side. This replenished the sand levels at beaches along the Gold Coast.

Recreation

For the billions who live by the coast and the millions who visit, coastal landscapes are some of the most popular locations for recreational activities, including beach-going, water sports, fishing and holidaymaking. Sensitive coastal environments are placed under pressure and may be degraded by these activities due to erosion, pollution and littering, overfishing and the building developments. Some locations become too popular for their environments to cope with the numbers of recreational visitors. After its sand was declared the 'whitest in the world', the tiny village of Hyams Beach in southern New South Wales was forced to turn away thousands of vehicles a day in the summer peak holiday period. In April of 2018 the government of the Philippines closed Boracay Island, the country's most popular tourist attraction, indefinitely. The area is known for its party season and attracted 1.7 million tourists in 2016. The island does not have the infrastructure, including roads, buildings and waste disposal, to cope with such temporary increases in populations. The island has since been reopened.

Natural resources

Humans use coasts for urbanisation and recreation, but they also exploit their natural resources, often degrading coastal landscapes. Coastal hinterlands are used for agriculture, mining for sand, coal and other minerals, and drilling for oil and gas. Each of these processes can damage or destroy wildlife habitats on land and affect marine environments when fertilisers or waste enters

▼ **Figure 11.45** Boracay Island, Philippines

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rivers and flows into the sea. Australia's Great Barrier Reef has lost half its coral since 1985. One of the most significant factors responsible for this loss is nitrogen from fertilisers flowing from 35 major rivers into the reef's waters, promoting the growth of algae and plagues of crown-of-thorn starfish that destroy the reef's coral.

CASE STUDY 11.5

Oil drilling in the Great Australian Bight

High, sheer cliffs mark the place where the vast Nullarbor Plain ends and drops suddenly into the ocean. Curving inward, creating a landform known as a bight, these are the world's longest continuous sea cliffs – the Great Australian Bight. The waters of the Bight form a largely untouched marine environment, home to a diverse range of marine animals – whales, dolphins and fish – around 85 per cent of which are unique to the area. Recent plans to allow drilling for oil in the Bight have been met with fierce opposition from environmental groups and the public. They fear the effects of seismic blasting on marine creatures and the catastrophic impact of an oil spill on the Bight's environment. The risk is exacerbated by the deep water and powerful waves found in the area.

▲ **Figure 11.46** The extensive cliffs of the Great Australian Bight

CASE STUDY 11.6

The Gulf of Mexico oil spill

The Gulf of Mexico, a sea surrounded by coastlines of the southern United States, Mexico and Cuba, is one of the largest offshore oil fields in the world. Many of the almost 200 oil wells in the Gulf operate in deep water, sometimes more than 2 kilometres in depth. The dangers of drilling at these depths, similar to what would be required in the Great Australian Bight, were realised in 2010 when the Deepwater Horizon oil platform exploded, releasing more than 4.9 million barrels of oil into the Gulf, which spread over 180 000 square kilometres. The devastating impact of the spill on the marine and coastal environments required a massive clean-up over a number of years, costing BP, the owner of the well, more than $US65 billion in costs and fines.

▲ **Figure 11.47** US Coast Guard officers attempt to ignite oil collected in the Gulf of Mexico following the Deepwater Horizon explosion.

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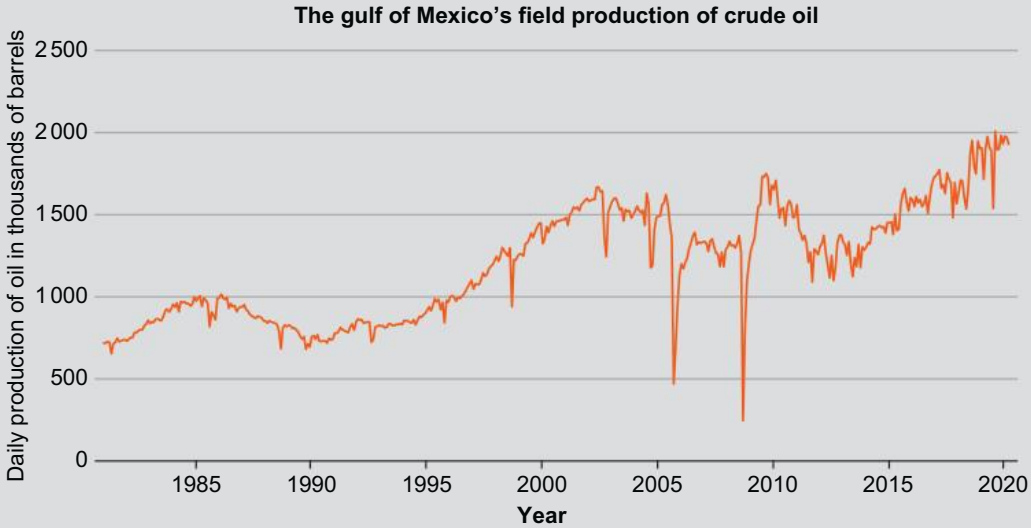
ACTIVITY 11.3

Examine the graph in Figure 11.48 and use it to answer the following questions.

Oil rigs distribution

1 How many more barrels of oil were produced around the 2020 mark compared to 1985?

2 What might account for the non-linear (i.e. not-straight) trend?



▲ **Figure 11.48** The gulf of Mexico's field production of crude oil

END-OF-SECTION REVIEW 11.3

Review questions

Answer these questions on paper or in the Interactive Textbook.

Digital quiz
Please see the Interactive Textbook to access digital activities

Recall

1 What percentage of the world and the Australian populations live on the coast?

2 List three ways humans use coasts for recreation.

3 Recall the percentage of coral lost by the Great Barrier Reef since 1985. What is one of the major causes of this loss?

Interpret

4 How did the training walls at the mouth of the Tweed River disrupt natural processes?.

5 Using the Gold Coast as an example, describe how urban development can degrade coastal landscapes.

6 Refer to Case Studies 11.5 and 11.6:

a Outline the features that make the Great Australian Bight such an important and sensitive environment.

b Why do you believe protestors are so opposed to oil drilling in the Great Australian Bight? Use the example of the Deepwater Horizon oil spill to support your response.

Argue

7 'It is essential to regularly close Boracay Island to protect it from mass tourism'. Discuss this statement, taking into consideration the social, environmental and economic impacts of closing the island regularly.

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11.4 The significance of coastal landscapes and landforms for different peoples

FOCUS QUESTION

Why are coastal landscapes significant for different people?

Coastal landscapes are special places that have significance for different peoples in many ways. We have seen that coasts are home to most Australians and to almost half the world's population, and are used for recreation and their natural resources. This section describes some of the other ways that coasts are significant for different peoples.

Trade

For thousands of years, human civilizations – the Phoenicians in the Mediterranean, Polynesians in the South Pacific, Vikings in Mediterranean and North Sea, and the British Empire across most of the globe – have been built on trading across the seas. Coasts are central to this trade as the location of the ports that house the fleets and handle the goods that are traded. Despite advances in technology, such as aircraft and digital communication, maritime trade remains central to the global and individual country's economies. More than 90 per cent of global trade is carried out by the 50 000 merchant ships that ply the world's oceans. The Port of Melbourne alone processes around 2.93 containers valued at $102 billion annually, while the world's largest port in Shanghai processes around 40 million containers each year.

ACTIVITY 11.4

Reading a ship map

1. Visit the Ship Map website.
2. View the progression of ships going between ports. You can change the colours to show the types of ships that are moving around the world.
3. Describe the different patterns you observe on the map.

▲ **Figure 11.49** The Port of Melbourne processes around 2.93 million containers annually.

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Cultural

Coastal landscapes shape and are represented in different cultures in a variety of ways. For many indigenous groups around the world, their identity reflects their connection with and use of the coast. For example, groups such as the Seri in Mexico are described as fishing communities; the ocean not only provides their food and livelihoods, but also shapes their customs and spiritual beliefs. In Victoria, evidence of the long connection between Aboriginal peoples and coastal landscapes is found in the thousands of **middens** located along the coast and in the spiritual importance of sites such as Churchill Island, known as Moonar'mia to the local Yallok Bullok people.

▲ **Figure 11.50** Middens are heaps of waste, such as shells and bones along with other items, that show evidence of earlier human occupation.

KEY TERM

middens a heap of shells, bones and other waste thrown away by humans in the past

ACTIVITY 11.5

Research

Conduct research into the Seri people of Mexico or another cultural group and create a visual display illustrating their connection to a coastal landscape.

The proximity of the coast for most Australians is reflected in their lifestyles. Victorians alone make more than 70 million recreational visits to the beach each year. Different subcultures have formed around this use of the coast, such as surf lifesavers and surfers. From its beginning in the 1960s as an alternative activity (adapted from the traditional Hawaiian pastime), surfing has evolved into a mainstream sport, with a professional tour and global brands, such as Rip Curl and Quicksilver, growing from their beginnings as small surfboard and wetsuit makers in the Victorian coastal town of Torquay. Australian's relationship with coastal landscapes is also reflected in popular culture. The stories of television dramas *Home and Away* and *SeaChange* depend on their coastal locations, and Tim Winton's novel *Breath* explores the main character's upbringing on the coast.

▼ **Figure 11.51** Author Tim Winton at the launch of the movie based on his novel *Breath*

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Please see the Interactive Textbook to download a fieldwork template

FIELDWORK 11.1

Investigating a coastal landscape

Fieldwork is an essential part of studying geography. It enables you to investigate many of the concepts studied in the classroom, while in the real world. Victoria's long and varied coastline makes coastal landscapes an excellent topic for fieldwork, as it provides a range of questions for your investigation. For example, describing the landforms found in different coastal locations and the processes that created them; predicting changes to coastal landscapes; and assessing the impact of human activities on a coastal landscape, and how this is managed.

The following structure will help to form the basis of your study.

Title and introduction

Introduce your study by providing some context. This should include the location and features of the coastal landscape you are investigating.

Background information

Research some background information about your chosen location, including its type of landscape and its distinctive features. Try to identify the geomorphic processes at work. Look at how local communities use the location and look for human effects on the coastal landscape. Include a location map showing the boundaries of your study area.

Aim

Write an aim for your fieldwork that is achievable, based on the data that you intend to collect.

Research question

Write a research question that you intend to answer using the data that you collect. For example:

- What are the different ways this coastal location is used by people?
- What role does this coastal location play in the local amenities and the surrounding environment?
- Is this coast managed, and if so how?

Hypothesis

Write a clear and concise hypothesis prior to collecting primary data. This is a testable statement that provides a testable prediction. It should relate to the research question. For example:

- This coastal location is used by people mainly for recreation
- This coastal location provides sheltered mooring and a harbour for boats
- This coast is managed to minimise erosion of the landscape by vehicles and walkers.

Primary data collection

Consider the types of primary data that you will need to test your hypothesis and answer your research question. Examples include:

- Observations, annotated photos and field sketches showing the interconnection of the coast with the land behind it

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- Mapping locations of coastal landforms
- Analysis of the quality and species of vegetation at the location
- Identifying and measuring processes causing change to the landscape, such as the frequency of waves or wind speed and direction
- Identifying and assessing the effectiveness of infrastructure put in place to manage the impact of the use of the coastal landscape by people.

What equipment will you need? Will you have enough time to collect it? At which locations will you collect it?

Secondary data collection

Using websites such as NationalMap, collect information about local demographics, projected population changes, and environmental, economic and social data.

Presenting and analysing your data

Summarise your data using tables, graphs and maps where appropriate. Analyse your data to draw conclusions, answer your research questions and state to what extent your hypothesis has been supported or disproven.

Conclusion and evaluation

Summarise your findings and evaluate the success of the field trip. What were the positives and negatives of your data collection? What could be done differently next time? What additional data could be collected to extend this investigation?

References

Always ensure you keep a record of any sources used and present these in a bibliography.

END-OF-SECTION REVIEW 11.4

Review questions

Answer these questions on paper or in the Interactive Textbook.

Digital quiz
Please see the Interactive Textbook to access digital activities

Recall

1 Recall two historic trading civilisations.
2 What percentage of global trade is carried out by ships? How many ships are involved in this trade?
3 How many recreational visits do Victorians make to the beach each year?

Interpret

4 Outline how the Victorian coast is significant to two different groups of people.

Argue

5 Blast fishing is a method that uses explosives to stun or kill fish, making them easy to collect. Using all that you have learned, write a paragraph supporting and another paragraph opposing this statement: 'It is reasonable for fishermen in Borneo to use blast fishing to feed their families.'

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End-of-chapter activities

1 Self-assessment

That just about wraps up this topic. How did you feel you went working through the chapter? Before you attempt the following activities, visit the Interactive Textbook to rate your confidence with this topic, either online, or via a downloadable checklist.

2 Key terms and names

For each key term or name from the chapter, write a sentence explaining its significance.

- Nazaré
- Horizontal Falls
- Destructive waves
- Stack
- Cape Bowling Green
- Bells Beach
- Recreation
- Deepwater Horizon
- Middens.

3 Follow the flow of main ideas

What ideas have you learnt about coastal landforms and landscapes? In this activity, copy the diagram below and fill it in by explaining in a few points what each topic means for understanding landforms and landscapes. (The first one is done one for you.)

Types of coastal landscapes	The coast is where the land meets the sea and includes coastal waters and the coastal hinterland. Coastal landforms created by erosion include headlands, caves, arches and stacks. Coastal landforms created by deposition include beaches, spits, sandbars and sand dunes.
Iconic coastal landforms	
Waves	
Erosion	
Deposition	
Human causes of coastal degradation	
Significance of coastal landscapes	

4 Making thinking visible

I used to think, now I think …

In this visible thinking routine, you are asked to track the difference between what you knew about landforms and landscapes before starting this unit, and what new understandings you have acquired so far during this unit.

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Using these stem sentences, write a paragraph explaining what you previously knew about coastal landforms and landscapes, and another paragraph explaining what you now understand about the topic.

1A I used to think that coastal landforms were …
1B Now I understand that coastal landforms are …

2A I used to think that a wave was made from moving water …
2B Now I understand that waves are made from …

3A I used to think that beaches and spits were created by …
3B Now I understand that beaches and spits are created by …

4A I used to think that caves and arches were created by …
4B Now I understand that caves and arches are created by …

5A I used to think that coasts were significant to humans because …
5B Now I understand that coasts are significant to humans because …

5 Research task

Use the internet to identify one iconic coastal landform or landscape. Research your choice to discover:

- The type and location
- Why it is iconic
- The processes that shaped it
- Human uses that have degraded or protected it
- Significance for different people.

Present your research digitally or as a poster or brochure. Include at least one map and other pictures, illustrations or diagrams.

6 Digital resources

Visit the Interactive Textbook to access:

- Victorian Curriculum Capability Project
- Interactive chapter Scorcher Quiz
- Google Earth tour of key locations in this chapter
- Videos, image galleries and other extra materials.

Video
Five interesting facts about coastal landscapes

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CHAPTER 12

Landforms and landscapes case study: volcanic landscapes

This chapter is available in the digital versions of this book.

▲ **Image:**
Puyehue volcano, near Osorno in southern Chile

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CHAPTER 13

Landforms and landscapes case study: forest landscapes

This chapter is available in the digital versions of this book.

▲ **Image:**
Forest area in Thuringia Forest Nature Park, Germany

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CHAPTER 14

Geomorphic hazards

Setting the scene: New Zealand's Whakaari/White Island volcano disaster

Tours to Whakaari/White Island offer the adventure of a lifetime; the chance to walk upon New Zealand's most active volcano.

Formed by the cone-shaped tip of a mostly submerged stratovolcano, Whakaari/White Island is located in the Bay of Plenty, off the east coast of New Zealand's North Island. A barren landscape roughly 3 kilometres in length and 2 kilometres wide, the island is only accessible by boat, seaplane or helicopter. Visitors are guided to the volcano's crater, passing pools of boiling mud and steaming clouds of sulphur. On 9 December 2019, this spectacular adventure turned into a nightmare for the 47 people on the island. A large eruption spewed a column of ash more than 3 kilometres into the sky, with exploding rock, ash and poisonous gases covering the island. Tour operators used boats to immediately rescue 23 people from the island; however, subsequent

▲ **Figure 14.1** A tour group trekking on Whakaari/White Island, prior to the disaster of December 2019

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search-and-rescue operations were inhibited by dangerous conditions, preventing boats and helicopters from landing on the island. Ultimately, 21 people were killed (two of who are missing and declared dead) and 26 seriously injured in this tragic natural disaster.

The story of the Whakaari/White Island eruption reflects the themes of this chapter. It tells of a natural hazard – the volcano – the impact of its eruption on humans and the natural environment, and the efforts of humans to respond to the disaster.

◄ **Figure 14.2** New Zealand Prime Minister Jacinda Ardern meets with first responders at the Whakatane Fire Station on 10 December 2019 in Whakatane, New Zealand.

► **Figure 14.3** Satellite image of the Whakaari/White Island Volcano after the eruption, 13 December 2019

MAKING THINKING VISIBLE 14.1

Think, pair, share

Reflect on the story of the Whakaari/White Island volcano. What do you think?

1. Think about the story.
2. Try to explain your thinking with pictures or words in your notebook or on your digital device.
3. Share your thoughts with a partner. Why do people risk taking part in hazardous activities such as visiting an active volcano?
4. Should the tour company be held responsible for the tragic deaths and injuries caused by the disaster?

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Chapter overview

Introduction

This chapter examines what is meant by geomorphological hazards and natural disasters. A study is made of a natural disaster, considering the causes, impact on both landscapes and humans, the human response to the disaster, and efforts to minimise the impact of similar hazards in the future.

Learning goals

After completing this chapter, you should be able to answer these questions:

- What are geomorphological hazards and natural disasters?
- What were the causes of a specific natural disaster and how did it affect landscapes and humans?

Geographical skills

After completing this chapter, you will be able to demonstrate the following skills:

- Explain processes that influence the characteristics of places
- Identify, analyse and explain spatial distributions and patterns, and identify and explain their implications
- Identify, analyse and explain interconnections within places and between places, and identify and explain changes resulting from these interconnections
- Collect and record relevant geographical data and information from useful primary and secondary sources, using ethical protocols
- Select and represent data and information in different forms, including by constructing appropriate maps at different scales that conform to cartographic conventions, using digital and spatial technologies as appropriate
- Analyse maps and other geographical data and information, using digital and spatial technologies as appropriate, to develop identifications, descriptions, explanations and conclusions that use geographical terminology.

▲ **Image:** In 2019, towns along the Mississippi River in the US, experienced the longest stretch of major flooding from the river in nearly a century.

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▲ **Image:** An earthquake of magnitude 9.0 and tsunami caused havoc in northern Japan in 2011. A Senseki Line train is washed away by the tsunami in Higashimatsushima, Miyagi, Japan.

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14.1 Geomorphological hazards and their significance

FOCUS QUESTION

What are hazards and natural disasters?

KEY TERMS

hazard a situation that has the potential to cause harm to people, their property or the natural environment

hazard event the realisation of a hazard, such as the eruption of a volcano

disaster a hazard event that causes significant damage to human or natural environments

natural hazards/disasters hazards or disasters caused by nature or natural events

geomorphological hazards/disasters natural hazards or disasters that affect the characteristics of the Earth's surface

technological hazards/disasters hazards or disasters caused by the actions of humans

Hazard and disaster, words that we may use and hear often, have a specific meaning for geographers. A **hazard** is a situation that has the potential to cause harm to people, their property or the natural landscape. An active volcano, a total fire ban, and an avalanche warning are all examples of hazards. They all have the potential to cause harm but are yet to do so. If the potential is realised and the volcano erupts, a bushfire starts or an avalanche occurs, it is known as a **hazard event**. The severity of the hazard event and the amount of harm caused determines if the event is a **disaster**. There is no exact measure of the amount of harm that constitutes a disaster, but a hazard event that causes significant damage to humans, through the loss of life or property, and or to the natural environment, is usually considered a disaster.

Natural hazards or disasters are those caused by nature or natural events such as floods or bushfires. Where these events affect the characteristics of the Earth's surface, they are known as **geomorphological hazards or disasters** and include volcanic eruptions, earthquakes, tsunamis, landslides and avalanches. Hazards created by humans, such as an oil spill or chemical leak, are known as **technological hazards or disasters**.

▲ **Figure 14.4** An active volcano, Mt Agung in Bali, Indonesia (left), has the potential to erupt, which makes it a hazard. The 2017 eruption (right) is a hazard event; however, the lack of damage to people and the landscape means it was not classified as a disaster.

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▲ **Figure 14.5** A family paying their respects to victims amid the wreckage caused by the tsunami that hit Japan in 2011. The tsunami and the earthquake that created it were natural disasters; the radiation leak from the Fukushima nuclear power plant that was damaged in the event was a technological disaster.

END-OF-SECTION REVIEW 14.1

Review questions

Answer these questions on paper or in the Interactive Textbook.

Recall

1 Define what geographers mean by the terms 'hazard' and 'hazard event'.
2 Outline how a disaster is different from a hazard or hazard event.
3 What type of hazard is Whakaari/White Island and where is it located?
4 Recall the human impact of the Whakaari/White Island eruption in terms of the number of deaths and injuries.

Interpret

5 Explain the difference between a geomorphological hazard and a technological hazard. Use an example to illustrate your answer.
6 Explain why not all hazard events are considered disasters. Support your answer with examples from this section of the chapter.

Argue

7 'People make the choice to take part in dangerous activities such as the tours to Whakaari/White Island, so it is their responsibility if something goes wrong.' Write a paragraph that argues for or against the statement.

Digital quiz
Please see the Interactive Textbook to access digital activities

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14.2 The causes and impact of a natural disaster: the 2015 Nepal earthquake

FOCUS QUESTION

What were the causes of the Nepal earthquake and how did it affect landscapes and humans?

KEY TERMS

seismic waves vibrations of the Earth's crust that cause earthquakes

focus the point in the Earth's crust where an earthquake originates

epicentre the point on the Earth's surface directly above the earthquake's focus

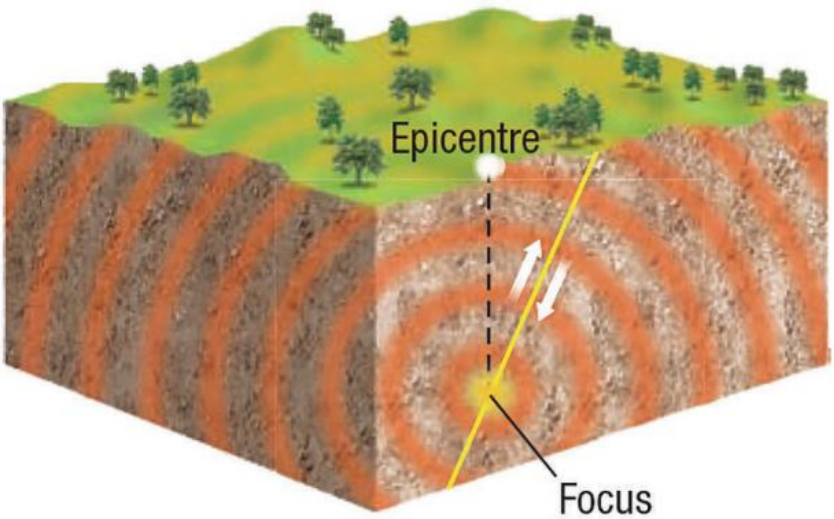
Richter scale The scale used to measure the magnitude of an earthquake

On 25 April 2015, a massive earthquake devastated the Himalayan country of Nepal. Thousands of people were killed, even more injured, and their homes and other buildings destroyed. This section examines the type and causes of this natural disaster, its impact on humans and landscapes, and how humans responded to these impacts.

The type of hazard involved and its causes

Earthquakes are one of the most powerful and deadly types of natural disaster. They are caused by the movement of the tectonic plates that make up the Earth's crust. The friction created by the size, mass and jagged edges of the plates means that as they crash into and slide alongside each other, they may become stuck, building up huge amounts of pressure that, when finally released, sends vibrations known as **seismic waves** through the crust, causing the surface of the Earth to shake (refer to Chapter 10 for a description of tectonic plate theory and Chapter 12 for its relationship to volcanoes). The origin of the seismic waves within the crust is known as the earthquake's **focus**, and the point directly above this on the surface is the **epicentre**.

Scientist's describe the strength of an earthquake using the **Richter scale**, which places the magnitude of seismic waves on a scale from 0 to 10, with the power of the waves increasing tenfold from one level to the next. Minor earthquakes of a magnitude less than 3 occur millions of times each year, but are imperceptible or barely felt by humans. Earthquakes with a magnitude greater than 7 are considered major and occur around 20 times each year globally. The size of an earthquake on the Richter scale is a helpful indicator of its potential impact, but this is also determined by other factors, including the depth of the focus, with shallow earthquakes having a greater impact than deeper ones, as well as the proximity to the earthquake's epicentre.



▲ **Figure 14.6** The focus, epicentre and seismic waves of an earthquake

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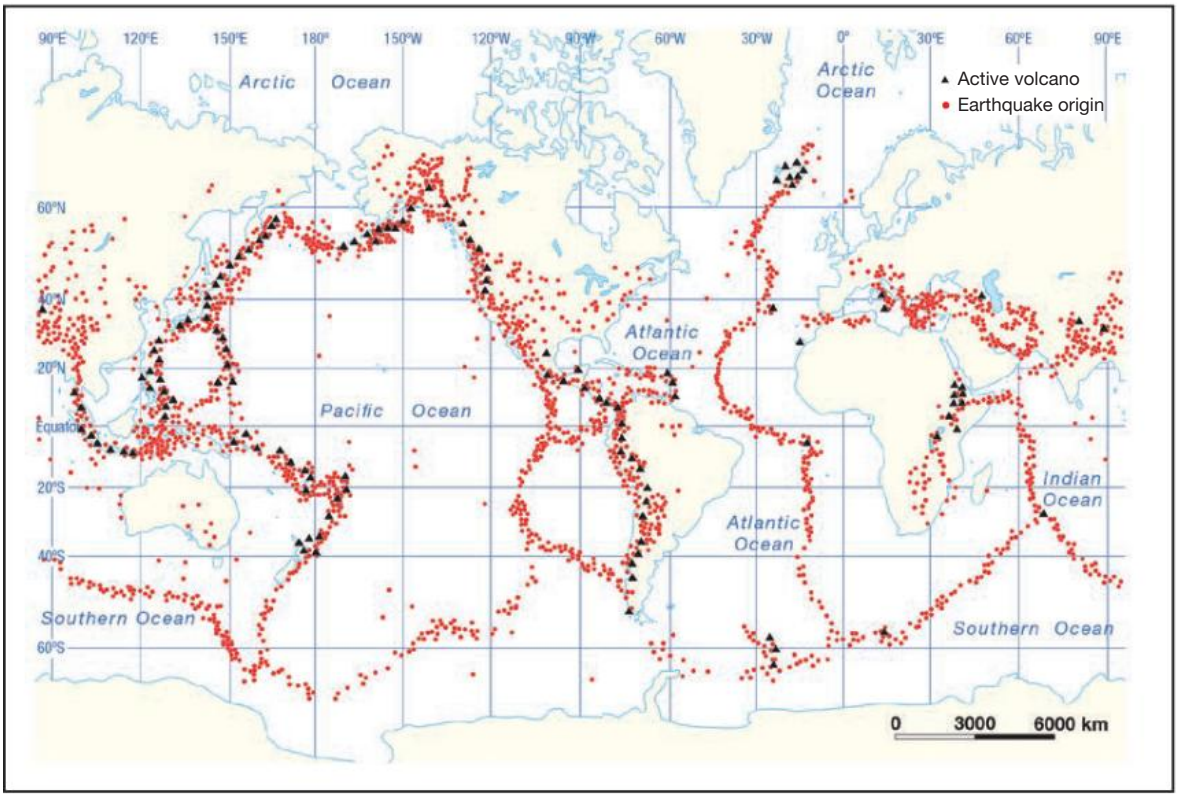
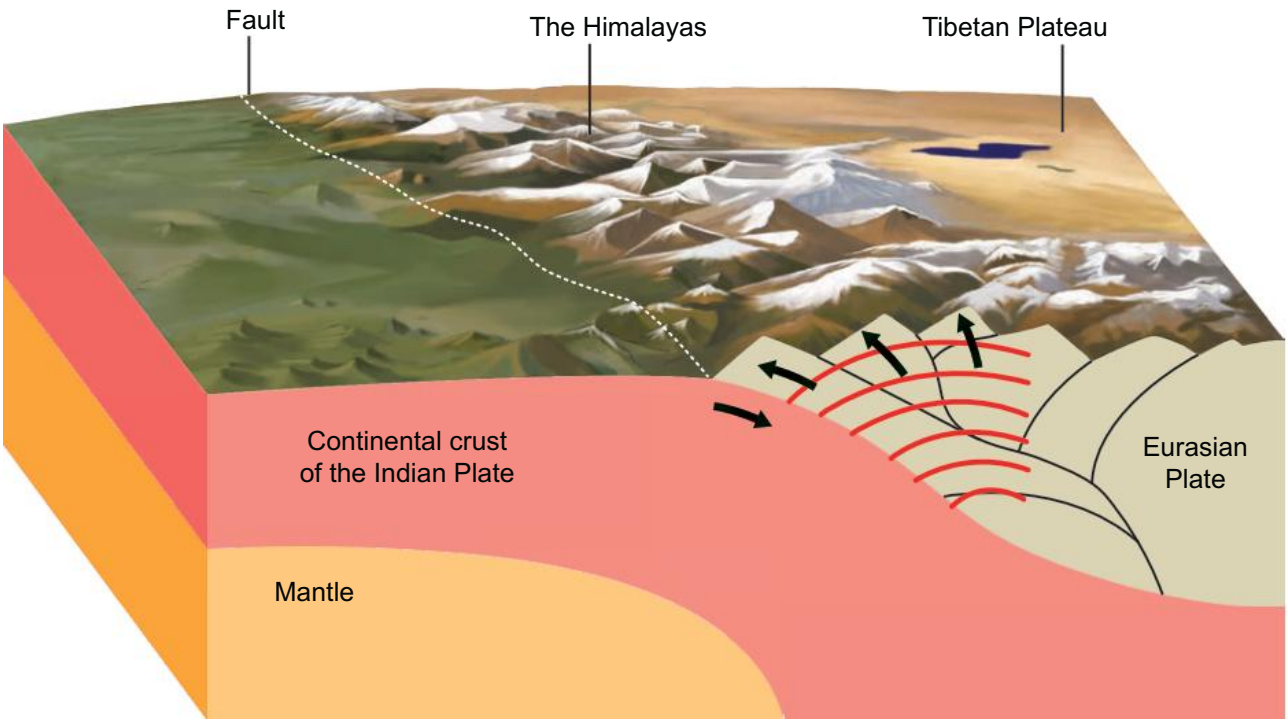


▲ **Figure 14.7** Recent global earthquake activity (marked through red dots)

The 2015 Nepal earthquake was caused by the collision of the Indian and Eurasian tectonic plates. As these giant slabs of the Earth's crust crash into each other, the Indian plate is thrust under the Eurasian plate, which is crumpling, creating the Himalayan mountain range. The build-up and release of pressure along the fault line between the plates results in regular minor earthquakes in the region, as well as major quakes, including one of magnitude 6.9 in 1988, and magnitude 8 in 1934.



▲ **Figure 14.8** The convergence of the Indian and Eurasian tectonic plates created the Himalayan mountain range, one of the world's most earthquake-prone landscapes

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Amazing but true …

You may not realise it, but you have probably experienced an earthquake. Over the last century more than a thousand earthquakes have occurred in Victoria; however, most of these are less than magnitude 3, and are barely perceptible to humans. These 'intraplate' quakes are caused by the same processes as larger quakes, the movement of tectonic plates, but result from smaller faults within plates rather than on their margins. Many of Victoria's quakes originate from faults in the Gippsland region, including a 3.3-magnitude quake in 2014 that was felt across Melbourne's eastern suburbs, and a 5.4-magnitude quake in 2012 that caused around $20 million dollars damage to the city of Moe.

The impact on places and humans

The 7.9-magnitude 2015 Nepal earthquake's epicentre was only 60 kilometres from Nepal's capital, Kathmandu, and was followed by a series of **aftershocks**, including one of 7.3-magnitude. These events had a dramatic direct impact on human landscapes, completely razing homes and entire villages in rural areas and destroying more than 180 buildings in Kathmandu, including a number of significant cultural and heritage sites. Overall, around 600 000 homes were destroyed and 280 000 damaged, leaving about 3.5 million people homeless. More devastating was that almost 9000 people died and 27 000 people were injured, as a result of collapsing buildings and landslides triggered by the quake. Among these were 19 climbers killed in an avalanche on Mt Everest. In the longer term, the arrival of the monsoon (rainy) season resulted in landslides, and a lack of basic food, shelter and sanitation increased the presence and risk of disease for those left homeless by the quake. Nepal, already one of the world's poorest countries, was also economically affected by the quake, with most of the season's crops destroyed and tourism numbers, an important contributor to the country's revenue, dropping significantly.

KEY TERM

aftershock one or more smaller tremors that follow the main shock of an earthquake

▼ **Figure 14.9** Destruction caused by the 2015 earthquake in the Nepalese capital, Kathmandu

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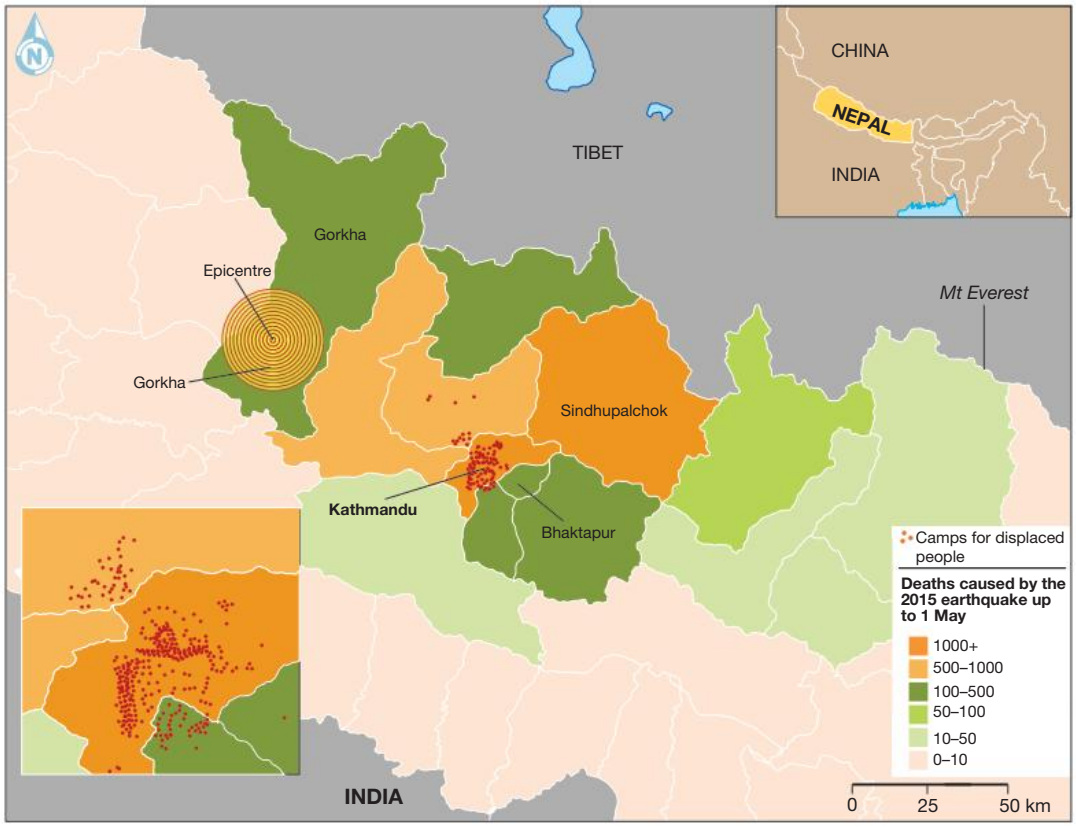

▲ **Figure 14.10** The location of the 2015 Nepal earthquake's epicentre and its death toll across the country

Response to the disaster and efforts to minimise the future effects of similar hazards

The devastating effect of the quake provoked an immediate response from the Nepalese government, other countries and international organisations. The initial priority, to locate and rescue survivors, was carried out by the Nepalese army with assistance from rescue teams sent from around the world. Nepal was then faced with the huge task of caring for the millions of people left homeless by the disaster. Donations of money, resources and personnel from national governments, individuals and non-government organisations, such as the Red Cross and World Vision, assisted with these efforts. India, Nepal's neighbour, donated more than $1 billion in aid, while the Australian Government provided more than $14 million in aid, and sent military and government personnel to assist. The reconstruction of buildings and infrastructure that were destroyed or damaged by the quake is ongoing. A number of factors have made reconstruction a slow and difficult process, including the sheer size of the task, determining how to distribute aid to fund reconstruction, and tensions in the community created by the building of modern, earthquake-proof buildings to replace historic and culturally significant buildings.

▲ **Figure 14.11** Temporary accommodation set up for the homeless in Kathmandu in the week after the earthquake

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▲ **Figure 14.12** Reconstruction work on the Boudhanath Stupa temple in Kathmandu in early 2016

▲ **Figure 14.13** A celebration of the completed reconstruction of the temple in late 2016

Amazing but true…

Earthquakes and other geomorphological hazards, such as landslides, do occur in Victoria; however, the hazard that has had the greatest impact on the state is bushfires. Over the last century, Victoria has experienced many bushfires, including the disastrous 1939 Black Friday fires that burnt around 20 000 square kilometres and killed 79 people, and the 1983 Ash Wednesday fires that burnt almost 10 000 square kilometres and killed 47 people. In recent years, the term 'megafire' has been coined to describe large, intense, devastating fires such as these. Megafires are occurring with greater regularity in fire-prone regions across the world and Australia, including the 2009 Black Saturday fires that killed 173 people and destroyed more than 2000 Victorian homes, and the devastating fires that burnt for months in Victoria and New South Wales in the summer of 2019–20. One of the major causes of the worldwide increase in the number of megafires is climate change. The increase in average temperatures is prolonging droughts, extending fire seasons and encouraging the extreme weather conditions, such as hot temperatures and strong winds, that enable fires to flourish. It is predicted that climate change will result in the number of extreme fire days increasing by up to 30 per cent by 2050 in Victoria, doubling the already significant economic cost of bushfires.

▲ **Figure 14.14** A CFA crew attempting to tackle the huge flames of the Black Saturday bushfires in 2009

▲ **Figure 14.15** Destroyed buildings in Kinglake, one of the many areas devastated by the Black Saturday fires

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◄ **Figure 14.16** Matthew Abbott took this iconic photo of a kangaroo jumping in front of a burning house in Lake Conjola, NSW, at the height of the fires, 21 December 2019. The photo went viral and garnered a lot of sympathy for Australia's plight. What elements do you think make this such a powerful image?

END-OF-SECTION REVIEW 14.2

Review questions

Answer these questions on paper or in the Interactive Textbook.

Digital quiz
Please see the Interactive Textbook to access digital activities

Recall

1 Use the terms 'focus', 'epicentre', 'seismic waves' and 'tectonic plates' to write a short paragraph describing the processes that caused the Nepal earthquake.
2 List three types of damage caused by the Nepal earthquake.
3 Use the headings 'rescue', 'recover' and 'rebuild' to summarise the response to the Nepal earthquake.
4 Recall the magnitude and impact of one earthquake that has affected Victoria.

Interpret

5 Refer to Figure 14.7 to complete the following tasks.
   a Use an atlas to identify one country in each continent that has experienced earthquakes. Which continent is the most earthquake-prone?
   b Identify two countries that have experienced earthquake activity that are not located on the boundary of a tectonic plate.
6 Refer to Figure 14.10 to complete the following tasks.
   a Describe the location of the 2015 earthquake's epicentre in relation to the city of Kathmandu.
   b Describe the relationship between the number of deaths caused by the earthquake and the distance from the earthquake's epicentre.
   c Based on this information, what factors besides distance can determine the magnitude of a disaster?

Argue

7 Outline what is meant by a megafire. Do you believe the increasing regularity of megafires should influence the Australian Government's policies on climate change? Explain your answer.

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End-of-chapter activities

1 Self-assessment

That just about wraps up this topic. How did you feel you went working through the chapter? Before you attempt the following activities, visit the Interactive Textbook to rate your confidence with this topic, either online, or via a downloadable checklist.

2 Key terms and names

For each key term or name from the chapter, write a sentence explaining its significance.

- Whakaari/White Island
- Natural disaster
- Richter scale
- The Indian tectonic plate
- Aftershock
- Tourism
- Boudhanath Stupa temple
- Black Friday.

3 Follow the flow of main ideas

What ideas have you learnt about geomorphic hazards and natural disasters? In this activity, copy the diagram below and fill it in by explaining, in a few points, what each topic means for understanding geomorphic hazards and natural disasters. (The first one has been done for you.)

Defining hazards and natural disasters	A hazard is an event that has the potential to cause damage to humans and landscapes, such as an active volcano. A hazard event is the realisation of a hazard, such as the eruption of a volcano. A disaster is a hazard event that causes significant damage to humans or landscapes, such as an volcanic eruption that causes deaths and the destruction of property.
Definition of earthquakes	
Processes causing the Nepal earthquake	
The impact of the earthquake on humans and the landscape	
The response to the earthquake	

4 Making thinking visible

I used to think that geomorphic hazards and natural disasters were …

Now I think that …

In this visible thinking routine, you are asked to track the difference between what you knew about hazards and natural disasters before starting this unit, and what new understandings you have acquired so far during this unit.

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Using these stem sentences, write a paragraph explaining what you previously knew about hazards and natural disasters and another paragraph explaining what you now understand about the topic.

1A I used to think that natural disasters were …
1B Now I understand that natural disasters are …

2A I used to think that earthquakes were caused by …
2B Now I understand that earthquakes are caused by …

3A I used to think that Nepal was located …
3B Now I understand that Nepal is located …

4A I used to think the Nepal earthquake destroyed …
4B Now I understand that the Nepal earthquake destroyed …

5A I used to think that the global response to the Nepal earthquake was …
5B Now I understand that other countries responded to the earthquake by …

5 Research task

Research and prepare a report on one significant natural disaster that occurred in Australia or another country.

Your report must cover the following:

- The location (absolute and relative and at different scales) shown on a map
- Identification and description of the type of disaster and the processes that caused it
- A description of the impact of the disaster on humans and the landscape
- A description of the response to the disaster and how this has been managed to limit a repeat of the disaster
- A story or case study of one person, family or community affected by the disaster
- Any other interesting facts, information or stories related to the disaster.

Present your report digitally, on a poster or other format agreed with your teacher. You must include, maps, diagrams and other illustrations, and follow geographic conventions, including BOLTSS and use of captions.

See the Interactive Texbook for a guide on using BOLTSS in Geography

6 Digital resources

Visit the Interactive Textbook to access:

- Victorian Curriculum Capability Project
- Interactive chapter Scorcher Quiz
- Google Earth tour of key locations in this chapter
- Videos, image galleries and other extra materials.

Video
Five interesting facts about geomorphic hazards

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Unit 2

Changing nations

Overview

In 1960, roughly one-third of the global population lived in cities. This had increased significantly to 55 per cent in 2018 and is projected to rise to 68 per cent by 2050. As people are drawn to cities for better employment opportunities and facilities, cities are growing to unprecedented sizes. According to the United Nations, there were 33 megacities in 2018, which housed 7 per cent of the population. The largest of these was Tokyo with more than 38 million people, although this is expected to be taken over by Delhi by 2030. Managing these changes in terms of housing availability, employment and population growth is an increasing challenge.

This unit explores the process of urbanisation and the factors that drive this change. You will investigate case studies in Australia, Indonesia and the United States in order to understand the consequences of urbanisation and explore some of the ways in which these impacts are managed. You will also study the factors leading to international and internal migration and the associated social, economic and environmental impacts. By combining this knowledge, you will consider future challenges involved in managing Australia's urban future and the strategies seeking to ensure this future is sustainable.

Video
Unit Overview

Learning goals

After completing this unit, you should be able to answer these questions:

- What are the causes and consequences of urbanisation?
- What are the reasons for and effects of international migration to Australia?
- What are the reasons for and effects of internal migration?
- What will be some of the challenges of managing and planning Australia's urban future?

Introducing geographical concepts and skills: *space, change* and *interconnection*

Throughout this unit, there will be a focus on developing your understanding of space, change and interconnection. In geography, space refers to the spatial distribution of places, characteristics within places and other phenomena. In other words, the ways in which things are arranged. Geographers use maps and various forms of spatial technology to examine and compare spatial distributions. When comparing maps of different time periods, the change in distribution can be examined. Changes occur at a variety of spatial scales, such as local, national and global. They can also occur at a range of temporal scales and are often projected to enable planning for future changes. An example of a change is urban development and the spread of a metropolitan region into what was previously a rural area.

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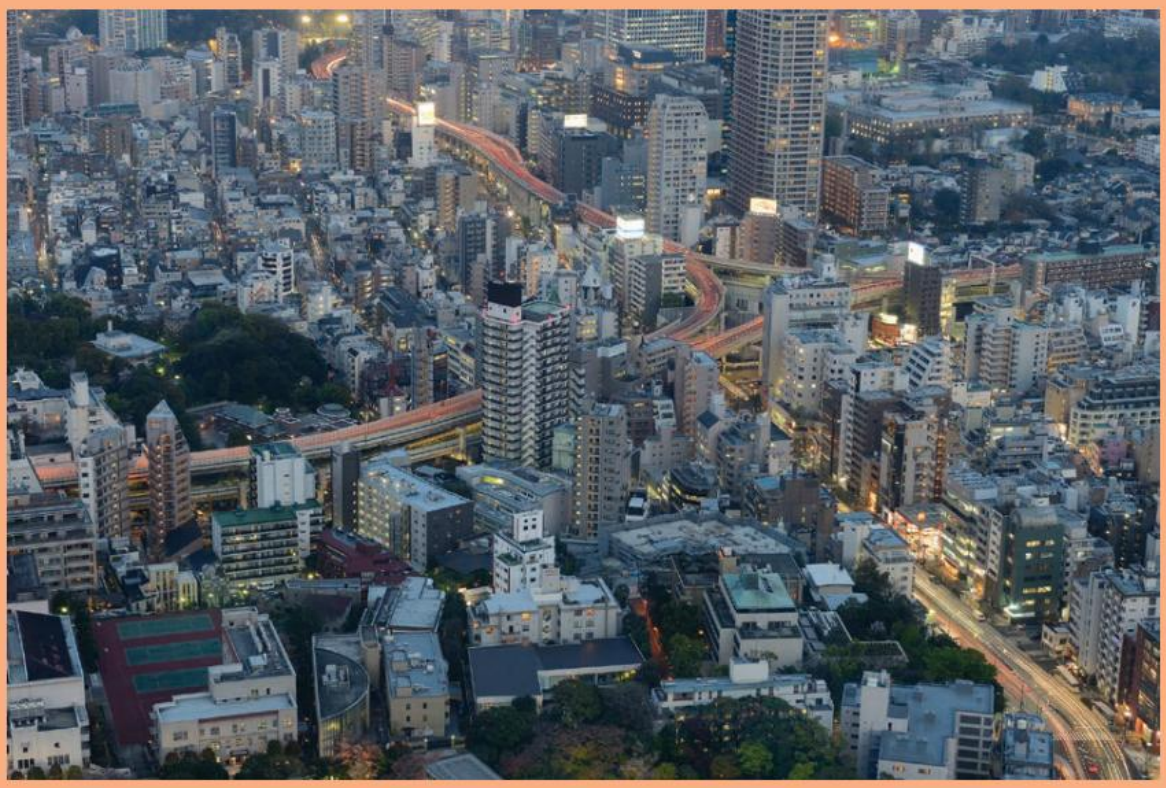
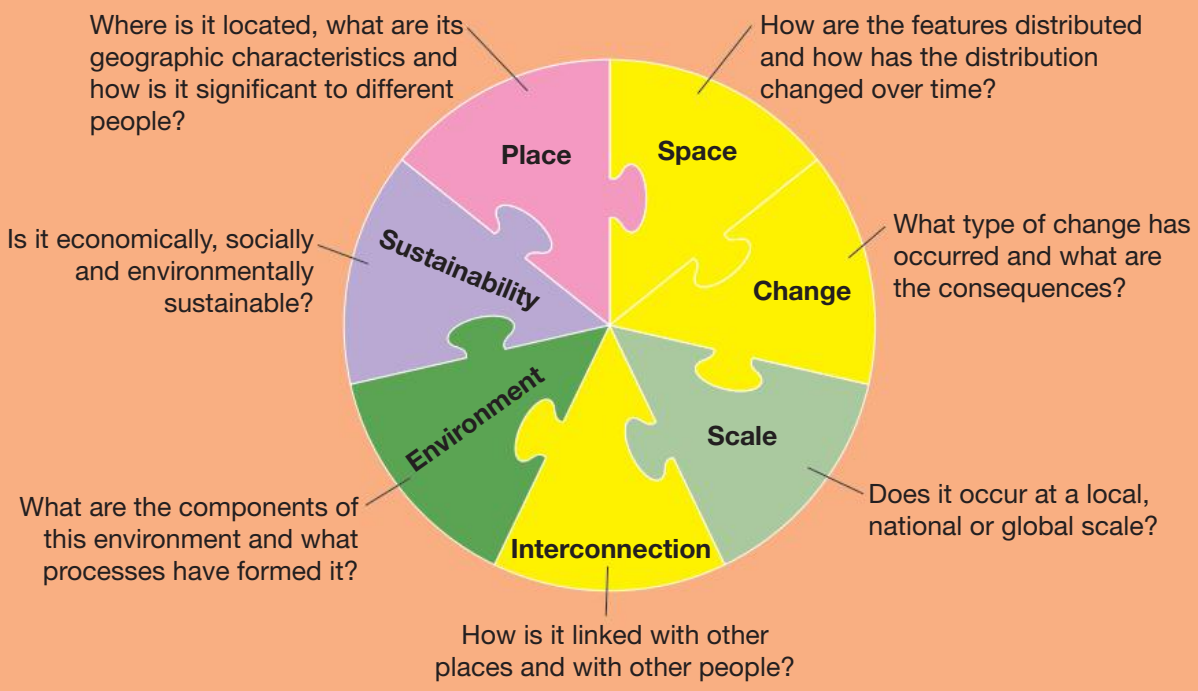
Interconnection involves the links between places and the influences that people have on the characteristics of places. People are interconnected with places in the ways that they create, change and manage them. Australia has a rich history of migration. Each wave of migrants has brought food, customs and language that have contributed to Australia's unique culture.

Although this unit has a specific focus on space, change, and interconnection, these concepts are part of a group of seven interrelated key ideas that help us to think geographically.



▲ **Image:** An aerial view of Tokyo from the Roppongi Hills Mori Tower, a 54-storey skyscraper. Tokyo has many skyscrapers to accommodate its large urban population.

Geographical concepts



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CHAPTER 15

Urbanisation

Setting the scene: the explosive urbanisation of Africa

Africa's population is projected to nearly double over the next 30 years from 1.3 billion in 2019 to 2.5 billion by 2050.

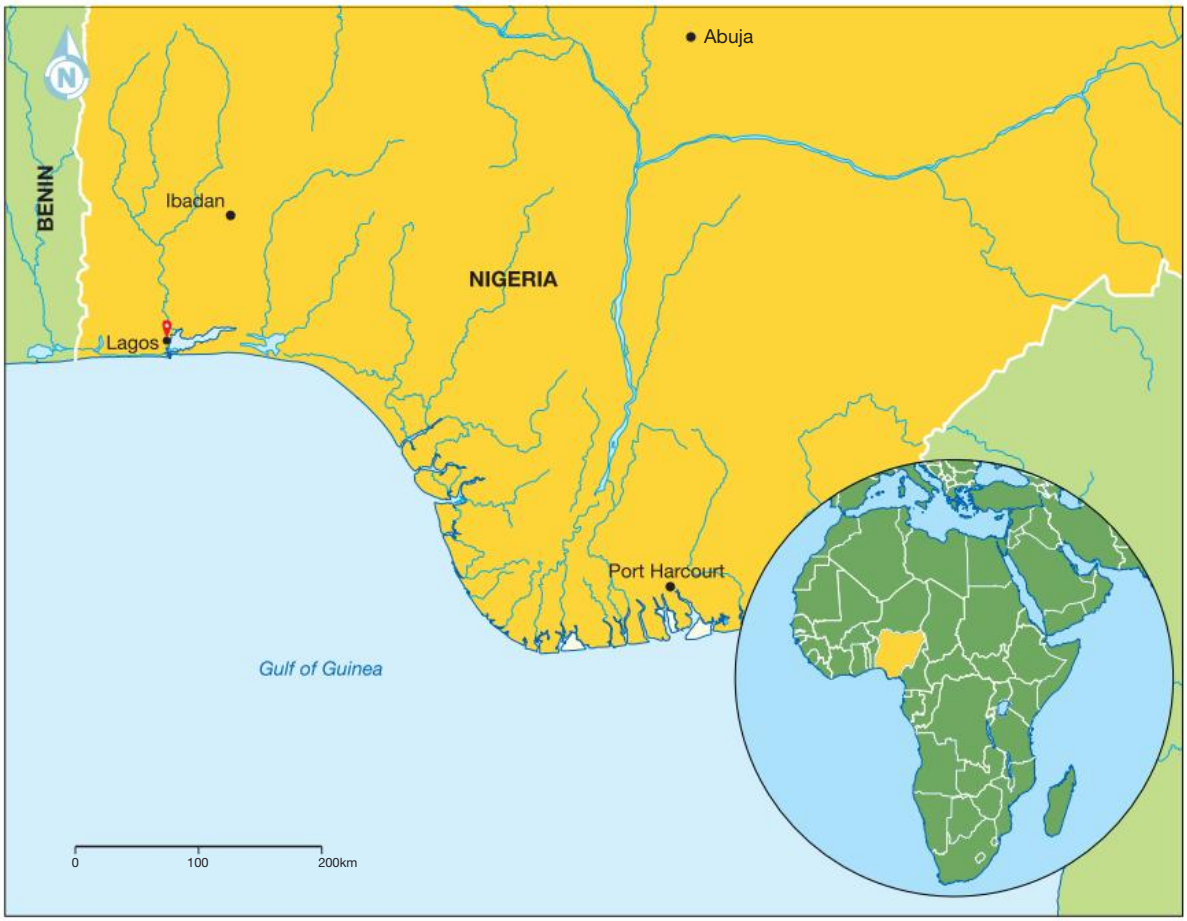
KEY TERMS

urban relating to a large town or city

megacity a very large city with a population of over ten million people

Most of this growth will occur in Africa's **urban** areas. In fact, over this period, Nigeria's urban population alone is expected to grow by 189 million people. That's seven and a half times the size of Australia's population! This will certainly create enormous challenges within cities that are already struggling to manage their explosive growth.

Lagos is a city in south-western Nigeria, Africa's most populated country. It covers more than 1000 square kilometres. During the 1960s, it was a small coastal town with a population of just 200 000 people, similar in size to Geelong. Since then, it has grown at an unprecedented rate to become what is currently one of the largest **megacities** in the world. Official estimates of Lagos' population in 2019 vary from anywhere between 13 and 17 million. However, the Nigerian government claims it is over 21 million.



▲ **Figure 15.1** The location of Lagos within Nigeria, Africa

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Lagos' rapid growth and enormous size have led to a range of challenges. While the population continues to increase, the **infrastructure** needed to support these people simply cannot keep up. Residents face crippling traffic, poor public transport and inadequate waste management. While a small number of Lagos' population are incredibly wealthy, most people are battling poverty and unemployment. Millions of people live in **slums**, which are very densely populated regions on the outskirts of the city where there is limited access to piped water, **sanitation** or reliable electricity. Makoko is a slum located on Lagos' waterfront where houses made of scraps of wood and corrugated metal are elevated on stilts in an attempt to protect against flooding.

Amazing but true…

Less than 10 per cent of people in Lagos live in homes with sewer connections, and less than 20 per cent have access to piped water.

In 2019, the annual growth rate of the total population in Lagos was 3.24 per cent. This translates to a growth of approximately 1200 people per day. This trend is expected to continue, which will make Lagos the third largest city in the world by 2050 and possibly the largest by 2100 with as many as 100 million people! This growth is unsustainable, meaning it cannot continue at its current rate without causing a range of economic, environmental and social impacts. Nigeria is hoping that the rapid growth of young people in Lagos will eventually drive economic growth, as there will be a lot of people of working age. This has the potential to increase productivity in many industries and help the region break out of poverty.

KEY TERMS

infrastructure structures and services needed for society to operate properly, such as transport, water supply, health services, education systems, waste disposal systems and telecommunications

slums dense informal settlements in urban areas where residents do not have a legal claim to their land

sanitation access to clean drinking water and adequate sewage disposal

▲ **Figure 15.2** Lagos' chaotic streets are filled with market stalls and heavy traffic.

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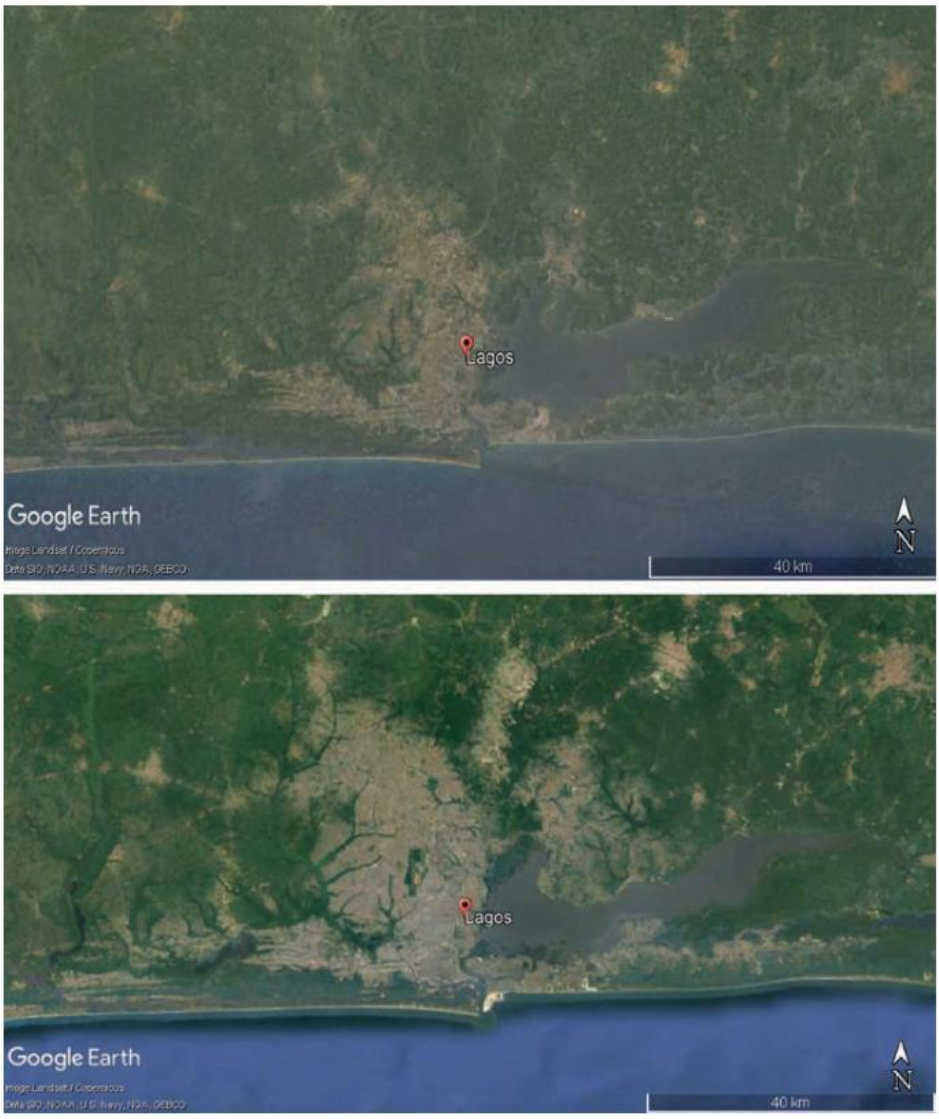

▲ **Figure 15.3** Google Earth Pro can be used to view satellite images that depict Lagos' expansion from 1988 (top) to 2020 (bottom).

▲ **Figure 15.4** Dilapidated buildings sit alongside a modern skyline, Lagos

▲ **Figure 15.5** Makoko is a slum located on the waterfront, and partly on the water, of the Lagos Lagoon.

MAKING THINKING VISIBLE 15.1

Think, puzzle, explore

1. Why do you think Lagos has grown so rapidly?
2. What questions or puzzles do you have about this place?
3. Explore Lagos using Google Earth, Google Street View and by researching its history. How does it compare with your local town or city?

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Chapter overview

Introduction

Urban areas are places that have been highly modified by people to the point where their original environment is largely unrecognisable. This includes large towns, small cities, and cities containing millions of people. This chapter explores the growth of urban areas from small cities all the way to the largest cities in the world. It considers the different ways in which cities grow, the challenges in managing cities and the impacts that urban growth can have on people.

Learning goals

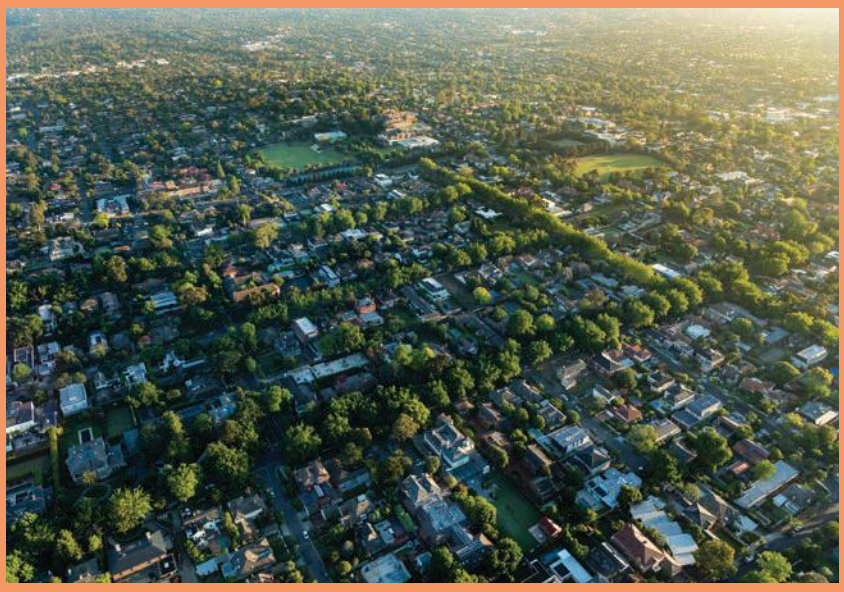
After completing this chapter, you should be able to answer these questions:

- What are the causes and consequences of urbanisation?
- What are the consequences of different urban concentrations?
- How do urban settlement patterns vary and what impacts does this have?

Geographical skills

After completing this chapter, you will be able to demonstrate the following skills:

- Explain processes that influence the characteristics of places
- Identify, analyse and explain spatial distributions and patterns, and identify and explain their implications
- Identify, analyse and explain interconnections within places and between places, and identify and explain changes resulting from these interconnections
- Collect and record relevant geographical data and information from useful primary and secondary sources, using ethical protocols
- Select and represent data and information in different forms, including by constructing appropriate maps at different scales that conform to cartographic conventions, using digital and spatial technologies as appropriate
- Analyse maps and other geographical data and information using digital and spatial technologies as appropriate, to develop identifications, descriptions, explanations and conclusions that use geographical terminology.



◄ **Figure 15.6** A view of Melbourne suburbs from a hot air balloon

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15.1 The causes and consequences of urbanisation

FOCUS QUESTION

What are the causes and consequences of urbanisation?

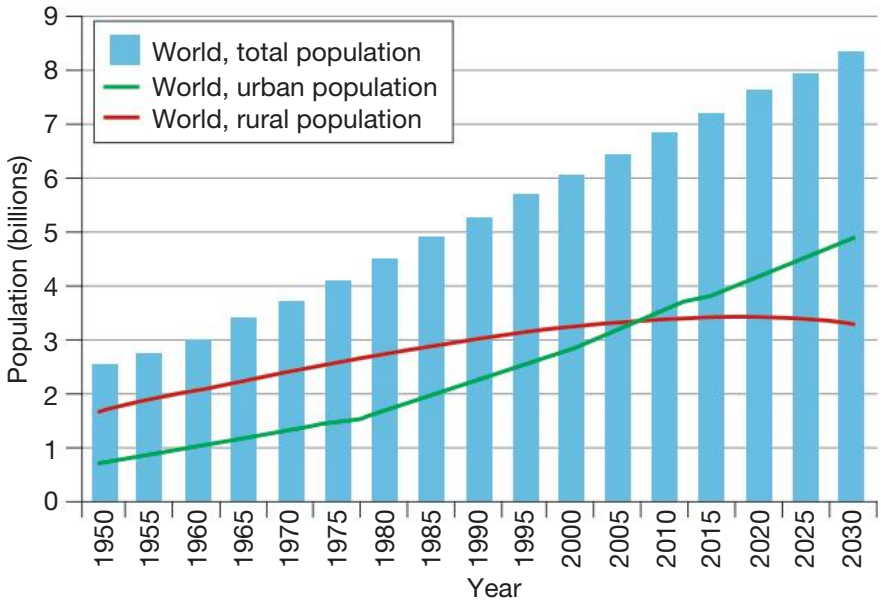
What is urbanisation?

In 2007, for the first time in human history the amount of people living in urban areas and rural areas was equal, both at approximately 3.33 billion people (see Figure 15.7). Since then, population growth in urban areas has continued to grow rapidly while the growth in rural areas has slowed. Cities have expanded both in size and **density** and now accommodate 55 per cent of the global population. The United Nations predict that this trend will continue and that the proportion of those living in urban areas in 2050 will reach 68 per cent. Figure 15.7 indicates that by 2030 most of the world's population will be living in cities. This increase in the proportion of people living in urban areas compared to rural areas is known as **urbanisation**.

KEY TERMS

urbanisation the increase in the proportion of people living in urban areas compared to rural areas

population density the amount of people per square kilometre



▲ **Figure 15.7** The change in the number of the world's population living in rural and urban areas

▲ **Figure 15.8** Delhi, India, is one of the fastest growing cities in the world, with the population increasing by 79 people per hour.

▲ **Figure 15.9** Tokyo, Japan, is the largest city in the world by population, with more than 38 million people.

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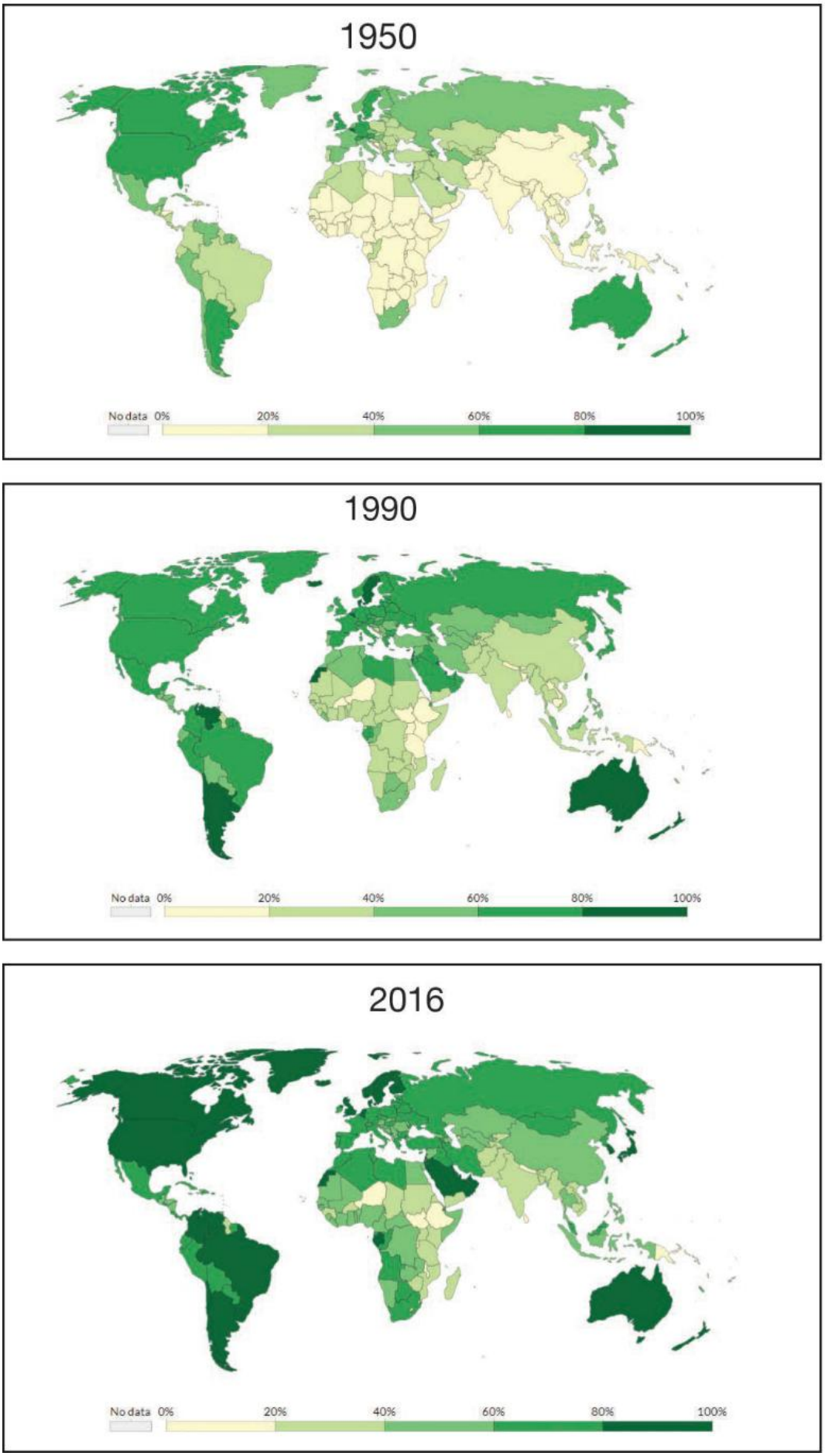

▲ **Figure 15.10** The proportion of people living in urban areas in 1950 (top), 1990 (middle) and 2016 (bottom)

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ACTIVITY 15.1

Analysing geographical data

1 Refer to Figure 15.7 and describe how the number of people living in urban and rural areas has changed since 1950 and how it is expected to change by 2030.

2 Figure 15.10 shows a change in the proportion of people living in urban areas for each country.

a Which regions of the world were the most urbanised in 1950?

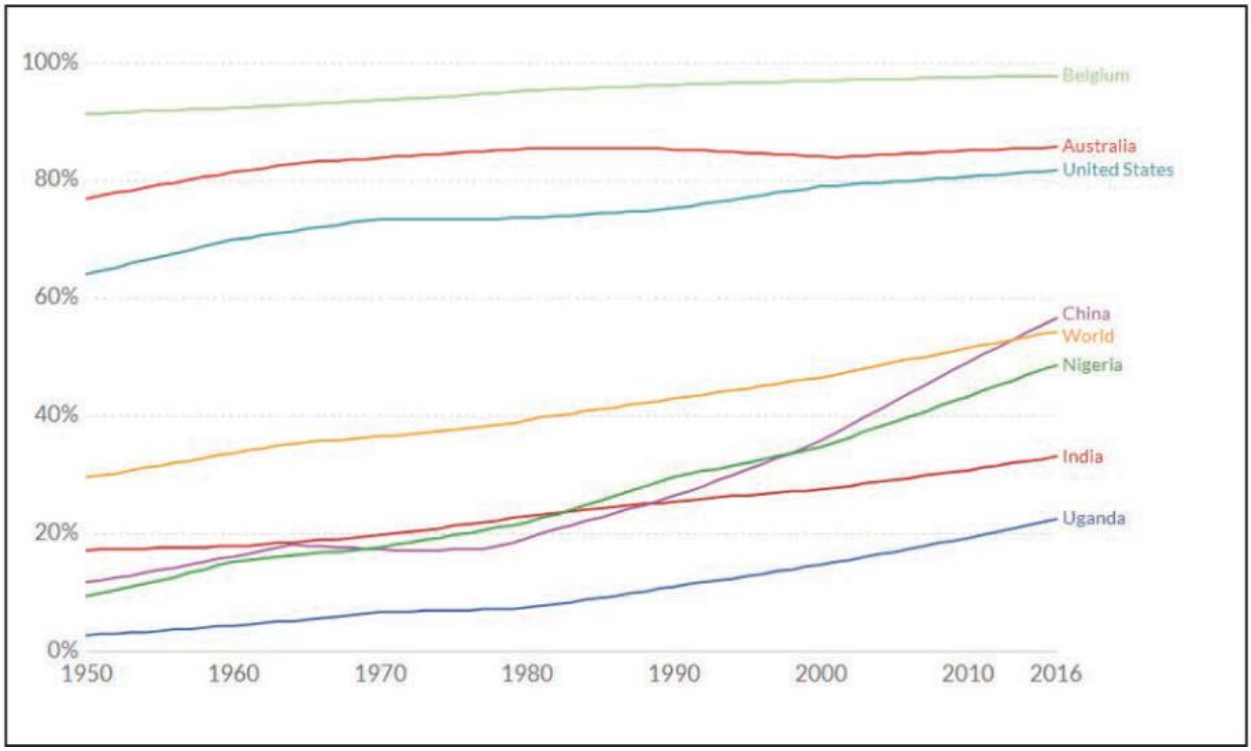
b Were there any countries that stand out as being more or less urbanised than neighbouring countries?

c In which regions has there been a large change in the proportion of the population living in urban areas? Refer to specific countries and percentage changes.

d Which regions of the world still have a large proportion of the population living in rural areas?

e Using an atlas or Google Maps, identify at least three countries that still have only 0–20 per cent of their population living in urban areas.

Although urbanisation is a global trend, the rate at which it is occurring varies significantly. Figure 15.11 shows the trend at which seven countries are becoming urbanised compared with the global trend. Many countries that already had highly urbanised populations over the past few decades, such as Australia and the United States, have shown little change. However, many countries that had predominantly rural populations during most of the twentieth century, such as Uganda, are becoming rapidly urbanised. Table 15.1 lists the 10 countries with the highest and lowest rates of urbanisation between 2015 and 2020. This refers to the percentage change of the size of the urban population over this 5-year period. Negative values refer to countries where the urban population is decreasing.



▲ **Figure 15.11** The rate at which countries are becoming urbanised compared with the world trend

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▼ **Table 15.1** The countries with the highest and lowest average rates of urbanisation

The 10 countries with the highest and lowest rates of urbanisation			
Highest 10	**Rate (%)**	**Lowest 10**	**Rate (%)**
Uganda	5.7	Latvia	–0.93
Burundi	5.68	Samoa	–0.47
Oman	5.25	Romania	–0.38
Tanzania	5.22	Ukraine	–0.33
Burkina Faso	4.99	Andorra	–0.31
Mali	4.86	Lithuania	–0.31
Ethiopia	4.63	Poland	–0.25
Congo	4.53	Bulgaria	–0.22
Madagascar	4.48	Puerto Rico	–0.14
Bahrain	4.38	Japan	–0.14

ACTIVITY 15.2

Analysing the rate of urbanisation

1 Figure 15.11 shows the rate at which seven countries are becoming urbanised, as well as the globalised rate. Use the information in the graph to answer the following questions.
   - a Which countries have the highest and lowest proportion of their populations living in urban areas in 2016?
   - b Which country has shown the fastest rate of urbanisation since 2000?
   - c Based on the current trends, draw what you think this graph will look like if it is continued to 2050.
   - d Suggest some issues that might be facing the populations in Belgium, China and Uganda.

2 Table 15.1 lists the 10 countries with the highest and lowest rates of urbanisation. Use the table as a starting point to answer the questions below.
   - a Using an atlas or Google Maps, describe the location of the countries with the highest urbanisation rates.
   - b Is there a trend in the location of countries with the lowest rates of urbanisation? Why do you think this is the case?
   - c What changes do you think would be happening in a country such as Uganda compared to Latvia to accommodate changes to the urban population?

What are the causes of urbanisation?

Natural population growth

There are two main reasons why urban areas are growing. The first relates to natural population growth. **Natural population growth** is the difference between the numbers of people who are born and who die within a population. It does not take migration into account. The 10 countries with the highest urbanisation rates (Table 15.1) are also countries with very high levels of natural population growth (Figure 15.12). For example, Uganda and Burundi both have

KEY TERM

natural population growth the difference between the numbers of people who are born and who die in a population

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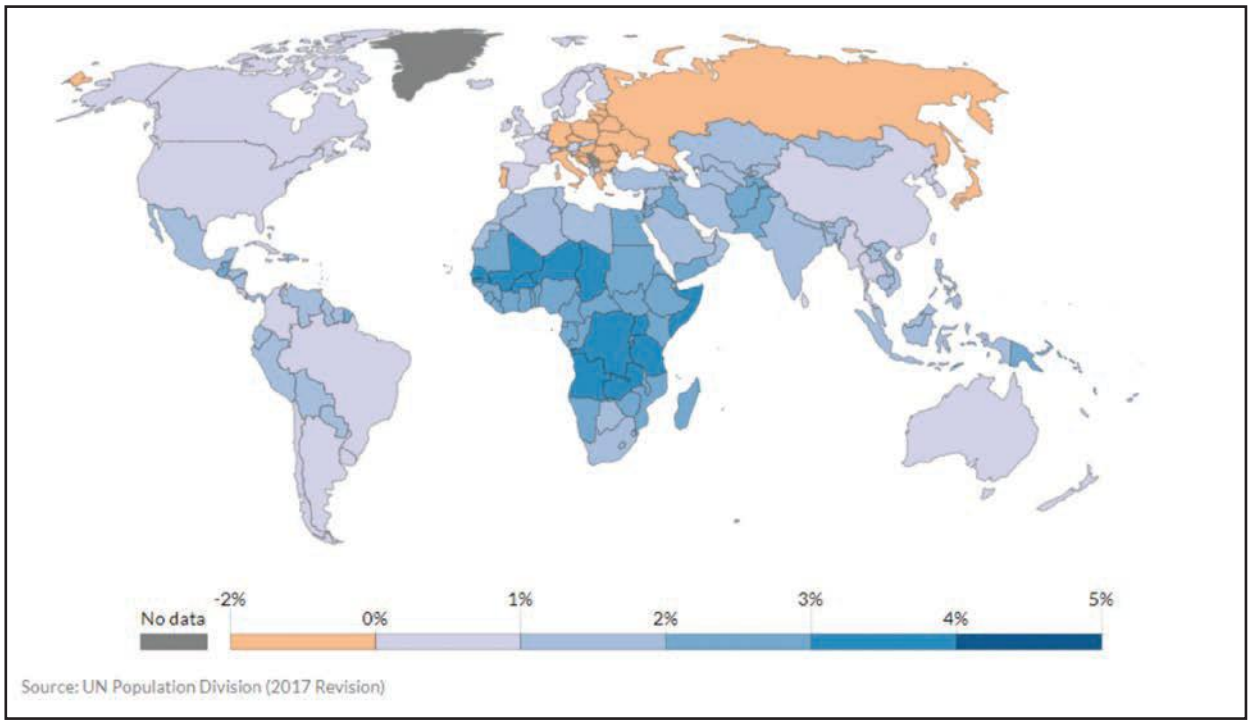
KEY TERMS

death rate the number of people who die per year in a population per 1000 people

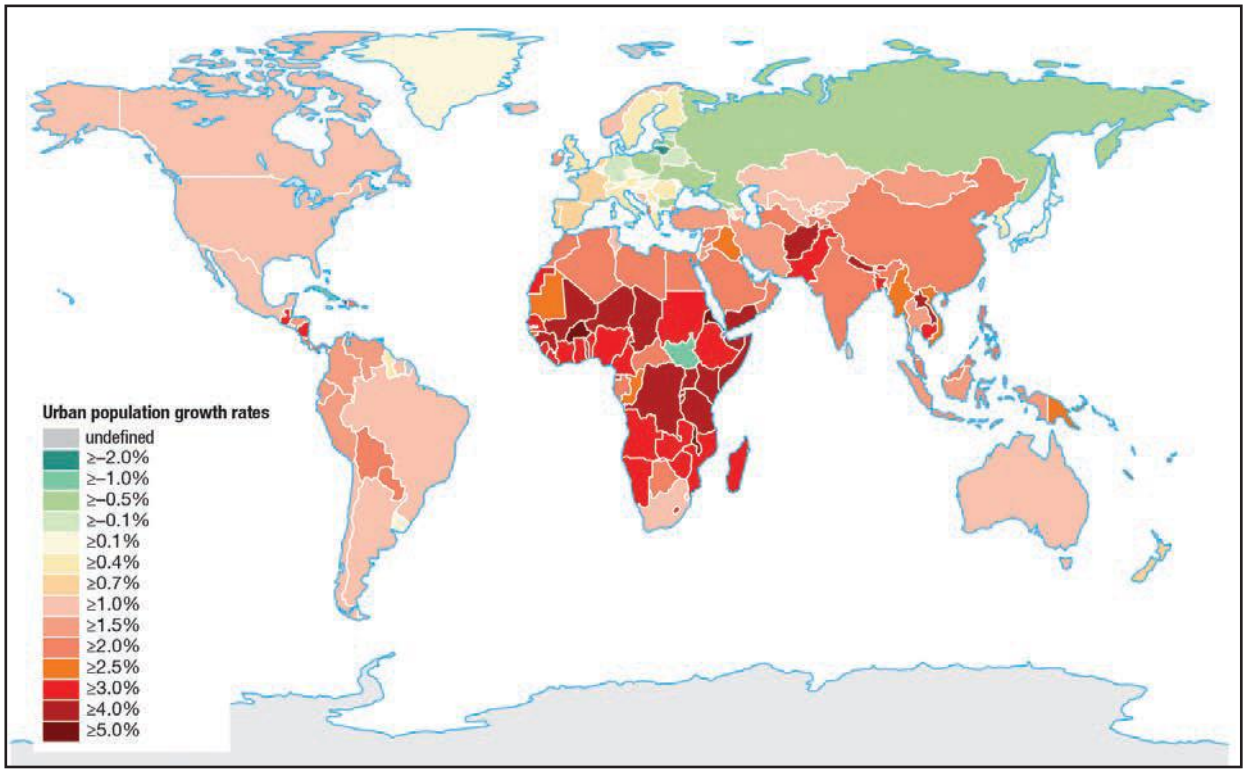
birth rate the number of people born per year in a population per 1000 people

a population growth rate above 3.2 per cent, placing in them in the top five in the world. Improvements in living conditions within urban areas mean the **death rate** is lower than in rural areas, while the **birth rate** remains quite high. This means that the majority of natural population growth occurs within urban areas, contributing to the rate of urbanisation.



▲ **Figure 15.12** The natural population growth rate of countries around the world. Negative values refer to places where the number of deaths is greater than the number of births.

▼ **Figure 15.13** The urban population growth rates between 2010 and 2015



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DEVELOPING GEOGRAPHICAL CONCEPTS AND SKILLS 15.1

Describing the spatial association between two phenomena

Describing the **spatial association** between two phenomena is an important part of understanding the relationship between them. It involves looking at two maps of the same scale and analysing how similar or different their spatial distributions are. In other words, are they arranged in the same way? A spatial association can be described as strong if the two maps have a very similar distribution, moderate if the distribution matches in some regions but not others, and weak if the two maps do not appear to have much of a relationship.

KEY TERM

spatial association the degree to which two or more phenomena have similar spatial distributions

When describing spatial association, there are three important things to include: the degree of association, quantification and an exception. This is also known as the DQE method. Use at least one sentence to describe each of these:

- **Degree:** Give a general overview of the degree of association.
  Is there a strong, moderate, weak or no degree of association between the two phenomena?
  Does the distribution pattern of each map look similar or different?
  Provide some examples that support your statement.
- **Quantification:** Provide specific evidence to demonstrate the association.
  Provide data and estimate the percentage of coverage.
- **Exception:** Identify an example or several examples of specific places that do not fit the pattern of association.
  Even if the spatial association is strong, it is still likely that there is at least one exception.
  Locate, name and explain the exception.

Using Figure 15.12 and Figure 15.13, describe the spatial association between natural population growth and urbanisation rate.

Rural to urban migration

The second main cause of urbanisation is rural to urban migration. This refers to the rate at which people are moving from rural areas to urban areas. The reasons why people migrate are known as push and pull factors.

Push factors are the reasons why people choose to leave and pull factors attract people to a particular place. Table 15.2 summarises some of the push and pull factors that cause people to migrate from rural to urban areas within a country.

▼ **Table 15.2** Push and pull factors leading to rural to urban migration

Push factors	Pull factors
• Limited employment opportunities and high levels of unemployment • A lack of essential services such as reliable water and electricity supplies and sanitation • Basic health and educational facilities • Social isolation and loneliness • Forced migration due to urban expansion into rural areas	• Employment opportunities • Higher standards of living • Better health facilities • Better educational opportunities • Social connectedness • Improved access to entertainment and recreational activities

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ACTIVITY 15.3

Ranking factors

Rank the push and pull factors listed in Table 15.2 from the one that you think would have the biggest impact on a person's choice to move from a rural to urban area, to the one you think would have the smallest impact. Compare your rankings with a classmate and justify your opinion.

KEY TERM

counter-urbanisation the movement of people from urban areas to surrounding rural areas

Unfortunately for many, the perception and reality of city life do not necessarily match. Rapid rates of urbanisation coupled with high population densities mean that residents in many cities face high levels of unemployment. While many are lured to the entertainment opportunities that cities provide, others prefer the cheaper housing and more relaxed lifestyle of rural living, leading to **counter-urbanisation**.

Amazing but true…

In 2018, more than 25 million people applied for 90 000 jobs with India Railways, and 200 000 people applied for 1137 jobs in the Mumbai Police.

Urbanisation in Dubai

Improvements in technology and engineering is another factor that is contributing to increased urbanisation, as cities have been constructed in some of the most inhospitable environments. Dubai is the largest city in the United Arab Emirates and is growing rapidly, increasing from 500 000 in 1990 to more than 2.8 million in 2019. This is especially significant considering Dubai's desert climate consisting of high temperatures, strong winds and lack of water. Figure 15.14 demonstrates the extent of Dubai's development using satellite imagery. Since 2000, a cityscape has expanded up to 20 kilometres inland from the coast of the Persian Gulf. The desert has been filled by buildings and roads, while sand removed from the sea floor has been used to create artificial islands designed in the shape of palm trees.

▲ **Figure 15.14** Satellite imagery showing urban development in Dubai from 1990 (top) to 2019 (bottom)

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▲ **Figure 15.15** Dubai's skyscrapers now dominate a landscape that was desert only a few decades ago.

DEVELOPING GEOGRAPHICAL CONCEPTS AND SKILLS 15.2

Exploring historic satellite imagery using Google Earth Pro

Google Earth Pro is a free program that enables you to explore satellite imagery of any corner of the globe. Geographers use this spatial technology to investigate the geographic characteristics of places such as land cover (e.g. forest, bare ground, agriculture, urban) and to perform analysis such as measuring distances and area (as you can do in Google Earth Pro – see Figure 15.16). The Historical Imagery function can be used to change the date of the satellite image. This enables you to track changes over time, which is very relevant to the study of urbanisation. Figure 15.14 is an example where satellite imagery has been used to track the progress of urban development in Dubai. Download and install Google Earth Pro to your computer, and then follow these steps to explore changes in an urban environment:

1. Choose a city that has undergone recent expansion; for example, Lagos, Las Vegas or even the outskirts of Melbourne.
2. Use the Historical Imagery slider to move back in time as far as possible. Depending on how far you are zoomed in, this might be as far back as 1984.
3. Record how the characteristics of the place have changed over this period. Refer to specific parts of your chosen city and the specific changes that have taken place.
4. Select the Ruler tool and the Polygon tab. Use this tool to trace around the city boundary at two different time periods and calculate how much the city has grown in size during this time.

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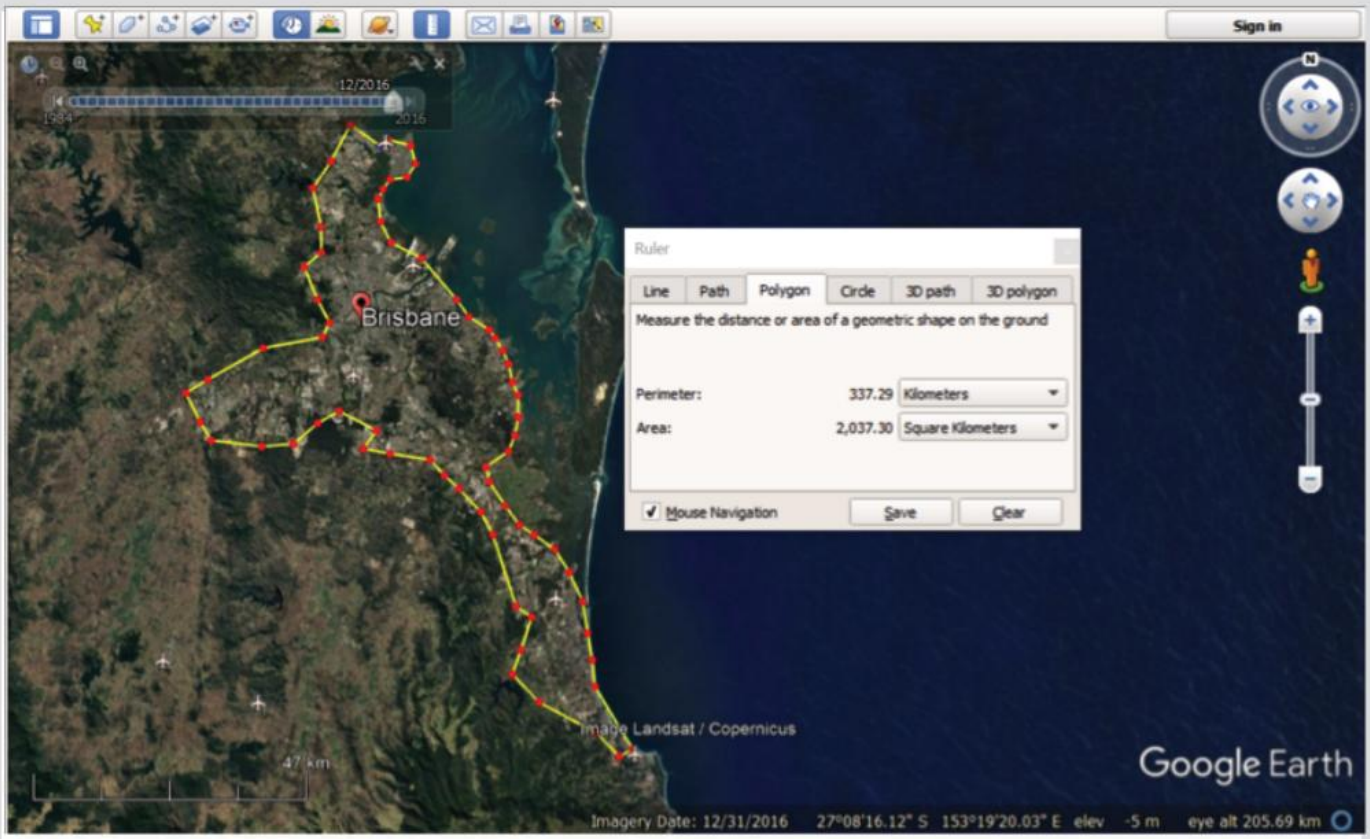

▲ **Figure 15.16** The Historical Imagery and Ruler functions can be used in Google Earth Pro to calculate the change in the size of cities such as Brisbane.

KEY TERM

conservation the protection of the natural environment

Consequences of urbanisation

Urbanisation can lead to a variety of positive and negative consequences. Table 15.3 lists some of these, although the extent to which they impact a population will vary between cities and will depend on how they are managed.

▼ **Table 15.3** Some of the positive and negative consequences of urbanisation

Positive consequences	Negative consequences
• Dense urban environments can have environmental benefits as travel is more efficient and surrounding land can be reserved for **conservation** • Urban areas in wealthy nations are more likely to have better healthcare facilities than in rural areas • The economy in urban areas are often based on manufacturing and services, which are more profitable than agriculture • Residents in urban areas have greater access to a variety of higher paying jobs • The provision of infrastructure is often cheaper and more efficient in denser regions	• The growth of cities leads to a loss of habitat and a subsequent loss of animal species • High population densities can increase the spread of infectious diseases such as malaria and ebola • Inequality can develop, as those living closer to a city centre have better access to infrastructure, facilities and employment than those living on the outskirts • High population densities lead to traffic congestion, and noise and air pollution • Infrastructure development in rapidly growing cities can struggle to keep up with demand • Waste management is a constant challenge and can have further environmental and social impacts

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ACTIVITY 15.4

Classifying impacts

Classify each of the impacts of urbanisation listed in Table 15.3 as either environmental, economic or social. Environmental consequences refer to changes in either the natural or human environments, social consequences refer to impacts on people and society, and economic consequences refer to impacts involving finances.

Amazing but true…

According to the World Health Organization, three million deaths every year are linked to exposure to air pollution.

Urbanisation and economic growth

Figure 15.17 shows a **correlation** between the percentage of a country's population that is urbanised and **gross domestic product (GDP) per capita**. Countries with a high level of urbanisation also tend to have a stronger economy. However, this does not necessarily mean that urbanisation causes economic growth. Rapid urbanisation in China has coincided with **industrialisation**. Rural areas have supplied Chinese cities with a massive workforce, allowing it to become the largest manufacturing and **exporting** nation in the world. The story is very different in many African cities, where urbanisation has been very rapid and industrialisation has not been able to keep up. This has led to the development of slums.

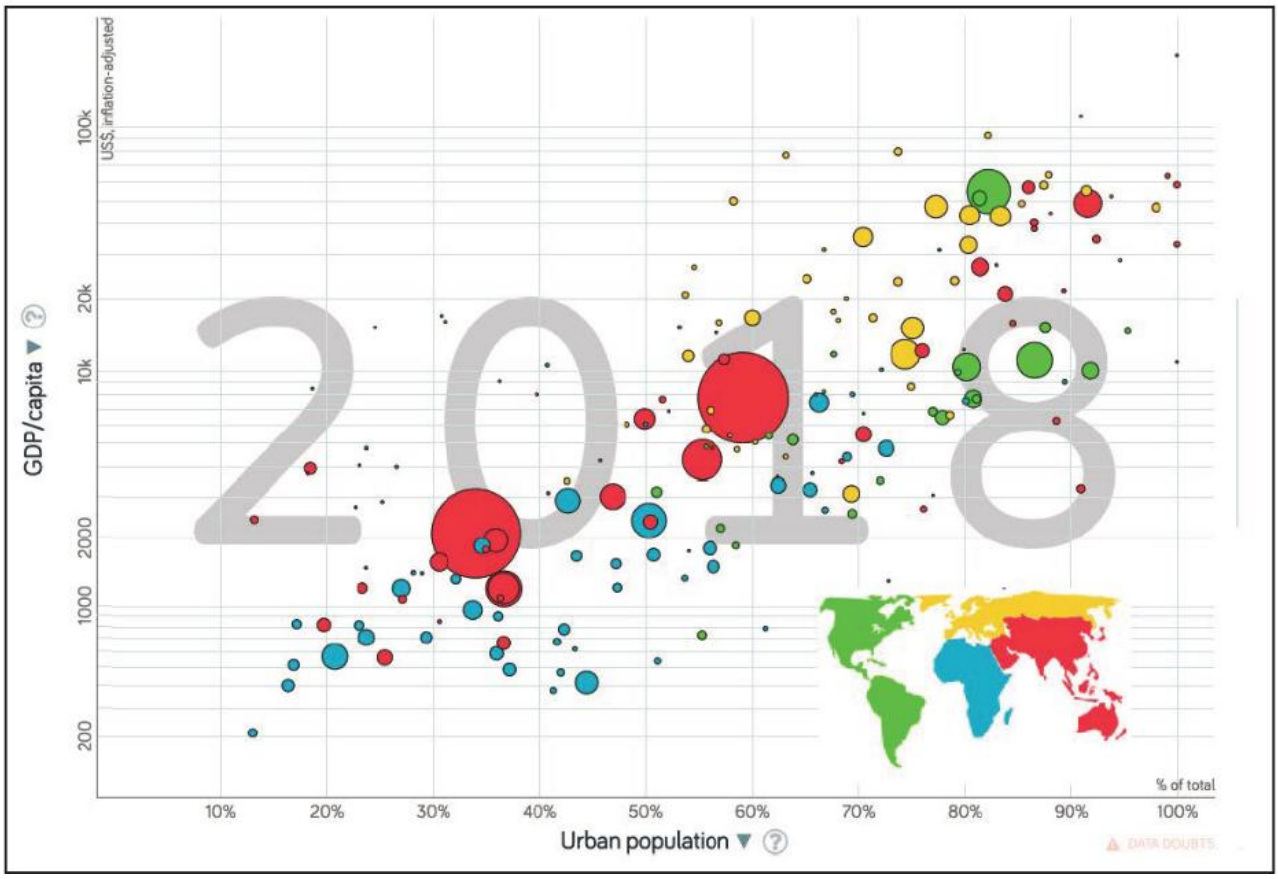
KEY TERMS

correlation an association or relationship between two phenomena

gross domestic product (GDP) per capita a measure of the strength of a country's economy per person

industrialisation the shift of a country's economy from one based primarily on agriculture to one based on manufacturing

exporting sending goods to another country for sale



▲ **Figure 15.17** The relationship between the amount of a country's population that lives in urban areas and its GDP per capita

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ACTIVITY 15.5

Analysing the relationship between variables

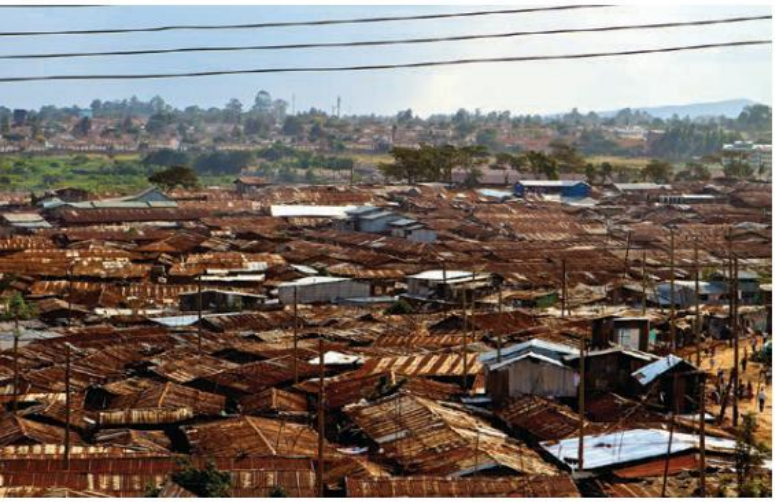
Visit the Gap Minder website. Click on the Tools tab.

1. Change the *x* (horizontal) and *y* (vertical) axes to match those in Figure 15.17.
2. Hover your mouse over the different circles to get the names of the different countries represented. Name three countries with high levels of urban population and GDP per capita and three with low levels.
3. Describe what this graph reveals about the relationship between urbanisation and a country's economy.
4. Change the *x* and *y* axes to other variables that you are interested in and describe their relationship.

Slums

Slums are informal settlements where residents do not have legal ownership of the land. They are usually located on the outskirts of cities and consist of densely packed and unstable housing that is built using scrap materials. They lack basic services such as piped water, sanitation, electricity and transport infrastructure. They are also unsafe and vulnerable to fire and flooding.

In African cities, 62 per cent of people live in slums and this number is expected to grow. Kibera, Kenya, is the Africa's largest slum, home to an estimated 250 000 people. The average shack in this region is 12 square metres (a similar size to an average Australian bedroom). They are made of mud walls, dirt floors and a roof of corrugated metal sheets, and will often house a family of eight.



▲ **Figure 15.18** Kibera is the largest slum in Africa.

▲ **Figure 15.19** Slums lack stable housing, piped water and sewage systems.

CASE STUDY 15.1

Jakarta: a sinking city

Jakarta is home to more than 10 million people and has been the capital city of Indonesia since 1961. However, in 2019, President Joko Widodo announced that the capital would be relocated to a new city to be constructed in Kalimantan, Borneo. It is expected to be finished by 2024 and will cost more than US$33 billion. The reason for the move is because Jakarta is sinking. North Jakarta has already sunk »

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2.5 metres over the last decade, while the rest of Jakarta sinks between 3 and 15 centimetres each year. About half of Jakarta currently sits below sea level, leading to frequent flooding, while modelling has projected that 95 per cent of the city could be underwater by 2050. It is likely that flooding and sinking will also damage Jakarta's draining, piping and sewage systems, which will intensify these effects.

The main cause of the sinking is the unsustainable rate of **groundwater** extraction. Half of Jakarta's households do not have piped water and so residents rely on water that is pumped from the **natural aquifer** that is beneath the city. Once this water is removed, land above it sinks in its place. With population growth and urbanisation, the problem is worsening. Although government restrictions on groundwater extraction have lessened the impact, illegal extraction and a lack of alternatives means that sinking has not stopped. Although the capital is moving, Jakarta will remain Indonesia's business and finance centre, with the government pledging to spend US$40 billion to upgrade its infrastructure.

KEY TERMS

groundwater water located below the Earth's surface

natural aquifer an underground layer of rock and other material containing groundwater

▲ **Figure 15.20** The proposed location of Indonesia's new capital city

◄ **Figure 15.21** Flooding has become a common occurrence and a part of daily life for Jakarta's residents.

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Digital quiz
Please see the Interactive Textbook to access digital activities

END-OF-SECTION REVIEW 15.1

Review questions

Answer these questions on paper or in the Interactive Textbook.

Recall

1 Define the following terms:
   a Urban
   b Rural
   c Urbanisation
   d Population density
   e Natural population growth
   f Rural to urban migration
   g Slum.
2 Summarise the two main causes of urbanisation.
3 List at least three positive and three negative consequences of urbanisation.

Interpret

4 Using information throughout this chapter, write two statements outlining the future of urbanisation.
5 Discuss the way in which urbanisation is linked to natural population growth.
6 Describe the relationship between urbanisation and gross domestic product per capita.
7 Describe how life in one of the urban areas discussed in this chapter is similar to or different from your life.

Argue

8 'Urbanisation always has positive consequences for local populations.' Discuss whether or not you agree with this statement and provide examples to support your answer.
9 Discuss an example of how poor land management in urban areas can lead to negative impacts.

▲ **Figure 15.22** Thousands of people evacuated Jakarta's central business district during a large flood in 2013.

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15.2 Urban concentrations and settlement patterns

FOCUS QUESTIONS

- What are the consequences of different urban concentrations?
- How do urban settlement patterns vary and what impacts does this have?

Although global trends show that the proportion of people living in urban areas is increasing, the extent of this growth, the sizes of the urban areas and ways that they are arranged vary significantly. In this section we will explore the consequences of various urban concentrations and settlement patterns and compare urban environments in Australia and the United States.

What is urban concentration?

Urban concentration is defined as the proportion of a country's population living in large cities. This can be difficult to measure since there is no specific definition for what a large city is. However, contrasting examples can help us to understand this concept. Ninety per cent of Argentina's population lives in urban areas. Thirty-five per cent of its 45 million people live in its three largest cities. Buenos Aires is Argentina's largest city with 13 million people. Since a large proportion of Argentina's population live in three large cities, it is considered to have a high urban concentration. On the other hand, although 98 per cent of Belgium's population lives in urban areas, its most populous city, Antwerp, has only half a million people. Belgium's population is very evenly spread over many small cities. Therefore, although it has a large urban population, it has a low urban concentration.

KEY TERM

urban concentration the proportion of a country's population living in large cities

▲ **Figure 15.23** Buenos Aires in Argentina (top) and Antwerp in Belgium (bottom)

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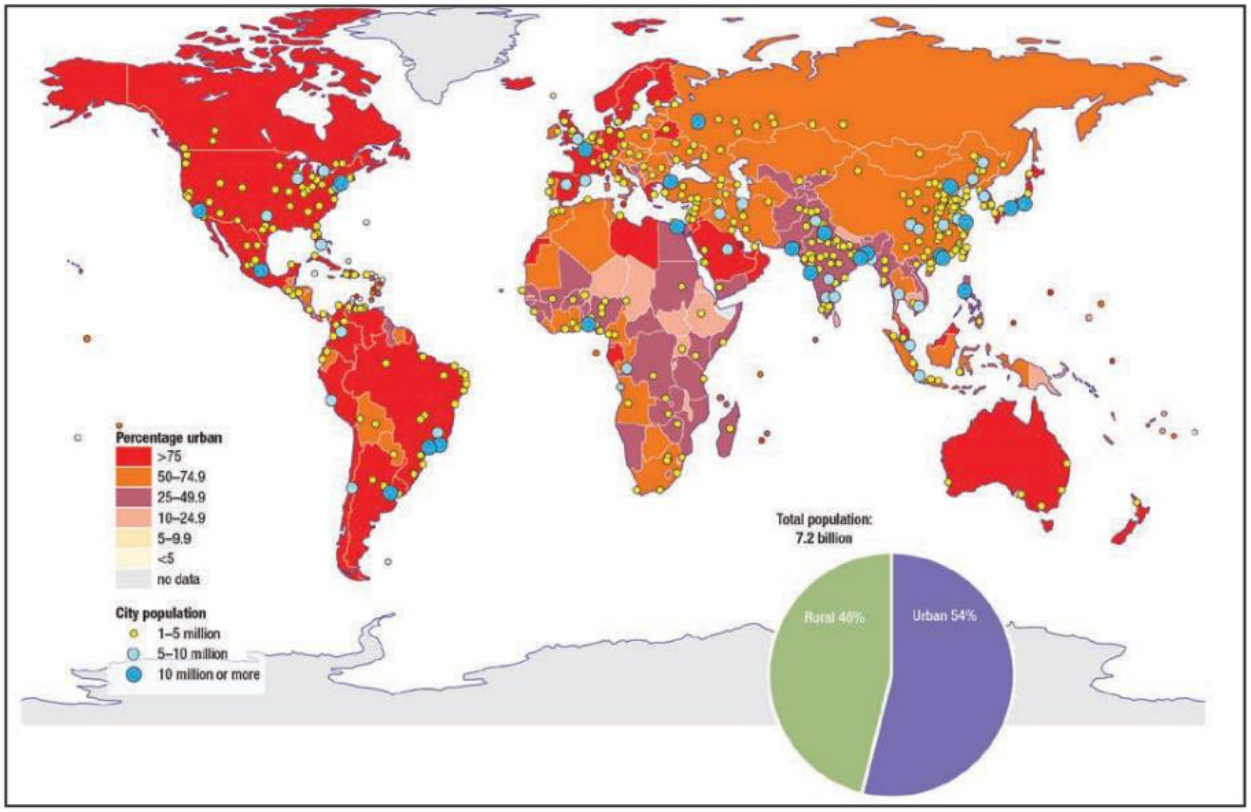
The spatial distribution of urban populations

Geographers use maps to analyse the distribution of phenomena in space. In this context, space refers to spatial, and distribution refers to the way in which things are arranged. By analysing the spatial distribution of phenomena, geographers are able to find patterns. Figure 15.24 shows both the spatial distribution of urban populations and of large cities of varying sizes. Together this can help us to get a better understanding of which countries have high and low urban concentrations.



▲ **Figure 15.24** The spatial distribution of countries with high and low urban populations and large cities

DEVELOPING GEOGRAPHICAL CONCEPTS AND SKILLS 15.3

Describing spatial distribution using the PQE method

When describing the distribution of a phenomenon using a choropleth map, there are three important things to include: the pattern, quantification and an exception. This is also known as the PQE method. Use at least one sentence for each of these.

Pattern: Give a general overview of the distribution.

- Is the overall distribution even or uneven?
- Where are areas that have a high or low amount? Provide some examples.

Quantification: Provide specific evidence to demonstrate the pattern. Use the legend and approximate areas using percentages.

- Roughly how much of the Earth has a high or low amount?
- What percentage of Africa has a high or low amount?
- How many European countries have this amount?

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Exception: Identify an example or several examples of specific places that do not fit your pattern.

- Where is there a place that has a high amount surrounded by places with a low amount?
- Where is a place that has a much higher or lower amount than anywhere else?

It is important not to give the reason for the distribution unless you are asked to suggest one. This information is not provided in the maps and would require additional research.

Refer to Figure 15.24.

1. Describe the spatial distribution of countries that have more than 75 per cent of their populations living in urban areas.
2. List countries that have both a high urban percentage and contain large cities of at least one million people. These are countries that are likely to have a high urban concentration.
3. Discuss whether or not there appears to be a link between countries that are highly urbanised and countries that contain large cities.

Megacities: high urban concentrations

A megacity is a very large city with a population of more than 10 million people. New York was the world's first megacity, reaching 10 million people in the 1930s. By 2019 there were 33 megacities across the world and another six are likely to reach 10 million by 2030. The data in Table 15.4 shows that megacities vary considerably in size but also with the percentage of the population that they contain. Megacities also vary in the rate at which they are growing and the wealth of the countries in which they are found. Large megacities located in poorer regions face enormous management challenges including:

- Heavy traffic congestion
- Poor air quality
- Inadequate housing and sprawling slums
- Poverty
- Unemployment
- Pollution and insufficient waste management
- Overcrowded public transport
- **Food insecurity**
- Crime, violence and substance abuse.

KEY TERM

food insecurity unreliable access to a sufficient amount of affordable and nutritious food

▼ **Figure 15.25** Lima is the capital of Peru and contains more than 30 per cent of the country's population.

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KEY TERM
landfill the disposal of waste by burying it in the ground

Waste management in São Paulo, Brazil, is an increasingly difficult problem to manage. **Landfill** sites are filling, meaning waste must be transported up to 30 kilometres for disposal. This is significant, considering the city produces over 16 000 tonnes of waste each day! Improper disposal of waste is polluting local waterways, contaminating soil and increasing air pollution, all of which are affecting the health of São Paulo's 21.7 million residents.

▲ **Figure 15.26** Waste management is one of São Paulo's biggest management challenges.

▲ **Figure 15.27** Overcrowded trains are a daily reality in Mumbai, India.

DEVELOPING GEOGRAPHICAL CONCEPTS AND SKILLS 15.4

Representing data on a thematic map

Geographers use maps to represent information spatially. This can highlight trends and reveal connections between the physical and human environments. Thematic maps are used to represent a specific theme or subject area such as the location of megacities.

See the Interactive Textbook for a guide on using BOLTSS in Geography

1. Using the data in Table 15.4 and a blank map of the world, create a thematic map showing the location of megacities. Represent megacities using symbols that are different colours or sizes to represent different populations. Proportional circles are commonly used to represent and quantify populations with larger circles indicating larger populations. Figure 15.42 is an example of this method. Ensure that your map contains all of the BOLTSS mapping conventions: border, orientation, legend, title, source and scale.
2. Using your map, describe the global distribution of megacities using the PQE method (see Developing geographic concepts and skills 15.3).
3. List three factors that you think might determine where megacities are located.

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▼ **Table 15.4** Megacities across the world in 2019

Megacity	Country	Population (million)	% of country's population
Bangkok	Thailand	10.2	14.7
Lima	Peru	10.4	31.9
Madras	India	10.5	0.8
Jakarta	Indonesia	10.5	3.9
Bogotá	Colombia	10.6	21.4
Paris	France	10.9	16.7
Bangalore	India	11.4	0.8
Lahore	Pakistan	11.7	5.8
Shenzhen	China	11.9	0.8
Moscow	Russia	12.4	8.6
Los Angeles	United States of America	12.5	3.8
Guangzhou	China	12.6	0.9
Kinshasa	Democratic Republic of Congo	13.2	15.7
Tianjin	China	13.2	0.9
Rio de Janeiro	Brazil	13.3	6.3
Lagos	Nigeria	13.5	6.9
Manila	Philippines	13.5	12.7
Calcutta	India	14.7	1.1
Istanbul	Turkey	14.8	18.0
Chongqing	China	14.8	1.0
Buenos Aires	Argentina	15.0	33.5
Karachi	Pakistan	15.4	7.7
New York	United States of America	18.8	5.8
Osaka	Japan	19.3	15.2
Dhaka	Bangladesh	19.6	11.8
Beijing	China	19.6	1.4
Mumbai	India	20.0	1.5
Cairo	Egypt	20.1	20.2
Mexico City	Mexico	21.6	16.5
São Paulo	Brazil	21.7	10.3
Shanghai	China	25.6	1.8
Delhi	India	28.5	2.1
Tokyo	Japan	37.5	29.5

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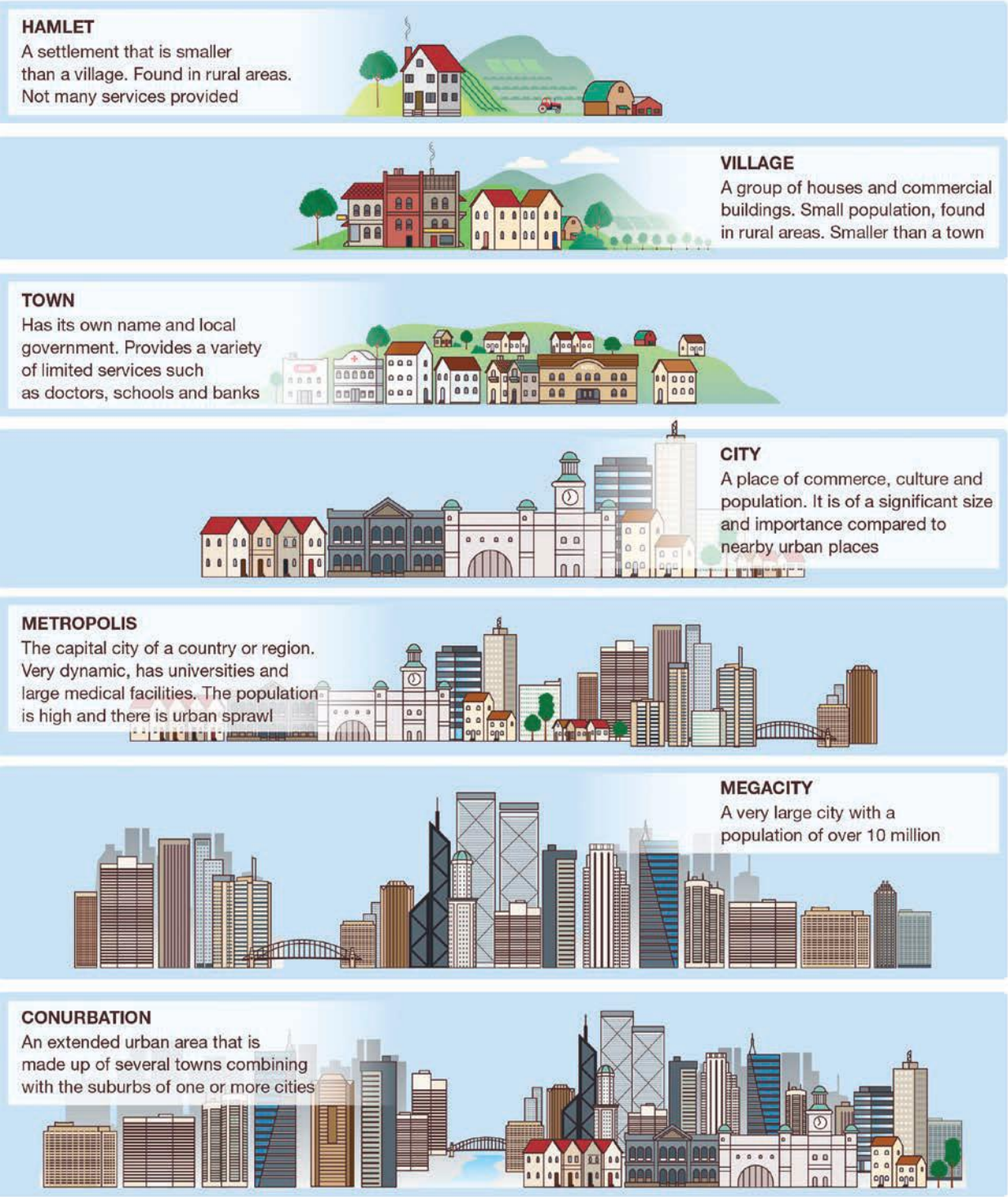
What are urban settlement patterns?

Urban settlements vary based on their scale. Figure 15.28 shows the variation in settlement size from a hamlet or village within a rural area through to large urban **conurbations** where a number of cities or towns have merged to form one interconnected and continuous urban environment. China contains three main conurbations. The Yangtze River Delta is home to 150 million people and encompasses cities such as Shanghai, Nanjing, Hangzhou and Ningbo. Urban settlement patterns refer to the ways in which different kinds of urban environments are spatially distributed or arranged. These are summarised in Figure 15.29 and Table 15.5.

KEY TERM

conurbations a city area containing a large number of people, formed by various towns growing and joining together



▲ **Figure 15.28** Different types of urban settlements

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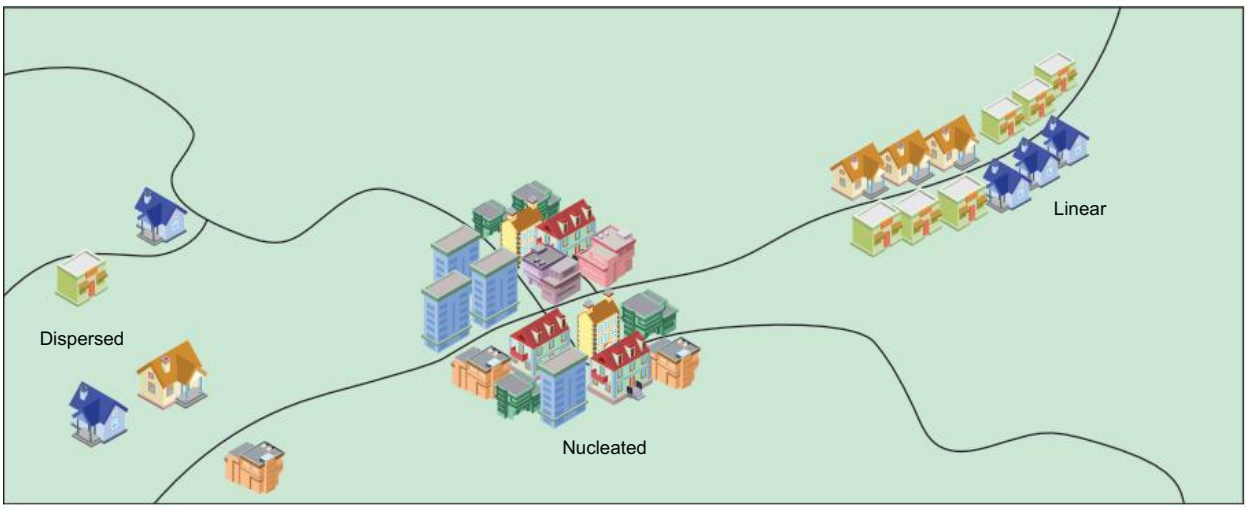
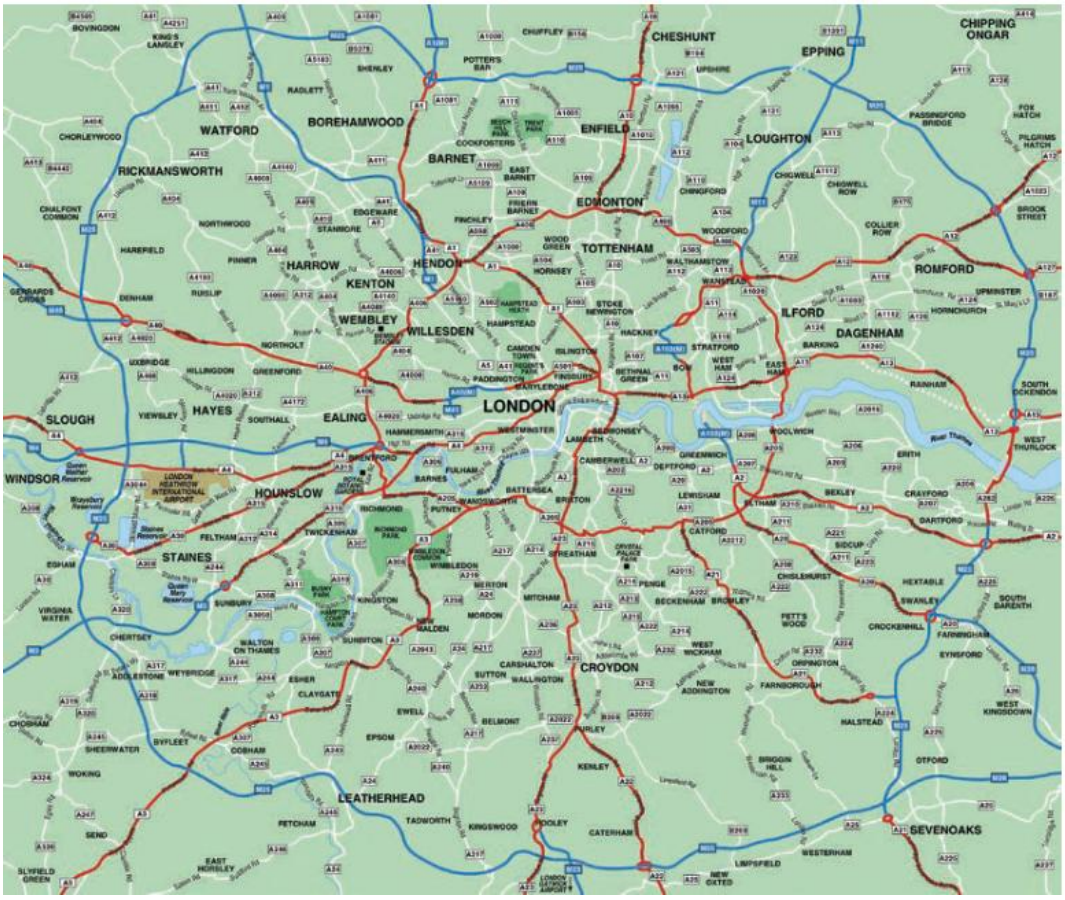


▲ **Figure 15.29** The layout of different settlement patterns

▼ **Table 15.5** A description of three common settlement patterns

Urban settlement pattern	Description	Example
Dispersed	Urban areas that are evenly spread out across a region	Large cities containing several industrial and commercial centres or towns dotted across a rural landscape
Nucleated	Urban areas that spread out in all directions from a central point	Residential suburbs and industrial zones spreading out from a **central business district**
Linear	Urban areas that are arranged roughly in a straight line	Cities or towns built along features such as a river, coastline, mountain range or major highway



◄ **Figure 15.30** London spreads out from the city centre into the surrounding metropolitan region and into **satellite cities** in surrounding regions. Please note that you can zoom in on this map in the digital versions of this book.

KEY TERMS

central business district (CBD) the main business and commercial centre of a city

satellite cities smaller cities or towns that are next to major cities

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ACTIVITY 15.6

Describing settlement patterns

Choose an urban settlement in Australia or a country of your choice. Use Google Earth or Google Maps to get a satellite image of this place and use it to describe its urban settlement pattern.

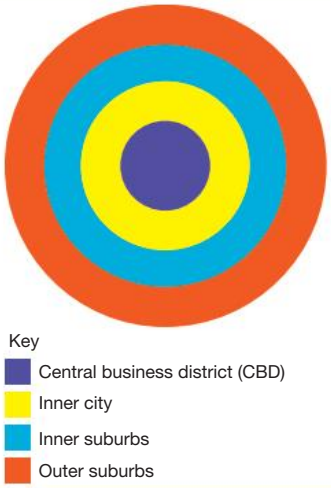
KEY TERMS

working class people working in labour or industrial work, often for lower wages

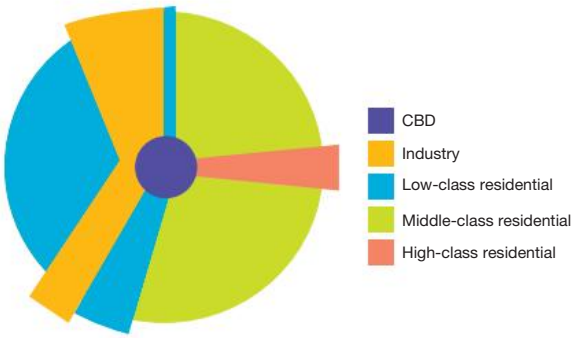
rural–urban fringe the border between rural and urban environments on the outskirts of a city

City designs often follow similar distribution patterns. Models are used in geography to outline patterns that apply to several different areas. The Burgess model (Table 15.6) and Hoyt model (Table 15.7) demonstrate common urban settlement patterns found throughout the world. As with all models, while many cities follow these patterns, there are several that do not.

▼ **Table 15.6** The Burgess model, also known as the Concentric Zone model, was developed by Ernest Burgess in 1925.

Burgess model	Zones
	**CBD:** the commercial and business centre of a city, located in the middle of the urban settlement
	Inner city: historically this zone contained dense housing for the **working class** such as terraced housing (Figure 15.31). These areas are now highly sought after and are often the location of high-rise apartment buildings
	Inner suburbs: less dense housing on larger blocks of land. Due to the way cities spread outwards, suburbs closer to the CBD are generally older than those further out
	Outer suburbs: this zone is on the outskirts and includes areas on the **rural–urban fringe**. Land is generally cheaper because of the distance from the CBD

▼ **Table 15.7** The Hoyt model, also known as the Sector model, was developed by Homer Hoyt in 1939.

Hoyt model	Zones
	**CBD:** the commercial and business centre of a city, located in the middle of the urban settlement
	Industry: factories and major transport links such as railway lines and major roads to facilitate various industries
	Residential: different zones of residential with the lower class workers located near the industrial zone and the upper class located in cleaner, quieter zones in larger blocks

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▲ **Figure 15.31** High-density terraced houses, such as in Stratford, house London's working class.

▲ **Figure 15.32** Satellite imagery can be used to view urban land uses. This satellite image of Hobart shows a range of land uses including industrial, commercial, residential and natural forested mountains.

ACTIVITY 15.7

Comparing models of urban design

1. In a table, list the advantages and disadvantages that you think might arise from cities that are designed using models like the Burgess and Hoyt models.
2. Using Google Earth, search for a city such as Hobart. Inspect the land use starting from the CBD and moving outwards. Based on this information, decide whether your chosen city best fits the Burgess or Hoyt model.

How do urban areas grow?

There are two main contrasting ways that urban areas grow: urban sprawl and urban consolidation.

Urban sprawl: growing outwards

Urban sprawl is the unrestricted expansion of a city outwards. It involves an increase in the physical size of the cities, usually into surrounding farmland. Expansion is often rapid and is primarily low-density housing on large blocks. New suburbs often lack essential infrastructure such as train lines, and residents are therefore reliant mainly on cars. Residents often have to travel further to get to work or school, leading to traffic congestion and stresses relating to large **commute times**. Urban sprawl can also lead to a range of environmental impacts such as a loss of biodiversity if forested land is cleared for development.

KEY TERM

commute time the amount of time taken to travel to and from work

▲ **Figure 15.33** Urban sprawl often leads to the creation of low-density housing estates.

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Urban consolidation: growing upwards

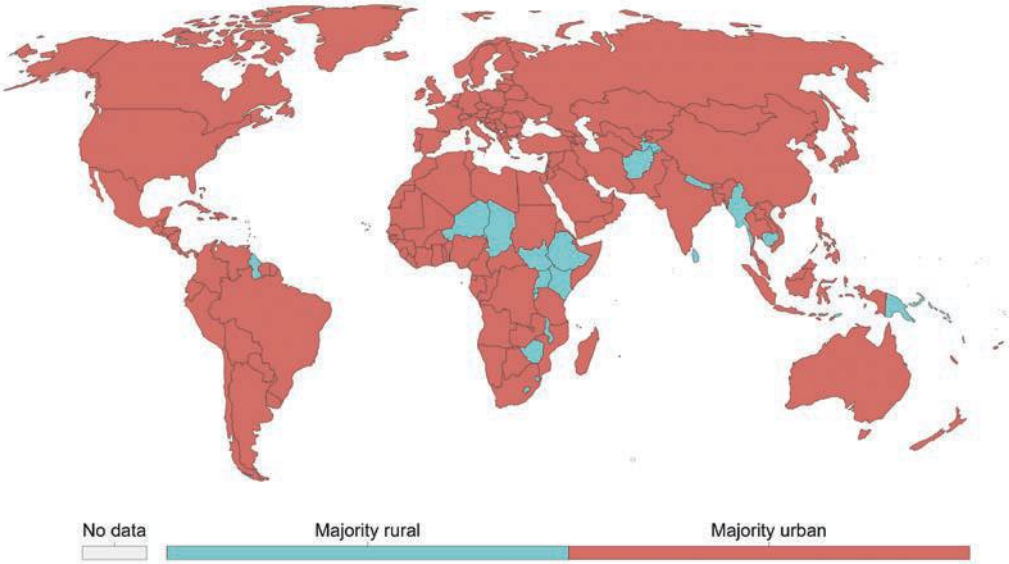
Urban consolidation is the opposite of urban sprawl. Instead of growing a city outwards, urban consolidation involves containing the growth within the existing city boundaries. It focuses on increasing the density of cities using higher-density houses and apartments. While urban consolidation does not impact the landscape surrounding a city, it can have both positive and negative impacts within a city. Increases in density can cause traffic congestion, yet there is often more access to public transport. Although many people dislike apartment living because of a lack of privacy and outdoor space, many prefer the convenience and lack of maintenance. Concentrating a population into a smaller area can allow more space surrounding a city for food production and nature conservation.

▲ **Figure 15.34** High-density living in Hong Kong allows space for the preservation of forests surrounding the city.

▲ **Figure 15.35** A satellite image of Hong Kong shows the contrasting land use between the dense urban areas and surrounding forest.

Urban environments in Australia

According to the Australian Bureau of Statistics, just over one-third of Australians lived in Australia's eight capital cities in 1901. That figure has now reached approximately two-thirds. Overall, more than 89 per cent of Australia's 25.3 million people live in urban areas. This ranks it in the top 30 most urbanised countries in the world. Figure 15.36 shows whether the majority of each continent consists of rural or urban populations. Five Australian cities have a population of more than a million people, while another 13 have populations of over 100 000.



▲ **Figure 15.36** Breakdown of global population as being majorly rural or urban

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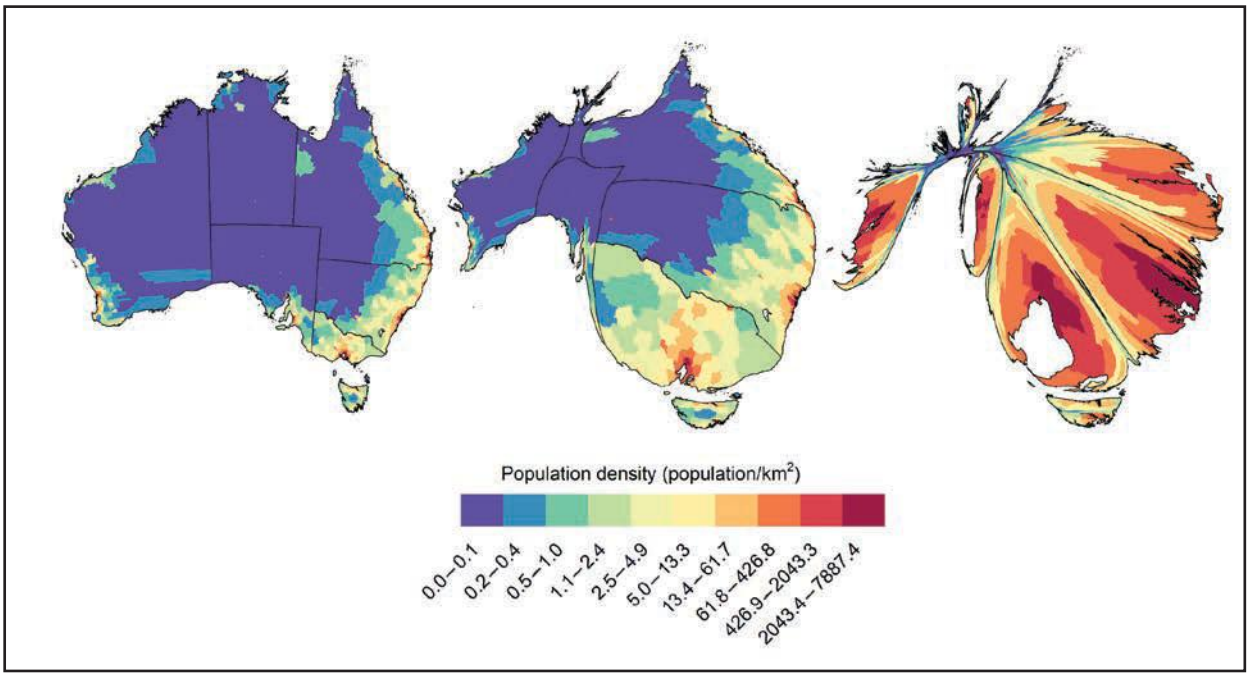
▼ **Table 15.8** The population of Australian cities containing more than 100 000 based on the 2016 census

City	Population
Sydney	4 741 874
Melbourne	4 677 157
Brisbane	2 326 656
Perth	2 004 696
Adelaide	1 351 346
Gold Coast	663 321
Newcastle	481 183
Canberra	447 457
Central Coast	329 437
Sunshine Coast	325 399
Wollongong	299 203
Geelong	260 138
Hobart	208 324
Townsville	180 346
Cairns	151 925
Toowoomba	135 631
Darwin	132 708
Ballarat	103 481



▲ **Figure 15.37** These maps show 2016 Australian populations. The first is a standard map, and the second two are cartogram maps. These are distorted to show areas with higher population densities as larger areas, according to state (middle) or local government areas (right).

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Amazing but true…

Australia's urban areas cover less than 0.5 per cent of the total available land on the continent.

Urban sprawl: the Great Australian Dream

Urban sprawl has been a major part of Australia's urban development since the 1950s. During this period, the 'Great Australian Dream' was to own a **detached house** on a quarter-acre block (1000 square metres) with a backyard, clothes line, lemon tree and barbeque. Land surrounding cities was sold for development and urban boundaries expanded. By the 1990s, urban planners began to realise that infinite urban sprawl was not possible and it certainly wasn't **sustainable**. This led to government policies that focused on re-populating the inner and middle suburban areas with **subdivision** of house blocks, **dual occupancy**, smaller block sizes and high-rise apartments.

KEY TERMS

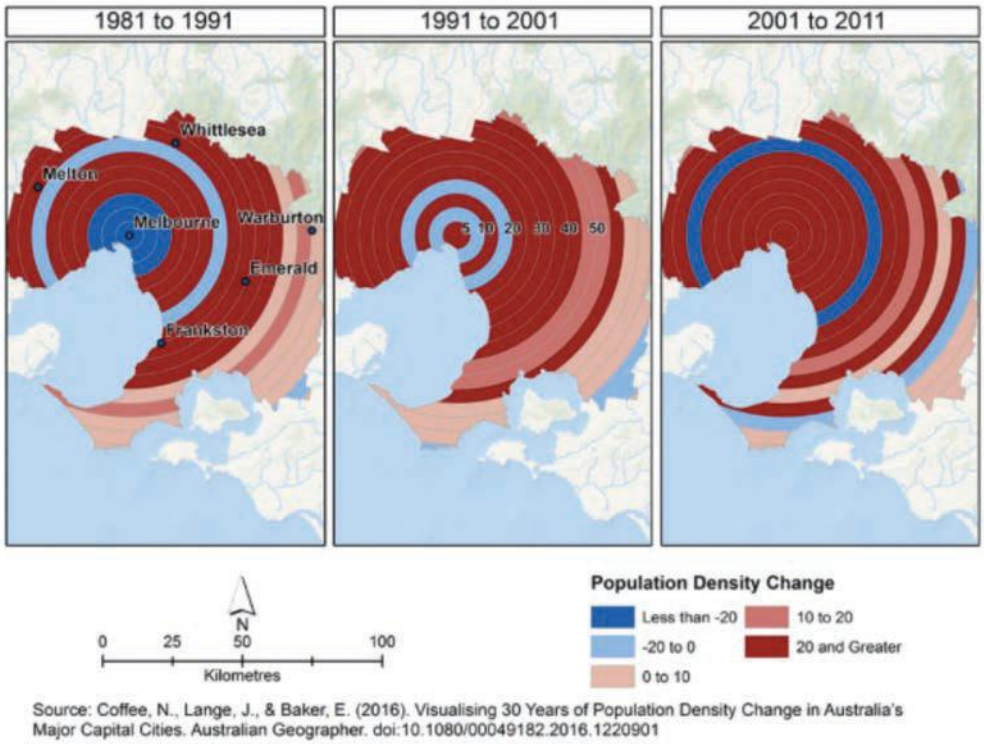
detached housing a house that stands alone and isn't joined to any other house

sustainable the ability to be maintained at the same rate without impacting the future

subdivision the division a block of land into smaller pieces for development

dual occupancy a type of development where two dwellings are built on a single block of land

Melbourne is currently Australia's fastest growing city with an average growth rate of 3.8 per cent, or 327 people per day. Figure 15.38 shows the success of recent urban consolidation, increasing the density of inner, middle and outer suburbs. However, Melbourne still continues to sprawl outwards, as shown in Figure 15.39. Apart from Port Phillip Bay, there are no physical features that inhibit Melbourne's growth, allowing it to spread in all other directions. Many of these outer suburbs are low-density housing estates on larger blocks. Houses in these places are often more affordable than houses in the inner suburbs due to their distance from the CBD and a lack of access to public transport. Many of these outer suburbs also lack other services, such as schools. A 2016 report estimated that another 220 Victorian schools need to be built to accommodate 190 000 extra students by 2026. Wyndham, in the western growth corridor, is the fastest growing municipality in Melbourne. It will need to build enough schools for 27 000 extra students over the next decade.



Source: Coffee, N., Lange, J., & Baker, E. (2016). Visualising 30 Years of Population Density Change in Australia's Major Capital Cities. Australian Geographer. doi:10.1080/00049182.2016.1220901

◄ **Figure 15.38** The change in the density of inner, middle and outer zones of Melbourne

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▲ **Figure 15.39** Melbourne has continued to sprawl outwards between 1984 (left) and 2019 (right).

ACTIVITY 15.8

Urban development in Melbourne

1 Refer to Figure 15.38.
   a Describe how the density of Melbourne's suburbs has changed during each decade from 1981 to 2011.
   b Suggest how the density may have changed between 2011 and 2021. Give a reason for your suggestion.
2 Refer to Figure 15.39 or Google Earth. Describe how Melbourne has changed between 1984 and 2019. In your description, consider:
   a the directions in which Melbourne has grown
   b the extent of Melbourne's growth (using the linear scale)
   c the names of some of the specific suburbs that have grown or new suburbs that have been created.

DEVELOPING GEOGRAPHICAL CONCEPTS AND SKILLS 15.5

Using a geographic information system (GIS)

A geographic information system (GIS) is a form of spatial technology used to gather, manage and analyse spatial information such as census data. By organising the data in layers using interactive maps, geographers better understand the causes and impacts of processes such as urban sprawl. For example, Figure 15.40 shows spatial information gathered from a GIS representing the average income of people across Melbourne. Figure 15.41 shows the number of people who travel to work using just a car across Melbourne.

Follow these steps to compare the characteristics of Melbourne's inner and outer suburbs:

1 Visit the NationalMap website.
2 Click on 'Add Data'.
3 Select 'National Datasets', 'Social and Economic' and 'Census', and then select any of the categories that you are interested in.
4 When you have selected the data you want, click on 'Add to the map'.
5 Depending on the data set, you might get an option to change the Region Type. If so, Statistical Area Level 2 will give you the clearest results.

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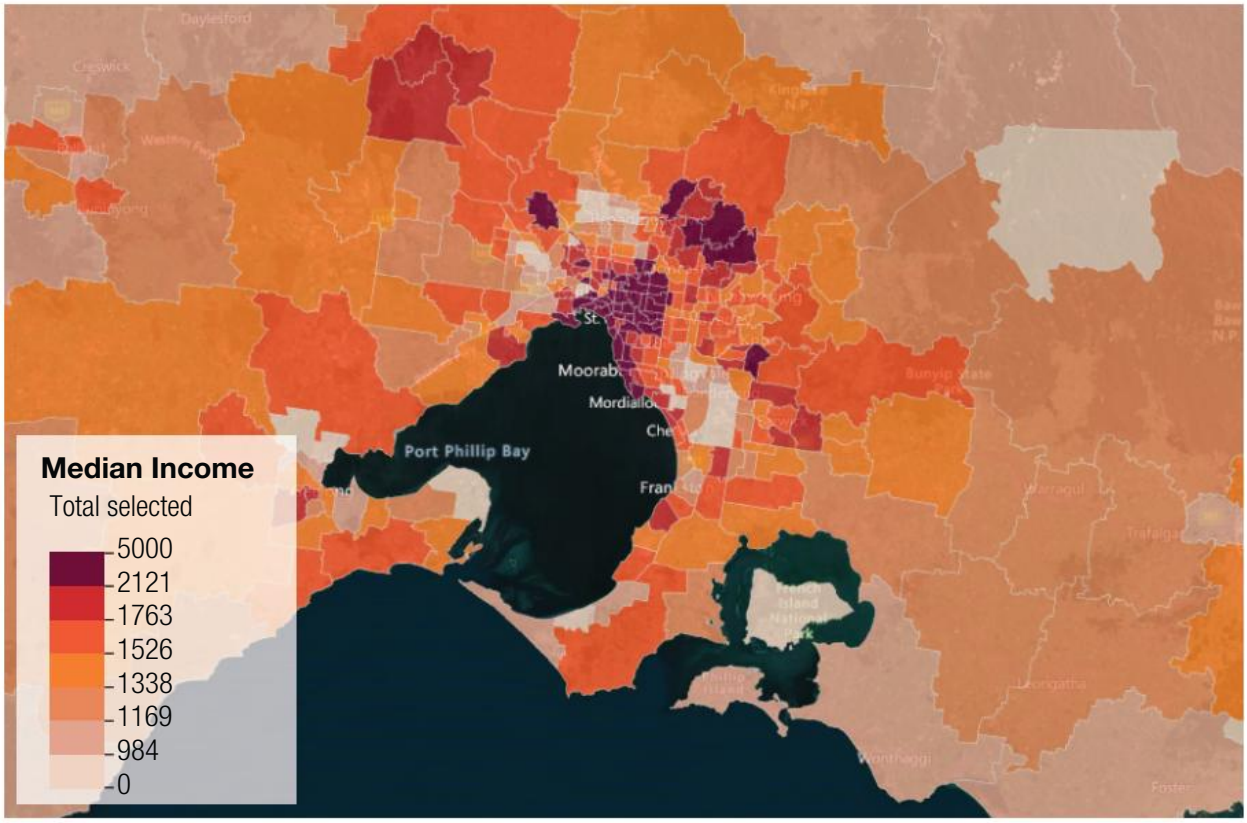
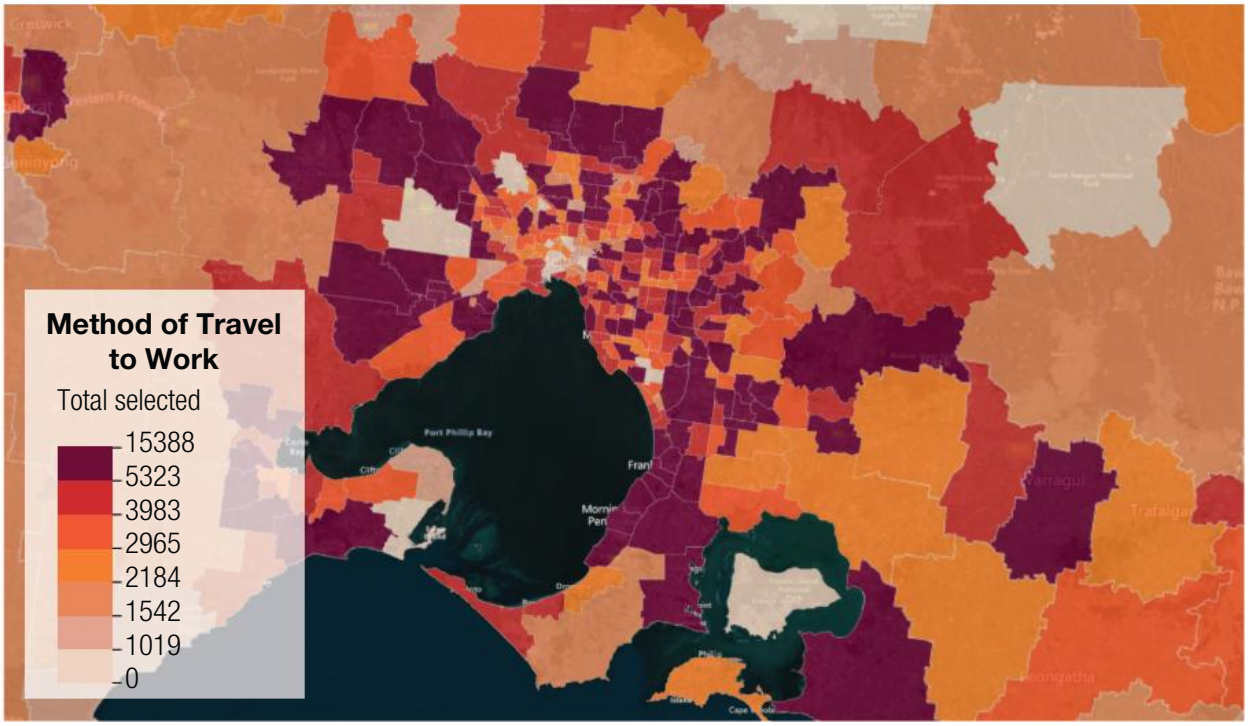


▲**Figure 15.40** The distribution of average total weekly income per family. Darker colours indicate higher incomes



▲ **Figure 15.41** The distribution of people who travel to work by car based on census data. Darker colours indicate more people travelling to work by car.

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ACTIVITY 15.9

Analysing data using a GIS

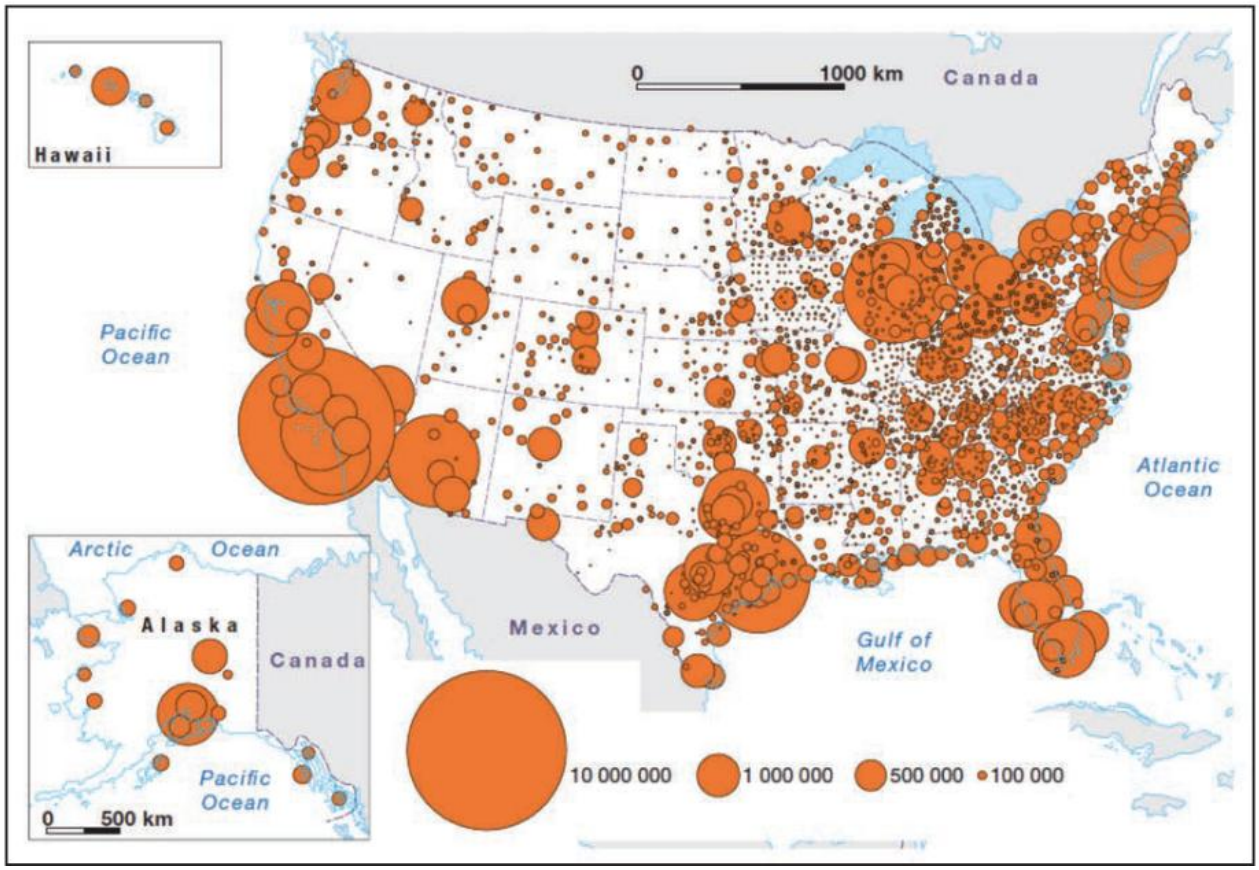
1 a Referring to Figure 15.40 and Figure 15.41, discuss whether or not this spatial data supports the following stereotypes of urban development:
   - Housing prices are cheaper in the outer suburbs and are therefore more attractive to lower-income families
   - Suburbs in outer Melbourne lack access to public transport and residents are therefore reliant on cars.

   b What other information could be used as evidence to help answer part a?

2 What does the data that you gathered from National Map tell you about the differences between the inner and outer suburbs of Melbourne?

Urban environments in the United States of America

In 1920, the number of Americans living in cities surpassed the number living in rural areas for the first time. In 2019, more than 82 per cent of America's 327.2 million people lived in urban areas. This number is increasing as large cities in particular continue to grow. Figure 15.42 shows the distribution of America's population organised by size. In this map, there only appears to be one city of more than 10 million people and several that are not much larger than one million. However, many of these cities are now conurbations that make up one interconnected and continuous urban environment. The populations of some of these conurbations are listed in Table 15.9.



▲ **Figure 15.42** The spatial distribution of America's population

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▼ **Table 15.9** The population of the largest 20 urban areas in the USA in 2019

City	Population
New York City	20 565 000
Los Angeles	15 620 000
Chicago	9 160 000
Washington-Baltimore	7 515 000
San Francisco	6 540 000
Boston	7 315 000
Philadelphia	5 575 000
Toronto	6 635 000
Dallas-Fort Worth	6 600 000
Houston	6 285 000
Miami	6 195 000
Atlanta	5 325 000
Detroit/Windsor	4 015 000
San Diego	4 730 000
Phoenix	4 365 000
Seattle	3 860 000
Tampa	2 720 000
Denver	2 755 000
Orlando	2 205 000
Minneapolis	2 885 000

Urban sprawl in the US

Many cities in the US have also sprawled outwards in a similar way to Australian cities. Table 15.10 lists the 10 most compact and 10 most sprawled cities in the US. The rapid increase in car ownership and cheap oil prices following World War II was one of the primary factors leading to this growth. The economic cost of America's urban sprawl is significant. This includes costs based on the construction of complex road networks (see Figure 15.43), services such as sewage and healthcare costs associated with an unhealthier population. A difficult value to measure is the amount of lost profit from having so many workers stuck in traffic each day.

Los Angeles is one of the most infamous examples of urban sprawl in the world. Although it has a very large medium-density urban area, unlike New York it does not have a high-density centre. Until recently, Los Angeles did not have an adequate train network. Even today, just over 1 per cent of all daily trips use the train network. Residents rely on cars and they spend an average of 64 minutes in traffic each day.

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Amazing but true…

It was been estimated that urban sprawl costs the US economy more than US$1 trillion each year!

▼ **Table 15.10** A list of the 10 most compact and most sprawled cities in the US

Most compact cities	Most sprawled cities
New York City	Hickory
San Francisco	Atlanta
Atlantic City	Clarksville
Santa Barbara	Prescott
Champaign	Nashville
Santa Cruz	Baton Rouge
Trenton	San Bernadino
Miami	Greenville
Springfield	Augusta
Santa Ana	Kingsport

ACTIVITY 15.10

Comparing population densities of US cities

Refer to Table 15.10.

1. Research online to find the size and population of each of the cities listed and add this information to a table.
2. Divide the population by the size to calculate each city's population density.
3. Compare the density of compact and sprawled cities. Is there a significant difference?
4. How does the density of these cities compare with Australian cities?

▼ **Figure 15.43** Traffic at the Los Angeles freeway interchange

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▲ **Figure 15.44** Central Park, Manhattan

New York City: the city that never sleeps

With more than 8.6 million people, New York City is the largest city by population in the USA. When including the surrounding urban areas, its population is over 20 million, which classifies it as a megacity. While New York is not the biggest city in the world, it does use the most energy in terms of electricity and fuel, even compared to Tokyo, which has an extra 12 million people. However, New York is making efforts to improve its environmental sustainability by protecting the health of urban waterways, encouraging cycling as a form of sustainable transport, growing food locally in urban gardens including on rooftops and by building energy-efficient buildings. One of New York's unique features is Central Park, located in the middle of Manhattan (Figure 15.44). It contains more than 18 000 trees and provides an important urban habitat for local wildlife, improves air and water quality, and encourages active lifestyles.

ACTIVITY 15.11

Using Google Earth Pro to explore and compare cities

1. Find the location of Central Park using Google Earth Pro.
2. Measure the size of the park using the ruler tool. How does it compare with the size of a park near your school?
3. Search for Adelaide. List the similarities and differences between Adelaide and Manhattan in terms of the arrangement of urban parkland.

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END-OF-SECTION REVIEW 15.2

Digital quiz
Please see the Interactive Textbook to access digital activities

Review questions

Answer these questions on paper or in the Interactive Textbook.

Recall

1 Define the following terms:
   - a Urban concentration
   - b Megacity
   - c Landfill
   - d Urban settlement
   - e Conurbation.

2 Describe the difference between dispersed, nucleated and linear settlement patterns.

3 Outline the differences between the Burgess and Hoyt models of urban settlement.

4 Compare the benefits and disadvantages of urban sprawl and urban consolidation.

Interpret

5 Why might a city have a large urban population but a low urban concentration?

6 Rank three challenges facing megacities in order of the most severe to the least severe. Justify your decision.

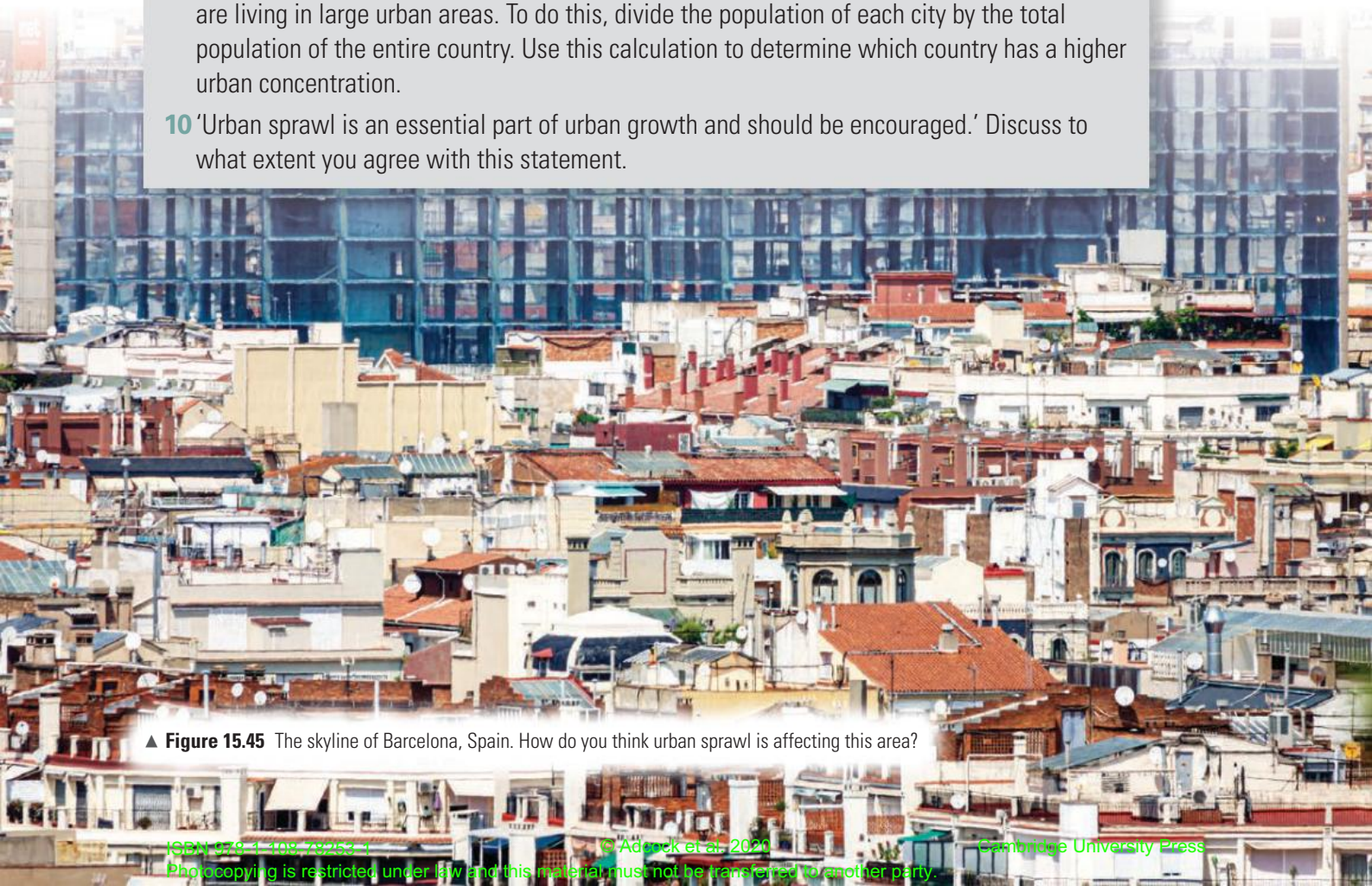
7 While many cities show similarities to the Burgess and Hoyt models, many cities do not. What factors do you think might determine whether or not a city's urban development follows one of these models?

8 Compare the spatial distribution of Australia's and the USA's population.

Argue

9 Using Tables 15.8 and 15.9, calculate the percentage of Australians and Americans who are living in large urban areas. To do this, divide the population of each city by the total population of the entire country. Use this calculation to determine which country has a higher urban concentration.

10 'Urban sprawl is an essential part of urban growth and should be encouraged.' Discuss to what extent you agree with this statement.



▲ **Figure 15.45** The skyline of Barcelona, Spain. How do you think urban sprawl is affecting this area?

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End-of-chapter activities

1 Self-assessment

That just about wraps up this topic. How did you feel you went working through the chapter? Before you attempt the following activities, visit the Interactive Textbook to rate your confidence with this topic, either online, or via a downloadable checklist.

2 Making thinking visible

Circle of viewpoints

Throughout this chapter you have been presented with many models and types of urban development. Choose one of these and discuss it from the viewpoint of either a resident, a worker in a government department or an urban developer. Consider the positive and negatives impact of this urban environment on your lifestyle.

- I am thinking of [state your model of development] from the point of view of [the viewpoint you've chosen].
- I think [describe the urban development from your chosen viewpoint].
- A question I have from this viewpoint is [ask a question from this viewpoint].

3 Research task

Choose one of the cities discussed in this chapter or another of your choice and prepare a case study using research. The Atlas of Urban Expansion is good website to start with. Use the following guidelines to organise your research:

- Where is your city located, how big is it, what is its population and population density?
- How fast is your city growing and what is its future projected population?
- Using Google Earth, find satellite images that demonstrate the growth of your city over time.
- What management challenges is your city currently facing?
- What strategies is your city implementing to try to overcome some of these challenges?

4 Extended response question

'Urbanisation is unsustainable and leads to predominantly negative consequences.' Discuss to what extent you agree with this statement, with reference to examples provided throughout this chapter.

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5 Problem-solving task

Choose one of the cities presented in this chapter, or another of your choice, and design a strategy to manage its urbanisation and urban development. Consider whether or not your strategy is economically, socially and environmentally sustainable or what the difficulties might be in implementing your strategy.

▲**Figure 15.46** Rooftop vegetable gardens and bicycle couriers are two ways to improve environmental and social sustainability within cities.

6 Digital resources

Visit the Interactive Textbook to access:

- Victorian Curriculum Capability Project
- Interactive chapter Scorcher Quiz
- Google Earth tour of key locations in this chapter
- Videos, image galleries and other extra materials.

Video
Five interesting facts about urbanisation

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CHAPTER 16

Please note that this chapter was written prior to the COVID-19 pandemic of 2020, and the long-term effects of the crisis were unknown at the time of publication.

Migration

Setting the scene: international migration and university students in Australia

Have you ever considered the possibility of studying at an overseas university when you finish school?

KEY TERMS

migration the change of residence by an individual or group within a country or between countries

interconnection the relationship between different features and how they are connected to each other (this can include the relationship between places and people, and the influences that these have on each other)

If you do, you'll be joining 13 000 other Australian university students studying abroad. In 2018 there were more than 4000 Australians studying in the United States, 2500 in New Zealand and 2000 in the United Kingdom. Even if you remain in Australia to attend university, you will still get the opportunity to experience overseas cultures. This is because more than 20 per cent of students attending Australian universities are from other countries. In 2018, Australia hosted 381 000 international students with 128 500 coming from China, 52 000 from India and 21 000 from Nepal.

Moving overseas to study, also known as international education, is an example of international temporary **migration**. Migration refers to the movement of people. In this case the migration is temporary because these students will eventually return to their home country, and it is international because these people are moving to different countries. Figures 16.1 and 16.2 show the places where Australian students are migrating to, and where international students in Australia are migrating from. This movement creates a link between Australia and these other countries. In geography, we refer to these links as an **interconnection**.

Interconnections with other countries through international education lead to a range of social and economic impacts. For example, it has helped Australia to develop its unique and diverse culture, rich with a variety of foods, customs and languages. Personal and professional relationships built with international students help Australia to connect with the rest of the world, which can have lasting positive impacts on other industries such as tourism. International education is also a significant contributor to Australia's economy, worth an estimated $31.9 billion in the 2018–19 financial year. This is generated from university fees, rent, hospitality and income tax.

Unfortunately, many international students face difficulties when they migrate. Language barriers and cultural differences can make it difficult for students to develop friendships. Many struggle to find appropriate and affordable student accommodation and end up living in inappropriate and even

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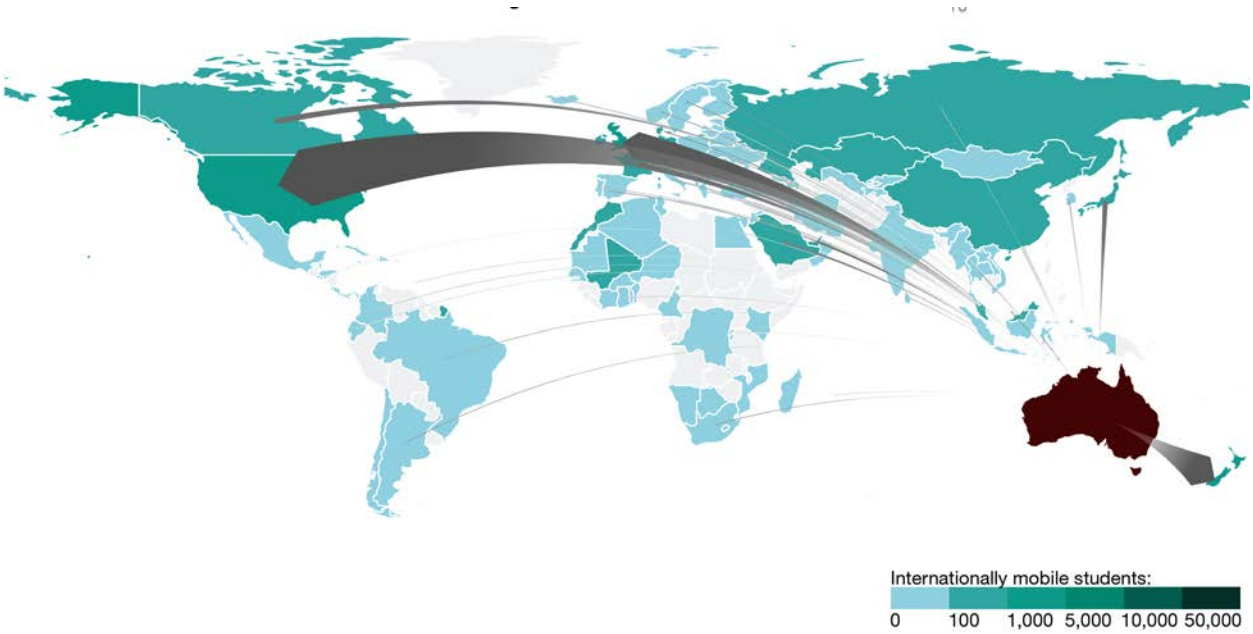
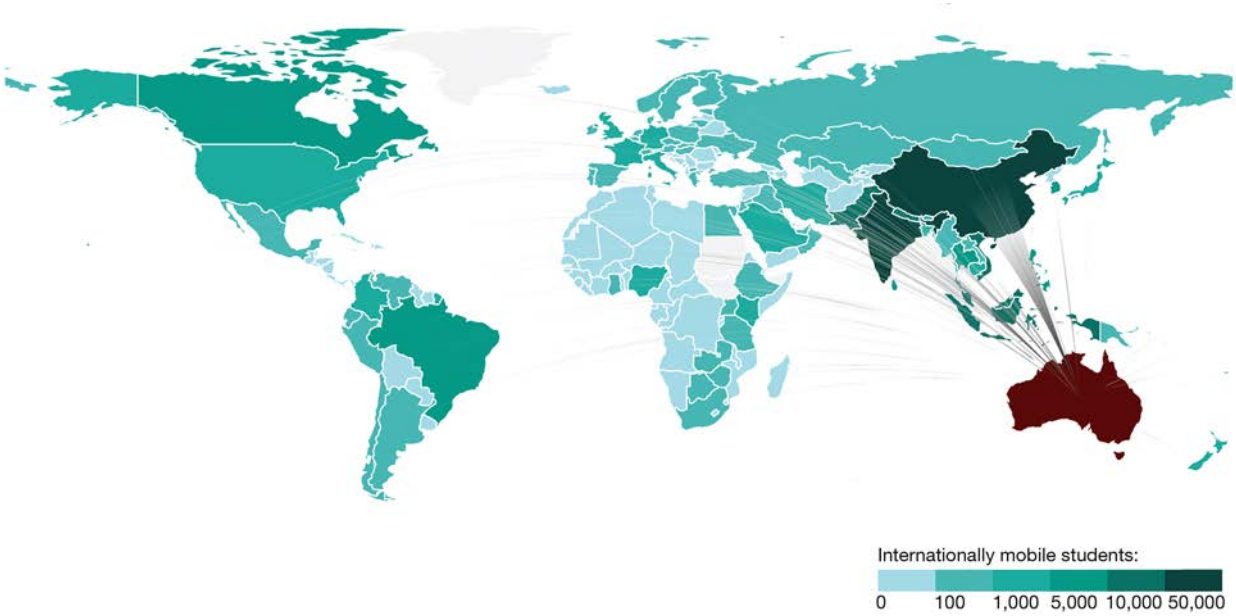


▲ **Figure 16.1** The countries where Australian students usually choose to study



▲ **Figure 16.2** The countries where international students usually come from to study in Australia

unsafe conditions. In what is often a desperate attempt to find part-time work while studying, many international students take on low-paid jobs with poor working conditions. Without an adequate understanding of local workplace laws, many are exploited in terms of their pay and hours. A study in 2017 found that a quarter of international students in Australia were earning less than $12 per hour, while another 43 per cent were earning less than $15, far below Australia's minimum wage.

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▲ **Figure 16.3** A diverse group of students attending the University of Melbourne

MAKING THINKING VISIBLE 16.1

Think, pair, share

Consider answers to the following questions, discuss them with a partner, and share them with your classmates.

1. What do you think would be the main consideration when choosing a country to study in?
2. What do you think are the three main reasons why international students choose to study in Australia?
3. Overall, do you think the positive impacts of international education outweigh the negatives?

ACTIVITY 16.1

Check your understanding

As a class, reflect on how the COVID-19 crisis has affected the university sector in Australia. Research and discuss this. You might find creating a timeline useful.

1. Where do most international students who migrated to Australia come from?
2. What did the international students in Australia do during the crisis?
3. What kinds of messages did foreign governments give to their citizens about studying in Australia, and why?
4. What sorts of long-term changes were predicted to take place in the university sector in Australia due to the events of COVID-19?

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Chapter overview

Introduction

Migration, along with births and deaths, determines changes to a population. This includes the number of people in a population, its average age and the way in which it is arranged within a country. International migration is the movement of people from one country to another; internal migration is movement within a country. This chapter explores a range of types of migration, various factors leading to migration, positive and negative impacts of migration and the management challenges stemming from migration.

Learning goals

After completing this chapter, you should be able to answer these questions:

- What is international migration?
- Why are migrants entering Australia and what effects is this having?
- What is internal migration?
- What effects is internal migration having in Australia and China?
- What challenges does Australia face in managing its urban future?

Geographical skills

After completing this chapter, you will be able to demonstrate the following skills:

- Explain processes that influence the characteristics of places
- Identify, analyse and explain spatial distributions and patterns, and identify and explain their implications
- Identify, analyse and explain interconnections within places and between places, and identify and explain changes resulting from these interconnections
- Collect and record relevant geographical data and information from useful primary and secondary sources, using ethical protocols
- Select and represent data and information in different forms, including by constructing appropriate maps at different scales that conform to cartographic conventions, using digital and spatial technologies as appropriate
- Analyse maps and other geographical data and information, using digital and spatial technologies as appropriate, to develop identifications, descriptions, explanations and conclusions that use geographical terminology.

◄ **Figure 16.4** 51 million international migrants live in the United States. This is approximately 19 per cent of the total international migrants worldwide

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16.1 International migration

FOCUS QUESTIONS

- What is international migration?
- Why are migrants entering Australia and what effects is this having?

What is international migration?

According to the United Nations, an international migrant is 'any person who lives temporarily or permanently in a country where he or she was not born, and has acquired some significant social ties to this country'. A migrant worker is an example of a temporary migrant. They might be working internationally for a fixed amount of time to fill a position that is in high demand, to earn money to send back home to their family or simply to enjoy a unique experience. Permanent migrants, on the other hand, move to a new country to live without any intention of moving back home again. This involves either gaining **citizenship** or being granted **permanent residency**.

KEY TERMS

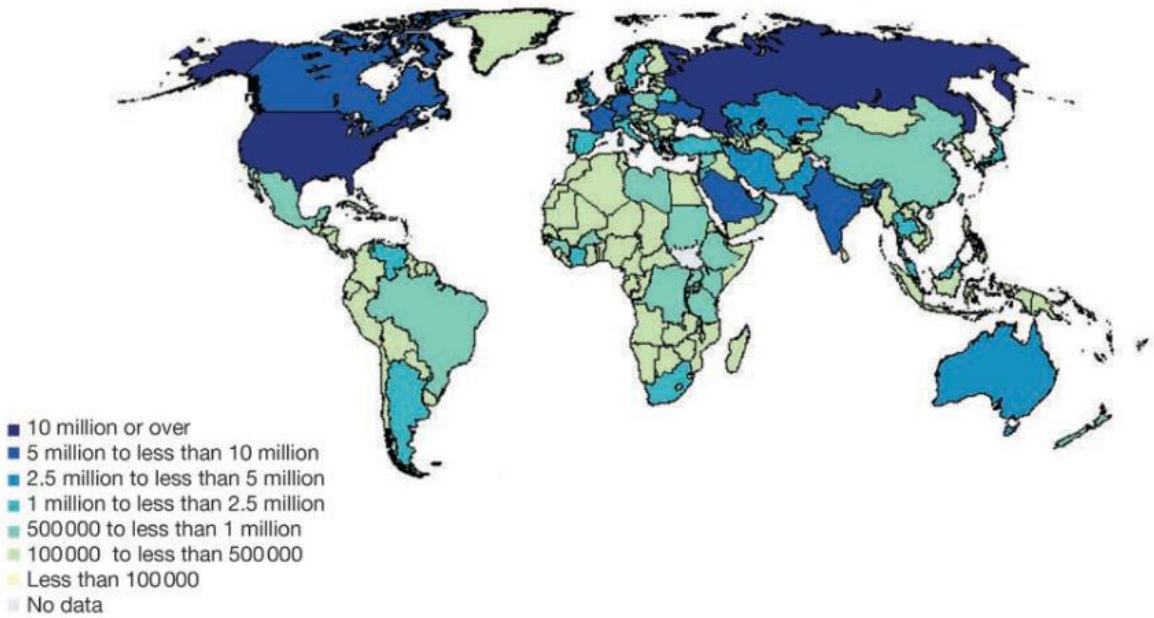
citizenship the status of officially being a member of a country and having legal rights such as voting in elections

permanent residency having the right to live in a country for as long as you like without being a citizen

What are the origins and destinations of international migrants?

During 2019, there were an estimated 272 million international migrants living outside of their country of birth. This was 3.5 per cent of the global population. The number has risen from 173 million in 2000 (see Figure 16.7) and is projected to reach over 400 million by 2050. Figure 16.5 shows the number of international migrants living within each country. The global distribution is very uneven. Europe hosts the most with 82 million, while North America has 59 million. However, when considering the proportion of migrants compared to the entire population, Oceania ranks highest with 21.2 per cent and North America is second with 16 per cent. Figure 16.6 shows the distribution of countries based on what percentage of their population are migrants. Australia ranks amongst the highest at 28.2 per cent.

▼ **Figure 16.5** The global distribution of international migrants



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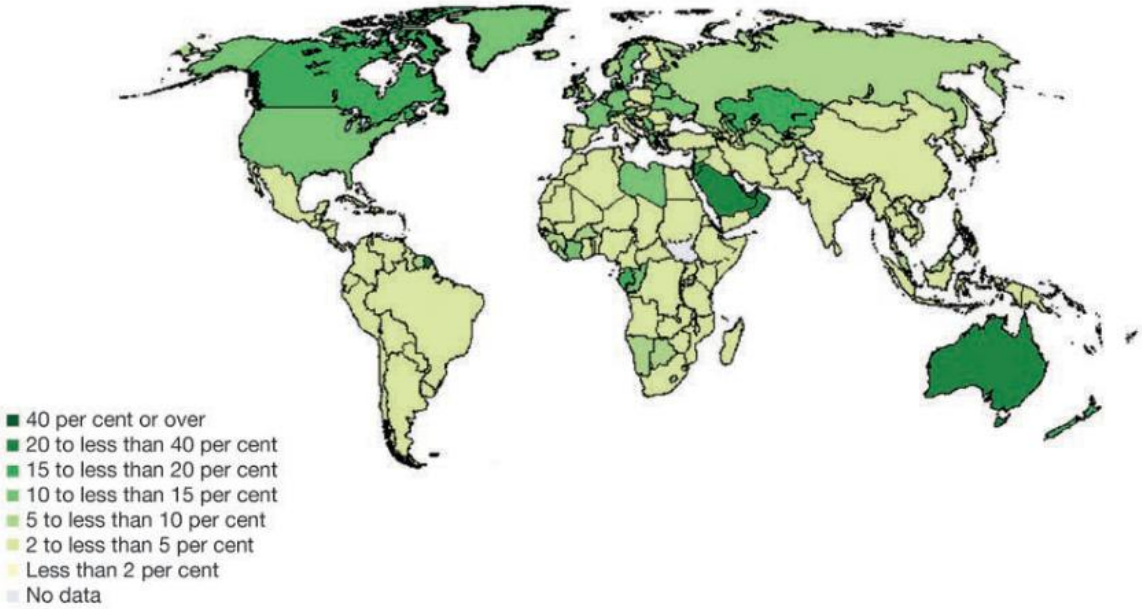
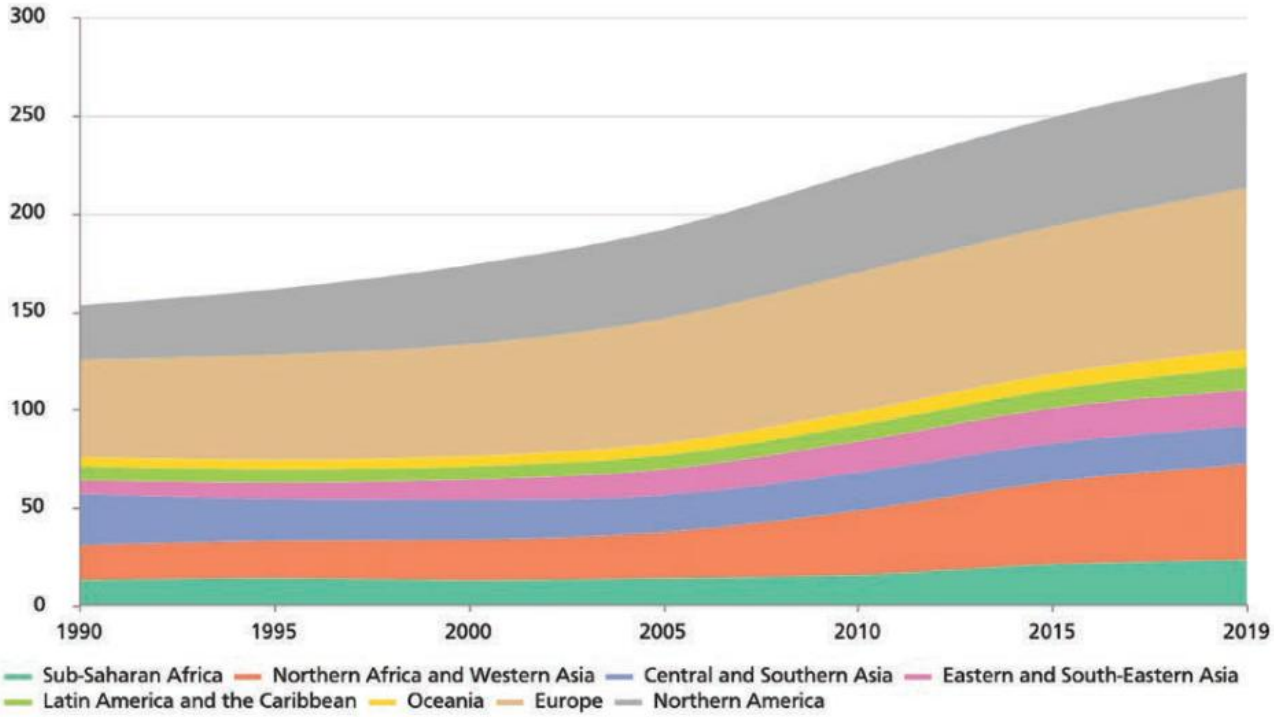


▲ **Figure 16.6** The percentage of countries' populations that are made up of international migrants



▲ **Figure 16.7** The change in the number of migrants in eight world regions between 1990 and 2019

ACTIVITY 16.2

Analysing migration data

1 Refer to Figure 16.5 and Figure 16.6.
   a List five countries that host a large number of international migrants.
   b List five countries in which migrants make up a large proportion of their population.
   c Is there a strong spatial association between the number of migrants in a country and the proportion of their population that are migrants?
   d Suggest a reason for your answer to part c.

2 a Using Figure 16.7, describe how the total number of migrants has changed over time.
   b Which region has gained the most migrants since 1990?

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KEY TERMS

net overseas migration the difference between the numbers of immigrants and emigrants in a country

immigrant a migrant who comes to live in a different country

emigrant a migrant who leaves a country to live in a different country

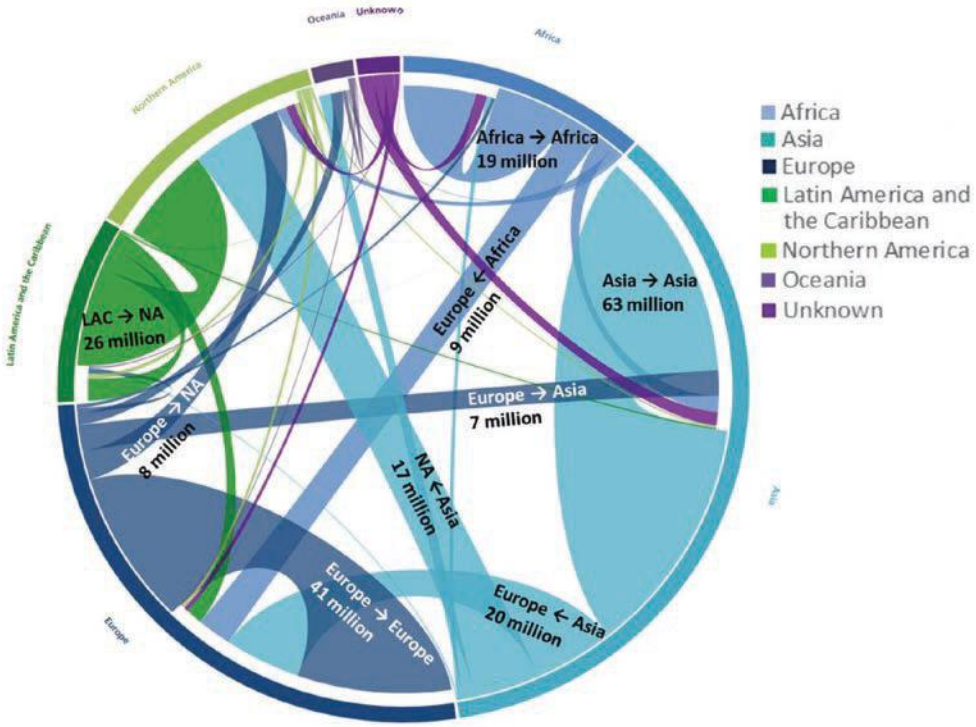
host country a country that is home to an international immigrant

donor country a country from which an international emigrant came

Net overseas migration is the difference between the number of people entering a country, known as **immigrants**, and the number of people leaving a country, known as **emigrants**. A country that has more immigrants than emigrants has a positive net migration. Table 16.1 shows the 10 **host countries** with the highest number of immigrants and the 10 **donor countries** with the highest number of emigrants. Russia is the only country to feature on both lists. Although it hosts 12 million immigrants, 10 million Russians are also living abroad, meaning they have only a relatively small positive net migration.

▼ **Table 16.1** The 10 countries that hosted the most immigrants and the 10 countries from where the most emigrants left in 2019

Host country	Number of international immigrants (million)	Donor country	Number of international emigrants (millions)
United States of America	51	India	18
Germany	13	Mexico	12
Saudi Arabia	13	China	11
Russia	12	Russia	10
United Kingdom	10	Syria	8
United Arab Emirates	9	Bangladesh	8
France	8	Pakistan	6
Canada	8	Ukraine	6
Australia	8	Philippines	5
Italy	6	Afghanistan	5



▲ **Figure 16.8** The origin and destination of international migrants by region in 2019

Most international emigrants move to countries within the same region. Figure 16.8 demonstrates this concept. For example, while 41 million European migrants have moved to another European country, only 7 million have moved to Asia and 8 million have moved to North America.

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▲ **Figure 16.9** An online interactive map showing the movement of migrants (yellow) and the amount of net migration (blue for positive, red for negative) between 2010 and 2015

ACTIVITY 16.3

Analysing the movement of international migrants

Visit Metrocosm's online global immigration map.

1. List three common movements of migrants, three countries with the largest positive net migration and the largest negative net migration.
2. Click on a blue country and list the countries from which it is receiving most of its immigrants.
3. Click on a red country and list the countries to which most of its emigrants are moving.

Why does international migration occur?

Chapter 15 introduced the concept of rural to urban migration as a cause of urbanisation, and listed some push and pull factors that might make people either want to leave a place or entice them to move to a place. Similar factors can be used to understand the reasons why people choose to move to a different country either temporarily or permanently. Some of these are listed in Table 16.2. Economic factors such as job availability, higher wages and a lower cost of living are common reasons for migrating. In fact, three-quarters of all international migrants are of working age, meaning they are aged between 20 and 64. Many people also move countries to live in a more favourable climate. For example, Ecuador on the west coast of South America is a popular retirement destination for North Americans due to its stunning beaches, cheap housing and average temperature of just under 20 degrees.

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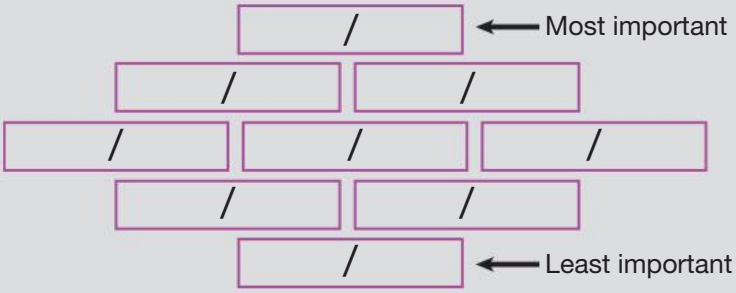
▼ **Table 16.2** Push and pull factors that lead to international migration

Push factors	Pull factors
• Poverty	• Better employment opportunities
• Unemployment	• A higher quality of life
• High cost of living	• A more affordable lifestyle
• Food insecurity	• Food security
• Natural disasters such as flood	• Safety
• War	• Political stability
• Political, racial or religious persecution	• Better quality services such as universities
• An uncomfortable climate	• A more favourable climate
• A lack of services	• Close to family and friends

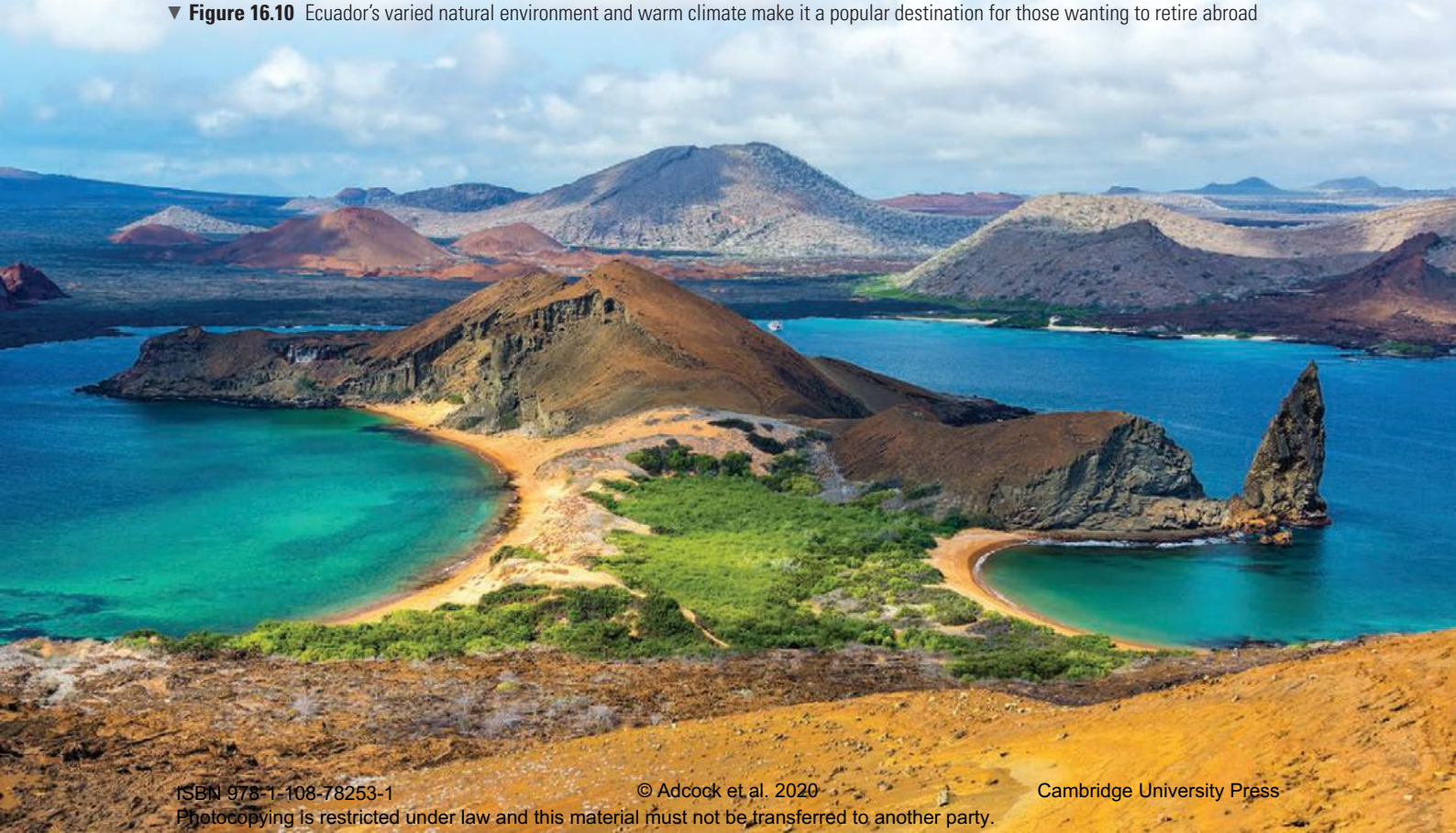
ACTIVITY 16.4

Using a diamond ranking template

Use a diamond ranking template to rank the nine push factors and nine pull factors from Table 16.2. What do you think would be the most important reason to the least important reason to migrate?



▼ **Figure 16.10** Ecuador's varied natural environment and warm climate make it a popular destination for those wanting to retire abroad



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▲ **Figure 16.11** Syrian refugees arriving on the shore of Lesvos, Greece, in November 2015

While many people migrate out of choice in an attempt to improve their lives, others are forced to leave. An **asylum seeker** is someone who flees their own country to seek sanctuary in a different country. They seek protection and once this is granted, they are classified as a **refugee** and are legally allowed protection and assistance. Refugees leave their home country out of fear of **persecution** due to their race or political or religious beliefs or to escape war or violence. By 2019 there were almost 26 million refugees across the world. Between 2015 and 2019, 1.4 million people crossed the Mediterranean Sea to escape conflict in Syria. They risked their lives in unseaworthy boats and dinghies in a dangerous attempt to reach Italy, Greece and Spain. Thousands have died while attempting this journey.

Amazing but true…

Studies have estimated that increased drought, catastrophic weather events and rising sea levels due to climate change could lead to the movement of 200 million climate refugees by 2050.

What are the impacts of international migration?

Migration leads to a range of positive and negative impacts both for the host and donor countries. One of the positive impacts for donor countries is the payment of remittances, which is money sent by migrant workers back to families in their home country. This can help reduce poverty, especially in poorer rural regions. Unfortunately, in many cases this also means that families are temporarily separated. Upon returning home, many migrant workers bring new skills that can help to provide an economic boost to their communities.

KEY TERMS

asylum seeker someone who leaves their own country, often for political reasons or because of war, and who travels to another country hoping that the government will protect them and allow them to live there

refugee a person who has escaped from their own country for political, religious, or economic reasons or because of a war

persecution to treat someone unfairly or cruelly over a long period of time because of their race, religion, or political beliefs

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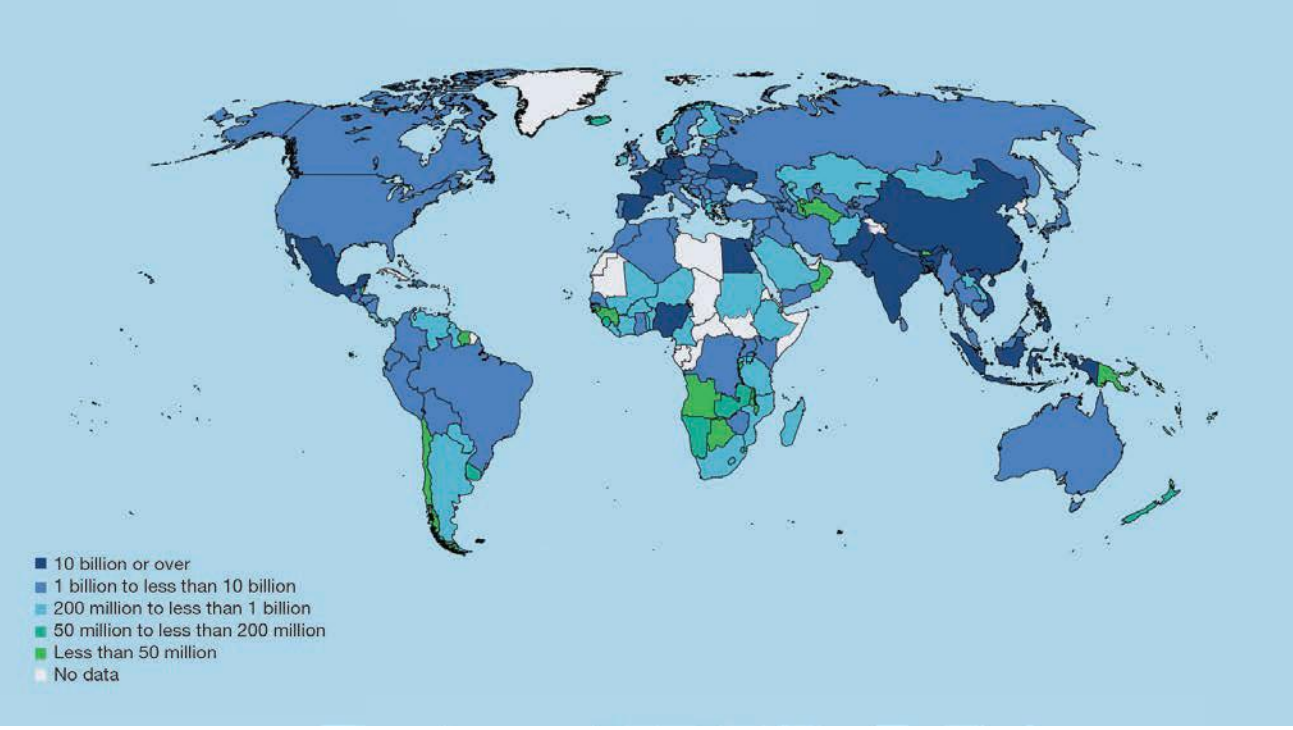
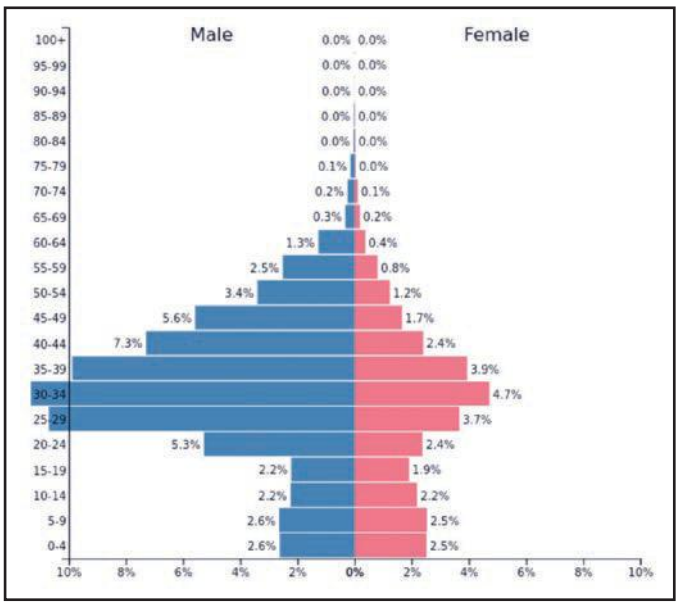


▲ **Figure 16.12** The global distribution of countries receiving remittances
Source: United Nations, Department of Economic and Social Affairs, Population Division (2019), International Migrant Stock 2019. Available at unmigration.org

The immigration of workers can help to fill labour shortages in highly skilled areas. For example, a migrant doctor might fill a position in a rural area. In wealthier countries, migrants also often fill less desirable and lower paid positions. Unfortunately, many of these unskilled workers are forced to work in very poor conditions. Positive social impacts of immigration include a more diverse culture; however, this can also lead to conflict between people of different cultural and religious groups. Depending on how it is managed, an influx of migrant workers can also lead to overcrowding and increased costs associated with services such as health care. Remittances sent home lead to negative economic consequences in the host country, as earnings are not spent in the local economy.

The United Arab Emirates has a very high concentration of migrant workers: 80 per cent of the population. The majority of these workers are middle-aged men from places such as India and Pakistan.

The influx of these people has led to a very uneven population structure. Figure 16.13 shows a very high proportion of males aged between 20 and 64 compared to females. This gender imbalance of 2.7 males for every one female is leading to a range of negative psychological consequences.



▲ **Figure 16.13** The population pyramid (of 9 770 526 people) of the United Arab Emirates in 2019

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DEVELOPING GEOGRAPHICAL CONCEPTS AND SKILLS 16.1

Interpreting population pyramids

Figure 16.13 is an example of a population pyramid or population structure. These graphs reveal the age–gender structure of a country's population. They display the proportion of the population in 5-year intervals. Each interval is divided into males and females.

Visit the Population Pyramid website (populationpyramid.net).

1. Find population pyramids for other Middle Eastern countries such as Saudi Arabia, Qatar and Yemen. Do they have a similar-shaped pyramid?
2. Find population pyramids for a European country and compare it to one in Africa. What are the differences and what do you think is the cause of these differences?
3. Choose a country and change the year to see how its pyramid has changed over time and how it is expected to change in the future. What factors do you think might be responsible for these changes?

International migration to Australia

How many international migrants are there in Australia?

Australia is one of the most culturally diverse countries in the world. International migration has been a significant part of our development since European settlement in 1788. Australia's migration history involves the penal transportation of convicts, the gold-rush era beginning in 1851, postwar immigration following World War II, the current migration program and the humanitarian programs involving the settlement of refugees. In 2019 there were around 7.5 million migrants living in Australia from 150 different countries. This is a significant increase from less than four million in 1990 (see Table 16.3). Together, international migrants make up 30 per cent of Australia's total population. Furthermore, 19 per cent of people born in Australia have at least one parent who was born overseas. Table 16.4 shows that English-born migrants are still the greatest proportion of migrants, although there is an increasing number coming from China and India.

▼ **Table 16.3** The number of international migrants living in Australia and the percentage of Australia's population that are international migrants between 1990 and 2019

	1990	1995	2000	2005	2010	2015	2019
International migrants (000s)	3955.2	4153.3	4386.3	4878.0	5883.0	6729.7	7549.3
Share of population (%)	23.3	23.1	23.1	24.2	26.6	28.1	30.0

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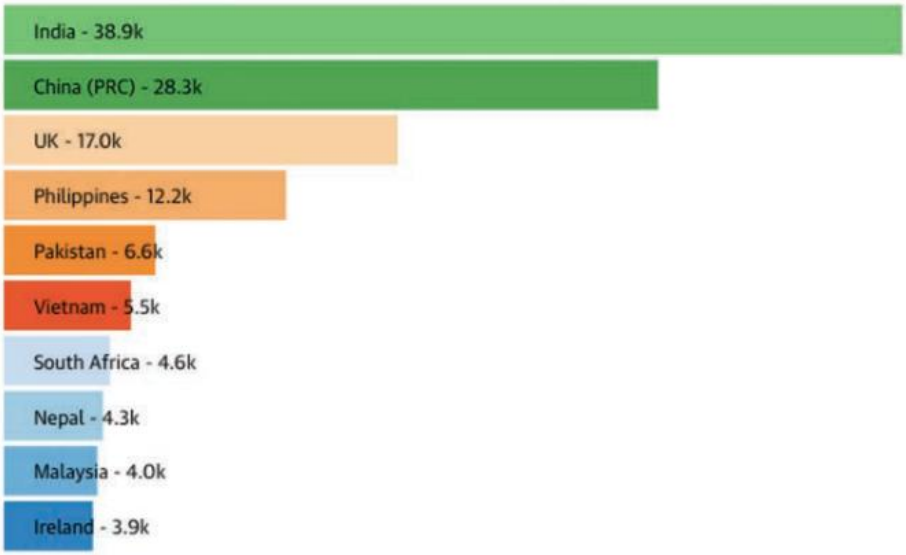
▲ **Table 16.4** The origins of the largest groups of Australia's migrant population

Country of birth	No. of persons	%
England	992 000	4.0
China	651 000	2.6
India	592 000	2.4
New Zealand	568 000	2.3
Philippines	278 000	1.1
Vietnam	256 000	1.0
South Africa	189 000	0.8
Italy	187 000	0.7
Malaysia	174 000	0.7
Scotland	135 000	0.5
All overseas-born	**7 342 000**	**29.4**



▲ **Figure 16.14** The top 10 countries of origin for migrants to Australia in 2017

ACTIVITY 16.5

Comparing geographical data

Compare the data in Table 16.4 and Figure 16.14. Are the origins of international migrants that immigrated to Australia in 2017 similar to or different from the origins of the total migrant population?

DEVELOPING GEOGRAPHICAL CONCEPTS AND SKILLS 16.2

Drawing and interpreting line graphs

Figure 16.15 is an example of a line graph. Geographers use line graphs to show change over time. This can allow us to analyse trends and project future trends. When drawing a line graph, measurement of time (such as years) should always go on the *x* (horizontal) axis. The variable that is changing goes on the *y* (vertical) axis. Both axes need to be divided into even increments and clearly labelled. Once you have set up your axes, plot each data point on the graph and then join the dots using a straight line.

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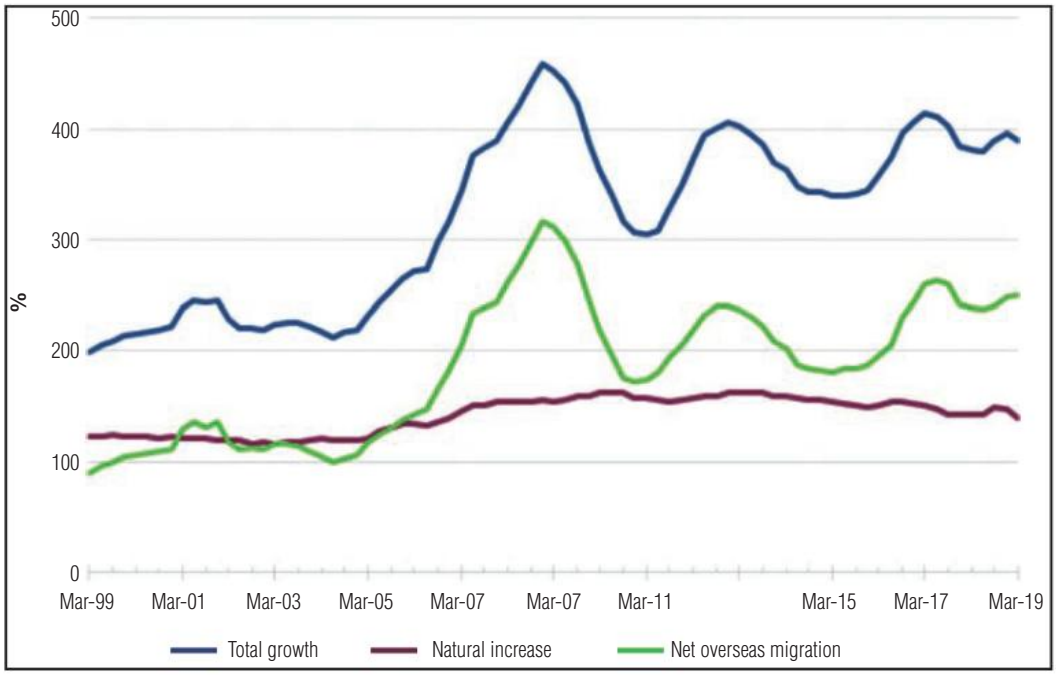
1 Draw two line graphs using the data from Table 16.4: one for the change in the number of migrants and one for the change in the proportion of migrants.
2 Describe the trend shown in both graphs. Comment on:
   - The trend of the graph (increasing or decreasing)
   - The periods of faster or slower growth (indicated by the steepness of the graph).
3 Suggest a factor that might have caused the changes described in question 2.

What is the rate of migration in Australia?

The number of migrants moving to and leaving Australia varies each year. As such, the level of net overseas migration also changes. In the year ending 31 March 2019, Australia's net overseas migration was 249 700 people. This was an increase of 5 per cent on the previous year. Figure 16.15 shows the contribution that migration has on Australia's population growth since 1999. While the level of natural population growth has been stable, the level of net migration has varied considerably. However, throughout almost this entire period, migration has contributed more to population growth than births.



▲ **Figure 16.15** The change in the growth of Australia's population due to natural increase and net overseas migration

ACTIVITY 16.6

Interpreting a line graph

Refer to Figure 16.15.

1 During which years were the greatest change in total population growth?
2 Was this change primarily due to migration or natural population growth?
3 Approximately what proportion of growth in 2019 was due to migration?
4 How has this proportion changed since 1999?

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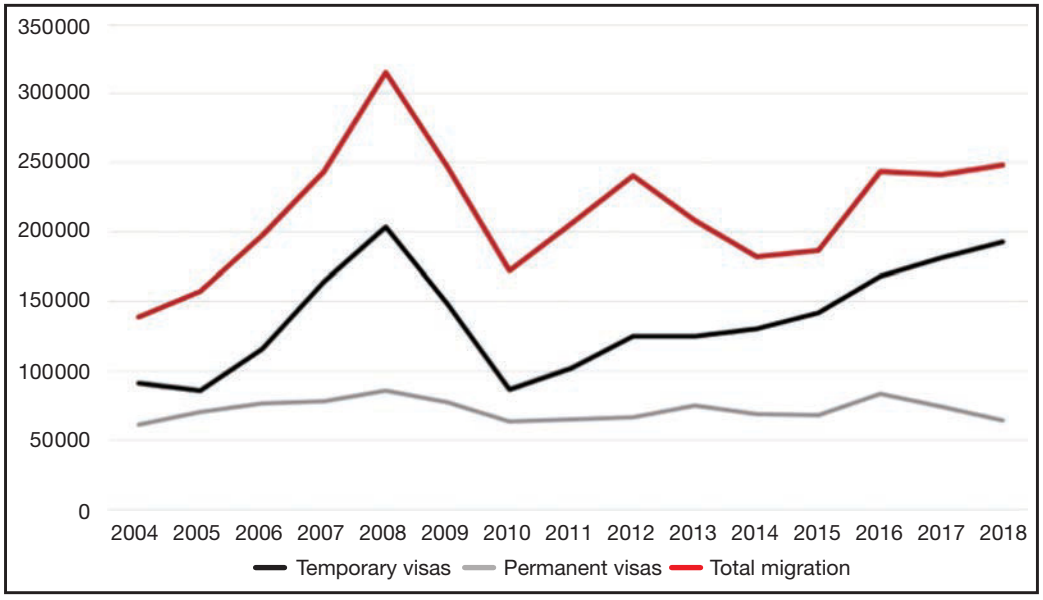
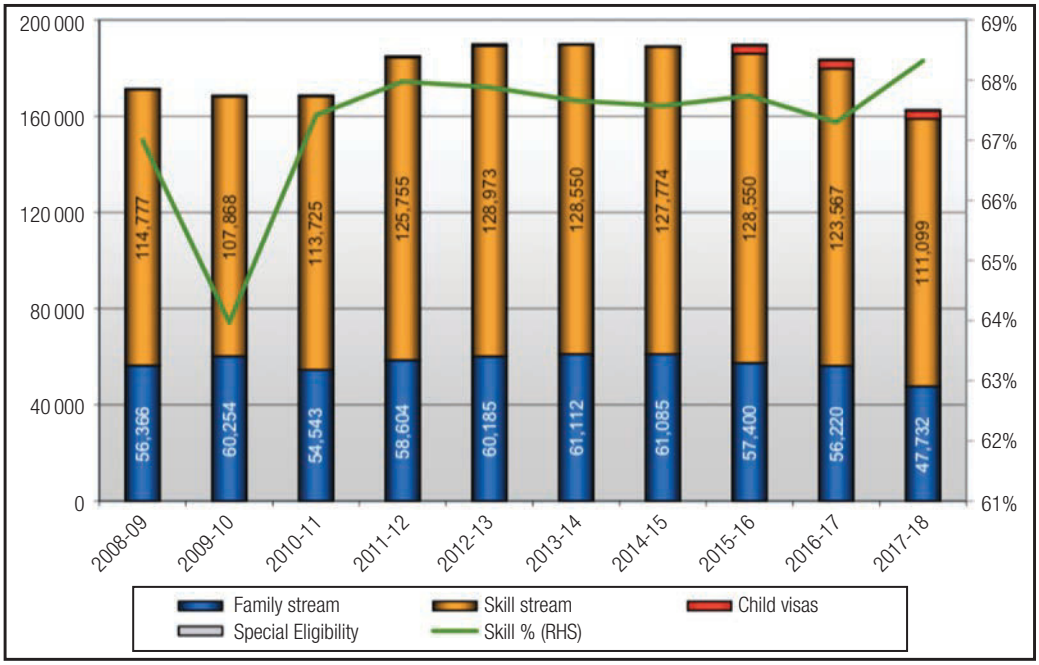
Australia's migration program

Each year, the Australian Government allocates the number of places available for people wishing to migrate temporarily and permanently under the migration program. This includes skilled workers who are coming to fill skilled labour shortages, and family migrants for those who wish to migrate to be with family and foreign students. The government sets a migrant quota, which includes the number of permanent and temporary visas that will be allocated in each stream. Figure 16.16 and Figure 16.17 show how this number has changed over time. Migrants can apply to become Australian citizens after they have lived here for at least four years. Applicants aged 18 and over must sit a citizenship test that assesses English language skills and knowledge about Australia.



▲ **Figure 16.16** The proportion of temporary and permanent immigrants that migrate to Australia each year, and the total migration numbers each year



▲ **Figure 16.17** The number of immigrants in each stream of the migration program

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ACTIVITY 16.7

Becoming an Australian citizen

1 Complete the Australian citizenship practice test on the website of the Department of Home Affairs.
   a Do you think this test is a fair and accurate way of determining whether a migrant should be allowed to become an Australian citizen?
   b Write three additional questions that you think should be on this test.
2 Using Figure 16.16 and Figure 16.17, describe how the number of immigrants and the types of immigrants entering Australia have changed over the last decade. In your answer, refer to specific statistics from both graphs.

Australia's humanitarian program

Australia's humanitarian program involves **resettling** refugees who are seeking protection in Australia. It involves helping offshore refugees arriving from other countries who are in desperate need of settlement in Australia, and refugees who have already arrived in Australia who require further protection. Since World War II, Australia has resettled more than 880 000 refugees, and 18 750 places were allocated to the humanitarian program in 2019.

Refugees seeking entry into Australia must satisfy criteria based on the severity of the persecution they have faced, the extent of their connection with Australia, whether or not there are settlement options in other countries, and whether or not Australia has the capacity to provide support for them. Part of this process involves offshore detention, where asylum seekers are moved to other countries while their application for refugee status is processed. Australia is the only country in the world with an offshore detention process. This policy has been widely criticised because many refugees spend several years in detention centres in places such as Nauru while their claims are processed. These people are often forced to live in inhumane and psychologically damaging conditions and this has resulted in a number of directly and indirectly related suicides.

KEY TERM

resettlement the transfer of refugees from the country in which they have sought refuge to another country that has agreed to have them

▲ **Figure 16.18** Thousands of protesters at Sydney Town Hall demonstrating against offshore detention in February 2016

▲ **Figure 16.19** One of the refugee detention centres on Nauru

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The impacts of international migration to Australia

Since European settlement, migration in Australia has had a wide range of impacts. Some of the more recent impacts are listed in Table 16.5.

▼ **Table 16.5** A range of impacts associated with international migration

	Positive	Negative
Environmental	Migrants who choose to settle in rural areas can bring new life and money to smaller towns and cities.	Migrants tend to settle in capital cities, leading to pressure on housing availability, congestion, infrastructure and services.
Economic	Migrants are often hardworking and willing to take on a range of necessary jobs. Highly skilled migrants can fill labour shortages in a range of industries.	Non-migrants are sometimes worried that migrant workers will take jobs they feel should be reserved for them. Migrants who become citizens eventually retire and are eligible for **social security**.
Social	Migrants bring cultural and religious diversity.	Clashes of cultures can lead to racism, conflict and difficulties with **integration**.

KEY TERMS

social security payments from the government to people without an income, such as Australia's aged pension

integration the adoption of other cultures into a society as equals

gross domestic product (GDP) a measure of a country's economic output based on the goods produced and the services provided

sustainable the ability to be maintained at the same rate without impacting the future

Many of the negative impacts of migration stem from increases in population. Many believe that Australia cannot sustain its population growth, especially as its citizens get older and require health care and social security payments. Others argue that migrants provide an essential boost to the Australian economy by paying tax and supporting industries. It is estimated that migration overall contributes 1 per cent to Australia's total **gross domestic product (GDP)**. The quota allocated for the migration program each year is determined based on these factors, ensuring that the amount of immigration is **sustainable**.

One of the more obvious impacts of international migration is the influence it has on Australia's diverse and dynamic culture. Many groups of migrants choose to live in clusters of suburbs to be close to family and friends and to assist in their integration into Australian life. Postwar European migrants, such as those from Italy and Greece, clustered in suburbs of Melbourne such as Carlton, Brunswick, Richmond and Oakleigh. Chinese and Vietnamese make up approximately 20 per cent of the population in Springvale and Box Hill. While some argue that these clusters help immigrants to adjust to Australian life and to find work and support, others argue that it does not allow immigrants to integrate into Australian culture, and creates a cultural divide.

Amazing but true…

Melbourne is home to the second largest population of Greek people; it is second only to Greece.

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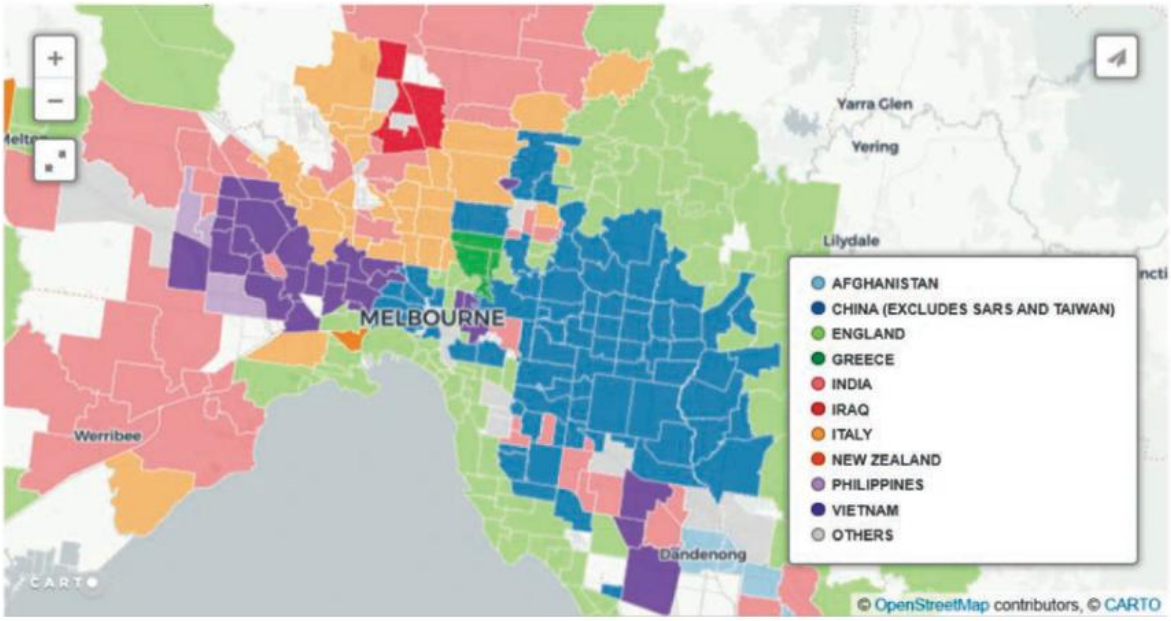

▲ **Figure 16.20** The most common country of birth (besides Australia) for each suburb of Melbourne

Digital activity
See the digital versions to access an interactive version of this map.

END-OF-SECTION REVIEW 16.1

Review questions

Answer these questions on paper or in the Interactive Textbook.

Digital quiz
Please see the Interactive Textbook to access digital activities

Recall

1 Define the following terms:
   - a International migration
   - b Temporary migrant
   - c Permanent migrant
   - d Permanent residency
   - e Citizenship
   - f Net overseas migration
   - g Remittances.

2 Explain the difference between a migrant, immigrant, emigrant, refugee and asylum seeker.

3 Describe what push and pull factors are and provide three examples of each.

4 List and describe three impacts of international migration.

Interpret

5 a Name three countries that have a high number of international migrants and three that have a low number.
   - b Suggest two reasons why a host country might have a large number of international immigrants and three reasons why a country might only have a small number.

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6 What do you think is the most important factor leading to high levels of emigrants from a donor country? Justify your answer.

7 Describe how international migration to Australia is changing over time, including the number of migrants, the proportion of the population who are migrants and the origin of migrants.

8 Explain one of the ways in which international migration is creating an interconnection between Australia and the rest of the world.

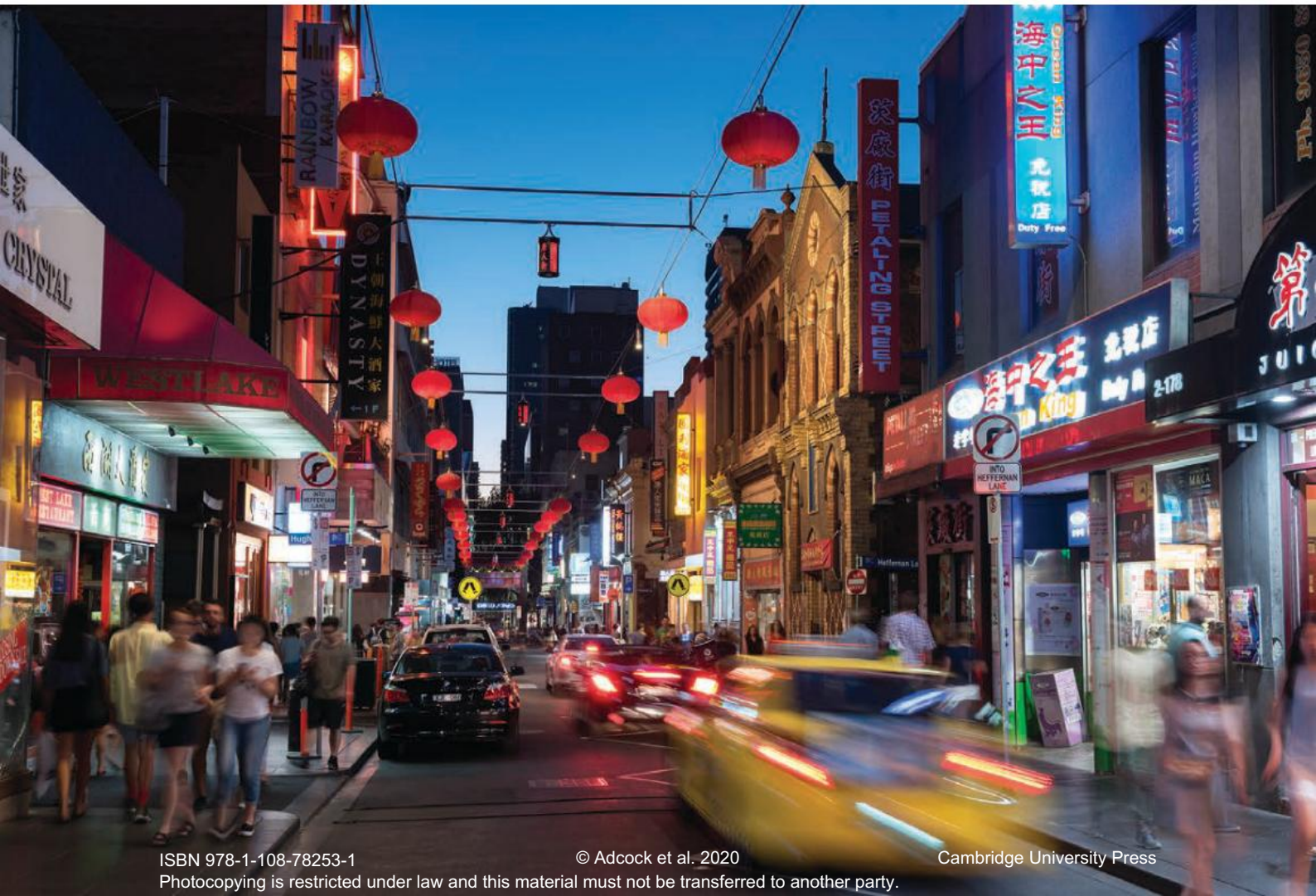
Argue

9 'Most international migrants move to countries within the same region.' Using the information from Figure 16.8, discuss whether or not this statement is accurate. In your discussion, refer to specific regions and data.

10 The United Nations International Migrant Report 2019 stated that 'most of the world's migrants live in a relatively small number of countries'. Evaluate this statement using data from this chapter.

11 In a paragraph, discuss whether or not Australia should maintain its current level of immigration. Consider both positive and negative impacts in your discussion.

▼ **Figure 16.21** Melbourne's Chinatown was established in the 1850s with the influx of Chinese immigrants, and is a hub of Chinese culture in Australia.



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16.2 The reasons for and effects of internal migration

FOCUS QUESTIONS

- What is internal migration?
- What impacts is internal migration having in Australia and China?

The Australian Bureau of Statistics defines internal migration as the movement of people from one defined area to another within a country. This includes:

- Rural to urban migration
- Urban to rural migration
- Intra-urban migration where people move to a different part of an urban area
- Inter-urban migration where people move to a different urban area
- Interstate migration where people move to a different state.

Unlike international migration, internal migration does not change the population of a country. Instead, it changes its spatial distribution or arrangement. Therefore, for every place within a country that is growing due to internal migration, another place within that country is shrinking. The reasons for and impacts of internal migration are explored in this section in the context of Australia and China.

Internal migration within Australia

Why are Australians moving?

Data from the 2016 national census showed that an average of nearly 8 per cent of Australians change their address each year. This ranks Australia in the top 20 per cent of countries in the world in terms of the rate of internal migration. The reasons why Australians choose to move include:

- Expensive house prices in capital cities forcing people to move to the outer suburbs, nearby cities or rural areas
- Lucrative job opportunities in industries such as mining
- Access to educational opportunities such as high-quality universities
- Lifestyle choices such as preferences for where to raise children or retire.

A common example of movement is young people who have grown up in a rural area who choose to move to a capital city to attend university. The Australian Government encourages this movement by offering **financial incentives** such as **youth allowance**, **rent assistance** and various **relocation scholarships**. Similarly, educated professionals such as doctors and teachers are enticed to work in rural and remote areas through salary bonuses and housing subsidies (discounts).

KEY TERMS

financial incentives money that is offered to people to encourage them to do something such as migrate

youth allowance fortnightly payments available through Centrelink for full-time students aged between 16 and 24

rent assistance payments to contribute towards rent expenses for those living away from home

relocation scholarships payments for each year of study for students from regional and remote areas who undertake full-time study

Where are Australians moving to?

During 2019, Victoria, Queensland and Tasmania were the states with the highest positive net interstate migration (see Figure 16.22). This means there were more people who migrated to these states compared with those who left. Figure 16.23 shows the origin and destination of these migrants from each state and territory. Within each state, the location of where migrants are choosing to live also varies spatially. Figure 16.24 shows the distribution of internal migrants within and around Melbourne.

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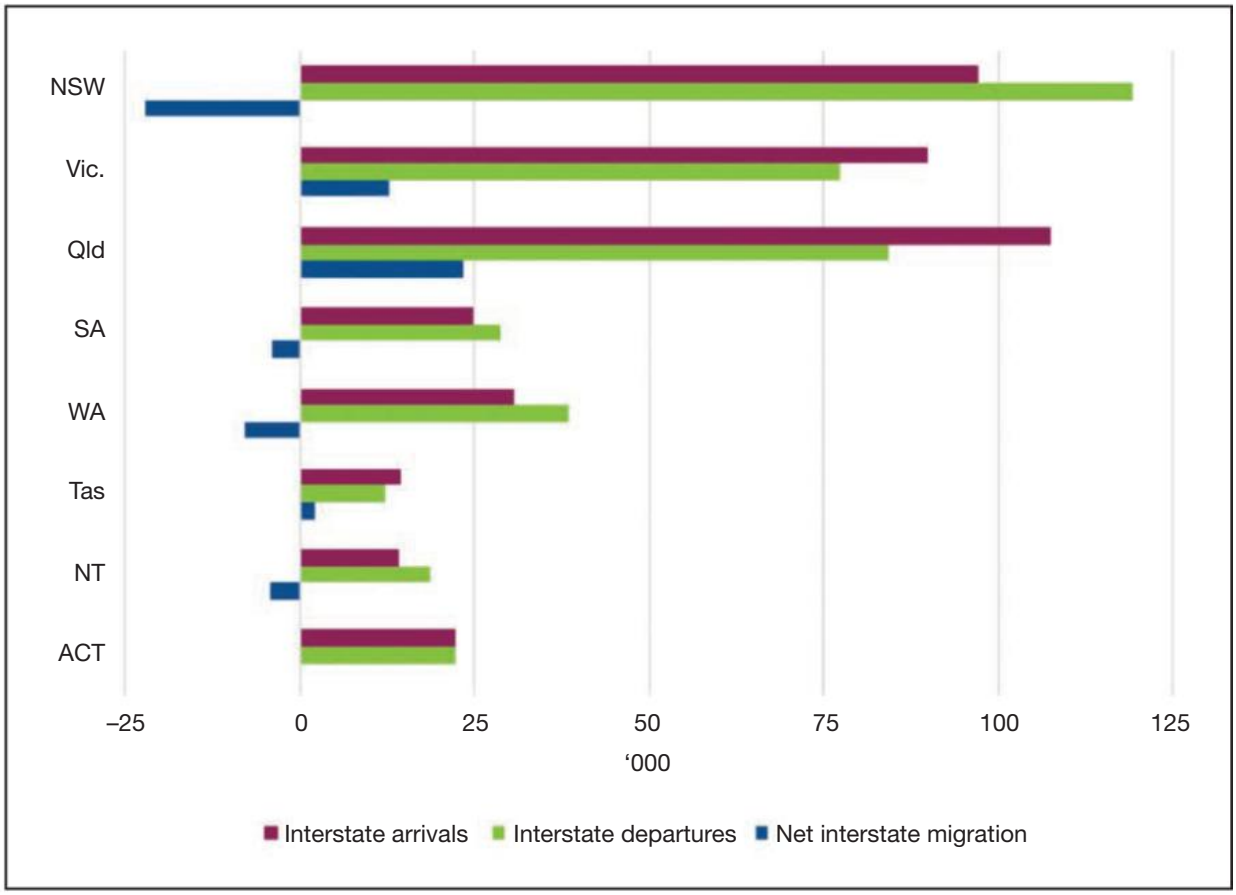
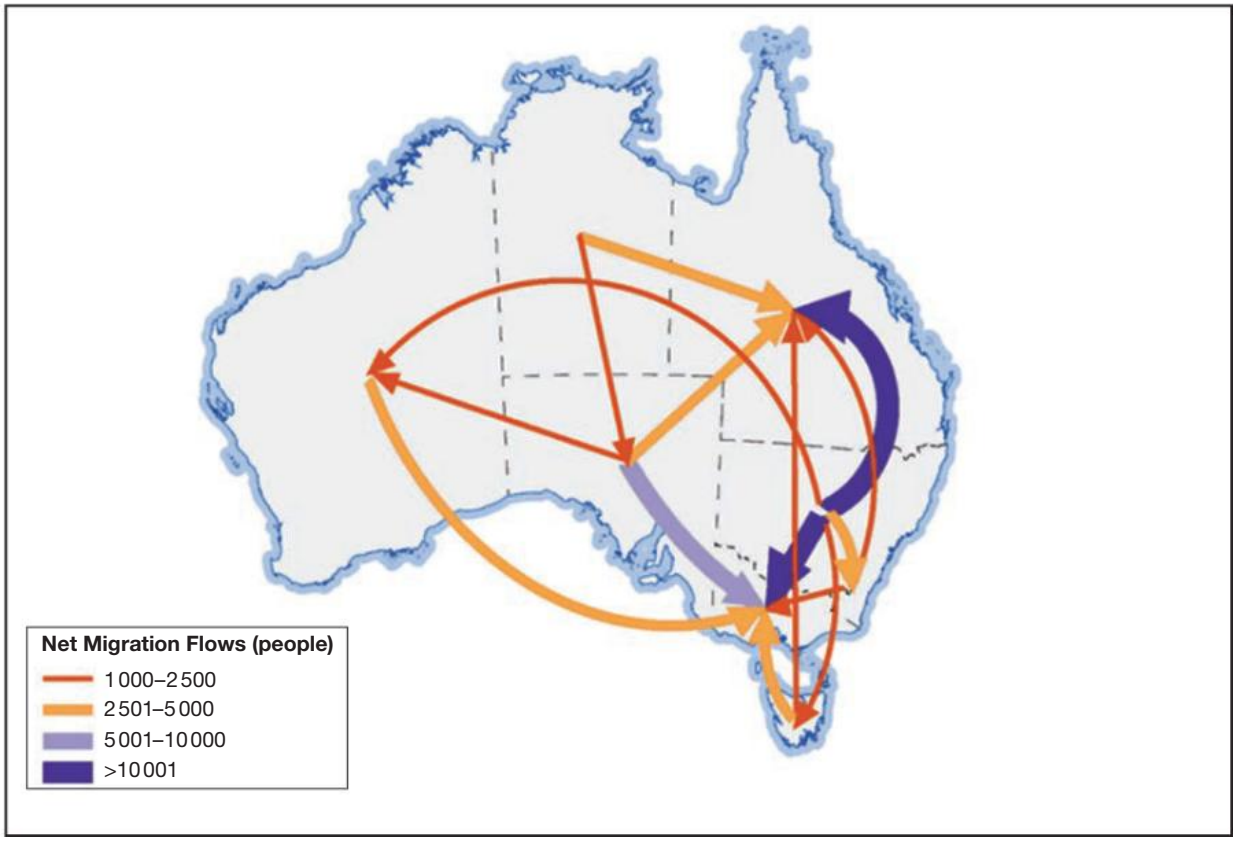


▲ **Figure 16.22** The annual number of interstate arrivals and departures, and the net interstate migration for each state and territory



▲ **Figure 16.23** The level of net migration between states and territories in 2016

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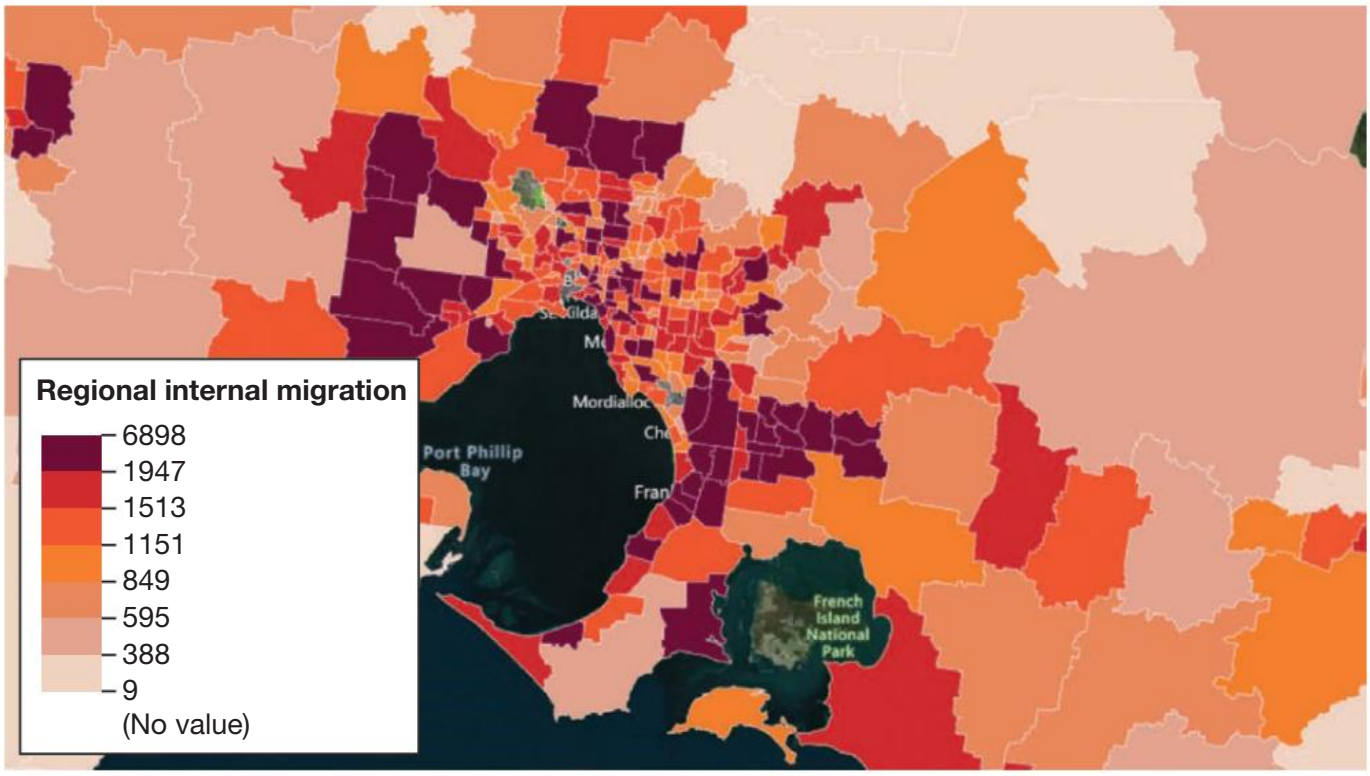

▲ **Figure 16.24** The distribution of internal migrants within Melbourne and surrounding areas

ACTIVITY 16.8

Internal migration

1. In a table, record the level of net migration for each state and territory using the data in Figure 16.22.
2. Using Figure 16.23, list the major movements of people between states and territories in 2016.
3. Using your answers to question 1 and 2, write a paragraph summarising internal migration in Australia.
4. Refer to Figure 16.24.
   - **a** Describe the spatial distribution of where internal migrants are living across and surrounding Melbourne.
   - **b** Why do you think migrants are moving to these particular locations?
   - **c** What is a positive and negative impact that you think this distribution might have on Melbourne? Consider social, economic or environmental impacts.

Population boom to bust

Chapter 15 looked at the impacts of rural to urban migration in terms of urbanisation and the increasing density of urban areas. However, this form of internal migration also affects the population structures of rural areas where these people came from. Many rural towns experience a mass movement of 18-year-olds each year as they finish school and move to cities to attend universities to find a wider range of jobs. Lucindale is a small town located 345 kilometres south-east of Adelaide near the border with Victoria. Lucindale has a population of 500 and an additional 8000 people live within the Naracoorte-Lucindale Council. Figure 16.25 shows a reduction in the percentage of people aged 15 to 30. On the other hand, Figure 16.26 shows that these age groups dominate the population in the City of Adelaide.

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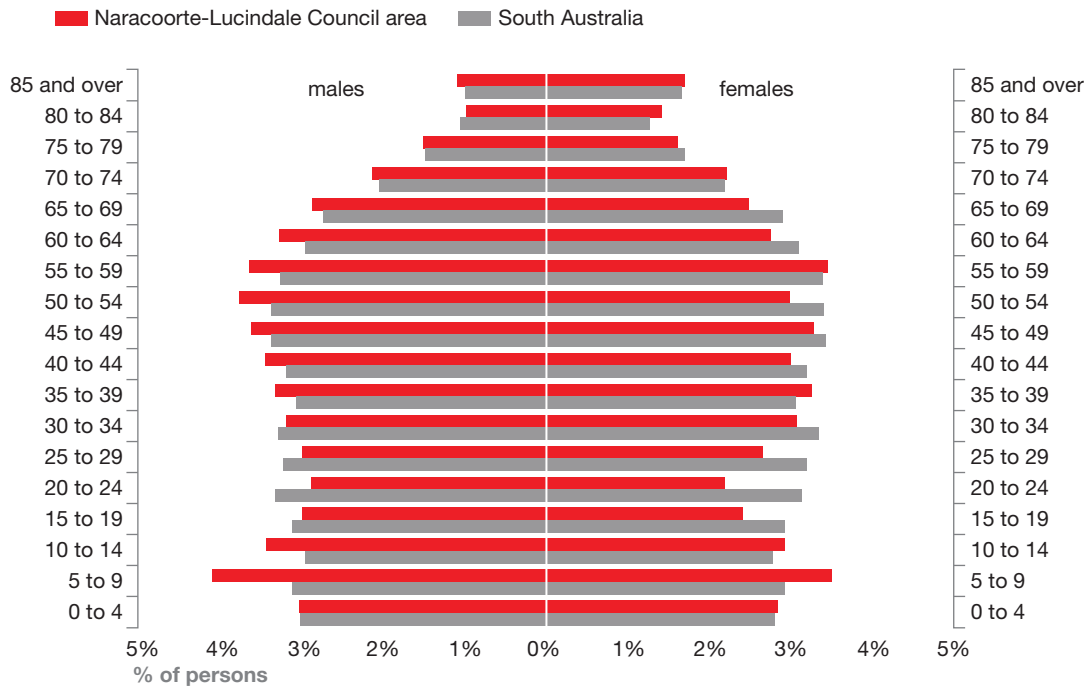
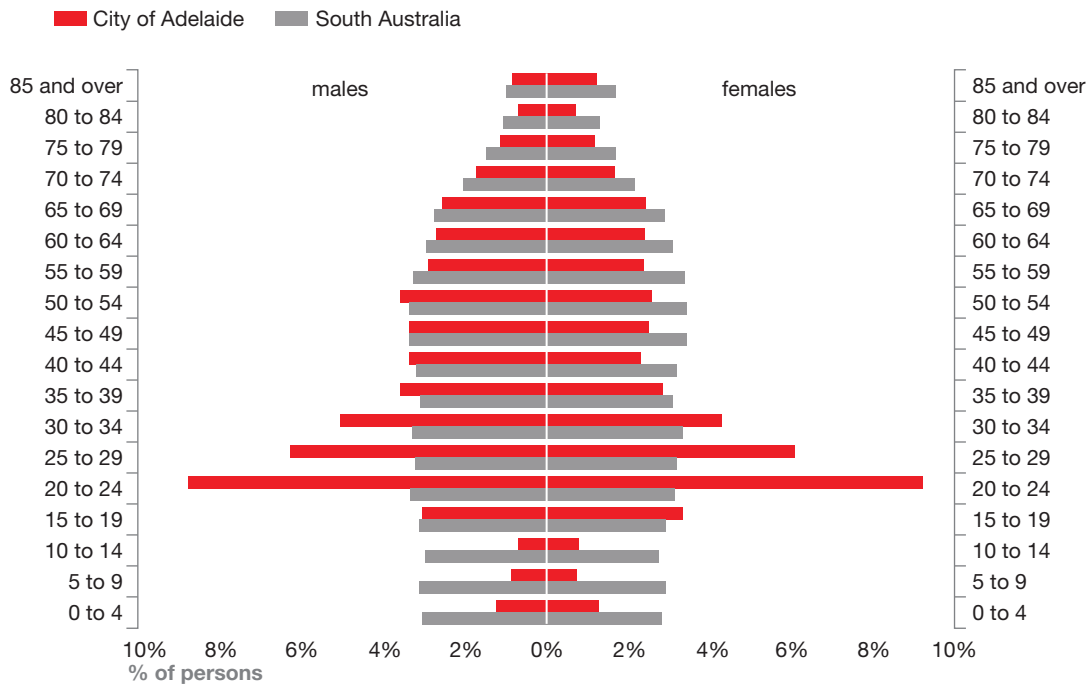
Amazing but true…

In 2017, local male farmers in Lucindale were struggling to find a female partner. The town had 15 single men aged 25–34 and zero women.



▲ **Figure 16.25** The population pyramid of the Naracoorte–Lucindale Council in 2016



▲ **Figure 16.26** The population pyramid of Adelaide in 2016

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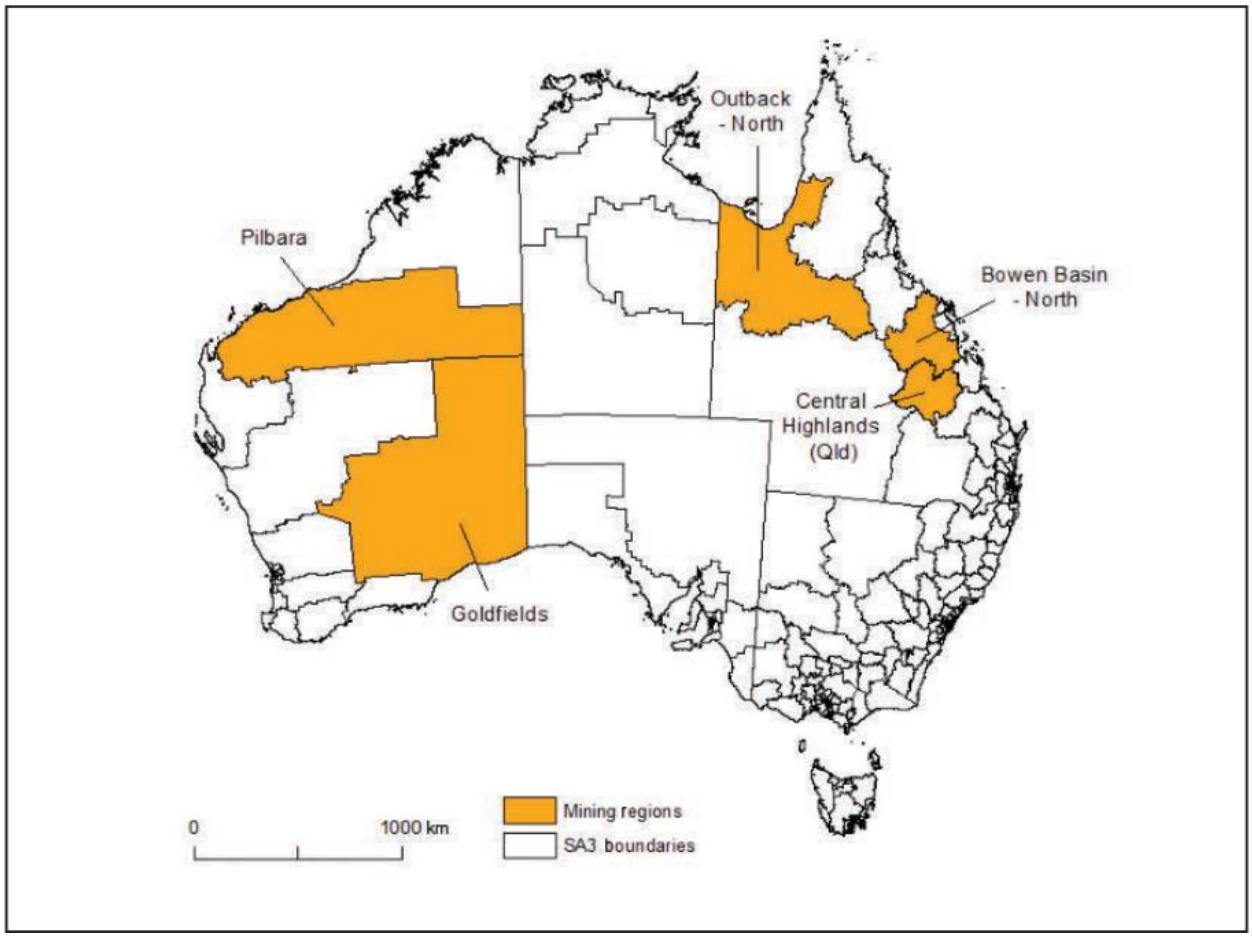
ACTIVITY 16.9

Comparing population pyramids

1. In a table, quantify the percentage of the population in each age group for the Naracoorte-Lucindale Council and the City of Adelaide.
2. Compare the percentages of people in the young, middle and older age groups.
3. List reasons that you think might explain any similarities and differences.

Changes to rural industries can have a significant impact on internal migration. For example, strong economic growth in the mining industry has attracted tens of thousands of people to remote mining regions. One of the most well known is the Pilbara region in northern Western Australia covering an area of 500 000 square kilometres. While Pilbara's population has increased by 40 per cent since 2005, Figure 16.28 shows that the population started to decrease in 2015 for the first time since the mining boom began. This was largely driven by a drop in the price of iron ore.

The reduction or losses of these industries can have a flow-on effect on small towns. Kambalda is located 60 kilometres south of Kalgoorlie in Western Australia. It boomed during the 1960s when nickel mining began. A reduction in the price for nickel has led to the recent closure of the four biggest mines. Since the closures, Kambalda's 2500 residents are struggling with the closure of their bank and the prospect of losing their doctor's surgery. This is further contributing to their declining population.



▲ **Figure 16.27** This is a map of the locations of five of Australia's mining regions in which more than 10 per cent of the population are employed in the mining industry. This includes the Pilbara region.

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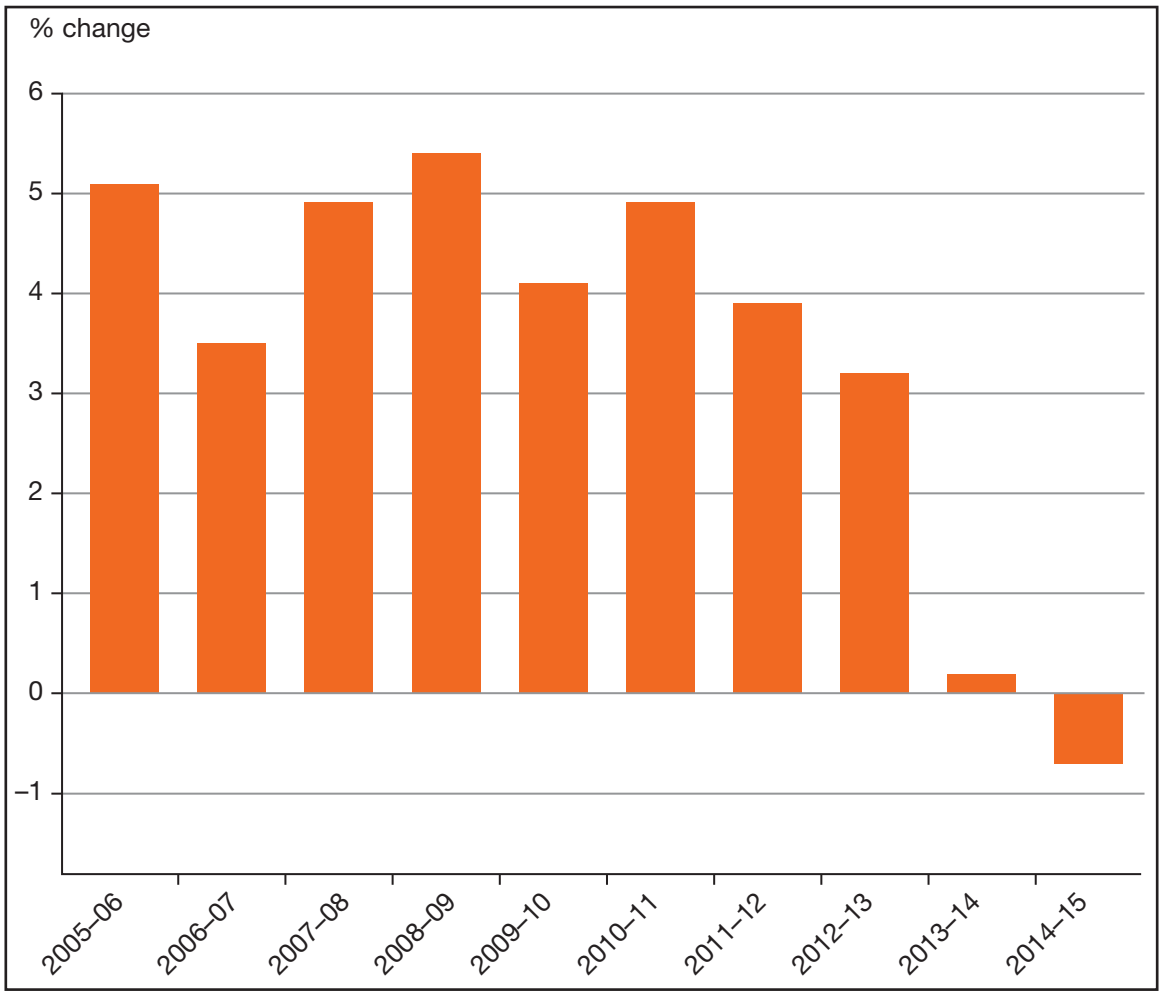

▲ **Figure 16.28** Annual population growth in the Pilbara region

Internal migration within China

How is the distribution of China's population changing?

Data from China's last national census in 2010 showed that more people were living in urban than rural areas for the first time. This is a significant increase from 1990 when China was only 26 per cent urbanised. The main cause of this urbanisation has been the rural to urban migration of workers driven by China's economic growth and **industrialisation**. This has been occurring at an unprecedented rate since 1978 when laws preventing internal migration were abolished. The main destination for internal migrants is Guangdong province, which contains the Shenzhen and Zhuhai economic zones.

KEY TERM

industrialisation the shift of a country's economy from one based primarily on agriculture to one based on manufacturing

There are currently more than 270 million rural migrants working in China's cities, which is roughly 20 per cent of China's total population. Thirty-nine per cent of these work in the manufacturing industry. These migrants are mostly temporary migrants, meaning they will eventually return to their home towns. Around half of them have migrated without their families.

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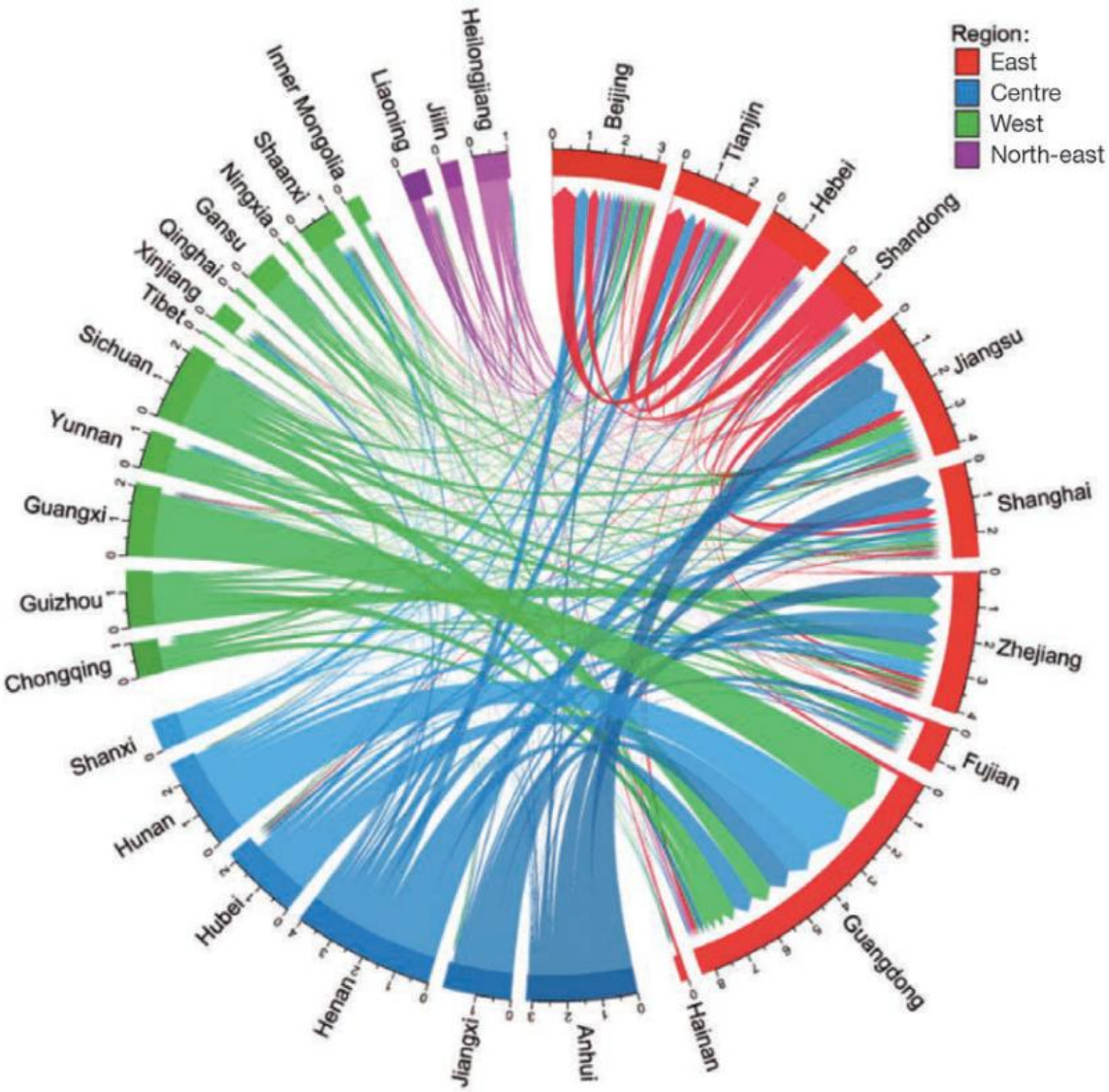

▲ **Figure 16.29** The origin and destination of migrants within China by province, between 2010 and 2015, in millions

ACTIVITY 16.10

Internal migration in China

1. Using Figure 16.29 and a blank map of China, create a map representing the origin and destination of China's internal migrants.
   - a Use different sized arrows to represent the number of migrants moving between provinces.
   - b Shade provinces different colours to represent net positive or negative amounts of migration.
   - c Include this information in a legend.
2. Describe the major places where people are moving from and to.
3. Describe the distribution of provinces with a net positive and net negative level of migration.
4. Suggest a factor that might be responsible for this distribution.

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Amazing but true…

The number of people living in urban areas in China grew from 64 million in 1950 to 680 million in 2019.

China's floating population

Every citizen in China is registered in the place where they were born. This household registration is known as ***hukou***. This policy was intended to limit the amount of internal migration to ensure its sustainability. *Hukou* allows residents to access government assistance including education, welfare and health care within their registered area. China's temporary internal migrants are not registered in the places where they work and are therefore referred to as the floating population. These people are not able to access government services in the places where they are working. They are forced to either pay a large sum of money to access these services or attempt to transfer their *hukou*, which is a long and difficult process. Children of migrants are only eligible for the same *hukou* as their parents. This means that if a child is born to unregistered migrant workers in Beijing, they will not be registered to Beijing but instead to the place where their parents came from.

KEY TERM

hukou an official document registering that a Chinese citizen is a legal resident of a particular area

▲ **Figure 16.30** The *hukou* is China's government household registration system, which identifies a person's area of residence, name, parents, spouse and date of birth.

What are the impacts of China's internal migration?

The rise of migrant workers in China has led to a range of negative impacts:

- Many workers are often forced to work in dangerous working conditions with no job security
- Migrant workers are often forced to undertake very low-paid jobs and work extremely long hours
- The children of migrants who do not have a valid *hukou* are forced to return to their home town, often to live with their grandparents
- Many migrant workers spend many years away from their families.

On the other hand, internal migration has been a major factor in China's economic growth and industrial development. Money sent back to families in rural areas has improved the living conditions within these places, while a reduction in the rural population has reduced the rural unemployment rate. China has also begun to relax the *hukou* system. The 2019 Urbanization Plan requires that small cities with populations between one and three million people will lift the restrictions on migrants without registration. This plan will also help workers in larger cities to transfer their *hukou* to their place of work. These reforms aim to both reduce the negative impacts of the system and boost urbanisation in these smaller urban areas.

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END-OF-SECTION REVIEW 16.2

Digital quiz
Please see the Interactive Textbook to access digital activities

Review questions

Answer these questions on paper or in the Interactive Textbook.

Recall

1 Define 'internal migration'. In your definition, include types of internal migration and examples.

2 Classify the following examples of migration as being rural to urban, urban to rural, intra-urban, inter-urban, interstate:
   - a Tasmania to South Australia
   - b Shepparton to Melbourne
   - c Melbourne to Sydney
   - d Brisbane to Stanthorpe
   - e Footscray to South Yarra

3 Outline the ways in which the Australian Government supports rural students to attend universities in urban areas.

4 Describe two main trends of migration within China.

Interpret

5 Suggest a factor that might be responsible for some states having a net gain in interstate migrants and others having a net loss.

6 Explain the impact that internal migration can have on population structures in rural and urban areas.

Argue

7 Discuss the ways in which the *hukou* impacts on Chinese migrants and how relaxing this system might help to reduce the impacts of internal migration.

▲ **Figure 16.31** Urban migrants often send money back to their families living in rural areas. This has helped raise the standard of living in places like Longsheng in rural China.

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16.3 The challenges of managing and planning Australia's urban future

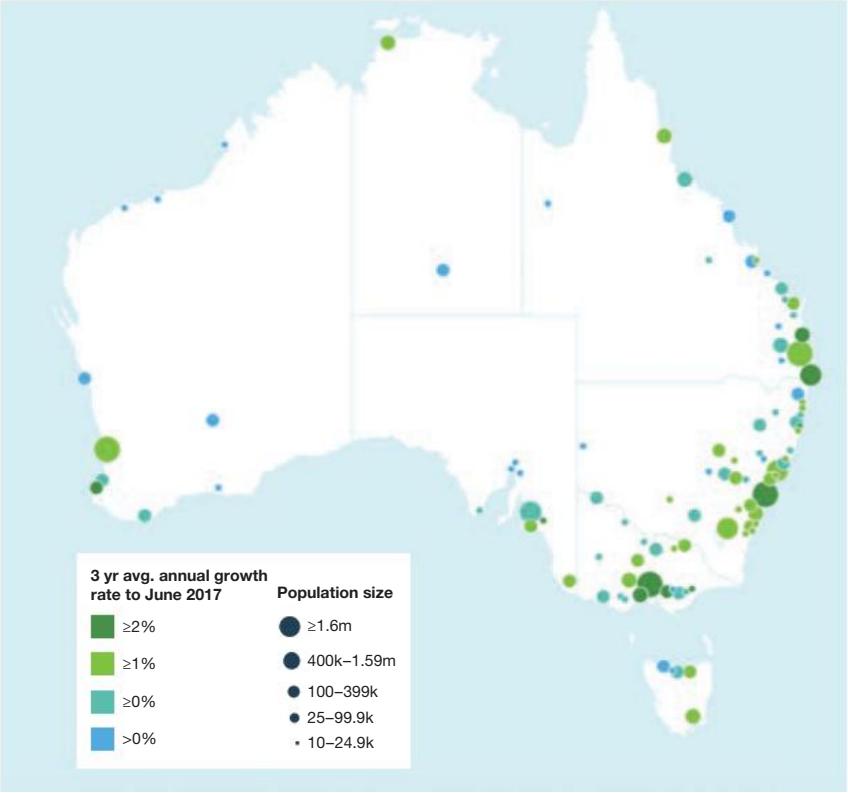
FOCUS QUESTION

What challenges does Australia face in managing its urban future?

The Australian Bureau of Statistics projects that Australia's population will reach 29.5 million by 2029. Sydney will reach 6.4 million, while Melbourne won't be far behind on 6.3 million. Most of this growth will occur in urban areas. This rapid growth is creating a number of management challenges.

- There is rising inequality between inner suburbs and the outer fringe areas in terms of access to services such as education, transport and health care
- Urban sprawl is spreading into surrounding agricultural land which is reducing food production
- Housing is becoming less affordable in capital cities
- Congestion is increasing on both the roads and public transport networks
- Rapid migration is increasing demands on infrastructure
- Waste management and recycling is becoming more difficult to manage.
- Many cities face water scarcity during times of drought.

New government policies have been suggested to respond to some of these challenges. For example, urban growth could potentially be slowed by settling migrants in rural areas and smaller towns to avoid congestion in capital cities. This will also require financial investment in regional areas to ensure they can cope with the subsequent



▲ **Figure 16.32** The distribution of Australia's population growth

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growth. Congestion within dense urban areas could also be reduced by introducing a congestion tax for those driving within the CBD of Melbourne and Sydney. Similar taxes have been successful in other cities including London, Stockholm and Milan. *Planning for Australia's Future Population* is a publication by the Australian Government released in 2019 that highlights some of the issues facing Australia's future growth and ways in which the government is attempting to ensure growth is economically, socially and environmentally sustainable.

◄ **Figure 16.33** *Planning for Australia's Future Population* is a 2019 publication highlighting the Australian Government's management of Australia's population growth.

FIELDWORK 16.1

Determining the success of urban management

Please see the Interactive Textbook to download a fieldwork template

Fieldwork is an essential part of studying geography. It enables you to investigate many of the concepts studied in the classroom while in the real world. In this investigation, your aim is to determine whether or not the management of people and infrastructure within a local urban area is successful and sustainable.

The following structure will help to form the basis of your study.

Title and introduction

Introduce your study by providing some context. This should include the location you are investigating and the types of management you will be evaluating.

Background information

Research some background information about your chosen location, including population trends, geographic characteristics and history. Include a location map showing the boundaries of your study area.

Aim

Write an aim for your fieldwork that is achievable, based on the data that you intend to collect.

Research question

Write a research question that you intend to answer using the data that you collect. For example, is Melbourne's housing market able to cope with a rapidly growing population? Is Melbourne's public transport network accessible and efficient for people in all parts of the city and how is this likely to change in the future?

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Hypothesis

Write a clear and concise hypothesis prior to collecting primary data. This is a testable statement that provides a testable prediction. It should relate to the research question.

Primary data collection

Consider the types of primary data that you will need to test your hypothesis and answer your research question. Examples include:

- Interviews with councillors, local businesses and local residents
- Surveys of local residents
- Traffic and public transport assessments
- Mapping of access to local services and infrastructure.

What equipment will you need? Will you have enough time to collect it? At which locations will you collect it?

Secondary data collection

Using websites such as NationalMap, collect information about local demographics, projected population changes, and environmental, economic and social data.

Presenting and analysing your data

Summarise your data using tables, graphs and maps where appropriate. Analyse your data to draw conclusions, answer your research questions and state to what extent your hypothesis has been supported or disproven.

Conclusion and evaluation

Summarise your findings and evaluate the success of the field trip. What were the positives and negatives of your data collection? What could be done differently next time? What additional data could be collected to extend this investigation?

References

Always ensure you keep a record of any sources used and present these in a bibliography.

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END-OF-SECTION REVIEW 16.3

Review questions

Answer these questions on paper or in the Interactive Textbook.

Interpret

1 Which of the management challenges facing Australia's urban areas do you think is the most significant and least significant? Justify your choice.

2 a Using Figure 16.32, describe the spatial distribution of Australia's population growth. Use Google Maps or a map of Australia to get the names of places shown.

b Based on this distribution, state whether Australia's population growth is occurring predominantly in rural or in urban areas.

Digital quiz
Please see the Interactive Textbook to access digital activities

▲ **Figure 16.34** Many argue that Melbourne's public transport network is inefficient and overcrowded.

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End-of-chapter activities

1 Self-assessment

That just about wraps up this topic. How did you feel you went working through the chapter? Before you attempt the following activities, visit the Interactive Textbook to rate your confidence with this topic, either online, or via a downloadable checklist.

2 Making thinking visible

I used to think …, but now I think …

Throughout this chapter you have learnt about various types of migration and their impacts. Using the following sentence stems, write a short paragraph demonstrating your understanding of migration.

1A Some people believe that refugees are migrants choosing to enter a country illegally.

1B Now I understand that …

2A I used to think that Australia had only a small number of international immigrants.

2B Now I understand that …

3A I used to think that the migration of people within Australia didn't have any impacts.

3B Now I understand that …

4A I used to think that all of China was densely populated without much difference between regions.

4B Now I understand that …

3 Research task

Choose a country other than Australia that is either a host or donor country for a large number of international migrants. Prepare a case study using research that highlights the impacts of migration.

- What is the net migration within your country and where are migrants moving to or coming from?
- How much does net migration affect your country's population or population distribution?
- What positive and negative impacts is migration having on your country's economy, society and environment?
- What management strategies is your country implementing to try to increase these positive impacts and reduce the negative ones?

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4 Extended response questions

'International migration has positive impacts for both the host and donor countries and should therefore be increased.' Discuss to what extent you agree with this statement, making reference to examples provided throughout this chapter.

▲ **Figure 16.35** In 2015, Germany accepted more than one million refugees from countries such as Syria and Afghanistan. These people are now vital workers in industries such as manufacturing and are having a positive impact on Germany's economy.

5 Problem-solving task

Choose one of challenges facing Australia's urban future mentioned in Section 16.3. Design a management strategy that could be implemented by the Australian Government or a state government to overcome this challenge. Consider whether or not your strategy will be practical, affordable and achievable within a realistic time frame.

6 Digital resources

Visit the Interactive Textbook to access:

- Victorian Curriculum Capability Project
- Interactive chapter Scorcher Quiz
- Google Earth tour of key locations in this chapter
- Videos, image galleries and other extra materials.

Video
Five interesting facts about migration

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3

Economics and Business

What is Economics and Business?

If you have ever shopped in a supermarket, you'd have noticed that there are a variety of goods available to the average shopper. Do you ever wonder where they come from? Are the goods locally produced? Are they Australian-made? Or have they come from overseas? How does our demand for a good influence the price of a product? How does it ensure that the demand for goods is always met?

The study of Economics and Business is important as it helps us develop an understanding of the market forces that influence our decisions as consumers. How do producers satisfy our needs and wants? How do consumers decide what they will purchase? The relationships between consumers and producers are held together by the laws of demand and supply. As the Earth's resources are finite, producers need to use them efficiently to minimise waste.

Planning is essential for a successful business. Setting long-term and short-term goals are important for businesses and individuals. How do we make goals?

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What is a priority? Goals and priorities can take time to establish, but with careful planning, they can be achieved with great success. The more you understand how economic goals and planning work, the more you can apply it to your own life. You are also more likely to recognise these forces at work in larger society.

As consumers, it is important to know our rights. What happens if a product does not do what it says? What happens if it is dangerous? It is very important to learn about the precautions you can take and the different forms of consumer protections.

▼ **Figure 17.1** Business forces are part of our everyday lives. It's important to understand how they work and how we can best fit into, or evolve, these systems.

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Unit 1

Economics and Business

Overview

In this unit, you will focus on how an enterprising individual needs to have characteristics and attributes to run a successful business. Goal setting is critical because it helps a business achieve its aims and objectives. You will learn that work is important to society because it contributes to the wellbeing of an individual and society in general. There are many influences at work that affect the work environment. Growing technology and increasing demands from consumers require entrepreneurs to exhibit behaviours and capabilities that help them to grow their business successfully. You will learn how successful entrepreneurs make decisions effectively, using contemporary business examples. You will also learn about the importance of innovation in Australia and the government strategies put in place to encourage innovation in Australia. A business plan is vital for a successful business. You will learn about the different parts that make up a business plan and how many businesses have now incorporated social responsibility strategies as part of their operations.

Video
Unit Overview

Learning goals

After completing this unit, you should be able to answer these questions:

- What are the characteristics and attributes that entrepreneurs need to possess to start a business?
- What attributes make up enterprising behaviours and capabilities? How do they help entrepreneurs?
- What are SMART goals and how do we make them?
- Why is work important?
- How does technology affect the way we work?
- Why is a business plan important? What are the various parts of a business plan? What is the marketing mix?
- How can corporate responsibility strategies help a business grow? Why are they important to consumers?

► **Image on next page:** Contemporary business practices usually involve a lot of collaboration and strategic planning

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CHAPTER 17

The business environment

Setting the scene: Outland Denim and sustainable fashion

A celebrity endorsement saw the popularity of Australian jeans company Outland Denim soar in late 2018.

When Meghan Markle visited Australia in 2018 after her wedding to Prince Harry, she wore a pair of black skinny jeans made by Australian jeans manufacturer Outland Denim. The Queensland-based company employs Cambodian women who were past victims of human trafficking. Apart from empowering these women to becoming agents of their own success, the company sources its cotton from ethically and environmentally sound suppliers. A week and a half after the Duchess of Sussex wore the 'Harriet' jeans, Outland Denim's website traffic increased by a whopping 948 per cent, bringing the Australian ethical clothing denim brand to world attention.

▲ **Figure 17.2** Prince Harry, Duke of Sussex and Meghan, Duchess of Sussex arrive at in Dubbo, Australia. The Duchess is wearing a pair of 'Harriet' jeans by Australian ethical jeans label Outland Denim.

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The production processes used to manufacture denim traditionally causes a large environmental impact due to the high water consumption used to grow cotton, and pesticide sprays used on cotton crops. Transporting the crop to a denim mill leaves a large carbon footprint. This is further exacerbated by the chemical dyes used at the mill and massive amounts of water used in the distressing process. Pumice stones used to create a worn-in look are mined, leaving another carbon footprint.

Outland Denim, however, has a different approach to the creation of their jeans. It uses recycled, organic and BCI cotton. BCI, or Better Cotton Initiative, grows cotton using natural fertilisers and pesticides, reducing the environmental impact compared to traditional methods of growing cotton. Vegetable dyes and organic methods of distressing jeans are used. Water that is used in washing processes is sent to a filtration system to ensure the water is safe to be used again.

Outland Denim's factory is located in Cambodia, staffed by women via a training program that teaches them to create every part of the jeans. This is unlike most other garment companies were workers spend years only working on a belt-loop or pockets. This way, the experiences and learning of their staff are wider.

Another point of difference in Outland's staffing is that it creates stable employment for survivors of human trafficking. In his travels to Asia, James Bartle, founder of Outland Denim, was struck by the devastating effects of the industry, with many women being lured into sex trafficking under the disguise of false job placements. Since 2013, the jeans manufacturer has created employment that pays a living wage as well as educational opportunities for staff to relieve the pressure of poverty.

Outland Denim was named one of the world's most innovative sustainable fashion businesses by fashion technology and business platform Common Object (CO) at the 2019 CO Leadership Awards.

MAKING THINKING VISIBLE 17.1

Think, puzzle, explore

Outland Denim's hiring approach helps many women in Cambodia. Re-read this 'Setting the scene' and answer the following questions.

1. What do you think you know about this topic?
2. What questions or puzzles do you have?
3. How can you explore this topic?

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Chapter overview

Introduction

In order for businesses to be successful, they rely on the ability of entrepreneurs to think creatively, make good business decisions and exhibit clever problem-solving skills. If done effectively, these attributes help to not only grow a business, but they also improve the levels of customer satisfaction and customer retention, thereby increasing a business's market share. SMART goals enable entrepreneurs to successfully plan, implement, measure and evaluate their goals.

Corporate social responsibility (CSR) is now a key component of many businesses. These are strategies put in place to promote a company as one that cares for its employees, customers and the environment. Ethical considerations help promote a business, boosting customer sales in a time where social responsibility remains a strong attraction for global consumers.

Learning goals

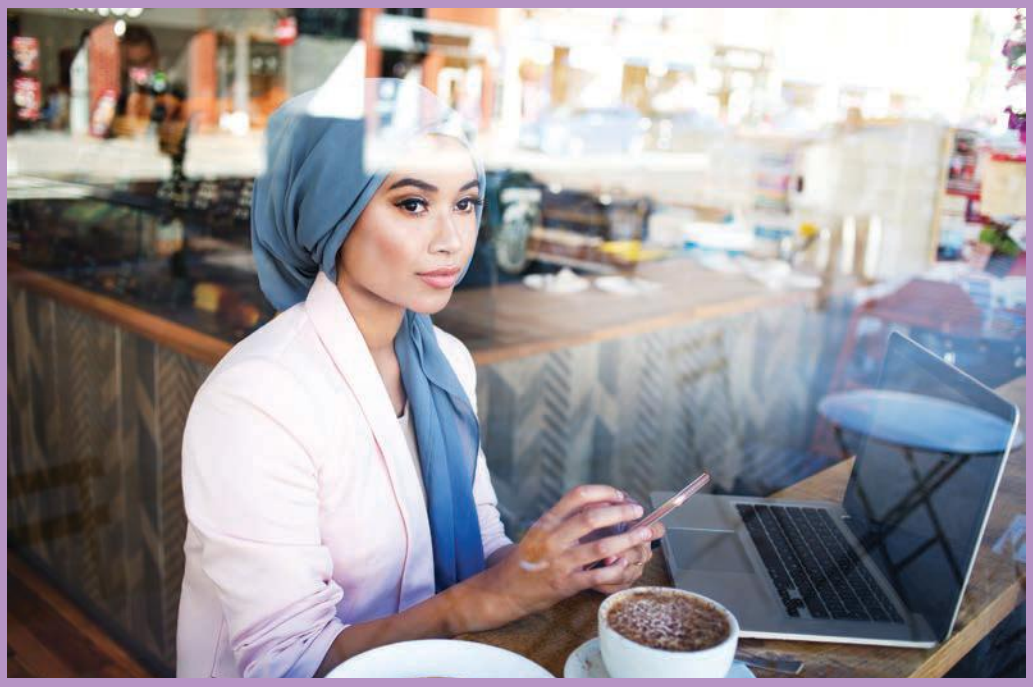
After completing this chapter, you should be able to answer these questions:

- What are the characteristics of successful entrepreneurs?
- What contributes to business success?

Skills

After completing this chapter, you will be able to demonstrate the following skills:

- Identify and explain how the attributes of entrepreneurs have helped their business to be successful
- Use SMART strategies to set goals
- Describe how corporate social responsibility strategies are used in Australian businesses.



▲ **Image:** Modern entrepreneurs don't have to work out of traditional office spaces, with digital offices and shared workplaces becoming popular

► **Image on next page:** It is increasingly important for companies to not only operate through SMART goals, but to also consider how they can play their part in corporate social responsibility.

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17.1 The characteristics of entrepreneurs and successful businesses

FOCUS QUESTIONS

- What are the characteristics of successful entrepreneurs?
- What contributes to business success?

KEY TERMS

enterprise the knowledge and skills used by owners of businesses and managers to coordinate the production process of goods and services

entrepreneur a person who risks their own assets and uses initiative, skill and knowledge in pursuit of profit

skill a particular ability developed through training and experience and that is useful in a job

attribute personality trait

The economic resources or inputs in the production process are land, labour, capital and enterprise. **Enterprise** involves the management of a business and it requires the right kind of person, known as an **entrepreneur**, who can coordinate all four inputs in order to produce goods and services at a profit.

An entrepreneur is a person who risks their own assets and uses initiative, skill and knowledge in pursuit of profit. The word 'entrepreneur' is French in origin, devised by the economist Jean-Baptiste Say. It means 'to undertake'. Entrepreneurs start new businesses to earn an income, often at the risk of losing their capital, time and effort.

Many entrepreneurs borrow money from a bank or invest their own savings in order to start a business. It is important to have the right mindset to make a business successful, as it is a huge undertaking. Many new businesses fail within the first few years of operation. Entrepreneurs must be enterprising people who are able to take risks to capitalise on opportunities in the market or be flexible to adapting to changes in the economy. It is important that entrepreneurs have the right entrepreneurial **skills** or **attributes** that help make their businesses successful. Some of these skills are listed in Table 17.1. We will be reviewing how some of these attributes can help establish enterprising behaviours and capabilities in Chapter 19.

For more on how these attributes help establish enterprising behaviours, see Chapter 19

▲ **Table 17.1** Examples of entrepreneurial skills

Initiative	Displays a self-starter approach by being proactive in pursuing goals
Leadership	Sets a strong direction for the business by guiding employees to achieve the vision and business goals of the company
Problem-solving	Works through issues in a methodical manner by listing and evaluating solutions
Risk-taking	Creatively works on different initiatives to start a business or increase profits within a business
Communication	Displays good interpersonal skills in spoken and written communication
Negotiation	Uses communication skills between two or more parties to assess different needs and goals in an issue, in order to find a mutually acceptable decision or solution

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Business goals and objectives

A successful business has goals and objectives, and they are different. A business **goal** is a general statement of the desired achievement of a business. It is a broad aim that is established when you start a business. A business **objective** is a step that a business undertakes to achieve its goal. It is a specific milestone that is achieved over time. For example, a business goal could be to increase profits by 10 per cent by the end of the financial year. A business objective to achieve this could be to increase advertising or reduce production costs.

Many businesses use the SMART criteria to establish goals. Goals need to be specific, measurable, attainable, realistic and timely as seen in Figure 17.4. Goals can also be further defined as financial or non-financial. A financial goal is a quantitative measure expressed in monetary value. For example, a business may choose to decrease production costs, increase its profits or decrease its debts to improve its financial position. A non-financial goal is a quantitative measure that cannot be expressed in monetary value. Examples of non-financial goals include improving **customer satisfaction** and **customer retention**, increasing its **reputation** and **market share**, and establishing **corporate social responsibility** goals.

KEY TERMS

goal a purpose or aim that a person or business want to achieve

objective an action that a business plans to do or achieve

customer satisfaction a measure of how happy customers feel when they do business with a company

customer retention the ability of a business to keep customers for a period of time

reputation the opinion that customers in general have about a business based on their past dealings with the company and the quality of the product and/or service the business sells

market share the number of products or services that a company sells compared to the number of the same product or service sold by other companies

corporate social responsibility business practices that are ethical and socially responsible

▼ **Figure 17.3** The goal of a business may be to grow profits by a certain percentage per year.

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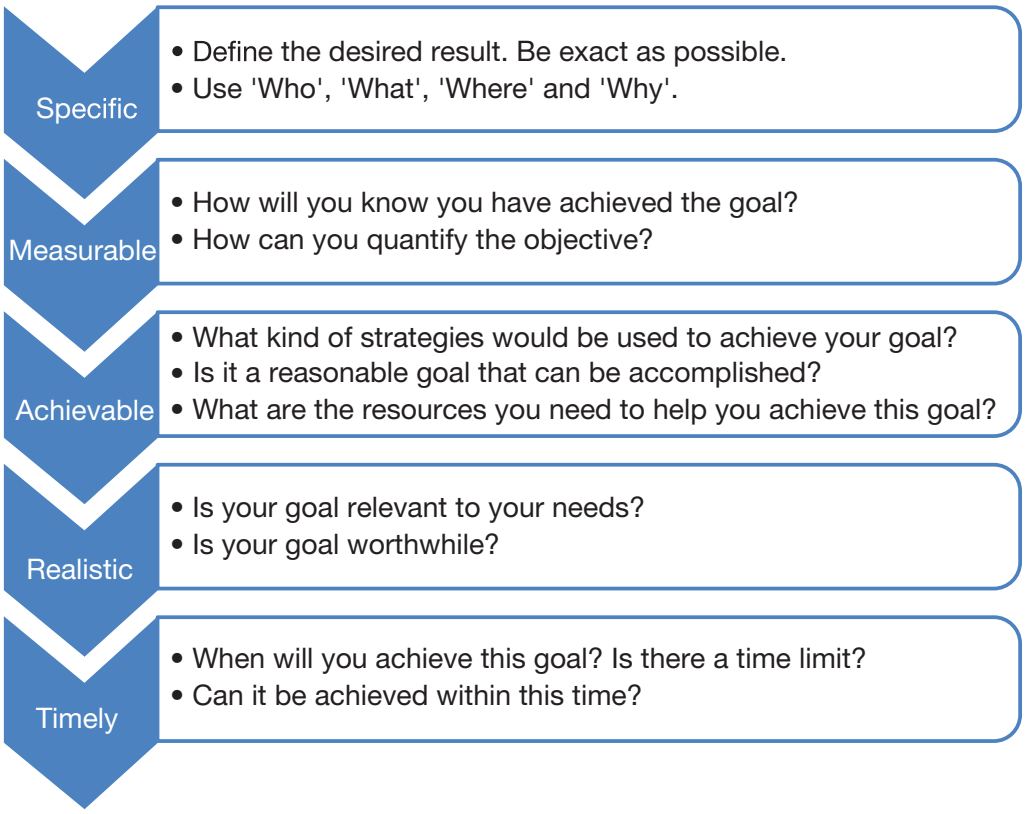

▲ **Figure 17.4** SMART goals

Ethics and social responsibility

A 2018 YouGov Omnibus research paper found that 87 per cent of Australians think that Australian businesses have a responsibility to do 'social good'. Social good is defined as behaviour that has a positive impact on individuals or society as a whole. In business, we call this corporate social responsibility (CSR). CSR practices include ethical and social responsibility strategies. Ethical considerations can include respectful relationships in workplaces, compliance and governance issues. Social responsibility considerations can include charitable contributions from businesses, corporate sponsorship and environmental considerations.

A sustainability report is often used to provide information about the financial, environmental and social performance of large businesses.

The Commonwealth Bank of Australia, for instance, produces an annual corporate responsibility report for its stakeholders. The report covers a range of practices, including teaching children the value of money, mirroring diversity and lending responsibly.

Small businesses could evaluate their corporate social responsibility with these questions:

- Is the business responsive to the social and ethical issues raised by its stakeholders and the public?
- Are the production processes environmentally friendly? What steps can the business take to reduce its carbon footprint and energy use?
- Do the business's practices comply with current legislation?
- Are its employees being trained to use its equipment?

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MAKING THINKING VISIBLE 17.2

Question starters

Many Australian businesses include corporate social responsibility through sponsorship and charitable donations. Brainstorm a list of at least 12 questions about corporate social responsbility.

Use these question starters to help you think of interesting questions:

- Why …?
- How would it be different if …?
- What are the reasons …?
- Suppose that …?
- What if …?
- What if we knew …?
- What is the purpose of …?
- What would change if …?

CASE STUDY 17.1

Yakult Australia

Yakult, Australia is an example of a business that has strong ethical and corporate social responsibility practices. Yakult is a milk-based fermented drink that contains the probiotic bacteria *Lactobacillus casei Shirota*. Its Australian purpose-built factory is located in Dandenong, Victoria. The factory incorporates state-of-the-art manufacturing processes and equipment and has an on-site quality-control laboratory. It produces between 300 000 and 450 000 bottles of Yakult daily for the Australian and New Zealand markets.

▲ **Figure 17.5** Yakult, Australia produces its original Yakult and Yakult Light at its Dandenong factory in Victoria

While Yakult prides itself on its quality management system achieving the ISO: 9001:2015 requirements, its corporate social responsibilities are of note too.

Some of its corporate social responsibilities include:

- Regular hearing checks for its production workers who work in the manufacturing process
- Regular training for staff to ensure safe operation of machinery
- Free educational tours of the Yakult factory to educate primary, secondary and tertiary students on the manufacturing process of Yakult
- Recycled faulty bottles are crushed and mixed with resin, and converted into plastic chairs and tables
- Effective waste management strategies to ensure that 99.5 per cent of Yakult's raw materials (known as inputs) end up in the bottle, with no by-products
- Energy management strategies through the use off-peak rates for utilities where possible
- A natural gas boiler is used for short periods to reduce air pollution. It also does not use chlorofluorocarbons (CFC) in refrigeration.

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Amazing but true…

During the COVID pandemic in 2020, many companies took on CSR strategies globally to support their employees and the general community. Examples include McDonald's Australia giving healthcare workers free coffee, Bata shoes giving free shoes to healthcare and aged-care workers, and Johnson & Johnson donating millions of face masks as medical supplies. Woolworths Australia also demonstrated social responsibility and inclusion by introducing an exclusive shopping hour for senior citizens and people with disabilities.

ACTIVITY 17.1

Research activity

1. Find five other businesses in different sectors that focus on CSR as a component of their successful business.
2. Research and write a report on the importance of CSR.
3. What are the key areas of CSR? Explain each and state why you think they are important?

Digital quiz
Please see the Interactive Textbook to access digital activities

END-OF-SECTION REVIEW 17.1

Review questions

Answer these questions on paper or in the Interactive Textbook.

Recall

1. What is an entrepreneur?
2. What is enterprise?
3. What is an attribute?
4. Describe the characteristics that make an entrepreneur successful.

Interpret

5. Using the SMART goal strategy, create some goals for the following businesses:
   - a a milk bar that has just opened near your home
   - b a new sports store in your local shopping centre
   - c a new pizza shop across the road from the local footy ground.
6. What were the reasons for the growth of Outland Denim?

Argue

7. Visit the Yakult Australia website to read more about Yakult. Choose three ethical and social strategies to focus on.
   - a What are the advantages of these strategies?
   - b What are their strengths and weaknesses?

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End of chapter activities

1 Self-assessment

That just about wraps up this topic. How did you feel you went working through the chapter? Before you attempt the following activities, visit the Interactive Textbook to rate your confidence with this topic, either online, or via a downloadable checklist.

2 Research task

Research a business

Using the internet or your knowledge of the local area around school or home, select a business that you think is successful.

- Identify the area in which the business is located. Has this location helped the business? Why or why not?
- Does the business have any major competitors? What do you think is its market share?
- Do you think the business attracts a high level of customer satisfaction? Give reasons for your answer.
- Does the business have repeat customers? Give reasons for your answer.
- Has the business established any corporate social responsibility goals? How have they demonstrated this? If not, how can they? Will this help the business grow? Why?

Present your findings to your class.

▲ **Figure 17.6** The fast-food chain Subway Australia provides food and funds to the charity Foodbank Australia. Subway Australia has positions for corporate social responsibility managers to further their work in CSR.

3 Digital resources

Visit the Interactive Textbook to access:

- Victorian Curriculum Capability Project
- Interactive chapter Scorcher Quiz
- Google Earth tour of key locations in this chapter
- Videos, image galleries and other extra materials.

Video
Five interesting facts about business

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CHAPTER 18

Work and work futures

Setting the scene: 'money is the main motivator for working teens.'

The following is a media release from the Australian Institute of Family Studies issued 29 August 2017 based on the Australian Longitudinal Study of Australian Children 2016 Annual Statistical Report *Teen Employment Experiences*.

The Institute's Director, Anne Hollonds said 16 per cent of Australian 12–13 year olds were working, rising to 39 per cent of 14–15 year olds. 'Financial factors were the main reason teens gave for their employment. This was less about saving up for something or helping with family expenses and more about earning every-day spending money,' Ms Hollonds said. 'Data from the ABS shows that girls' jobs were likely to include work as baby-sitters, sales assistants, checkout operators and waiters while boys tended to work as labourers, sales assistants, kitchen hands and fast food cooks.'

Younger teens at 12–13 earned an average of $31 a week for around 3 hours work per week, while older teens at 14–15 earned $77 a week for about 6 hours work per week. The study – involving about 3500 teens from the Longitudinal Study of Australian Children – examined which teens are working, when and how often they worked.

▲ **Figure 18.1** Casual work at fast-food restaurants remains a popular first job for many Australian teenagers.

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At 12–13 years, similar proportions of boys and girls were working, but at 14–15 years, girls were more likely to be working than boys. By 14–15, girls were more likely to be working for an employer (31 per cent) than boys (24 per cent), with another 11–12 per cent of boys and girls at this age working informally, including helping out in a family business, coaching a sports team or babysitting.

At 12–13 years, boys and girls were a little more likely to be working in informal jobs (9–10 per cent) rather than working for an employer (7–8 per cent).

AIFS' Senior Research Fellow, Dr Jennifer Baxter said teens in outer regional or remote parts of Australia were more likely to be employed than those in city areas. 'Overall, girls were more likely to be employed than boys at age 14–15, but in outer regional areas it was the boys who were more likely to be employed, particularly in informal work. This may be explained by these areas having increased opportunities for boys to work in areas like farming, labouring or contributing to a family business,' she said.

'Overall, teens who were not employed at 14–15 years had relatively weak social and emotional skills and also in the years before,' she said. 'This suggests that teens who are less confident socially may be less motivated to take up employment at this stage and simply decide to put it off for a while. 'For girls, those doing informal work had the most positive social emotional skills, while for boys it was those working for an employer who had the most positive social emotional skills.'

▲ **Figure 18.2** Earning money is one of several reasons why people might work.

MAKING THINKING VISIBLE 18.1

Think, puzzle, explore

Re-read the media release and highlight three points of interest to you.

1. What do you think you know about each point of interest?
2. What questions or puzzles do you have?
3. How can you explore this topic?

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Chapter overview

Introduction

Career education is more vital than ever due to increasing research that indicates that more Australians will need to upgrade their skills and qualifications due to the changing nature of their jobs. Different jobs require different skills and attract different rates of pay. Young Australians begin their careers in casual jobs to build their independence, self-esteem and work experience, preparing them for decisions in the senior years of school where subject selections are made for post-school pathways. We begin career education at high school as we learn to discover our interests, strengths and weaknesses. Reviewing a career action plan is important as it allows students to adjust their goals as they progress through school.

Job changes result from changes in technology and globalisation as well as from government strategies such as free trade agreements. There are many benefits to these agreements. However, it cannot be denied that globalisation has resulted in labour exploitation in developing nations where many workers are underpaid and work in unsafe conditions. The changes in technology require many Australians to remain adaptable and flexible to change.

Learning goals

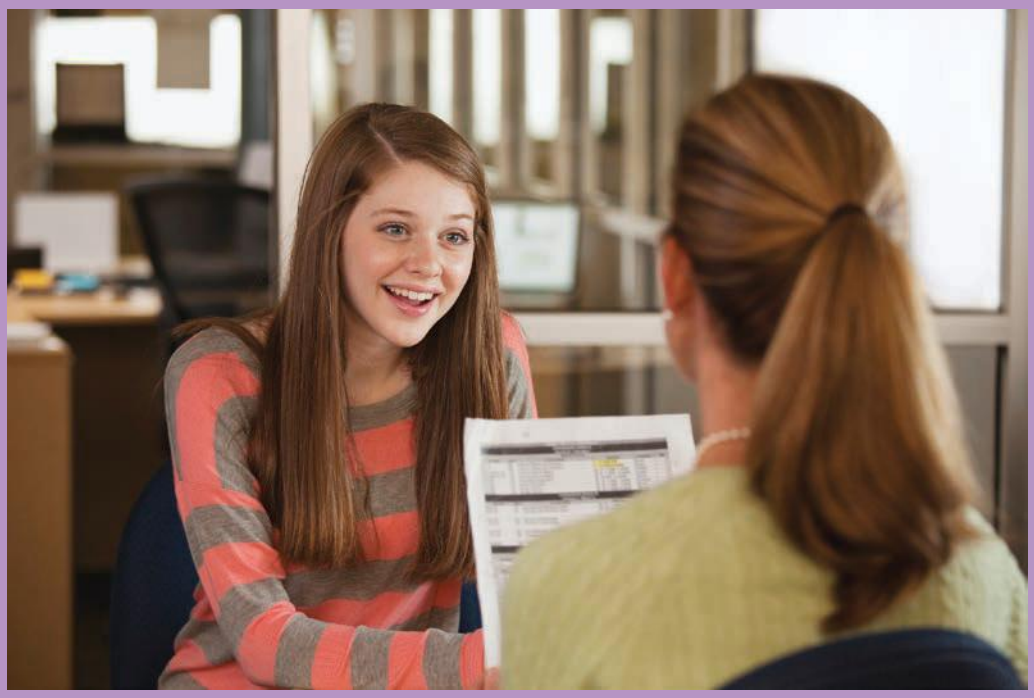
After completing this chapter, you should be able to answer the following questions:

- Why do we work and how does work affect our wellbeing?
- Why is career planning important?
- How do technology and globalisation affect the way we work and how businesses stay competitive?

Skills

After completing this chapter, you will be able to demonstrate the following skills:

- Understand the strategies used by the Australian government to promote trade
- Evaluate the concept of globalisation by addressing the issues of labour exploitation and outsourcing.



▲ **Image:** Talking to a career counsellor about your interests and strengths can be a good start to deciding what job path is best for you.

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18.1 How work can contribute to individual and societal wellbeing

FOCUS QUESTION

Why do we work and how does work affect our wellbeing?

Many of you are asked the question, 'What would you like to be when you grow up?' There are many careers to choose from depending on your interests, skills, abilities and aptitudes. Getting work experience can often help you identify your strengths and weaknesses and your ultimate **vocation**.

In Victoria, a teenager might start to seek casual **employment** from the age of 15. It is a rite of passage for many middle-school students to get their first part-time job, and many work in supermarkets, convenience stores and fast-food restaurants. **Work** is defined as a paid or unpaid activity that is completed when something of value is produced for a purpose. Teenagers often secure a job as a casual employee, working for a select number of shifts per week in order to have a balance between school and work commitments.

There are many reasons why people work.

- It gives us a sense of purpose and fulfilment as we achieve career goals. It builds our self-esteem and independence as we earn money in our jobs.
- It adds to the quality of life we have through the salary and wage we earn in our job, and through networking with other colleagues or people we meet through our work.

KEY TERMS

vocation a type of work that you feel you are suited to doing and to which you give much of your time and energy

employment being paid to work for a company or organisation

work an activity, such as a job, that a person uses physical or mental effort to do, usually for money

▼ **Figure 18.3** The Country Fire Authority (CFA) of Victoria has many volunteer firefighters who give up their time to respond to emergency situations. Some CFA firefights and support staff also work in engagement and education activities across local communities.

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KEY TERMS

job satisfaction the feeling of pleasure and achievement that you experience in your job when you know that your work is worth doing

volunteering the act of offering to do something that you do not have to do, often without having been asked to do it and without expecting payment

- It gives us a sense of accomplishment when we complete the tasks related to our job. This is known as **job satisfaction**.
- It gives us an opportunity to meet different people when we take on unpaid work through **volunteering**. Unpaid volunteer work helps us connect to others in the community through working on a common area of interest. It also offers the chance to make a difference to the people around us, can provide an opportunity to develop new skills, or build on existing experience and knowledge.

Career planning

After leaving school or university, there are important questions to ask yourself about what you would like to do in the future. What are the goals that you would like to achieve? What are the types of careers you are interested in? Do you have the right qualifications to work in the field you are keen on entering? Have you taken the right subjects in Year 12 to satisfy the prerequisites of your preferred course at university? Perhaps you're interested in entering a trade. Do you know the pathways to undertake to get an apprenticeship?

Some young Australians find it a struggle to decide on a career. There are lots of questionnaires and personality quizzes you can complete online that match you up with different types of careers based on your responses. The Australian Government Department of Education website outlines five principles of career development:

1. **Change is constant**. Recognise that the world around you is constantly changing. Be open to change and remain alert to new opportunities.
2. **Learning is ongoing**. Strive for continuous personal improvement. Stay motivated by learning new skills and developing new talents.
3. **Focus on the journey**. Don't focus on one destination only. Recognise that your career will be a journey throughout your lifetime. Appreciate and value each experience along the way.
4. **Know yourself, believe in yourself and follow your heart**. Pursue your passion to find fulfilment. Discover ways to combine your interests with career opportunities.
5. **Access your allies**. Rely on the support of your family, friends, mentors, colleagues and peers. Career success can be a team effort.

▼ **Figure 18.4** The Northern College of the Arts and Technology in Victoria offers a range of Certificate III and IV vocational education and training (VET) courses.

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▲ **Figure 18.5** An open-cut gold mine in New South Wales

Indeed, it is predicted that you may have at least seven different jobs before you retire! This will be discussed further in Section 18.3. The Institute for the Future's 2017 report determined that 85 per cent of the jobs that will exist in 2030 haven't even been invented yet! The California-based institute argued that **innovation** of new technology will mean that future employees will have to relearn 35 per cent of their job within 3 years – your current skills will therefore be required in a different form. All this points to the fact that Australians will need to adapt to change and upgrade their skills through continuous education and professional learning.

KEY TERM

innovation the development of a new idea or product

MAKING THINKING VISIBLE 18.2

Compass points

Reflect on the statement, 'It is predicted that you may have at least seven different jobs before you retire', and go through the reflective questions below.

1. E = Excited

   What excites you about the issue? What's the upside?

2. W = Worrisome

   What do you find worrisome about it? What's the downside?

3. N = Need to know

   What else do you need to help you evaluate this prediction?

4. S = Stance or Suggestion for moving forward

   What is your current opinion on it? How might you move forward in your evaluation of this prediction?

The job sector in Australia

Different types of jobs attract different rates of pay, due to the demand and skills required for the job. The Australian Bureau of Statistics 2018 report on Employee Earnings and Hours indicated that managers were top earners, with average weekly earnings of $2424.50 ($60.40 per hour). Australia's average yearly full-time wage was at $88 000. While the nation's top earners earned an average of $1686 per week, the lowest earners' average was less than $682. Figure 18.6 shows the average earnings by sector.

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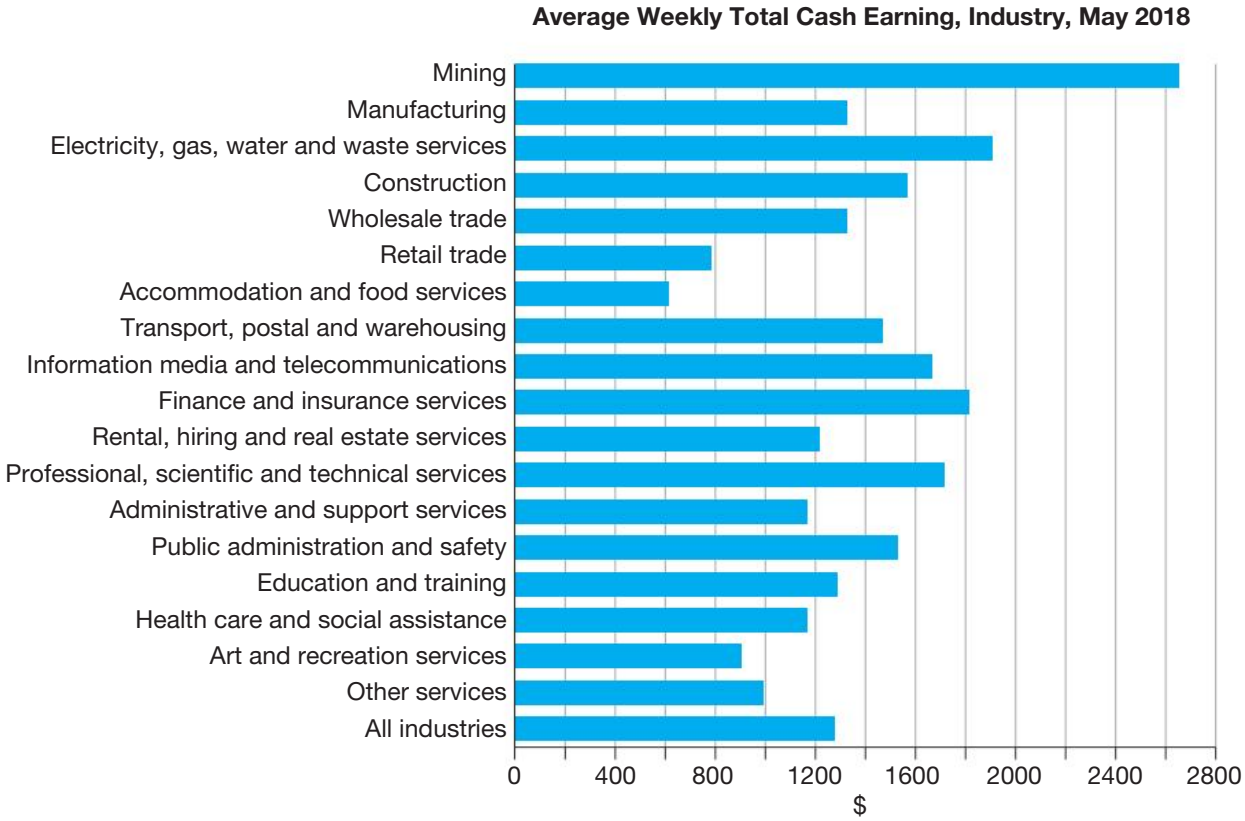

▲ **Figure 18.6** The mining industry topped the average weekly earnings in 2018, with average weekly salaries of $2764.80. The lowest paid workers were from the accommodation and food services sector, with average weekly salaries of $616.

Digital quiz
Please see the Interactive Textbook to access digital activities

END-OF-SECTION REVIEW 18.1

Review questions

Answer these questions on paper or in the Interactive Textbook.

Recall

1 Define 'work'.
2 What are the five guiding principles of career development?
3 List four reasons why we work.

Interpret

4 What is job satisfaction?
5 How does volunteering contribute to job satisfaction and the wellbeing of society?
6 Examine the chart in Figure 18.6. Choose three sectors. Estimate their weekly wages – are they high or low? Why do you think that is?

Argue

7 Safety in a workplace is critical for young workers. When they begin work in a new environment, many are unfamiliar with workplace behaviours and may be over-confident or overly keen to make a good impression with their managers. Sometimes, this leads to accidents at work. Visit the WorkSafe Victoria website for more information.
   a What are the safety issues that young workers need to be aware of in the areas of retail and hospitality? Why are they important?
   b What is workplace bullying? What are the laws related to this topic? Why is this issue important? Research online and find one news article that relates to this topic. Summarise this article.

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18.2 The various influences on the work environment

FOCUS QUESTION

How do technology and globalisation affect the way we work and how businesses stay competitive?

Globalisation

In its simplest form, **globalisation** is the increasing interconnection we have to different parts of the world. Today, the operation of many businesses has changed from being a company associated with a single country to one that operates in multiple countries, creating a global marketplace. Such large companies are no longer considered national firms. They are known as **multinational corporations (MNCs)** and many of them have **subsidiary** firms in other countries. Globalisation has been enabled by a number of factors, including technology and free trade agreements.

Technology

Technology has grown to enable the extension of traditional workspaces. The use of the internet allows workers to connect with colleagues in different countries, often working in different time zones. The telephone, video conferencing, email and instant messaging are different ways we communicate with our counterparts in offices worldwide. This enables the quick and efficient exchange of information between global co-workers and their customers.

KEY TERMS

globalisation the increase of trade around the world, especially by large companies producing and trading goods in many different countries

multinational corporations (MNCs) companies that are located in several different countries, or businesses producing and selling goods in several different countries

subsidiary a company that is owned by a larger company

▼ **Figure 18.7** Developments in modern technology, such as video conferencing and instant messaging, have helped overcome barriers to working with people or companies who are in another city or country.

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The growth of technology also means that the younger generation of tomorrow will likely not have a job or career for life. In addition to people having at least seven jobs by the age of 70, other changes are anticipated.

- Permanent full-time jobs would be replaced by part-time, casual jobs and temporary work. Greater flexibility of working hours and conditions are needed to accommodate the needs of all staff.
- Workers will be required to retrain in order to keep up with the changing nature of the workforce as jobs are redesigned to keep pace with new technology.
- The number of people who work from home will continue to increase as businesses modernise their workplaces, placing value on the increased rates of productivity and job satisfaction, which has resulted in lower absenteeism and turnover rates.

Many Australians working in multinational companies have colleagues in different countries. To allow for a seamless transition, global companies worldwide have adopted the 'follow the sun' workflow model. It uses the analogy that as the sun does not set, so issues and problems can be passed on from one office to another office in a different time zone through the use of technology. This increases the responsiveness of the company. Therefore, companies are able to provide round-the-clock customer service.

Amazing but true…

The Australian Bureau of Statistics' Census data from 2016 showed that 9.2 million Australians typically commute to work each day. COVID-19, however, created the largest working-from-home experiment Australia had ever seen. If Australians worked from home for just one day per week, it would reduce the number of commuters on the roads and transport each day by 1.8 million.

Free trade agreements

Free trade agreements (FTAs) between countries have enabled goods and services to be traded with more ease. Australia has free trade agreements with countries such as New Zealand, Singapore, China and many others. They are designed to benefit Australian importers, exporters, producers and investors by reducing or eliminating international trade and investment barriers.

The Australian Government Department of Agriculture states:

> FTAs promote stronger trade and commercial ties between participating countries, and open up opportunities for Australian exporters and investors to expand their business into key markets. They are particularly beneficial when they seek to remove barriers in highly protected markets or gain a foothold in potential or expanding markets.
>
> By facilitating access to these markets, FTAs provide significant commercial benefits to Australia's exporters and in turn, wider economic benefits to all Australians.

▲ **Figure 18.8** The Association of Southeast Asian Nations (ASEAN)'s Australia–New Zealand Free Trade Agreement includes 12 countries, as shown on the map. Please note that ASEAN members are represented by blue, ASEAN Plus Three members are represented by purple, and Asean Plus Six members are represented by teal.

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One example of a FTA in force is the Association of Southeast Asian Nations (ASEAN)-Australia-New Zealand Free Trade Agreement (AANZFTA), which became effective on 1 January 2010. Its benefits are:

- **Tariff** reductions
- New opportunities for Australian exporters to tap into supply chains in the region
- Legal protection for Australian investors in the region
- Ongoing economic engagement with ASEAN.

Effects of globalisation

Outsourcing

Companies outsource their labour overseas due to the lower cost of labour in developing countries. Telstra, for example, was one of the first telecommunication companies to outsource their call centres overseas to India and Indonesia. This saved the company costs due to the lower wage levels and overall costs. However, the types of jobs being outsourced are no longer limited to customer-service call-centre jobs. In January 2019, the telecommunications carrier announced that it would outsource 1500 emerging technology roles to India. In Bangalore, a new Telstra innovation and capability centre was being built to help the business hire quickly and then train new workers across its business. The Australian skilled labour market was considered too small to meet Telstra's specific needs.

KEY TERMS

tariff a tax on goods coming into or going out of a country

marketing mix the combination of actions a company uses when selling a product or service; often described as the four Ps (product, price, place and promotion)

Competition

Increased competition requires companies to source their raw material for the production process from countries where it is more cheaply available. Finding a competitive advantage allows a manufacturer to remain in the market. The resulting lower costs and cheaper product prices create more profit that can be channelled into innovation.

Marketing strategies involving the **marketing mix** is critical to ensure products and services are priced competitively. If a product is priced too high, customers will easily be turned to a direct competitor who offers the same type of product with a cheaper price tag. However, cheaper prices may not always be attractive to a consumer if the after-sale service is poor. Therefore, while the price of a product remains critical, Australian businesses must build on customer satisfaction to increase customer retention rates in order to secure ongoing, future sales from existing customers.

▲ **Figure 18.9** Just one of the many call centres based in Bangalore; now known globally as the 'tech-capital' of India.

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Innovation is one way forward for Australian businesses to remain competitive in a global market. Strategies to encourage innovation will be discussed further in Chapter 19.

Labour exploitation

A United Nations Children's Fund 2017 paper 'How sensitive are estimates of child labour to definitions?' found that in the poorest of countries, around one in four children between the ages of 5 and 17 years are engaged in child labour. The International Labour Organisation (ILO) estimates that 170 million are engaged in child labour. Child labour is defined by the UN as 'work for which the child is either too young – work done below the required minimum age – or work which, because of its detrimental nature or conditions, is altogether considered unacceptable for children and is prohibited'.

The rise of sweat shops in developing countries has been a significant contributing factor to the issue of child labour. Many children work to support their families and siblings. As children leave their homes for work in neighbouring towns and cities, it displaces them from their homes, with many living in shelters and on the streets. Many children work in factories in difficult and unsafe conditions.

A 2013 report conducted by the Australian Council of Superannuation Investors studied the sourcing patterns of 34 Australian companies. It found that more companies were using lower skilled and lower paid workers in developing Asian countries. Of concern was the fact that only one-third of the companies had child and forced labour policies. An investigative report in 2013 produced by *Four Corners*, an investigative TV program on the Australian Broadcasting Corporation (ABC), also revealed that big Australian brands such as Rivers, Coles, Target and Kmart ordered clothes from factories in Bangladesh that did not meet international standards in working conditions. This came after the tragic collapse of Rana Plaza in Bangladesh in April 2013. Thousands of workers were forced to enter the building to begin their shifts despite cracks appearing on its facade a day before. More than 1100 garment workers lost their lives in what has been called one of the world's worst industrial disasters.

▲ **Figure 18.10** On 24 April 2013, the eight-storey Rana Plaza in Dhaka, Bangladesh, collapsed. The death toll was 1134 people.

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MAKING THINKING VISIBLE 18.3

See, think, wonder

Look at the image in Figure 18.10.

1 What do you see?
2 What do you think about that?
3 What does it make you wonder?

END-OF-SECTION REVIEW 18.2

Review questions

Answer these questions on paper or in the Interactive Textbook.

Digital quiz
Please see the Interactive Textbook to access digital activities

Recall

1 Define 'globalisation'.
2 List two examples of globalisation.
3 What are free trade agreements? Give one example of an FTA and list its benefits.

▲ **Figure 18.11** Each year billions of tonnes of goods are transported around the world by ship

Interpret

4 How has technology changed the way we work? Give two examples in your answer.
5 What are the strengths and weaknesses of outsourcing?
6 What does it mean for a business to 'stay competitive'? Give two strategies that can help a business stay competitive.

Argue

7 Labour exploitation remains a grave issue in business. Research online to find recent issues relating to labour exploitation in the world.
   a Explain why this occurs.
   b How can Australian businesses combat this issue?
   c How can Australian consumers help with this issue?

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End-of-chapter activities

1 Self-assessment

That just about wraps up this topic. How did you feel you went working through the chapter? Before you attempt the following activities, visit the Interactive Textbook to rate your confidence with this topic either online, or via a downloadable checklist.

2 Career action plan

Copy and complete the following template from the Victorian Department of Education website to create a Career Action Plan. Make sure you only add the separate sections as you go, so that you leave enough room to write your answers.

My Career Action Plan

Year 8 – I Explore

Date: .....

School: .....

A Career Action Plan helps you to focus on your goals and plans for the future. It helps you to work out how you are going to achieve what you want relating to school, work and life. A Career Action Plan lets you explore different occupations that may suit your strengths and interests.

My profile

My name *✶ Include your full name and nickname*	My family *✶ List your family members*	My community *✶ This could be your cultural group*

Three positive words that describe me *✶ Examples include happy, outgoing, friendly, sporty, polite, healthy and creative.*	

Two people who are important to me *✶ An important person is someone you can trust*	Occupations I am interested in

My top three interests *✶ Think about activities you do at school and outside of school that you enjoy, such as playing football or babysitting. Interests also include things like music or gaming.*	

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My top three values ✶ *Values are things that you consider to be important and explain a lot about who you are. For example, some people think being honest, hardworking and caring about the environment are important values.*	

My top three skills ✶ *Skills are things you can do well. Everybody has skills. For example, listening, team work, problem-solving and planning are all skills that can help you do well at school.*	

Subjects I am studying this year	My best subjects
	My favourite subjects

- How much do you know about different industries? Visit the myfuture website and try the 'Exploring Industries' quiz, which helps you to understand different things about employment industries.

My Progress

I achieved a number of things last year which I am proud of. Some of these achievements were the goals that I set in my previous Career Action Plan, but some achievements were unplanned.

Major achievements from last year	How the achievements made me feel

I also learnt a lot about myself last year, including positive words to describe me, skills I am good at and things that interest me. Some things I realised by myself, while other things people such as family members, friends and teachers helped me to realise.

What I learnt about myself last year	How this changed my goals

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My goals and plans

- Goals are things that you want to achieve in the future. They are things that will help you to be prepared and ready for change at school or in other areas of your life. It is important that you think about goals early because then you can work out how to achieve them. Thinking about goals means that you will be prepared to study the subjects you like, do the types of occupations you prefer, and keep your future options open. If you meet a goal throughout the year, set another one for yourself – maybe a more challenging one.

- Think about goals that relate to school and life. For example, a school goal might be to do all of your homework, and a life goal might be to learn how to dance.
- Think about why the goals you have made are important. For example, doing homework will help you to do well at school, and learning to dance will help you to stay healthy.
- Think about how long it will take you to achieve your goals. Some goals are short-term which means you can achieve them in a few weeks. Some goals are long-term which means it might take a year or more before you can achieve them.

My goals	Why they are important	Achievement date

- You may need some help from allies to achieve your goals. Allies are people who can help you in different ways, like family members, community members, teachers, friends and other people you trust.

Who can help me	How they can help me

- When you thought about occupations you were interested in, you might have considered work-related skills that you need to develop, such as team work, problem-solving and planning.

Work-related skill	How I am developing it

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My review

- Throughout the year it is important for you to spend some time thinking about the goals and plans you set for yourself, and what it was like exploring different occupations that may suit your strengths and interests. Reflecting on what you wrote in your Career Action Plan throughout the year, you might need to include some new things in your next Career Action Plan to help you to achieve your long-term goals.

Date: .....

Goals I have achieved so far	When I achieved them

Goals I need to do further work on in order to achieve	Who can help me

New goals I want to achieve	Achievement date

Comments from parents, family members, community members, carers, guardians or other trusted adults	Date: Comments:
Comments from teachers, careers practitioners or other school staff	Date: Comments:

3 Digital resources

Visit the Interactive Textbook to access:

- Victorian Curriculum Capability Project
- Interactive chapter Scorcher Quiz
- Google Earth tour of key locations in this chapter
- Videos, image galleries and other extra materials.

Video
Five interesting facts about work and society

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CHAPTER 19

Enterprising behaviours and capabilities

Setting the scene: the story of entrepreneur Ruslan Kogan

▲ **Figure 19.1** Ruslan Kogan is the owner of Kogan, Australia.

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Entrepreneur Ruslan Kogan established Kogan, Australia right from his parents' garage in 2006. He started selling LCD television sets that were assembled for him in overseas Chinese factories under the brand name of Kogan. The idea for this was born out of the staggering price of LCD television sets at that time. He started investigating the prices and found they cost a third of the price if sourced directly from Chinese manufacturers.

Ruslan convinced the manufacturers to accept a small order. He won them over by rewording their poorly worded marketing material. He ordered the televisions using his and his friends' credit cards so there was a lot at stake. At the beginning of Ruslan's business, he travelled to southern China to personally check on the televisions and ensure they were loaded at the wharves.

Ruslan's business is now is worth $319 million and is listed on the Australian Securities Exchange (ASX). His business offers a wide range of products from home theatre systems, computers and laptops, sports equipment and office supplies. Its website also lists mobile, internet, travel, insurance and money products. Ruslan has a knack for speaking his mind or as he calls it – talking back. In an interview with the *Sydney Morning Herald* in January 2014, he said, 'Who would have known that in business that's a handy **attribute** to have? I don't think twice before saying something and I'm happy to say it as it is'.

KEY TERM
attribute personality trait

▲ **Figure 19.2** Now worth more than $300 million, Ruslan Kogan's business empire offers a vast range of products, including mobile plans, insurance, travel services and consumer electronics devices (a Kogan branded television remote is pictured here).

MAKING THINKING VISIBLE 19.1

Think, pair, share

Together with your partner, make a list of all the personal attributes and behaviours that Ruslan possesses that contributed to the success of Kogan. Give a reason for each attribute or behaviour. Share this with your partner.

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Chapter overview

Introduction

An enterprising individual is vital for the success of any business. Behaviours and capabilities include skills and attributes such as being great communicators who show good leadership, exhibit strong problem-solving skills, and possess strong planning and decision-making skills.

The Australian Government supports innovation through various initiatives. A business plan's structure outlines the overall plans for a business. Successful businesses use this effectively to plan ahead for operations and marketing.

Learning goals

After completing this chapter, you should be able to answer these questions:

- How do enterprising behaviours and capabilities help entrepreneurs?
- Why is innovation important?
- How does a business plan help start up a business?

Skills

After completing this chapter, you will be able to demonstrate the following skills:

- Identify and explain how the enterprising behaviour of a business owner has helped to achieve business success.
- Understand how strategies used by the federal government are being used to encourage innovation.

Image: Australian business executive and CEO of the retail chain Harvey Norman, Katie Page (left), is an example of a successful entrepreneur. She was ranked fourth in The Australian Financial Review's list of the '50 most powerful woman in business'. She also actively promotes woman in sport and is seen here with Olympian equestrian Zara Phillips.

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19.1 How individuals and businesses can benefit from entrepreneurship

FOCUS QUESTIONS

- How do enterprising behaviours and capabilities help entrepreneurs?
- Why is innovation important?
- How does a business plan help start up a business?

Enterprising behaviours and capabilities

Enterprising behaviours and capabilities refer to those attributes that individuals or entrepreneurs possess that make a business successful. An enterprising individual is usually creative, displays a high level of initiative and takes risks when planning projects or seeking new endeavours. He or she works hard and uses long-term and short-term goals to achieve a business's objectives. Entrepreneurs who are enterprising use these traits successfully to make a business profitable.

Additional traits include being versatile and strategic in planning, decision-making and problem-solving. It also requires entrepreneurs to be great leaders and communicators. These skills are outlined in this chapter.

Amazing but true …

The world's first bionic ear was created by an Australian, Professor Graeme Clark, in the 1970s. The first prototype of the cochlear implant was successfully implanted in 1978. This Australian invention has brought hearing to thousands of hearing-impaired people around the globe.

▼ **Figure 19.3** Strategy and preparation are essential qualities, not only required to make a great leader, but to build an enterprise.

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Attributes of enterprising behaviours and capabilities

Good leadership is vital in the daily running of a company. An enterprising individual is strategic at **planning** long-term and short-term goals. Planning involves a series of actions and activities that are put in place to achieve a company's objectives. An entrepreneur often uses a **business plan** to list these actions as it keeps them accountable to tasks. Their creativity is also instrumental to the success of their ventures, helping them to persevere to achieve the goals for their business. Ballarat-based entrepreneur Nathan Weyers, owner of NJW Designs, is one example of an enterprising individual. NJW Designs creates sets for theatre shows. Nathan began working in theatre as a teenager, assisting his grandfather to build theatre sets. He designed his first set when he was 16 and went on to study theatrical design in Perth at the Western Australian Academy of Performing Arts. He then toured for 10 years as a theatre set designer on shows such as *Mary Poppins, The Lion King, Phantom of the Opera* and *Aladdin*.

KEY TERMS

planning the process of planning activities or events in an organised way so that they are successful or happen on time

business plan a detailed plan describing the goals of a business and how to achieve them

decision-making the process of gathering information and assessing solutions in order to make a choice.

problem-solving skills the ability to find solutions to problems

leadership the set of characteristics that make a good leader

▲ **Figure 19.4** Nathan Weyers, founder of NJW Designs, began designing home furniture instead of theatre sets when the COVID-19 pandemic closed theatres.

Starting NJW Designs has allowed Nathan to be based in Australia. His company was a finalist for the 2019 Ballarat Business Excellence Awards. Nathan's company has worked on more than 120 theatre shows. In an interview with the *Ballarat Courier*, Nathan stated, 'I would set up the shows, work behind the scenes and run the automation in the shows of a night, about eight shows a week. Then I would move them between cities and countries'. Since establishing his company, Nathan has created the sets for productions including *Harry Potter and the Cursed Child*, the Australian Ballet, and several Disney shows.

An entrepreneur needs to also have excellent **decision-making** and **problem-solving** skills. This may involve taking risks when new opportunities arise. Recognising new business potential for growth requires an astute approach to growth prospects, which may involve risks. Informed decisions will need to be made based on research and expert advice. During the COVID-19 pandemic in 2020, NJW Designs had to reinvent itself due to the closure of theatres. More than 40 projects were put on hold. A solution had to be found to retain staff and to ensure income. After a week of brainstorming, the team anticipated that many Australians, workers and students alike, would be working from home without proper desk equipment. This led to the company's decision to use its equipment and the skills of its staff to create easy-to-assemble furniture, beginning production on laptop stands, desks, monitor stands and hobby tables that could be dismantled quickly when not in use.

An entrepreneur needs to display good **leadership** in the daily running of a company. They should possess a good understanding of where a company is headed and be attuned to the needs of staff and customers. A good leader will also be able to negotiate with staff effectively to ensure that management goals are met. They should be a good motivator so as to influence change within a company,

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improving profits, employee satisfaction and customer satisfaction. Having a consultative management style is favourable as it allows views and opinions from staff to be expressed before decisions are made. This creates an atmosphere of inclusivity as staff feel heard in important matters.

Having great **communication** skills is vital for any entrepreneur. There are three types of communication – verbal, non-verbal and written. An effective manager uses easy-to-understand language to communicate with staff and customers. Clear professional language is also used when dealing with the public. This can be seen in a company's letterhead, website, logos, slogans and emails. Ideas are expressed without ambiguity to promote understanding. **Body language** and **professional dress** are examples of non-verbal language and they reflect on the company's approach in dealing with customers and staff.

KEY TERMS

communication the process of sharing information, especially when this increases understanding between people or groups

body language the movements or positions by which you show other people your feelings without using words

professional dress wearing appropriate clothes for a business setting to present a professional image

MAKING THINKING VISIBLE 19.2

Headlines

Using the information about Nathan Weyers, owner of NJW Designs, write a headline for a news article that is to appear in a business newsletter. If you were to write a headline for NJW's success that captures its most important attribute, what would the headline be? Explain your choice.

Innovation

Innovation is critical to the survival of a business. To innovate means to develop a new design, product or idea. Australians businesses need to innovate in order to stay competitive. Having a **competitive advantage** is beneficial to a business as it allows it stay ahead of its competitors.

▲ **Figure 19.5** Innovative Facebook founder Mark Zuckerberg. As of 2019, Zuckerberg is estimated to be worth US$68.2 billion dollars.

In 2015, Facebook founder, Mark Zuckerberg, stated, 'There are different ways to do innovation. You can plant a lot of seeds, not be committed to any particular one of them, but just see what grows. And this really isn't how we've approached this. We go mission-first, then focus on the pieces we need and go deep on them and be committed to them'.

KEY TERMS

innovation the development of a new idea or product

competitive advantage the conditions that make a business more successful than the businesses it is competing with, or a particular quality that makes it more successful

start-up company a new business in its initial stages of operation that is developing a product or service that is new and innovative

The importance of innovation

In May 2019, the Global Startup Genome Ecosystem report found that Australian cities Sydney and Melbourne had fallen in a global ranking of the best cities for **start-up companies**. A start-up is a new business in its initial stages of operation that is developing a product or service that is new and innovative.

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The top cities classified as the best innovation hubs in the world include Silicon Valley and New York City in the US, Amsterdam in the Netherlands and Bangalore in India. There is a strong contention that Australian businesses and start-ups lack government support due to the lack of accurate advice and support from grant bodies.

However, the Department of Innovation's *Australia 2030: Prosperity Through Innovation* document published in 2017 maintains that innovation is critical for Australia's future. There were five strategic frameworks recommended.

- **Education**: respond to the changing nature of work by equipping all Australians with skills relevant to 2030.
- **Industry**: ensure Australia's ongoing prosperity by stimulating high-growth firms and raising productivity.
- **Government**: become a catalyst for innovation and be recognised as a global leader in innovative service delivery.
- **Research and development**: improve effectiveness in increasing translation and commercialisation of research.
- **Culture and ambition:** enhance the national culture of innovation by launching ambitious national missions.

CASE STUDY 19.1

Tech Gym

The University of Technology Sydney (UTS)'s Startups program is an example of how education and industry have come together to create collaborative workplaces. Since July 2018, more than 110 student teams have come together to found a start-up or to work in one.

One example is Tech Gym, a start-up by UTS mechatronic engineering students Thirunisha Thirumurugan and Rowan Smith. Their rehabilitation gym consists of 'Rehab to the Beat', a virtual piano rehabilitation device for people who have had a stroke to use at home or in their hospital bed, and a robotic assistance device called 'Universal Care' that can set a series of independent exercises for the patient to play. The device has a hand-controlled mode to move the arm of the robot. Search online for 'UTS Tech gym' for more information and multimedia resources on how this works.

Amazing but true …

The inflatable aircraft escape slide used on thousands of aircraft around the world was invented by Jack Grant, who was an employee of Qantas in 1965. The invention helps passengers to exit the plane safely if a plane lands on water or ice, and can also be used as a flotation device.

Starting a business

Starting a business or purchasing an existing business requires thorough planning. More than 90 per cent of new businesses fail within the first year of operations.

A business plan is a useful tool that is used by entrepreneurs. It is a planning document that links the ideas of a business owner with the marketing and operational aspects of the business. There are many ways of writing a business plan. However, a typical business plan usually contains at least four elements: an executive summary, an operations plan, a financial plan and a marketing plan. Writing a good business plan helps an entrepreneur create a successful business.

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Executive summary

An executive summary gives an overview of the information contained in the business plan.

Operations plan

The operations plan outlines the company's **mission statement**, goals and objectives. Many businesses now list **corporate social responsibility** as an objective due to a growing number of customers globally who are willing to pay more for a product if the business demonstrated social responsibility.

An operations plan also details the steps that will be taken to achieve the goals and objectives. It should include:

- The organisational structure of the company and staff requirements
- The facilities and equipment required
- Legal issues such as permits, insurance coverage and Occupational Health and Safety (OHS) requirements
- Major suppliers who will provide the necessary goods for the business.

Financial plan

The financial plan is a critical component of a business plan. It is a statement of the financial position of the business. It contains:

- The sales forecast of the business and the expense outlay
- Break-even analysis (i.e. a financial calculation to determine the amount of goods and/or services that need to be sold to recover costs)
- The cash flow projection (i.e. the estimate of the money you expect to earn from your business and the estimate of the money you expect to spend on your business), usually over a 12-month period.

▲ **Figure 19.6** Social media has propelled digital marketing into a new age of direct customer engagement across digital platforms.

KEY TERMS

mission statement a short written description of the aims of a business, charity, government department, or public organisation.

corporate social responsibility business practices that are ethical and socially responsible

marketing mix the combination of actions a company uses when selling a product or service; often described as the four Ps (product, price, place and promotion)

sustainability report a report on the financial, environmental and social performance of large businesses

Marketing plan

The marketing plan covers the four Ps of marketing – price, placement, product and promotion. It is referred to as the **marketing mix**.

- **Product** refers to the good or service being sold by a business.
- **Price** refers to the price of the good or service. The price is often determined by the demand for the good, how exclusive it is and the length of time it has been on the market.
- **Place** refers to where the good or service is sold and how it is delivered to customers. It can be a physical storefront, a website or both.
- **Promotion** refers to the promotional strategy for the good or service. A business may like to use advertisements in print, radio or internet to promote its goods and services. Social media, for instance, is a new dynamic and affordable way of reaching potential customers; it includes platforms such as Facebook and Instagram.

There is also a growing trend of businesses who also publish **sustainability reports**, which outline the economic, environmental and social impacts caused by businesses' everyday activities.

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CASE STUDY 19.2

Boost Juice

Janine Allis is the founder of Boost Juice, the iconic Australian fruit juice brand. She started the business with her husband, Jeff, in 2000 with a store in William Street, Melbourne. Its success allowed them to open up three new sites shortly after but not without trouble. With their shiny new juicers refusing to work, their staff had to dash off to stores to buy domestic blenders to use, which worked well only for a day. However, it allowed them to carry on the business while new equipment was on the way.

▲ **Figure 19.7** Boost Juice CEO Janine Allis

Boost Juice now boasts more than 500 stores worldwide. The team recently opened its 250th store in Australia. Success did not come easy for Janine. In an interview with Smartcompany in 2013, she stated, 'For me, success or failure has been down to the people I've surrounded myself with. Some people are only half full, they live in fear. But as an entrepreneur you need to find the people that say "Give it a go". Find people who support the idea, have started their own business intelligently and are ahead of the curve'. Janine also believes that a great leader is someone who actualises their company's vision, knows where it is going, and has great communication skills.

Digital quiz
Please see the Interactive Textbook to access digital activities

END-OF-SECTION REVIEW 19.1

Review questions

Answer these questions on paper or in the Interactive Textbook.

Recall

1 What do enterprising behaviours and capabilities refer to?

2 Define the following attributes and give an example for each.
   - a Planning
   - b Decision-making
   - c Problem-solving
   - d Leadership
   - e Communication.

Interpret

3 You have read the case studies on Kogan and NJW Design. What were the characteristics of Ruslan Kogan and Nathan Weyers that you view as important? How can the mindset of Ruslan and Nathan help a business grow?

4 Re-read the five strategies identified in *Australia 2030: Prosperity Through Innovation*. Highlight any words that you are unfamiliar with and find the meaning of these words by creating a glossary. Identify one way in which each of the five strategies can be achieved.

Argue

5 Read Case Study 19.2 and answer the following questions.
   - a What attributes does Janine possess that make a successful entrepreneur?
   - b If sales decline, what should Janine do to help save her business?
   - c Janine has decided to introduce a sandwich bar to each of her stores. What are the arguments for and against this idea? Explain your reasoning.

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End-of-chapter activities

1 Self-assessment

That just about wraps up this topic. How did you feel you went working through the chapter? Before you attempt the following activities, visit the Interactive Textbook to rate your confidence with this topic either online, or via a downloadable checklist.

2 Research task

Write a business plan

If you were to start a new business, what would it be? Brainstorm some ideas and select a business idea. Your business could sell either a product, service or both. Use the internet to research ideas.

- Write down five attributes that you need to have to run this business successfully.
- Create a business plan, using the four elements – an executive summary, an operations plan, a financial plan and a marketing plan. As part of your operations plan, think of how you may include corporate social responsibility.
- Create a series of print ads to advertise your business in the local newspapers.

▲ **Figure 19.8** Business plans are essential for whatever business you are interested in being involved in. The more you plan, the more prepared you will be and you can shape your approach to have the greatest chance of success.

3 Digital resources

Visit the Interactive Textbook to access:

- Victorian Curriculum Capability Project
- Interactive chapter Scorcher Quiz
- Google Earth tour of key locations in this chapter
- Videos, image galleries and other extra materials.

Video
Five interesting facts about enterprising behaviours

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4

Civics and Citizenship

What is Civics and Citizenship?

The study of Civics and Citizenship involves the Australian legal system. The legal system upholds the principle of fairness in criminal and civil law through the presumption of innocence (criminal cases), the standard of proof and the burden of proof. The courts are hierarchical in nature and this provides a system of appeal. Common law and statutory law provide rules that Victorians abide by, ensuring an ordered society. Australian laws can be influenced by international declarations and treaties. Australian citizens can influence a change in laws through petitions, demonstration and the use of the media.

The Australian Constitution protects the right of the freedom of religion through Sections 116 of the Constitution, prohibiting the Commonwealth Government from making any laws to establish a religion and from prohibiting the free exercise of any religion. This helps to uphold the values contained in Australia's secular society, allowing different groups to express their identity freely. Our national symbols, such as Australia's national flag, help to reflect the values and ideals we hold dear to Australian life.

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Unit 1

Justice and democracy

Overview

Justice and democracy are principles deeply rooted in Australia's legal system. Our daily lives are governed by criminal and civil laws. These laws are in place so that we understand what is legal. The Australian courts help to resolve disputes. Its tiered system helps courts to follow the principle of precedent and allows for a system of appeal.

The diverse populations that make up Australia's society include the First Australians of Aboriginal and Torres Strait Islander peoples, people descended from a colonial past, and immigrants from many nations. With 30 per cent of Australian inhabitants originally from overseas, and around 46 per cent of the Australian population who were born here have at least one parent who was born overseas, ensuring that migrants feel strongly connected to Australia's culture is crucial.

The influence of immigration within our culture can be found in food, cultural practices, lifestyles and experiences. Despite varying and often competing points of view, Australians have been known to unify to embrace shared values that make up the fabric of our national identity. This has allowed Australia to blossom with the diverse contributions to culture and society.

As a secular society, we allow all to embrace their different faiths, contributing to an overall sense of belonging. Our national symbols reflect different and unique aspects to the history and culture that is Australia.

◄ **Image:** Australia is a rich tapestry of people from different backgrounds

Video
Unit Overview

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CHAPTER 20

Aboriginal and Torres Strait Islander people should be aware that this chapter contains images and names of people who have, or may have, passed away.

Laws, citizenship, diversity and identity

Setting the scene: 'I am Australian'

The year before Australia celebrated its bicentennial of British settlement in 1988, the song 'I Am Australian' was released by The Seekers. It has become a staple of sporting events, Australia Day celebrations and advertising campaigns ever since.

While it is notable that the first verse is devoted to Australia's Aboriginal and Torres Strait Islander peoples, along with a couple of lines in the fourth verse, the famous chorus mentions 'from all the lands on Earth we come' and the people who had already been here indirectly referred to (perhaps unintentionally) in the use of the word 'dream'. In 2018, the ABC created a video of the song with a verse sung in the Yawuru language of Western Australia by a group of school children.

The attempt at inclusion in 'I Am Australian' is in contrast to other popular songs of the time, such as 'Solid Rock' by Goanna and 'Beds Are Burning' and 'The Dead Heart' by Midnight Oil, which were unapologetically protest songs, bringing the struggles of Aboriginal and Torres Strait Islander peoples into the consciousness of white Australia. However, this message was also conveyed by white Australians. It would not be until 1991 when Yothu Yindi, a band with both indigenous and non-indigenous

▲ **Figure 20.1** (Left to right) Judith Durham, Athol Guy, Bruce Woodley and Keith Potger from The Seekers

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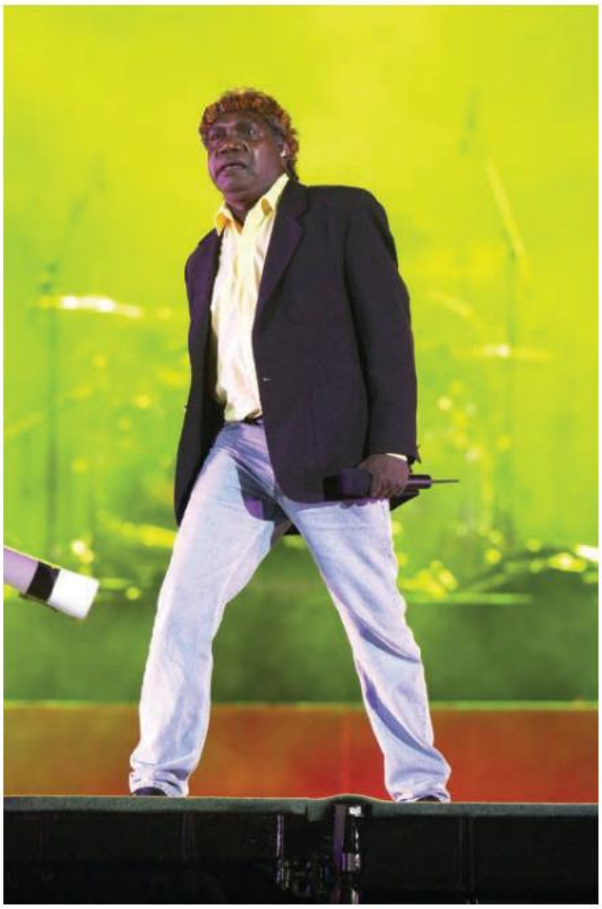
members, would have a breakthrough hit with 'Treaty'.

In 2016, Aboriginal hip-hop duo A.B. Original (standing for Always Black, Original) joined Aboriginal alternative-rock singer Dan Sultan to release 'January 26', which was a direct attack on Australia Day being celebrated on the date that the First Fleet arrived. A.B. Original's member Briggs is a Yorta Yorta man, and co-member Trials is a Ngarrindjeri man. Dan Sultan's mother belongs to the Arrernte and Gurindji peoples. The musicians used the song to angrily protest the wilful ignorance of many non-Indigenous Australians for what 26 January represents to Aboriginal and Torres Strait Islander peoples: the displacement, cultural destruction, and violent deaths of their ancestors. The song criticises how many non-Indigenous Australians actively ignore this uncomfortable truth, and so not only continue to whitewash Australian history but also to invalidate the place of Aboriginal and Torres Strait Islander peoples in their own country.



▲ **Figure 20.2** Gumatj singer Mandawuy Yunupingu performs with the band Yothu Yindi onstage at the Sydney Paralympic Games Opening Ceremony on 20 October 2000

◄ **Figure 20.3** A.B. Original performing at St Jerome's Laneway Festival in Brisbane on 26 January 2017

MAKING THINKING VISIBLE 20.1

Think, pair, share

Look up the lyrics online of the song 'I Am Australian' by The Seekers with your classmate. Write down five to eight words that you identify as being values you associate with being Australian. Why did you choose those words?

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Chapter overview

Introduction

There are different types of laws and different ways in which laws are made. Common law and statutory laws help Australians understand their legal rights. The courts follow the principle of precedent. This principle allows courts to look to the past to understand why particular laws were made and how to further expand, change or develop them as society and technology change. Statutory laws can be changed through amendment by parliament. Australian citizens highlight a need for a change of laws through demonstrations, petitions and the use of media.

Australia's secular system and multi-faith society protects our individual right to practise religion. Laws cannot be created to support faith values, due to the separation of state and religion. Mutual respect helps to bind the diverse society that is Australia, along with democracy. National identity can be seen in many Australian symbols, including the Australian Aboriginal flag. However, the issue of refugees still remains a contentious and difficult topic for many Australians.

Learning goals

After completing this chapter, you should be able to answer these questions:

- What is the structure of the Australian legal system?
- What are the roles of each court?
- How do the courts provide justice through the rule of law, presumption of innocence, burden of proof, right to a fair trial and right to legal representation?
- What is the difference between common law and statutory law?
- How can citizens influence a change in the law?
- What does a secular and multi-faith society mean?
- How does Australia protect the freedom of religion?
- What values do Australians hold dear?
- What does 'democracy' mean?
- What does it mean to live in a multicultural society?
- How do groups in Australia express their identity?
- What are the different symbols, colours and features that create national identity in Australia?

Skills

After completing this chapter, you will be able to demonstrate the following skills:

- Identify the roles of each court
- Distinguish between common law and statutory law
- Explain the principles of the Australian legal system
- Understand how laws are made and define the concept of democracy
- Describe the values contained within Australia's secular system and multi-faith system and how different groups express themselves
- Understand the symbols and colours of Australia.

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20.1 Australia's legal system

FOCUS QUESTIONS

- What is the structure of the Australian legal system?
- What are the roles of each court?
- How do the courts provide justice through the rule of law, presumption of innocence, burden of proof, right to a fair trial and right to legal representation?

The Australian court system is hierarchical in nature. It is a tiered system based on the amount of authority each court holds, with the superior courts at the top of the hierarchy. In Victoria, the lowest court is known as the Magistrates' Court. Above it is the County Court, the Supreme Court of Victoria and the Court of Appeal. The High Court of Australia is at the top of the system; it is the highest court in Australia and the highest court in each of the state court hierarchies.

The Commonwealth Court system is a separate hierarchy that contains the Federal Court of Australia and the Family Court of Australia. Each court has different roles and different jurisdiction over the types of cases it can hear. See Figure 20.4 for a summary of the roles for each court in Victoria.

The High Court of Australia
- Interprets and applies the law in Australia
- Decides cases that challenge the Australian Constitution
- Hears appeals from federal, state and territory courts
- There is no jury.

Court of Appeal
- Hears criminal appeals on a point of law, conviction or sanction from a single judge of the County Court or Supreme Court
- Hears civil appeals on a point of law, decisions on facts or damages awarded by a single judge, Supreme Court or the Victorian Civil and Administrative Tribunal
- There is no jury.

Supreme Court of Victoria
- Hears the most serious of cases such as murder, attempted murder, manslaughter and treason; heard by a single judge and a jury of 12
- Hears civil cases of claims of any amount; heard by a single judge and an optional jury of six
- Hears civil appeals on points of law from the Magistrates' Court and Children's Court; heard by a single judge and optional jury of six.

County Court
- Hears all criminal indictable matters such as sexual assault offences and drug trafficking; heard by a single judge and a jury of 12
- Hears civil claims of up to $200 000
- Hears criminal appeals from the Magistrates' Court.

Magistrates' Court
- Hears criminal offences that are heard summarily, such as theft and driving offences
- Hears civil matters of claims of up to $40 000
- Hears some family law matters such as maintenance and enforcement orders.

▲ **Figure 20.4** The Victorian court hierarchy

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KEY TERMS

rule of law a set of laws that people in a society must obey

criminal law the part of the legal system that relates to punishing people who break the law

civil law the part of the legal system that relates to personal matters, such as marriage and property, rather than crime

prosecution the process of officially accusing someone of committing a crime in a court of law, usually done by the state prosecutor

accused the person who is on trial in a court of law

Fairness, accessibility and equity

The Australian legal system is founded on the principles of fairness, accessibility and equity. The **rule of law** is the foundation on which fair and just laws are made by elected members of parliament. The Federal Attorney-General Department website states that:

> Australia is founded on the rule of law and has a strong tradition of respect for the rights and freedoms of every individual. Human rights are recognised and protected across Australia through a range of laws at the federal and state and territory levels, the Australian Constitution, and the common law.

There are several principles in place to ensure that those who face court trials are treated equitably and with fairness with access to court assistance where required.

Criminal law and civil law

Criminal law refers to the part of the legal system that relates to punishing citizens who have committed a criminal act. A criminal act is an act or omission that is illegal and punishable by law. This means that the act is against the law and is harmful to individuals or society. Theft, assault, arson and murder are examples of illegal acts that fall under criminal law.

Civil law refers to the part of the legal system that relates to personal matters, such as marriage, contracts and property, rather than crime. When a person's rights have been infringed by an act or omission by another, a civil action can be brought against the person who has infringed those rights. Negligence, damage to property, breach of contract and defamation are examples of disputes dealt with under civil law. For example, in 2017, actor Rebel Wilson sued Bauer Media over a series of defamatory articles in *Woman's Day* magazine.

▲ **Figure 20.5** Actor Rebel Wilson leaves the Melbourne Supreme Court. Wilson sued Bauer Media, the publisher of *Woman's Day*, over a series of articles she alleges portrayed her as a serial liar and cost her movie roles in Hollywood. This defamation case is an example of civil law.

The presumption of innocence

Australia is signatory to the United Nations' *International Covenant on Civil and Political Rights*, an international human rights treaty. Article 14(2) of this treaty guarantees that a person who faces a court trial in Australia is presumed innocent until proven guilty by a court of law. Therefore, no guilt can be presumed until the charge is proven beyond reasonable doubt.

The burden and standard of proof

The burden of proof is different for criminal and civil cases. For criminal cases, the burden of proof lies with the prosecution. This means that the **prosecution** has the onus of proving the guilt. In criminal cases, the **accused** is given the presumption of innocence. This means that no guilt can be presumed of the accused until the standard of proof is achieved.

The standard of proof for criminal cases is **beyond reasonable doubt**. It is the highest standard of proof in the Australian judicial system. This means that after examining all the evidence presented by the prosecution, the

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jury must be convinced that there is no doubt that the accused committed the crime.

For civil cases, the burden of proof rests with the **plaintiff**. This means that the plaintiff has the onus of proving that they have been wronged, suffered a loss and/or had their rights infringed. The standard of proof for civil cases is on the balance of probabilities. This means the onus is on the plaintiff to prove that, based on the majority of the evidence presented, they have mostly been harmed or have suffered the loss claimed. This means civil cases do not operate in terms of guilt or innocence; rather, it is whether the plaintiff is able to show enough evidence to convince a court that they have been aggrieved.

KEY TERM

plaintiff the person making a legal complaint against someone else in court in a civil case

The right to a fair trial

The right to a fair trial is an important part of the Australian legal system and it is recognised in a number of international declarations, including Article 10 of the *Universal Declaration of Human Rights* and Article 14 of the *International Covenant on Civil and Political Rights*. The High Court of Australia in *McKinney v The Queen* (1991) 171 CLR 465 held 'the central thesis of the administration of criminal justice is the entitlement of an accused person to a fair trial according to law'.

The elements included in the right to a fair trial are encompassed in Article 14 of the *International Covenant on Civil and Political Rights*. The following is an excerpt of these rights:

- **Independent court** – the court must be 'competent, independent and impartial'
- **Public trial** – the trial should be held in public and judgement given in public
- **Presumption of innocence** – the defendant should be presumed innocent until proved guilty – the prosecution therefore bears the onus of proof and must prove guilt beyond reasonable doubt
- **Defendant told of charge** – the defendant should be informed of the nature and cause of the charge against them – promptly, in detail, and in a language which he or she understands
- **Time and facilities to prepare** – the defendant must have adequate time and facilities to prepare a defence and to communicate with counsel of their own choosing
- **Trial without undue delay** – the defendant must be tried without undue delay – that is, undue delay between arrest and the trial, perhaps having regard to such things as the length of the delay, the reasons for the delay, and whether there was any prejudice to the accused
- **Right to a lawyer** – the defendant must be 'tried in his presence, and to defend himself in person or through legal assistance of his own choosing; to be informed, if he does not have legal assistance, of this right; and to have legal assistance assigned to him, in any case where the interests of justice so require, and without payment by him in any such case if he does not have sufficient means to pay for it'
- **Right to examine witnesses** – the defendant must have the opportunity to 'examine, or have examined, the witnesses against him and to obtain the attendance and examination of witnesses on his behalf under the same conditions as witnesses against him'
- **Right to an interpreter** – the defendant is entitled to the 'free assistance of an interpreter if he cannot understand or speak the language used in court'
- **Right not to testify against oneself** – the defendant has a right 'not to be compelled to testify against himself or to confess guilt'
- **No double jeopardy** – no one shall be 'liable to be tried or punished again for an offence for which he has already been finally convicted or acquitted in accordance with the law and penal procedure of each country'.

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The right to legal representation

Unlike the USA, Australia does not provide its citizens the right to free legal representation. However, the complexity of court procedure makes legal representation important, because it improves a person's ability to receive a fair trial. Being poorly represented or not represented at court may impede this. In the case of *Dietrich v The Queen* [1992] HCA 57, the High Court stated:

> Australian law does not recognize that an indigent accused on trial for a serious criminal offence has a right to the provision of counsel at public expense. Instead, Australian law acknowledges that an accused has the right to a fair trial and that, depending on all the circumstances of the particular case, lack of representation may mean that an accused is unable to receive, or did not receive, a fair trial.

However, due to the high legal costs associated with legal representation, legal aid and assistance can be sought from government-funded agencies such as Victorian Legal Aid (VLA). VLA's objective is to provide legal aid efficiently at a reasonable cost. Specific guidelines and strict eligibility criteria ensure that the funds are shared equitably across the state. In order to receive assistance, an applicant has to satisfy a means test, the applicable guidelines and a merits/reasonableness test. The VLA's handbook details the types of matters that are granted, as shown by this excerpt:

> **Criminal law matters**
>
> Victoria Legal Aid (VLA) may make a grant of legal assistance to a person charged with a criminal offence under Victorian or Commonwealth law which will be heard and determined by a Victorian court if:
>
> - The matter is a criminal law matter within the criminal law guidelines and (usually)
> - VLA considers the person cannot afford the full cost of private legal services (the means test).
>
> If the matter, the proceedings and the person meet these threshold requirements, then VLA will make a grant of legal assistance for:
>
> - A criminal offence to be heard in the Magistrates' Court and for an appeal from the Magistrates' Court to the County Court – if VLA considers it is reasonable to make a grant of legal assistance, after having taken into account all relevant matters (the State reasonableness test)
> - An indictable criminal offence – if it is desirable in the interests of justice to grant assistance (the State interests of justice test)
> - An appeal – if there are reasonable grounds for the appeal.
>
> If the matter comes within the criminal law guidelines and meets the state reasonableness test, then VLA will make a grant of legal assistance to:
>
> - A child (that is, a person under 18 years old) appearing in a proceeding in the Criminal Division of the Children's Court
> - A person who is under a supervision order under Part 5 of the *Crimes (Mental Impairment and Unfitness to be Tried) Act 1997*, for a proceeding under that Act about the supervision order.
>
> VLA does not apply the means test to these two categories of people, or to any spouse or de facto partner of a child who is seeking a grant of legal assistance for proceedings in the Criminal Division of the Children's Court.

▲ **Figure 20.6** Excerpt from *Victorian Legal Aid Handbook*

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▲ **Figure 20.7** The High Court of Australia, the highest court in the country, is located in Canberra.

Amazing but true…

Did you know that the wigs worn by judges are made out of horsehair? Before that, the wigs were made out of human hair. Arsenic and lead were used to kill head lice and bleach the wigs white. The use of human hair was discontinued after a court decision found that it was illegal to trade human body parts.

CASE STUDY 20.1

Monkey-bike rider kills mother of two in suburban shopping centre

A 20-year-old young man has been sentenced to 7 years' jail after pleading guilty at the Victorian County Court. On 2015, Caleb Jakobsson rode a mini-motorbike, commonly known as a monkey bike, and hit 34-year-old Andrea Lehane as she walked across a pedestrian crossing.

Jakobsson pleaded guilty to culpable driving causing death and failing to stop. He was unlicensed and rode a homemade motorbike which was capable of travelling up to 125 kilometres per hour. His bike had no front brakes. The collision threw the mother of two nearly 7 metres as Jakobsson sped away from the scene. Lehane was flown to a hospital but was later declared brain dead.

At the pre-sentencing hearing, Jakobsson told the court that the loss of Lehane's life was caused by an 'insane moment of unforgivable recklessness'.

Jakobsson will be eligible for parole after serving a minimum of four years in prison.

ACTIVITY 20.1

Understanding the case study

Read the Case Study 20.1 and answer the following questions.

1. What are the words that tell you that this is a criminal case?
2. Who was the accused? Who was the victim?
3. Which court did the accused plead guilty in?
4. If the victim in an incident similar to this had survived, could they have the right to sue for negligence? What would the outcome be?

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Digital quiz
Please see the Interactive Textbook to access digital activities

END-OF-SECTION REVIEW 20.1

Review questions

Answer these questions on paper or in the Interactive Textbook.

Recall

1. List the names of the courts in Australia's legal system.
2. What type of cases can each court hear?
3. What does Article 14(2) of the United Nation's *International Covenant on Civil and Political Rights* guarantee?
4. What are three features of the right to a fair trial?

Interpret

5. Explain the difference between the burden of proof for criminal and civil cases.
6. Why is the presumption of innocence important?

Argue

7. Discuss the importance of the right to legal representation.

▲ **Figure 20.8** In the US, citizens have the right to free legal representation. This is not the case in Australia, but there are fee-assisted programs and charitable organisations that may assist people in need of a lawyer.

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20.2 How laws are made in Australia

FOCUS QUESTIONS

- What is the different between common law and statutory law?
- How can citizens influence a change in the law?

There are different ways in which laws are made in Australia. Court-made law is known as **common law**. **Legislation** that is passed by parliament is known as **statutory law**. Sometimes, subordinate authorities such as local councils also pass law through **delegated legislation**.

Common law

Common law is law made by the courts. This is also known as judge-made law. Common law in Australia is derived from the legal system in England and it has developed over centuries from old customs and court decisions, rather than laws made by parliament. There are two instances in which this occurs.

- When there is no legislation in place for deciding whether an act is lawful or unlawful, a judge has to rule on the matter based on the facts and circumstance. The judge creates new law when the judgement is handed down.
- Sometimes, a judge has to interpret the meaning of existing legislation. Clarifying the legislation sometimes creates new application of the law.

KEY TERMS

common law a system of laws based on customs and court decisions rather than on written laws made by a parliament

legislation a law or set of laws suggested by a government and made official by a parliament

statutory law legislation created by parliament

delegated legislation laws made by statutory bodies such as councils

CASE STUDY 20.2

The case of the snail in the bottle: *Donoghue v Stevenson* (1932)

Imagine buying a soft drink, only to discover a snail in your cup when you poured your drink! You would be pretty shocked and upset.

That was exactly the reaction of a Ms Donoghue, who ordered a ginger beer at a café. She drank half of her drink, which she had poured into a glass. However, when she poured the rest of her ginger beer into her glass, the remains of a decomposed snail came out with her ginger beer.

Ms Donoghue later came down with severe food poisoning, which she thought was caused by swallowing some parts of the snail when she drank her ginger beer. She later successfully sued the manufacturer of the drink, Stevenson.

▲ **Figure 20.9** *Donoghue v Stevenson* led to new laws regarding duty of care by manufacturers.

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Judgement

The court held that Stevenson was liable for the harm caused to Donoghue.

Reason

The judge held that there is a general duty of care owed by the manufacturer to the consumer. This meant that Stevenson was liable for the harm caused to Donoghue. Lord Atkin laid down a new rule of law known as the neighbour principle. He stated:

> You must take reasonable care to avoid acts or omissions which you can reasonably foresee would be likely to injure your neighbour. Who, then, in law, is my neighbour? The answer seems to be persons who are so closely and directly affected by my act that I ought reasonably to have them in contemplation as being affected when I am directing my mind to the acts or omissions which are called in question.

As there had never been a case like this before, the judge created new law in the passing of this judgement, establishing the parameters of the duty of care owed by a manufacturer. This new law became precedent for all future cases in negligence and forms the basis of the tort of negligence. While this was a British case, it also was fundamental for Australian negligence law.

MAKING THINKING VISIBLE 20.2

Tug-of-war

You have just read the case of *Donoghue v Stevenson* in Case Study 20.2.

1. Identify the factors that support Ms Donoghue and Mr Stevenson.
2. Think of 'tugs', or reasons, for each side of the dilemma.
3. Generate five 'what if?' questions to explore the topic further.

Precedent

Courts are bound by **precedent**. A precedent is a point of law, rule or principle that is established by a court. It is based on the principle known as *stare decisis*, which in Latin means 'to stand by things decided'. Precedent is found in a judge's decision. It is a decision about a particular legal case that makes it likely that other similar cases will be decided in the same way. Judges look to past decisions to determine which law to apply to the new cases. By looking back, consistency in the application of the law is ensured.

KEY TERMS

precedent a decision about a particular legal case that makes it likely that other similar cases will be decided in the same way

ratio decidendi the reason for a court's decision and the legal principle on which a court's decision rests

Lower courts must follow decisions of higher courts because of precedent. Judges must apply existing points of law or principles to cases, but if they create new laws, they must give reasons for their decisions. This is known as ***ratio decidendi***. The *ratio decidendi* must be followed by lower courts in the court hierarchy.

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Do judges always have to follow precedent?

All court cases are different. While there is a need to maintain consistency in judgements, judges are not always bound by precedent. If a new case presents material facts or factors that can be different from the old case, the court could distinguish one case from another. This means that they could create a new precedent.

Sometimes, due to the changing circumstances of society, a precedent could be outdated and judges may **overrule** a precedent. However, a court may also choose to **reverse**, **distinguish** or **disapprove** a precedent.

Statutory law

Statutory law is legislation created by parliament. While the courts can make law through common law, parliament is the supreme law-making body. This means that it has the power to change the laws created by other law-making bodies, such as the courts and subordinate authorities, as long as it has the jurisdiction to do so.

Legislation can be created by state and federal parliaments through the process of a bill. A **bill** is an idea for a law. In order for a bill to be passed, both the House of Representatives and the Senate must approve it.

The process for a bill to pass is outlined as follows (see Figure 20.10):

KEY TERMS

overrule when a court finds that the application of a precedent is wrong

reverse when a higher court overturns the decision of a lower court on an appeal

distinguish when a court decides that the legal reasoning of a precedent case does not apply to the current case in front of them because the facts are materially different

disapprove when courts on the same level of hierarchy decide a precedent is outdated; precedent remains until a higher court clarifies the legal issue

bill a formal statement of a planned new law that is discussed before being voted on in parliament

Passage of a bill

First reading
The bill is introduced to parliament.

Second reading
The purpose and reasons for this bill are outlined.

Consideration in detail
The merits of the bill are discussed and debated. Amendments may be made at this stage.

Third reading
The bill (with amendments) is voted on. If approved, it is sent to the upper house (Senate or Legislative Council).

Upper house
Members of the upper house review this bill. If it does not get approved, it is sent back to the lower house (House of Representatives or Legislative Assembly) for amendments.

Governor-General/Governor
When the upper house approves the bill, it is sent to the Governor-General (Commonwealth) or Governor (State) for royal assent. Once this has been received, the bill becomes an Act of Parliament.

▲ **Figure 20.10** The steps in passing a bill into an Act

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How can citizens change the law?

There are many ways in which Australians influence parliament to change laws. Informal methods such as petitions, demonstrations and the use of the media are examples of ways in which ordinary citizens can influence change.

Petitions

These are formal requests that call for parliament to institute changes in statutes. A collection of signatures is required and must be forwarded to a member of parliament. The more signatures that are gathered, the more support for this change. E-petitions are also valid as long as they contain email addresses of petitioners. A petition must be addressed to only one house of parliament and the issue must be within the scope of power of that parliament.

Demonstrations

These are rallies or protests that are organised to draw parliament's attention to an issue. The objective of demonstrations is to bring about a change in law. The bigger the demonstrations, the more successful they are in bringing attention to the change required.

Use of media

In recent years, social media, along with traditional media such as newspapers, television and radio, have played significant roles in bringing about changes in the law. The internet has made it easy for citizens to contact members of parliament, holding them accountable for their responses. Billions of people use social media platforms such as Facebook, Instagram and Twitter to call supporters to action.

Amazing but true…

In 1891, the Victorian Women's Temperance Union and the Victorian Women's Suffrage Society jointly organised a petition to the Victorian Parliament, seeking the right to vote for women. More than 30 000 signatures were collected in 6 weeks after a door-knocking campaign. This petition became known as the 'Monster Petition' due to the size of the document that contained many signatures. The signatures on paper were glued to calico cloth and measured 260 metres. This document is held at the Public Records Office of Victoria.

CASE STUDY 20.3

Waleed Aly challenges state premiers to ban plastic bags

In May 2017, the co-host of Channel Ten's *The Project* Waleed Aly called on the state premiers of Victoria, New South Wales and Western Australia to ban the use of plastic bags for good. At the time, South Australia, Tasmania, Northern Territory and ACT had already banned the use of single-use plastic bags.

The hashtag #banthebag gained momentum on social media after Aly called on Australians to throw their support behind a Change.org petition launched in collaboration with Clean Up Australia. 'Tweet the premiers to let them know you support a ban. Email them. Call them. Hit them up on their Facebook pages. Show them that there's plenty of political goodwill in having the courage to ban the bag', Aly said on the television show.

▲ **Figure 20.11** Waleed Aly, co-host of Channel Ten's popular news program *The Project*, called out for immediate action to ban the use of plastic bags across Australia.

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In June 2019, the Victorian government announced that from 31 October 2019, a ban on the use of single-use bags would be implemented across Victoria. Lily D'Ambrosio, Minister for Energy, Environment and Climate Change, stated, 'The feedback on this one was clear. Victorians want to do more to protect the environment from the damage litter causes and are overwhelmingly supportive of banning single-use plastic shopping bags'.

ACTIVITY 20.2

Understanding the case study

Read the Case Study 20.3 and answer the following questions.

1. What is this case study about?
2. Why do you think the issue gained attention?
3. What type of action was taken to get the attention of the Victorian government?
4. Using the internet, research one other situation where laws were changed due to the use of the media.

CASE STUDY 20.4

Success for 13-year-old blind boy who campaigned for tactile notes

Connor McCleod's year-long campaign for the Reserve Bank of Australia to produce tactile banknotes has paid off. Connor, who is blind from birth due to a congenital disorder, said he was embarrassed that, while he was able to tell the difference between coins, he could not differentiate banknotes.

In 2014, McCleod started a petition to allow blind people to tell the difference between banknotes, receiving support from the Human Rights Commission and Vision Australia. Approximately 57 000 people signed the petition.

Vision Australia Advocacy general manager Maryanne Diamond stated, 'What we found in Vision Australia in a recent survey is that 50 per cent of people who are totally blind are telling us that they feel that at times they have been short-changed, or given the wrong change when they've purchased something, simply because they can't quickly and easily and effectively distinguish notes'.

In February 2015, the Reserve Bank of Australia announced that it will be adding a tactile feature to all new notes to help the vision-impaired to tell the difference between the notes.

ACTIVITY 20.3

Understanding the case study

Read the Case Study 20.4 and answer the following questions.

1. What is this case study about?
2. Why do you think the issue gained attention?
3. What type of action was used to get the attention of the Reserve Bank of Australia?
4. What are the advantages and disadvantages of using petitions?

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▲ **Figure 20.12** Senator Penny Wong and others celebrate the passing of the marriage equality bill in the Senate at Parliament House on 29 November 2017. The bill recognises and permits marriage between two people of the same sex.

Digital quiz
Please see the Interactive Textbook to access digital activities

END-OF-SECTION REVIEW 20.2

Review questions

Answer these questions on paper or in the Interactive Textbook.

Recall

1 Define the following terms:
   a precedent
   b *stare decisis*
   c *ratio decidendi*
2 Outline one example of delegated legislation.
3 Outline the steps for the passage of a bill in the Victorian parliament.

Interpret

4 Why must lower courts follow decisions of higher courts?
5 Outline the differences between reversing, overruling, distinguishing and disapproving in the operation of precedents.

Argue

6 'The neighbour principle is an outdated principle of law.' Do you agree or disagree with this statement? Why?

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20.3 Australia's secular and multi-faith society

FOCUS QUESTIONS

- What does a secular and multi-faith society mean?
- How does Australia protect the freedom of religion?

Australia is a **secular** country. Being a secular nation means that religion has no direct influence over the way we create laws. Therefore, there is a separation of state and religion in parliament and the courts. The Australian Constitution, however, protects the right of the freedom of religion through Section 116. It states:

> The Commonwealth shall not make any law for establishing any religion, or for imposing any religious observance, or for prohibiting the free exercise of any religion, and no religious test shall be required as a qualification for any office or public trust under the Commonwealth.

It is important to note there is no general Commonwealth anti-discrimination legislation against religious freedom. For instance, the *Racial Discrimination Act 1975* (Cth) and the *Equal Opportunity Act 2010* (Vic.) prohibit discrimination against age, gender, race and sexual identity, but it does not cover religion. Where there is no legislation to determine whether a religious view or organisation is anti-discriminatory, it is left to the courts to decide between protecting religious freedom and any other claim. The courts tend to decline to protect religious freedom.

In a 2010 civil action claim against a youth camp owned by Christian Brethren church, the Victorian Civil and Administrative Tribunal found that the church was guilty of breaching the *Equal Opportunity Act* when it refused to take a booking from an organisation for gay and lesbian youth. In her judgement, Judge Felicity Hampel stated that the church was 'not entitled to impose their beliefs on others in a manner that denies them the enjoyment of their right to equality and freedom from discrimination in respect of a fundamental aspect of their being'.

KEY TERMS

secular not having any connection with religion

multi-faith an approach that involves a variety of religions

▲ **Figure 20.13** Judge Felicity Hampel, 2005

The court declined to protect religious freedom and found for the plaintiff, Cobaw Community Health Service. Therefore, while the Australian Constitution does not prohibit the practising of religion, it can be read that parliament and the courts do not condone the practice of using religion to discriminate against others.

Australian society is also **multi-faith** in nature. Many of us practise different religions freely. The 2016 Australian Bureau of Statistics data revealed the following:

- Nearly 70 per cent of Australians identified themselves as religious. The religious beliefs include Christians 52.1 per cent, Islam 2.6 per cent, Buddhism 2.4 per cent and Hinduism 1.9 per cent.
- Those who identified themselves as having no religion increased from 0.8 per cent in 1966 to 30.1 per cent in 2016. This category includes those with secular beliefs, other spiritual beliefs and no religion.

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KEY TERM
diversity the mixture of races and religions that make up a group of people

Indeed, the **diversity** of faith in Australian society is a strength. Australians band together in the face of adversity as seen in Figure 20.14. A multi-faith memorial service at St Paul's Cathedral, for instance, was held in July 2014 for the 18 Victorians who died in the MH17 disaster. The Malaysian Airlines plane was shot down over eastern Ukraine by a surface-to-air missile.

▲ **Figure 20.14** People of various religions attend the multi-faith memorial service held for victims of the MH17 disaster at St Paul's Cathedral, Melbourne, July 2014.

MAKING THINKING VISIBLE 20.3

Tug-for-truth

Consider this statement made by One Nation leader, Pauline Hanson. In her maiden speech to parliament in 1996, she stated, 'Abolishing the policy of multiculturalism will save billions of dollars and allow those from ethnic backgrounds to join mainstream Australia, paving the way to a strong, united country'.

1. What is your opinion about this statement?
2. Draw a tug-of-war diagram to show arguments for and against the statement. Discuss your responses with your class.
3. Using the internet, research opinions about multiculturalism in Australia.

Digital quiz
Please see the Interactive Textbook to access digital activities

END-OF-SECTION REVIEW 20.3

Review questions

Answer these questions on paper or in the Interactive Textbook.

Recall

1. What does Section 116 of the Australian Constitution say about law-making in relation to religion?
2. How do the *Racial Discrimination Act 1975* (Cth) and the *Equal Opportunity Act 2010* (Vic.) prohibit discrimination?

Interpret

3. Why do you think it is important for religious groups to not impose their beliefs on others, for example as seen in the civil action against the Christian Brethren church? State two reasons.

Argue

4. 'Multiculturalism can be abolished in Australia'. Do you agree or disagree with this statement? Why?

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20.4 Values within Australian society

FOCUS QUESTIONS

- What values do Australians hold dear?
- What does democracy mean?

The word **value** comes from the Latin word *valorar*; meaning to hold something as important and desirable. Australians are known around the world as friendly, inclusive people who are ready and willing to have a go at anything. We celebrate **mateship** through sport, such as the AFL, and memorial days, such as Anzac Day. Our ability to show mutual respect is also notable. In a Facebook post in October 2015, former prime minister Malcolm Turnbull stated:

> We are the most successful multicultural society in the world. None of us can look in the mirror and say 'All Australians look like me'. Australians look like every race, like every culture, like every ethnic group in the world. We [have] been able to be so successful because of a fundamental Australian value of mutual respect. It's the glue that binds this very diverse country together … That is a fundamental part of the Australian project.

KEY TERMS

value the beliefs people have, especially about what is right and wrong and what is most important in life, that control their behaviour

mateship a friendship that is based on loyalty, regardless of gender, race or religion

▼ **Figure 20.15** Children from local scouting groups place a floral wreath at the War Memorial in Guildford, Western Australia, on Anzac Day. Anzac Day is a big annual event that is celebrated across Australia.

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Australia also champions the triumph of the underdog. One example that is now cemented in Australian cinematic history is *The Castle* (1997) where actor Michael Caton's character Darryl Kerrigan wins a legal battle against a big corporation who want to compulsorily acquire his home. Furthermore, Australian's are known for self-deprecating humour, which provides a reality check. In another Australian movie, *The Dish* (2000), which showed Australia's little known role in tracking *Apollo 11* as it made its way to the moon and broadcasting the first moon walk to the world, the movie ended with the line that the satellite dish that was used was 'still in the middle of a sheep paddock'.

Australian society is less steeped in class awareness than many other countries. The Australian vernacular term 'a fair go' suggests that every Australian has a reasonable opportunity to achieve their goals, without discrimination.

Democracy

The word **democracy** comes from two Greek words – *demo* (meaning 'citizen of a place') and *kratos* (meaning 'power or rule'). Together, it means that every citizen of a state has the right or power to participate. The Museum of Australian Democracy in Canberra outlines that democracy in Australia has these core defining values:

KEY TERM

democracy the belief in freedom and equality between people, or a system of government based on this belief, in which power is either held by elected representatives or directly by the people themselves

- Freedom of election and being elected
- Freedom of assembly and political participation
- Freedom of speech, expression and religious belief
- Rule of law
- Other basic human rights.

Democracy is enshrined in the Australian Constitution in the principle of representative government. Sections 7 and 24 require that members of the House of Representatives and the Senate are directly chosen by the people through the process of an election. Therefore, parliament is answerable to the people and must initiate laws that are supported by the majority of the people. The principle of responsible government requires that members of parliament carry out their duties with integrity, as they are accountable to the electorate for their actions. They are subject to public scrutiny and will lose support from their electorate if confidence is lost.

Refugees

One of the most widely accepted human rights documents in the world is the United Nations' *Universal Declaration of Human Rights*. Australia played a prominent role in negotiating the terms of the charter document. It was also one of eight nations involved in drafting the document. Article 14 of the declaration provides that '(e)veryone has the right to seek and to enjoy in other countries asylum from persecution'.

The issue of refugees and asylum seekers became a contentious political issue during the 1990s when mandatory detention was introduced, predominantly for 'unauthorised' boat arrivals. From 2001 onwards, in the wake of the Tampa affair, the September 11 attacks in the USA and the ensuing wars in Afghanistan and Iraq, asylum-seeker boat arrivals become a controversial election issue. The arguments raised by politicians attempted to find a balance between 'national security' and deaths of refugees on unseaworthy boats. However, many human rights advocates claim that Australia is illegally defying the documents it was instrumental in creating.

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▲ **Figure 20.16** The issue of human rights and Australia's policies on asylum seekers is an ongoing and difficult topic for many. This photo taken on 22 November 2019 shows Kurdish-Iranian refugee Behrouz Boochani in Christchurch, New Zealand. Boochani wrote a book on a mobile phone while held in an Australian detention camp, which became an award-winning publication on the subject. Boochani was denied entry into Australia but was granted refugee status by New Zealand in 2020.

MAKING THINKING VISIBLE 20.4

Compass points

Reflect on the issue of asylum seekers. Record your responses to the following compass questions. Share this with your class.

1. E = Excited

   What excites you about the issue? What's the upside?

2. W = Worrisome

   What do you find worrisome about it? What's the downside?

3. N = Need to know

   What else do you need to help you evaluate this issue?

4. S = Stance or Suggestion for moving forward

   What is your current opinion on it? How might you move forward in your evaluation of this issue?

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ACTIVITY 20.4

Research task

Visit the Refugee Council of Australia website. Find out the answer to the following questions:

1. What is a refugee?
2. Why do refugees leave their country?
3. How many refugees are there in the world and who are they?
4. How do refugees get to Australia?
5. What does it mean to seek asylum? What is the difference between an asylum seeker and a refugee?

▲ **Figure 20.17** Manus Island Detention Centre, Papua New Guinea, where many asylum seekers who arrive to Australia by boat are subsequently sent

Digital quiz
Please see the Interactive Textbook to access digital activities

END-OF-SECTION REVIEW 20.4

Review questions

Answer these questions on paper or in the Interactive Textbook.

Recall

1. What do the words 'value' and 'democracy' mean? Write down as many synonyms for each word as you can.
2. What does 'mateship' mean to an Australian? Write down three examples of it.

Interpret

3. What do the five core defining values of democracy mean? Write down one or two statements to explain each value.

Argue

4. 'Parliament is answerable to the people and must carry out their duties with integrity. They must create laws that are supported by the people.' Do you agree or disagree with this statement? Why?

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20.5 How groups express their identity in Australia

FOCUS QUESTIONS

- What does it mean to live in a multicultural society?
- How do groups in Australia express their identity?

Australia is a multicultural society. We are a land of migrants, originating from different parts of the world such as Europe, Asia and New Zealand. Multiculturalism is an important aspect of our society.

The Commonwealth Department of Home Affairs promotes Harmony Week, which runs in the third week of March each year as a way to celebrate Australia's cultural diversity. In March 2019, the Victorian town of Ballarat's Harmony Week had a spectacular finale with Federation University's Rock the Block music festival. The free event showcased music from local and interstate artists with the aim of celebrating diversity in the community.

MAKING THINKING VISIBLE 20.5

Question starters

Brainstorm at least 12 questions about multiculturalism. Use these question starters to help you think of interesting questions.

- Why …?
- How would it be different if …?
- What are the reasons …?
- Suppose that …?
- What if …?
- What if we knew …?
- What is the purpose of …?
- What would change if …?

The Melbourne Moomba Waterfest held during the Labour Day long weekend in Victoria has also become an opportunity for cultural groups to showcase their ethnic songs and dances. Similarly, the Lunar New Year festivals in Sydney and Melbourne involve free city programs that contain cultural events, food markets and entertainment. Both cities feature the ever-popular dragon-boat races, which symbolise a ritual that brings luck and prosperity to each city.

Amazing but true…

Queen Elizabeth II visited Melbourne in 1954, which was her first appearance in Australia as reigning monarch. Thousands of people flocked to Melbourne's CBD. The City Development Association and the Melbourne City Council saw the potential of an annual festival to draw similar crowds, and the first Moomba Festival was held the following year in 1955.

► **Figure 20.18** A Chinese New Year finale of dragon-boat racing, which starts with an eye-dotting ceremony and Taoist ceremony in Darling Harbour to bless the waters and ensure a safe weekend of racing. The dragon is said to be awakened by dabbing red paint onto the eyes of each boat's figurehead.

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The Sydney Gay and Lesbian Mardi Gras remains one of the key events run to support the LGBTQI community in Australia. It started as a protest march in June 1978 which called for an end to discrimination against homosexuals. The event is now a celebration of LGBTQI pride and sexuality in the Australian community.

▲**Figure 20.19** Tanya Plibersek, former deputy leader of the Labor Party, at the 2019 Sydney Gay and Lesbian Mardi Gras Parade in Sydney. It is an annual event celebrating lesbian, gay, bisexual, transgender and queer peoples and promoting awareness of the issues that they may face.

Digital quiz
Please see the Interactive Textbook to access digital activities

END-OF-SECTION REVIEW 20.5

Review questions

Answer these questions on paper or in the Interactive Textbook.

Recall

1 Define 'identity'. Use the dictionary to help you write out the meaning of this word. Share this with your classmates.

Interpret

2 Harmony Week, Moomba and the Sydney Gay and Lesbian Mardi Gras are just some events that help celebrate identity in Australia. How does each event do this?

Argue

3 Create a visual identity of yourself.
   a Draw a simple outline of a person on a piece of paper.
   b Write down words that describe how you may define your identity. Write this inside your outline.
   c Outside your outline, write down words that your friends and family may use to describe you.
   d How are similar or different are the words inside and outside the outline?
   e Is it difficult for a person to define themselves or express their identity? Explain your answer, using examples.

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20.6 National identity in Australia

FOCUS QUESTION

What are the different symbols, colours and features that create national identity in Australia?

There are many **symbols** in Australian society that give us our national **identity**.

KEY TERMS

symbol a sign, shape or object that is used to represent something

identity the qualities in a group that make them different from others

The Australian flag

The Union Jack represents the history of our nation as a British settlement.

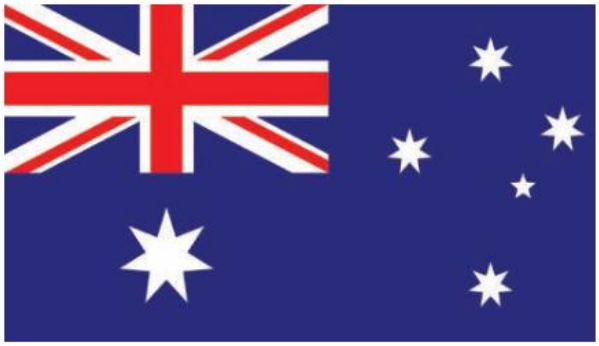
The white Commonwealth or Federation Star has seven points, representing the unity of the six states and the territories of the Commonwealth of Australia.

The constellation of the Southern Cross is shown in white and is symbolic of Australia's geography as it can only be seen from the southern hemisphere.

The Australian Aboriginal flag

The Australian Aboriginal flag was first flown at Victoria Square in Adelaide, South Australia, on National Aborigines Day in July 1971. It was proclaimed a Flag of Australia under the *Flags Act 1953* (Cth) in July 1995.

The black horizontal half is representative of the Aboriginal peoples of Australia. The red horizontal half is representative of the red earth, the red ochre used in ceremonies and the Aboriginal peoples' spiritual relation to the land. The yellow circle is symbolic of the sun, the giver of life and protector.



▲ **Figure 20.20** The Australian national flag

▲ **Figure 20.21** The Australian Aboriginal flag

Amazing but true…

Did you know that a flag competition was held in 1900 to find the best design for the Australian flag? More than 32 823 entries were received. Five almost identical entries were chosen as the winning design. The winners shared the prize pool and received £40 each.

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Coat of arms

The coat of arms contains a shield with the symbols of the six Australian states. They are contained in a border to represent federation in 1901. The shield is held up by two native Australian animals – a kangaroo to the left and an emu to the right. The gold Commonwealth star is placed above the shield, symbolising the states and territories. The word 'Australia' is contained in a scroll at the bottom of the coat of arms. Golden wattle, which is the national floral emblem, forms the background.

▲ **Figure 20.22** The Australian coat of arms

MAKING THINKING VISIBLE 20.6

Perceive, know about, care about

After reading the about the different flags, symbols and emblems of Australia, answer the following questions.

1. What did the designers of the flags, symbols and emblems perceive of Australia?
2. What might the designers know or believe?
3. What might the designers care about?

National floral emblem

Australia's national floral emblem is the golden wattle, *Acacia pycnantha*. It was proclaimed by the Governor-General on 19 August 1988. When in flower, the golden wattle is green and gold, Australia's national colours. The floral emblem has been used in many official designs, including stamps, currency, awards and the Commonwealth coat of arms.

▲ **Figure 20.23** The Australian national floral emblem is the golden wattle

National colours

Green and gold were proclaimed the national colours of Australia on 19 April 1984. The colour green is representative of the trees and crops in Australia. The colour gold is representative of sand, grain, fleece and mining.

National anthem

The Australian national anthem, 'Advance Australia Fair', was first written in 1878 by Peter Dodds McCormack. It was proclaimed Australia's national anthem in 1974 after a national vote to decide on a new anthem. From 1901 to 1974, Australia's national anthem was 'God Save the King/Queen'. However, the Fraser government reinstated 'God Save the Queen' in 1976. Another poll was conducted in 1977, with the majority of Australian's selecting 'Advance Australia Fair' again. It was only seven years later that this was once again proclaimed the national anthem by the Governor-General on 19 April 1984.

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END-OF-SECTION REVIEW 20.6

Digital activity
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Review questions

Answer these questions on paper or in the Interactive Textbook.

Recall

1 Choose two of examples of Australian identity from this chapter. What does each example symbolise?

▲ **Figure 20.24** The Australian coat of arms on the top of Parliament House in Canberra

Interpret

2 Why do you think 'Advance Australia Fair' was written? In your answer, suggest reasons for the change from using 'God Save the King/Queen' to Australia's current national anthem.

Argue

3 'Australia's national flag should be changed to include symbols of Aboriginal culture.' Do you agree or disagree with this statement? Why?

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End-of-chapter activities

1 Self-assessment

That just about wraps up this topic. How did you feel you went working through the chapter? Before you attempt the following activities, visit the Interactive Textbook to rate your confidence with this topic, either online, or via a downloadable checklist.

2 Creative task

Using the information in the chapter as inspiration, choose two activities to complete from the list below. Ensure that each design is annotated to explain the reasons for your design.

- Create a new version of the Australian flag, using symbols and colours that are important to you.
- Write a new verse to the Australian national anthem.
- Design a new Australian emblem.
- Design a new Australian coat of arms.

3 Research task 1

Construct a proposal to your principal to hold a multicultural day at your school. Your proposal should include a fundraiser for a suitable charity as well as the following information:

- Why should the school have it?
- What events will be held?
- Which guest speaker(s) would you invite?
- Create posters or other promotional material to display around school.

4 Research task 2

Research issues related to identity. You may like to look at Aboriginal and Torres Strait Islander cultures, gender identity or choose your own. Choose one and create a 5Ws and 1H chart (that is, a chart that shows 'Who, What, When Where, Why and How'), using the following questions as prompts.

- What is the identity issue?
- Who is affected by the identity issue?
- When (in what circumstances) are they affected by it?
- Where are the people affected by the issue located?
- Why is this identity issue important?
- How can we promote understanding of the identity issue?

5 Digital resources

Visit the Interactive Textbook to access:

- Victorian Curriculum Capability Project
- Interactive chapter Scorcher Quiz
- Google Earth tour of key locations in this chapter
- Videos, image galleries and other extra materials.

Video
Five interesting facts about Australian society

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Glossary

Please see the digital versions of this book for the digital-only chapters' glossary.

History

absolute ruler a ruler whose power and authority is never questioned

agriculture the practice of farming

Anglo-Saxons the inhabitants of England who were originally from northern Germany and southern Scandinavia

animism (adj. animist) belief that all natural things, such as plants, animals, rocks, and thunder, are animated by spirits that can influence human events

archer a person who fights with a bow and arrows

archipelago a group of islands

aristocrat a member of the nobility

artisan someone who does skilled work with their hands

Aztec Empire the alliance of three great cities in the Valley of Mexico

barbarian a member of a people not belonging to Rome

barbican a double tower above a gate or drawbridge

bias prejudice for or against a person, group or idea

Bible the collection of sacred writings of the Christian religion

bishops high-ranking members of the Roman Catholic Church

Black Death the highly contagious plague that ravaged Europe in the fourteenth century and killed a third of its population

brigand a member of a gang that ambushes and robs people in forests and mountains

Buddhism a religion that has a variety of beliefs, practices and traditions based largely on the teachings of Siddhartha Gautama (the historical Buddha)

bushido a Japanese warrior code of conduct

calpixque an Aztec tax collector

calpulli small Aztec neighbourhoods

canonise (in the Roman Catholic Church) to announce officially that a dead person is a saint

cardinal a leading dignitary of the Roman Catholic Church, nominated by the pope

Carolingian Minuscule a script developed in Europe that could be understood from region to region; it developed much of the English alphabet we use today

castle a large, fortified building

catapult a medieval siege weapon similar to a trebuchet

cathedral large church and place of worship, usually in the centre of town, to remind the townsfolk of the power of religion

causeway a wide bridge that crosses water

cavalry armoured knights who rode into battle on horseback

chivalry the medieval knightly system with its religious, moral, and social code

Christianity the religion based on the person and teachings of Jesus Christ, its beliefs and practices; the dominant faith in medieval Europe

clan a group who originally came from the same family and have the same name

clergy religious workers of the Church

codex an ancient book that was written by hand

colonise the act, by a militarily strong country, of invading and taking over another area, which then becomes known as a colony

Confucianism a religion based on the ideas of the Chinese philosopher Confucius

congregation a group of people assembled for religious worship

crucify to kill someone by tying or fastening them with nails to a cross and leaving them there

daimyo a feudal Japanese lord, equivalent to a medieval European duke or earl

Dark Ages the period in European history from about 476 to about 1000 CE, after the end of the Roman Empire

demigod (in ancient stories) a being who is part human and part god

diplomacy the practice of negotiating between representatives of different countries

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divine right the idea that kings derive their right to rule directly from God and do not have to answer to those below them

Domesday Book a census of the English population and the wealth and land owned by its nobility

drawbridge a bridge that can be raised or lowered in order to protect a castle from attack or to allow big boats to go under it

dynasty a succession of rulers from the same family

emperor a ruler of a society

fallow land that is not planted with crops, so that the quality of the soil improves

feudalism the social structure that organised society into categories from the monarchy down to the poorest member

fief a space of land owned by the king, rented to a vassal

flagellants people who whipped themselves as a form of self punishment, hoping God would forgive their sins

foot soldier poorly trained peasants who fought with weapons on foot, usually at the demand of the local noble

groom a lower servant in the noble's castle

hacienda a large landed estate

heaven a place regarded in various religions as the abode of God and the angels, and of the good after death

heir a person who will receive money, property, or a title from another person when that person dies

hell a place regarded in various religions as a spiritual realm of evil and suffering

hierarchy a system of levels, where some are higher and some are lower

hiragana Japanese written alphabet used to spell out *kanji* in syllables

Holy Lands lands between the Jordan River and Mediterranean Sea, known today as Israel and Palestine, are of central importance to Christianity, Judaism and Islam

Holy Roman Empire a large territory in Western and Central Europe that developed during the early medieval era

idol an image or an object that resembles a god

imperial related to an empire or emperor/empress

Jesus the man whom Christians believe was the son of God, and whose teachings are the basis of Christianity

jihad struggle or resistance; holy war

jousting medieval knights engaging in a sporting contest in which opponents on horseback fight with lances

kami Shinto deities (spirits)

kamikaze 'divine wind', especially relating to the typhoon of 1281

kanji Japanese written alphabet that comes from Chinese characters

katakana Japanese written alphabet for words that have been adopted from other languages

keep the strong main tower of a castle

knight a skilled fighter who served a noble or king

Latin the language of ancient Rome and its empire

league an archaic (old) term for measuring distance: 1 league was around 5 kilometres

lord, earl, duke and baron titles used by people from the nobility to determine their rank

maize a cereal grass of Central American origin, similar to corn

marshal a servant in charge of the noble's hall

Mass the organised service of worship in the Catholic Church

mercenary a professional soldier hired to serve in a foreign army

merchant class a new social group who bought and sold goods between east and west

Mesoamerica a region in the Americas, extending approximately from central Mexico to Belize, Guatemala, El Salvador, Honduras, Nicaragua and northern Costa Rica

Mexica the indigenous people who lived in the Valley of Mexico during the Aztec Empire

missionary a person sent on a religious mission to promote Christianity

moat a long, wide hole dug all the way around a building and usually filled with water, to make it more difficult to attack

monarchy country that has a royal family, and the head of the royal family as its ruler

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monasteries a Christian community of religious people called monks or nuns, and the building where they lived and worked

moral authority the guiding group who determine what is good and right

Nahuatl the language spoken by the Mexica

New World the name given to the Americas by European explorers

noble a wealthy person, connected to the ruling family by rank, title or birth

oath of fealty a pledge of allegiance from one person to another

obsidian a type of black rock that is glass-like

page a young trainee knight

Pax Romana the peace that existed between nationalities within the Roman Empire.

pilgrim a person undertaking a journey, especially a long one, to a sacred place as an act of religious devotion

pious devoutly religious life

pope head of the Roman Catholic Church

power vacuum a situation that exists when someone has lost control of something and no one has replaced them

prophecy a prediction of what will happen in the future

Prophet Muhammed the Arab prophet who, according to Islam, was the last messenger of Allah

Roman Catholic Church early strand of Christianity where the figurehead is based in Rome, Italy

ronin a samurai without a master, a wandering warrior

rout to defeat an enemy completely and force them to run away

saltpeter a salty-tasting white powder used to preserve meat, and also used in producing explosives and fertilisers

samurai the hereditary warrior class of Japan

Seljuik Turks tribes that invaded south-western Asia in the eleventh century and eventually founded an empire that included Mesopotamia, Syria, Palestine, and most of Iran

serf a poor farm worker bound to work on the land owned by the local noble

Shinto a Japanese religion in which people worship past members of their family and various gods that represent nature

shogun a military leader

siege a military tactic that involves surrounding a city and cutting off supplies, until the inhabitants have to surrender or starve

Silk Road a trading route that linked China and the far east to Europe

smallpox an extremely infectious disease that causes a fever, spots on the skin, and often death

steward a servant who supervised both the lord's estate and his household

sultan the title used by rulers in many parts of the Muslim world

Tartars a group of people from southern Russia and the eastern Turkish regions

tithe one tenth of annual produce or earnings, paid as a tax for the support of the Church and clergy

Tonatiuh the Aztec god of the Sun

Toxcatl an Aztec new-year festival celebrated with a ceremony including human sacrifice

treason the crime of betraying one's country

Treaty of Tordesillas a treaty made to divide the New World between the Spanish and Portuguese monarchies

trebuchet a large device used in wars for throwing large rocks at the walls of a castle as part of an attack

trepanning making a hole in a person's skull with a drilling tool known as a trepan

tribute a form of tax paid to a ruler

tsumani an extremely large wave caused by a violent movement of the earth under the sea

tzompantli a wooden rack used for the public display of human skulls

ullamaliztli an ancient Aztec ball sport

vanguard the part of an army or navy that leads an attack on an enemy

vassal in a feudal system, a holder of land or position granted by a superior in exchange for allegiance

witchcraft the practice of magic, especially black magic

zealot a person who is fanatical in their beliefs

xocoatl an Aztec chocolate drink

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Geography

aftershock one or more smaller tremors that follow the main shock of an earthquake

agents the forces causing erosion, such as gravity, wind or water

asylum seeker someone who leaves their own country, often for political reasons or because of war, and who travels to another country hoping that the government will protect them and allow them to live there

backwash water from a breaking wave running back down the beach

bathymetry the shape of the sea floor

biodiversity the number and types of plants and animals that exist in a particular area

birth rate the number of people born per year in a population per 1000 people

central business district (CBD) the main business and commercial centre of a city

citizenship the status of officially being a member of a country and having legal rights such as voting in elections

coastal deposition the process where an agent of erosion – wind or water – loses energy and deposits the rock fragments or sediment it is transporting

coastal erosion the wearing away of sediment and rocks from the shoreline

coastal hinterland the land extending inland from the coast

coastal waters the sea extending out from the coast

commute time the amount of time taken to travel to and from work

conservation the protection of the natural environment

constructive waves a wave where the swash is stronger than the backwash, depositing sediment and other materials on the beach

continental plates the Earth's landmasses, 25–90 kilometres thick and made mostly from granite

conurbations a city area containing a large number of people, formed by various towns growing and joining together

correlation an association or relationship between two phenomena

counter-urbanisation the movement of people from urban areas to surrounding rural areas

culture the customs, behaviours and beliefs that characterise a particular society

death rate the number of people who die per year in a population per 1000 people

delta a fan-shaped deposit of river sediments found at the mouth of a river

deposition the last stage of the erosion process, when the material being moved settles on a surface

depositional coastal landscape sandy coastlines with landforms created from sediment being deposited

destructive waves a wave where the backwash is stronger than the swash, removing sediment and other material from a beach

detached housing a house that stands alone and isn't joined to any other house

disaster a hazard event that causes significant damage to human or natural environments

donor country a country from which an international emigrant came

dredging clearing up materials from water

dual occupancy a type of development where two dwellings are built on a single block of land

emigrant a migrant who leaves a country to live in a different country

epicentre the point on the Earth's surface directly above the earthquake's focus

erosion the process where the material of the Earth's surface is worn away and moved to a new location

erosional coastal landscape rocky coastlines with landforms shaped by erosion

exporting sending goods to another country for sale

fault crack or fracture in rock

fetch a the distance covered by wind that generates a wave

financial incentives money that is offered to people to encourage them to do something such as migrate

focus the point in the Earth's crust where an earthquake originates

fold mountains mountains created by the crumpling of the Earth's surface where two tectonic plates are colliding

food insecurity unreliable access to a sufficient amount of affordable and nutritious food

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forestry the science and practice of planting and taking care of forests

geographic characteristics physical and human features of a landscape or environment such as landforms, terrain, vegetation, climate, architecture and infrastructure

geographic information system a digital tool used to collect and analyse spatial data using layers on an interactive map

geomorphological hazards/disasters natural hazards or disasters that affect the characteristics of the Earth's surface

geotagged photo a photo that contains information about where it was taken, such as latitude, longitude and elevation

glacier a large mass of ice that moves slowly

gorge a valley, cleft or deep vertical indentation between cliffs

gross domestic product (GDP) a measure of a country's economic output based on the goods produced and the services provided

gross domestic product (GDP) per capita a measure of the strength of a country's economy per person

groundwater water located below the Earth's surface

groynes a low wall built out from the coast into the sea, to prevent the repeated movement of the waves from removing parts of the land

hazard a situation that has the potential to cause harm to people, their property or the natural environment

hazard event the realisation of a hazard, such as the eruption of a volcano

host country a country that is home to an international immigrant

hukou an official document registering that a Chinese citizen is a legal resident of a particular area

immigrant a migrant who comes to live in a different country

industrialisation the shift of a country's economy from one based primarily on agriculture to one based on manufacturing

infrastructure structures and services needed for society to operate properly, such as transport, water supply, health services, education systems, waste disposal systems and telecommunications

integration the adoption of other cultures into a society as equals

interconnection the relationship between different features and how they are connected to each other (this can include the relationship between places and people, and the influences that these have on each other)

landfill the disposal of waste by burying it in the ground

landform a naturally formed feature on the Earth's surface, having a characteristic shape or form

landscape the visible features of an area including both the natural (mountains, forests, rivers etc) and human (roads, houses, bridges etc.) elements

landscape degradation the changing of a landscape in an undesirable way

locality a particular area

longshore drift the movement of sediment, usually sand, shingle or mud, along a coastline driven by the direction of the prevailing wind

lunette a crescent-shaped chain of dunes bordering a lake bed or valley in arid or semi-arid locations

megacity a very large city with a population of over ten million people

middens a heap of shells, bones and other waste thrown away by humans in the past

mid-ocean ridges underwater mountain chains created by the pressure from rising magma where two oceanic plates are diverging

migration the change of residence by an individual or group within a country or between countries

monolith a landform formed by a single massive rock or stone

natural aquifer an underground layer of rock and other material containing groundwater

natural hazards/disasters hazards or disasters caused by nature or natural events

natural population growth the difference between the numbers of people who are born and who die in a population

natural resources any part of the natural environment

net overseas migration the difference between the numbers of immigrants and emigrants in a country

oceanic plates the ocean floor, 5–10 kilometres thick and mostly basalt

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oceanic trench a long, deep underwater chasm created where an oceanic plate subducts under a continental plate, forming the deepest parts of the oceans

permanent residency having the right to live in a country for as long as you like without being a citizen

persecution to treat someone unfairly or cruelly over a long period of time because of their race, religion, or political beliefs

place an area that has a specific meaning or purpose

plantation a farm or estate, where selected crops are grown

population density the amount of people per square kilometre

prevailing winds the usual direction the wind blows in a particular location

primary data information collected in the field by the person undertaking research

processes the physical or human forces that cause change to a landscape

refugee a person who has escaped from their own country for political, religious, or economic reasons or because of a war

relative location description of where a place or object is in terms of distance and direction from another object

relocation scholarships payments for each year of study for students from regional and remote areas who undertake full-time study

rent assistance payments to contribute towards rent expenses for those living away from home

resettlement the transfer of refugees from the country in which they have sought refuge to another country that has agreed to have them

Richter scale the scale used to measure the magnitude of an earthquake

ridge a long, narrow and raised part of a surface, especially a high edge along a mountain

rift valleys long valleys created where two continental plates are diverging

rural–urban fringe the border between rural and urban environments on the outskirts of a city

salinisation the build-up of salts at or near the soil surface, either by natural processes such as evaporation or by land clearing

sanitation access to clean drinking water and adequate sewage disposal

satellite cities smaller cities or towns that are next to major cities

satellite imagery images taken by satellites orbiting the Earth

secondary data information collected from research such as studies, statistics and satellite imagery

sediment the fragmented material created by weathering and erosion, such as sand or dust

seismic waves vibrations of the Earth's crust that cause earthquakes

slums dense informal settlements in urban areas where residents do not have a legal claim to their land

social security payments from the government to people without an income, such as Australia's aged pension

spatial association the degree to which two or more phenomena have similar spatial distributions

spatial scale the size or magnitude of a geographic process, feature or event

storm surge a rush of water onshore caused by strong winds pushing on the ocean's surface

subdivision the division a block of land into smaller pieces for development

subduction where two tectonic plates are colliding and an oceanic plate is forced under another plate into the magma of the mantle

sustainability the capacity of a landscape to be maintained for, and used by, future generations

sustainable the ability to be maintained at the same rate without impacting the future

sustainable the ability to be maintained at the same rate without impacting the future

swash water from a breaking wave washing up the beach

technological hazards/disasters hazards or disasters caused by the actions of humans

time scale the period of time over which a geographic process or change has taken place

tombolo a landform where a narrow piece of land connects an island to the mainland

town a place where people live and work, containing many houses, shops and places of work; usually larger than a village but smaller than a city

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urban relating to a large town or city

urban concentration the proportion of a country's population living in large cities

urbanisation the increase in the proportion of people living in urban areas compared to rural areas

valley an area of low land between hills or mountains

village a group of houses and other buildings that is smaller than a town, usually in the countryside

weathering the process where a material is broken down into smaller fragments, either physically or chemically

working class people working in labour or industrial work, often for lower wages

World Heritage List a list of landmarks and landforms that countries consider significant to all humans and agree to protect under international law

youth allowance fortnightly payments available through Centrelink for full-time students aged between 16 and 24

Economics and Business

attribute personality trait

body language the movements or positions by which you show other people your feelings without using words

business plan a detailed plan describing the goals of a business and how to achieve them

communication the process of sharing information, especially when this increases understanding between people or groups

competitive advantage the conditions that make a business more successful than the businesses it is competing with, or a particular quality that makes it more successful

corporate social responsibility business practices that are ethical and socially responsible

customer retention the ability of a business to keep customers for a period of time

customer satisfaction a measure of how happy customers feel when they do business with a company

decision-making the process of gathering information and assessing solutions in order to make a choice.

employment being paid to work for a company or organisation

enterprise the knowledge and skills used by owners of businesses and managers to coordinate the production process of goods and services

entrepreneur a person who risks their own assets and uses initiative, skill and knowledge in pursuit of profit

globalisation the increase of trade around the world, especially by large companies producing and trading goods in many different countries

goal a purpose or aim that a person or business want to achieve

innovation the development of a new idea or product

job satisfaction the feeling of pleasure and achievement that you experience in your job when you know that your work is worth doing

leadership the set of characteristics that make a good leader

market share the number of products or services that a company sells compared to the number of the same product or service sold by other companies

marketing mix the combination of actions a company uses when selling a product or service; often described as the four Ps (product, price, place and promotion)

mission statement a short written description of the aims of a business, charity, government department, or public organisation.

multinational corporations (MNCs) companies that are located in several different countries, or businesses producing and selling goods in several different countries

objective an action that a business plans to do or achieve

planning the process of planning activities or events in an organised way so that they are successful or happen on time

problem-solving skills the ability to find solutions to problems

professional dress wearing appropriate clothes for a business setting to present a professional image

reputation the opinion that customers in general have about a business based on their past dealings with the company and the quality of the product and/or service the business sells

skill a particular ability developed through training and experience and that is useful in a job

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start-up company a new business in its initial stages of operation that is developing a product or service that is new and innovative

subsidiary a company that is owned by a larger company

sustainability report a report on the financial, environmental and social performance of large businesses

tariff a tax on goods coming into or going out of a country

vocation a type of work that you feel you are suited to doing and to which you give much of your time and energy

volunteering the act of offering to do something that you do not have to do, often without having been asked to do it and without expecting payment

work an activity, such as a job, that a person uses physical or mental effort to do, usually for money

Civics and Citizenship

accused the person who is on trial in a court of law

bill a formal statement of a planned new law that is discussed before being voted on in parliament

civil law the part of the legal system that relates to personal matters, such as marriage and property, rather than crime

common law a system of laws based on customs and court decisions rather than on written laws made by a parliament

criminal law the part of the legal system that relates to punishing people who break the law

delegated legislation laws made by statutory bodies such as councils

democracy the belief in freedom and equality between people, or a system of government based on this belief, in which power is either held by elected representatives or directly by the people themselves

disapprove when courts on the same level of hierarchy decide a precedent is outdated; precedent remains until a higher court clarifies the legal issue

distinguish when a court decides that the legal reasoning of a precedent case does not apply to the current case in front of them because the facts are materially different

diversity the mixture of races and religions that make up a group of people

identity the qualities in a group that make them different from others

legislation a law or set of laws suggested by a government and made official by a parliament

mateship a friendship that is based on loyalty, regardless of gender, race or religion

multi-faith an approach that involves a variety of religions

overrule when a court finds that the application of a precedent is wrong

plaintiff the person making a legal complaint against someone else in court in a civil case

precedent a decision about a particular legal case that makes it likely that other similar cases will be decided in the same way

prosecution the process of officially accusing someone of committing a crime in a court of law, usually done by the state prosecutor

ratio decidendi the reason for a court's decision and the legal principle on which a court's decision rests

reverse when a higher court overturns the decision of a lower court on an appeal

rule of law a set of laws that people in a society must obey

secular not having any connection with religion

statutory law legislation created by parliament

symbol a sign, shape or object that is used to represent something

value the beliefs people have, especially about what is right and wrong and what is most important in life, that control their behaviour

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CHAPTER 2

The Vikings (c.790–c.1066 CE)

Setting the scene: Vikings sack the city of Nantes

On 24 June 843 CE, 67 Viking longships came ashore on the banks of the River Loire near Nantes, a port city 50 kilometres upstream from the Atlantic Ocean in what is now western France. In and around the town, large numbers of people were celebrating the Day of St John the Baptist. The Viking invaders had not gone unnoticed, despite their reputation for stealth and speed. Earlier that day, monks from the monastery at Indres, which was 9 kilometres closer to the coast, had spotted the Northmen as they rowed and sailed up the river. Clutching their treasures, the monks had fled along the valley to Nantes where they hoped to receive protection behind the city walls.

One month earlier, in a battle on 24 May, a Breton force commanded by Prince Erispoe had destroyed the local army led by Count Rainald of Nantes. The Vikings knew this, and that the city was now undefended, because of information passed to them by fellow Scandinavians who traded in the region. As was their habit, they waited until a Christian feast day, when many people would be praying in the city's churches, before they struck. On St John's Day in Nantes, dozens of potential slaves and wealthy citizens ready for ransom would be vulnerable in buildings overflowing with gold and silver.

The Vikings attacked. Hundreds leapt from their ships and scaled the walls of Nantes with ladders. They swept through the city where they smashed their way into buildings, which they **looted** at will.

KEY TERM

loot to steal, usually during a violent event involving great numbers of people

Warned by the monks of Indres, priests and laypeople alike had fled to the strongest structure in the city: the cathedral. It was no use. Armed with swords, spears and axes, the Vikings broke into the religious sanctuary and cut down almost everyone inside, including monks and priests. Their most famous victim was Bishop Gohard, who was saying Mass at the altar when he was killed. They dragged others, whom they enslaved or planned to ransom, to their ships.

The Vikings also pillaged vast amounts of treasure from Nantes. With this huge haul of plunder, they quickly returned to their base at Noirmoutiers, an island at the mouth of the Loire River.

Several days later they attacked and destroyed the monastery at Indres. It was never rebuilt. As for Nantes, it took a century to recover from the bloody battering it received at the hands of the Northmen on that terrible midsummer day.

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▲ **Source 2.1** This is a typical representation of a Viking attack on a village, similar to the raid on Nantes in France in 843 CE. This image appeared in a popular children's book. Note the inaccurate depiction of Vikings wearing helmets with horns (See Source 2.62 for more information on this).

MAKING THINKING VISIBLE 2.1

See, think, wonder

Examine Source 2.1 and consider the following questions:

1. What do you see? How are the Vikings represented in this image?
2. Who do you think the victims are and how are they being portrayed?
3. Why do you think the Vikings are attacking the monastery?
4. What consequences do you think will come from this scene?
5. What does it make you wonder about the Vikings?

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Chapter overview

Introduction

The Viking Age (c.790–c.1066) was a cataclysmic time that reshaped the world and left a legacy that still affects us today. From simple agricultural farmers and traders, the Vikings became the greatest military power in Europe between the fall of the Roman Empire and the Crusades. Our fascination with the Vikings comes from trying to understand how they achieved so much power and success in a little over 250 years. How did the technology and social organisation enable a small group of Scandinavian people to conquer most of Europe and travel as far as modern-day America, Russia and Turkey? This question drives our investigation into the Viking Age as we uncover who these people were, how they lived, their developments and achievements, their expansion, impact on others and their lasting legacy on the world.

Learning goals

After completing this chapter, you should be able to answer these questions:

- What do historical sources reveal about who the Vikings were?
- What role did geography play in the lives of the Vikings?
- How was Viking society organised and governed in their homeland?
- What technological developments and achievements led to the Vikings' expansion and success?
- How did the Vikings affect and change the societies they conquered?
- Why was Leif Ericson a significant individual?
- What brought an end to the Viking Age?
- What legacy did the Vikings leave?

Historical skills

After completing this chapter, you will be able to demonstrate the following skills:

- Explain what 'sequencing chronology' means in the study of history
- Interpret primary sources in both print and visual form
- Evaluate the reliability of primary sources
- Correctly use special terms specific to the topic under study
- Use factual evidence (dates, statistics, examples) to substantiate an argument.

► **Image:** Viking ships arriving in Britain, c.1130

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Timeline of key events

What came before this topic?

- In 476 CE the Western Roman Empire fell. Rome had been in decline for years for various reasons but invasions by outside forces known as barbarians a process of meant the end several of the empire.
- In 150–151 CE after the fall of Rome, small kingdoms were vulnerable to attack from raiders.

The end of the Western Roman Empire: the boy Emperor Romulus Augustulus yields the crown to barbarian leader Odoacer in 476 CE.

787 CE
The first Viking attack in England is recorded

793 CE
The Vikings sack St Cuthbert's Monastery in Lindisfarne, Northumbria, marking the 'beginning' of the Viking Age

794 CE
Vikings attack sites in northern Britain (modern-day Scotland)

795 CE
Vikings raid Ireland and later begin settlements

799 CE
Vikings raid monasteries in the Frankish Empire during King Charlemagne's reign

800 CE
Swedish Vikings arrive at Russia

845 CE
Vikings attack Paris

860 CE
Vikings attack Constantinople (modern-day Istanbul) and settle in Iceland

866 CE
York in England is captured by Danish Vikings

870 CE
Iceland is colonised by Norwegian Vikings

876 CE
Vikings from Denmark, Sweden and Norway begin settling in northern England permanently

The Lindisfarne Stone, found on the Holy Island of Lindisfarne, Northumbria, shows seven warriors, possibly Vikings.

Timeline questions

1. What kinds of targets did the Vikings attack?
2. Why do you think they chose to attack such communities?
3. When were the sagas of the Vikings written? Do you see any problems with this?

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What came after this topic?

- The Viking Age ended during the eleventh century. The kingdoms of Norway, Denmark and Sweden evolved into more centralised states like other European powers, with their own armies and navies. The lightning raids of the Vikings were harder to conduct against communities that could defend themselves with organised forces.
- The Viking sagas were written c.1180–1300.

Illustration from the collection of Icelandic sagas, the *Flateyjarbok*, from the fourteenth century. These stories feature many tales about the adventures of Vikings.

Alfred the Great

Rollo (c.860–932 CE), Duke and Prince of Normandy, who besieged Paris in 892 CE

Leif Ericson

878 CE
Alfred the Great, the King of Wessex, signs a peace treaty with the Viking King Guthrum to give northern England (later known as the Danelaw) to the Danes. Under Guthrum, the Danish Vikings are able to rule, trade and settle in their new land.

c.890–1154 CE
The *Anglo-Saxon Chronicle* is compiled

911 CE
Following Viking attacks, the King of France makes a treaty (Treaty of Saint-Clair-sur-Epte) with the Vikings led by Rollo, allowing them the settle in an area of northern France that becomes Normandy

985 CE
Erik 'the Red' Thorvaldsen, banished from Iceland, sails west to discover Greenland and establishes a settlement

c.1001
Leif Ericson, son of Erik the Red, sails east from Greenland to reach Newfoundland and Labrador in America. A small settlement is established, but is abandoned by 1015.

January 1066
King Edward of England dies and is replaced by Harold Godwinson

September 1066
Harald Hardrada, King of Norway, also claims the English throne and invades the northeast of England with 10 000 troops and 300 longships. He is defeated and killed by Harold Godwinson at the Battle of Stamford Bridge.

October 1066
Duke William of Normandy (William the Conqueror) defeats and kills King Harold at the Battle of Hastings, and becomes King of England. This marks the end of the Viking Age.

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2.1 The way of life and social structure in Viking societies

FOCUS QUESTIONS

- What role did geography play in the lives of the Vikings?
- How was Viking society organised and governed in their homeland?

Geographical features of the Viking homeland

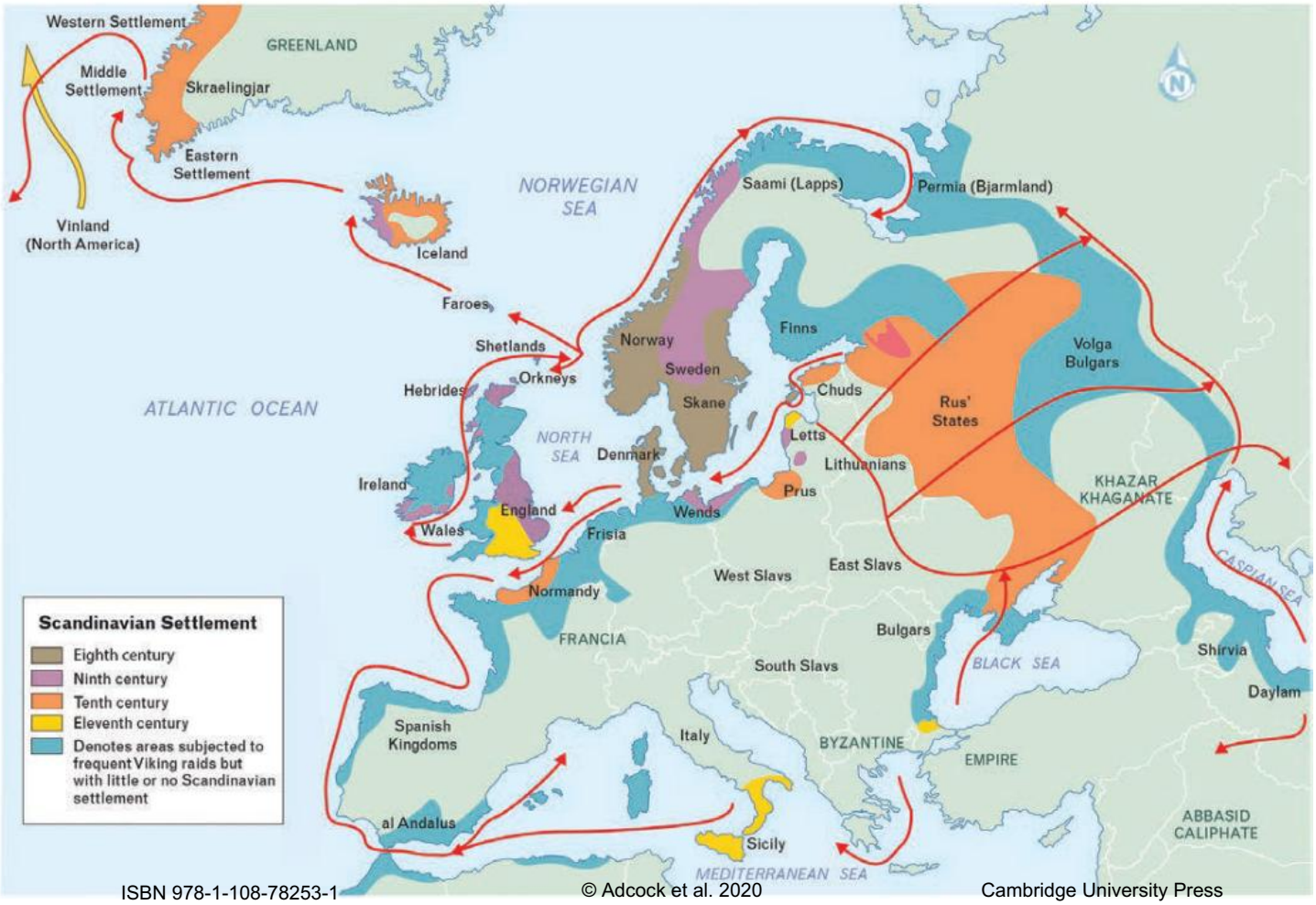
Scandinavia was homeland to the Vikings and covered the area of modern-day Denmark, Norway and Sweden. At this time, these areas were not three countries, but were many kingdoms controlled by separate kings who were often at odds with one another. Scandinavia is located in the north of Europe, which is why the Vikings were called 'Northmen' in the lands they conquered. The geographical positioning of Scandinavia, with its mountainous landscapes, dense forests, brutal winters and peninsula to the Baltic Sea, North Sea and Atlantic Ocean, came to define who the Vikings were as a people, their attitudes and social habits. The Vikings were deeply linked with their landscape, which dictated their way of life, including their food and methods of transport.

KEY TERM

Old Norse the old form of the Norwegian language common to the lands of Scandinavia

The origin of the word 'Viking' is disputed. Some historians suspect it comes from the **Old Norse** *vik* meaning cove or creek, which was usually next to where the Vikings built their homes and tied their ships.

▼ **Source 2.2** Viking homelands and the regions where they travelled



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▲ **Source 2.3** A typical village location along the Scandinavian peninsula. The small areas of flat terrain are suitable for farming, compared to the steep mountainous areas.

A *víkingr* was a person who went on an expedition by sea or voyage, likely with other *víkingar* (plural). It is also similar to the Old English word for pirate. Either way, the words are connected to the sea, which was at the heart of Viking society and culture.

The impact of climate on the Vikings

The Scandinavian peoples adapted to their climate by developing technologies to support their survival. Such technologies included sailing and shipbuilding, as it was much faster to travel to different regions via sea than across the difficult terrain. They also crafted weapons for hunting and foraging to supplement the crops produced on what little fertile land they had (see Source 2.3). Historical travellers who encountered the Vikings described them as large and robust people. They ate lots of meat, and kept fit by hunting, fighting, shipbuilding and farming, which helped them endure harsh climates.

▲ **Source 2.4** A reconstructed Viking ship in a fjord in Norway. Vikings built their homes next to the water to be close to their ships.

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The Vikings' environment and closeness to the sea shaped their society in many ways, such as using oak from the dense forests for shipbuilding and fuel. It also gave them advantages in seaborne trade and commerce. Ultimately, the Scandinavian landscape aided the success of the Viking expansion through their developments and achievements in response to their climate: shipbuilding, sailing, weaponry and trade, and their physical strength and resilience to the cold. Compared to the people in the regions they came to conquer, they were gigantic and unstoppable warriors.

ACTIVITY 2.1

Research task

1 Explain how geographical features influenced the Vikings' food and transport.

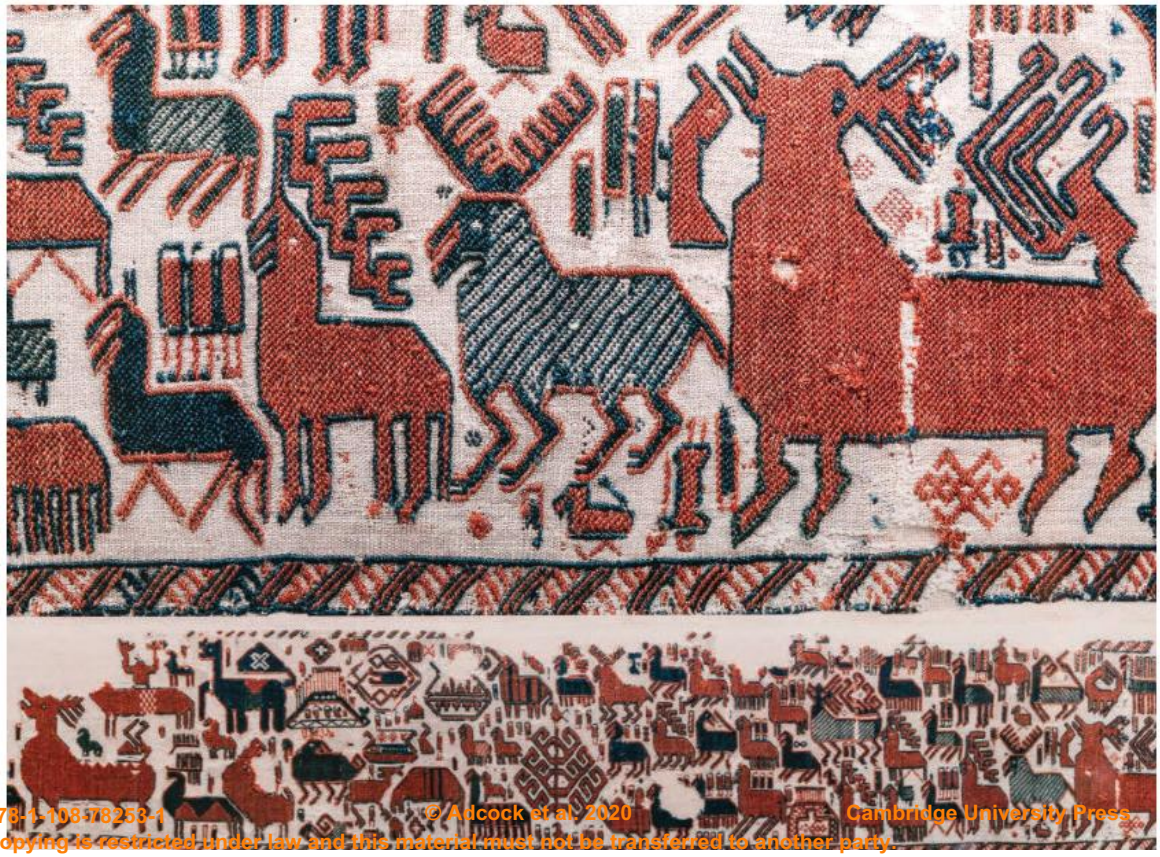
2 In pairs, investigate the landscape and climate of the Anglo-Saxon kingdoms (England). How do you think the different geographical features affected the people living there compared to how the Scandinavian landscape affected the Vikings?

Social, cultural, economic and political features of Viking society

KEY TERM

saga a long, narrative epic written in Old Norse that tells stories of the Vikings who lived between 930 CE and 1030 CE; written between the late twelfth and early fourteenth centuries

While the Vikings were known as fearless warriors and explorers, their everyday lives involved working as farmers, fishermen, merchants, shipbuilders, craftsmen, blacksmiths, homemakers and artisans in textiles and jewellery. The **sagas** tell us the Vikings had diverse lives and different roles, which shifted with the seasons. They spent some parts of the year on sea expeditions and other parts at home. Spring and summer were usually the times for raiding and trading abroad, while autumn and winter were spent harvesting, working and resting at home. The Vikings had a multi-layered society that was divided into social roles, home life, cultural practices, economics and trade, politics and religious beliefs.



► **Source 2.5** The Overhogdal Tapestry, an example of Viking textiles dated between 800 CE and 1100 CE

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▲ **Source 2.6** Tablet weaving, a form of weaving used by the Vikings to create textiles and tapestries

▲ **Source 2.7** A ninth-century embellished gold Viking brooch from a grave in Sweden

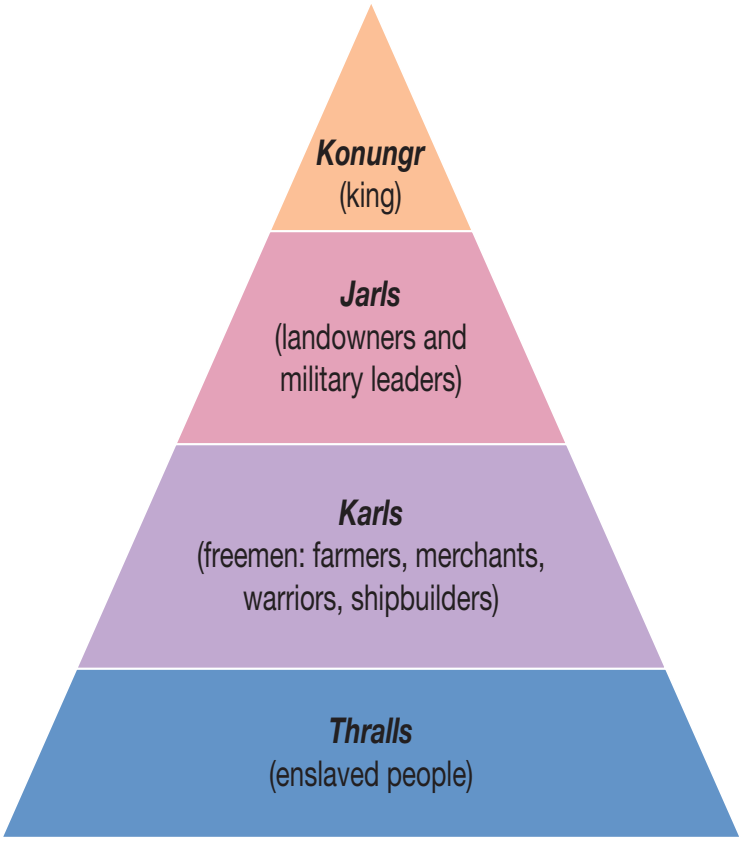
▲ **Source 2.8** A tenth-century silver Viking bracelet from Denmark

Amazing but true …

Vikings lived hard lives. Often they would abandon sick children, leaving them in the wilderness or at sea.

Social classes in the Viking homeland

See the following sources for an explanation of how Viking society was structured and the various roles within this structure.



▲ **Source 2.9** The social hierarchy of Viking society

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▼ **Table 2.1** The different social roles in Viking society

Social class	Information
Konungr	A Viking king was not always born into the role like the kings in England or France. Early Viking kings rose to this status from being dominating, powerful warriors and landowners who became very wealthy, usually from raiding and conquest. They maintained their wealth and status by charging taxes and creating a loyal army. Different from other parts of Europe, each Scandinavian village or town had its own king.
Jarls	Up until the late Viking period, the term *jarl* was used for local leaders or kings, until the emergence of kingdoms when a distinction was needed. *Jarls* were noblemen, landowners and powerful military leaders. The *Jarls* leased their land to tenants for income and were chieftains under the king. They were members of powerful families as well as spiritual leaders. *Jarls* lived in large longhouses, had luxury goods and kept slaves. They governed local politics and represented their families at the ***Althing*** or *Thing* (Assembly). As military leaders, they were responsible for leading the armies into battle and conquests.
Karls	*Karls* were freemen and the largest social group, made up of farmers, merchants, warriors, craftsmen and shipbuilders. They paid taxes to a *jarl* or directly to the king, and some owned humble amounts of land. They were able to wield a weapon and were involved in the political life of the village, such as participating in the *Thing*.
Thralls	*Thralls*, both men and women, were slaves and property of the upper social classes. They were at the bottom of the social **hierarchy**. They were treated like animals and **commodities** to be traded. *Thralls* were either prisoners of war (captured during a raid or conquest), criminals or extremely poor. They were not allowed to carry or use weapons or participate in the political life of the village. They did the toughest jobs involved with farm labour, tending to animals and running the household. They had no rights under the law, and the children of slaves belonged to their master.

KEY TERMS

hierarchy a system of organisation in which individuals or groups are ranked one above the other

commodity an item that is bought and sold, especially a raw material or something that is manufactured, for which there is a commercial demand

Althing the assembly of freemen that governed Viking communities

▲ **Source 2.10** Viking warrior

▲ **Source 2.11** Viking craftsman

▲ **Source 2.12** *Karl* Viking woman

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ACTIVITY 2.2

Creative task

1. Draw a diagram or pictures of the social roles of a *jarl, karl* and *thrall* in Viking society. Describe each of these roles in a few sentences.
2. How were wealth and status displayed in Viking society?

Viking economy and lifestyle

Almost all Vikings were farmers and their homes were shared with their animals and crops. Livestock were essential for the life of a Viking family, who depended on them for food, milk, cheese, as well as wool and leather for clothes and shoes. For the early Vikings, cattle and livestock were a form of **currency** and an important part of a family's wealth and contribution to the **economy**. The health of the livestock was very important to maintain a household's way of life because they could be traded in the marketplace and used to pay taxes to the king or *jarls*. The Vikings valued their cattle so much, they even recited poetry and proverbs about them (see Source 2.13). Viking society also depended on fishing, which is why almost all Viking settlements are coastal or near navigable rivers.

KEY TERMS

currency a unit of money used by the people of a country or land for buying and selling goods and services

economy the system of how money is made and used within a particular country or region

It is better to be alive than to be dead; the living man gets the cow.

▲ **Source 2.13** A proverb from the *Hávamál* ('sayings of the high one'), a collection of Norse proverbs and advice from the Viking Age, compiled in the thirteenth century

ACTIVITY 2.3

Check your understanding

1. How did the Vikings make purchases for things they needed for the household?
2. Using Source 2.13 explain why livestock was such an important commodity for the Vikings.

Vikings laws and politics

The way the Vikings governed themselves in their Scandinavian homelands was very different from how kingdoms were ruled in other parts of Europe at the same time. In many ways, the Vikings had a form of **democracy** because freemen (*jarls* and *karls*) could vote on important local issues rather than being under the complete authority of a king. In Iceland, all of the land-owning freemen would assemble at the Althing a couple of times a year. This assembly was held outdoors where everyone would gather and settle matters based on the law code. The law was not written down, but was memorised entirely by someone called the Law Speaker. Issues could be matters of family dishonour, divorce, revenge for a killing, or other harm done to a person.

KEY TERMS

democracy a form of government where members of the community take part in decision-making through voting

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If the guilty person did not accept the outcome of the vote, they could be declared an outlaw and banished for a period of time, like Erik the Red who was exiled to Greenland. Sometimes a matter could also be settled by single combat. Women were allowed to attend the *Althing* but were not allowed to vote.

FAMOUS FACE

ERIK THE RED (c.950 CE–c.1003)

One of the most famous Vikings, Erik the Red, was the founder of the first European settlement on Greenland (c.985 CE) and the father of Leif Ericson, one of the first Europeans to reach North America. According to the Icelandic sagas, Erik, who had been nicknamed 'Erik the Red' during his youth because of his red hair, left his native Norway for western Iceland with his father, Thorvald, around 980 CE. After a few years of exploring, Erik the Red founded a new colony in Greenland. The colony gradually died out by the mid-fifteenth century.

ACTIVITY 2.4

Check your understanding

1. What was the purpose of the *Althing*?
2. In pairs, discuss the two outcomes a criminal faced at the *Althing*. In your opinion, which one is worse? Explain your position to your partner.

Women and children

Women in Viking society enjoyed a greater amount of freedom compared to women in other parts of the world during this time. While Viking women did perform the traditional roles of raising the children and running the household, they could also own land, choose whom they would marry and even divorce their husbands. Higher class women maintained their independence and had complete authority over the home, including the slaves. Women were highly skilled in different crafts and, unless they were very wealthy or had the help of slaves, would make clothes for the family, weave beautiful tapestries, spin wool to make yarn, and prepare and store food. Girls would help their mothers in the home and boys would work with their fathers in their trade while also learning the battle skills of fighting and using swords. If women did not join the men when they went on raids and conquests, they took charge of all aspects of family life, including the farming, trading goods, business negotiations and managing the finances. Viking women were incredibly self-reliant and independent.

ACTIVITY 2.5

Research task

In what ways did Viking women have more freedom and independence compared to women in other parts of the world at this time? In pairs or small groups, research the key roles and daily activities of women in another culture of the same era and compare them to Viking women to support your answer.

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A recent discovery: female warriors

Sources from the Viking sagas and archaeological evidence have challenged the way historians originally thought about Viking women. Women were thought to have remained behind in the homeland while the men travelled to raid and trade, but evidence reveals that women were also powerful warriors and military leaders who went on sea expeditions alongside men. In some cases, they even led men in battle. The Viking sagas tell stories of shield-maidens, female warriors who were strong-minded, skilled and violent in battle. The *Saga of the Greenlanders* tells the story of Freydis Eiriksdottir, Erik the Red's daughter (and sister to Leif Ericson), capturing an enemy's warship and slaying the crew with an axe. Other famous shield-maidens were Lagertha, the wife of legendary Ragnar Lothbrok found in the saga by Saxo Grammaticus (twelfth century), and Hervor daughter of Heidrek, found in the *Saga of Hervor and Heidrek* and the *Poetic Edda* (thirteenth century), who died in battle commanding a Viking army against the Huns.

Many other sagas have recorded stories of shield-maidens, but until recently, they were thought only to belong to mythology and legend. A recent archaeological discovery showed evidence that shield-maidens actually existed. The famous archaeological grave of a tenth-century Viking warrior, known as the Birka Warrior, was found in Sweden in 1889. This grave was for a mighty and important warrior, probably a leader, because it was filled with swords, weapons, traded goods and two sacrificed horses. In 2017, a DNA test of the warrior's bones confirmed they belonged to a female. This reveals that the shield-maidens from the sagas were not just fantasy but based on true female Viking warriors who played important roles in the voyages of discovery, raiding, trading and settling in the Viking Age.

▲ **Source 2.14** The archaeological findings of the Birka Warrior's grave from 1889

▲ **Source 2.15** Lagertha, the female Viking warrior

▲ **Source 2.16** Lagertha leading the fleet into battle

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▲ **Source 2.17** An artist's impression of the death of Hervr, a shield-maiden

◄ **Source 2.18** A women's skull and an axe head were discovered in a grave from Nordre Kjølen farm in Sølør, Norway. The grave also included a sword, a spear and arrows. The woman is believed to have been 155-cm tall and 18–19 years old, and may have been a female warrior. The grave is from the late tenth century.

Source: This photo was taken on 26 February 2020 at the 'VÍKINGR – Viking Age' exhibition, in the Museum of Cultural History of the University of Oslo in Oslo, Norway.

ACTIVITY 2.6

Check your understanding

1. What evidence demonstrated the Birka Warrior was female?
2. Investigate the evidence for the existence of shield-maidens. How does this evidence change the perspective of the traditional gender roles in Viking society?
3. Explain why the Birka Warrior was originally thought to be a male hero. What is the significance of this recent discovery?

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Everyday life of men, women and children

In Viking society, people's roles were largely determined by gender. Many women spent most of their time managing the household, caring for the children and preparing meals, while men would hunt, train for battle, farm or work their trade. Evidence for these roles have been found in excavated graves where women have been buried with items associated with the home while men have been found with tools and weapons. As mentioned previously, these roles were not set; women had some freedom and there were cases of women who were warriors who went on raids.

Amazing but true…

The Vikings were well groomed and known for their excellent hygiene. Women and men with darker hair would bleach their hair with soap.

The longhouse

The most common type of dwelling in Scandinavia was the longhouse, a long rectangular, single-room, wooden structure made of timber planks and sometimes stones. Inside the longhouse was dark and smoky. The only window was a hole in the ceiling that allowed smoke from the **hearth** to escape. The hearth was the centre of the home, an open fire used for cooking, light and warmth all year round. A large cauldron (round iron pot) usually hung above the fire, suspended from a beam along the roof. There was a dirt floor and parts were covered with low wooden benches topped with animal skins and furs for bedding. Bags filled with feather down or '*dunn*' were used to soften the beds (the Norse word *dunn* is where 'doona' comes from). One end of the longhouse was where the farm animals were sometimes housed (for warmth in winter) and there was a hole in the ground for the toilet, especially useful in the months when it was too cold to go outside.

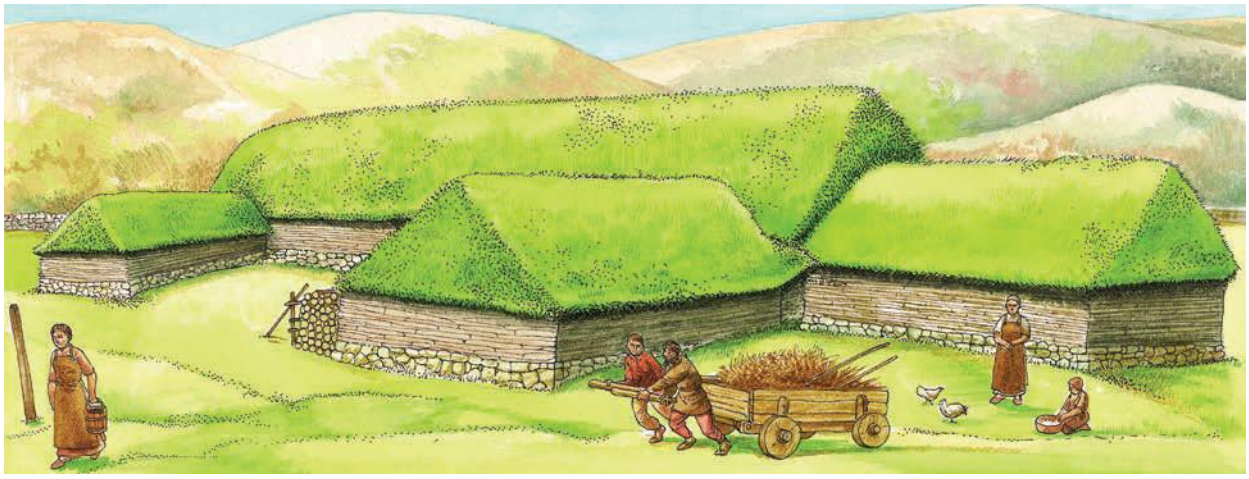
KEY TERM

hearth a brick or stone lined fireplace or oven used for cooking and heating

▲ **Source 2.19** Historic reconstruction of a Viking longhouse in Denmark

Amazing but true…

The Vikings used urine and human dung to create fire.



▲ **Source 2.20** Viking farmhouse, based on archaeological excavations from Iceland

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Some longhouses were very simple and humble dwelling spaces, about 12–15 metres long. A chieftain's house was the largest and most elaborate, up to 50 metres long. Inside his longhouse were multi-coloured tapestries, ornate carved furniture, silver utensils, lush animal furs and bright oil lamps. A Viking's status in society was determined by how wealthy-looking and decorated his home was. Some longhouses that have been excavated from a Viking settlement in Britain even had running water and saunas, which shows what luxuries money could buy!

A Viking household was a communal living space made up of many family members, including grandparents, aunts, uncles, cousins and foster children. By modern standards, the Viking home was noisy, stinky and often crammed. Imagine the mixture of smells of freshly baked goods, sour goat's milk, damp earth, human and animal dung, sizzling meat, smoke, sweat and body odour! But the longhouses were the hubs of domestic life where family members shared their lives, cooking, eating, telling stories, socialising and sleeping.

▲ **Source 2.21** An artist's representation of Viking men and women inside a wooden longhouse

ACTIVITY 2.7

Check your understanding

1. Name the similarities between the doona (quilt) on your bed and the one found in a Viking longhouse.
2. Explain why a Viking longhouse was smelly, smoky and noisy.
3. Using Source 2.21 draw a house plan for Viking longhouse, labelling its main features. Add additional luxuries you might find in a chieftain's home.

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▲ **Source 2.22** Examples of the Viking diet

Food and diet

The Vikings lived off the land and sea. Food was simple and a mixture of the produce from fishing, farming (including livestock, vegetables and grains), hunting game (such as wild boar, hare and elk) and foraging fruits and berries from nearby forests. Meat and fish were made to last and stored over the winter months by smoking, drying and salting them. Grains, such as wheat, barley and rye, were used for bread and stews.

Community and entertainment

The climate played a significant role in the Vikings' home and lifestyle. In the Scandinavian homelands, most of the year was spent indoors to escape the bitter cold. Sharing the legends of the gods and heroes around a crackling fire helped keep spirits high during the darkest months of the year. Storytelling and poetry became essential components of Viking culture, shared through an oral tradition.

The Vikings valued their community and family, often gathering in the chieftain's hall for socialising and entertainment, especially after warriors returned from a successful raid. There would be feasting and drinking of mead (alcohol made from honey) as well as music from harps, lyres, pipes and flutes made from sheep bone or carved wood. It is likely board games were also played, such as Hnefatafl and Norse chess, which have been found in Viking graves.

The highlight of the entertainment was the *skald*, a professional poet who recited epic poems and Norse myths. As the Vikings were largely illiterate, the art of oral storytelling was highly valued. More time was spent memorising poetry than developing the skill of writing. This is why the sagas were only written down many years after the Viking Age, to preserve the stories and culture.

▲ **Source 2.23** Part of a game board for Hnefatafl, a game of siege popular in the Viking Age, from the fifteenth century.

▲ **Source 2.24** A boy dressed as a Viking plays Hnefatafl as part of the Jorvik Viking Festival in York, England.

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▼ **Source 2.25** Elements of Viking home life from historical re-enactments

Wooden bowls and water jugs like what would have been used by tenth-century Vikings

Kneading bread

Preparing straw to weave baskets

Drying wool after dyeing

Spinning wool

Vases and pitchers

Cooking

Sewing

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ACTIVITY 2.8

Check your understanding

1 What were the main forms of entertainment in Viking society?
2 Explain the role of a *skald*. Why they were so valuable in Viking society?

END-OF-SECTION REVIEW 2.1

Review questions

Answer these questions on paper or in the Interactive Textbook.

Digital quiz
Please see the Interactive Textbook to access digital activities

Recall

1 Where were the Viking homelands located? Identify the geographical features of these lands.
2 What were the different social roles in Viking society? Explain the features of each role.
3 Provide a description of the lifestyle of men, women and children in Viking society in relation to:
   a The home and home life
   b Food and diet
   c Entertainment
   d Gender roles.

Interpret

4 How did the geographical landscape of the Viking homelands influence Viking society?
5 The Vikings relied heavily on trade. What was the most important form of currency for the Vikings and what commodities did they gain in return for trading with it?
6 Account for how the Scandinavian climate influenced the types of community activities and entertainment in Viking society.
7 In pairs, discuss how men and women lived differently in Viking society compared to our society today.

Argue

8 'Without the Scandinavian landscape and climate, there would be no Vikings.' Do you agree or disagree? Justify your response using sources and the knowledge you have gained from the chapter.
9 The Viking home was the centre of Viking life. Explain this statement using your knowledge of a Viking longhouse and daily activities.
10 'If Viking women really enjoyed freedom and independence, they would have been allowed to vote at the *Althing*.' Do you agree or disagree? Justify your response using sources and the knowledge you have gained from the chapter.

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2.2 Norse gods and Viking mythology

FOCUS QUESTION

What key beliefs and values emerged and how did they influence societies?

KEY TERMS

Christianity a religion that is based on the life and teachings of Jesus Christ

polytheism a belief system with more than one god

mythology a collection of stories that belong to a particular people or culture and tell about their history, ancestors, heroes, gods and other supernatural beings

prophecy a message, usually involving the future, that is claimed to be from a god or deity

The religious beliefs and practices of the Vikings were very different from the **Christian** religion of the rest of Europe. Scandinavia remained **polytheistic** until the end of the Viking Age. Norse **mythology** included stories of heroic gods and giants, the creation of the world, the end of days and the afterlife.

Religious practices

Norse mythology played a major role in the Vikings' motivations and culture, influencing their daily lives, relationships and warfare. Vikings would pray and offer crops or sacrifice animals (and sometimes humans) to particular gods for guidance, protection, prosperity, successful harvests, love, fertility and victory in battle. Runes, the Viking script, were associated with the power of the god Odin and were used for magic and **prophecy**. The Vikings would cast rune stones to communicate with the gods and carve them on weapons for greater power.

Sources of Viking mythology

Viking communities didn't keep written records, apart from runes, so most of our knowledge about Viking mythology comes from other sources and a few archaeological remains. Our main sources are literary texts written at the end of the Viking period, namely the *Prose Edda* (c.1220), a handbook by Snorri Sturluson, and the anonymous collection of poems called the *Poetic Edda* (written in the thirteenth century). The Eddas detail the oral traditions of the Viking gods and mythology.

▲ **Source 2.26** Casting rune stones was a form of magic and prophecy to communicate with the gods.

▲ **Source 2.27** An illuminated page from the *Prose Edda* by Snorri Sturluson, c. thirteenth century

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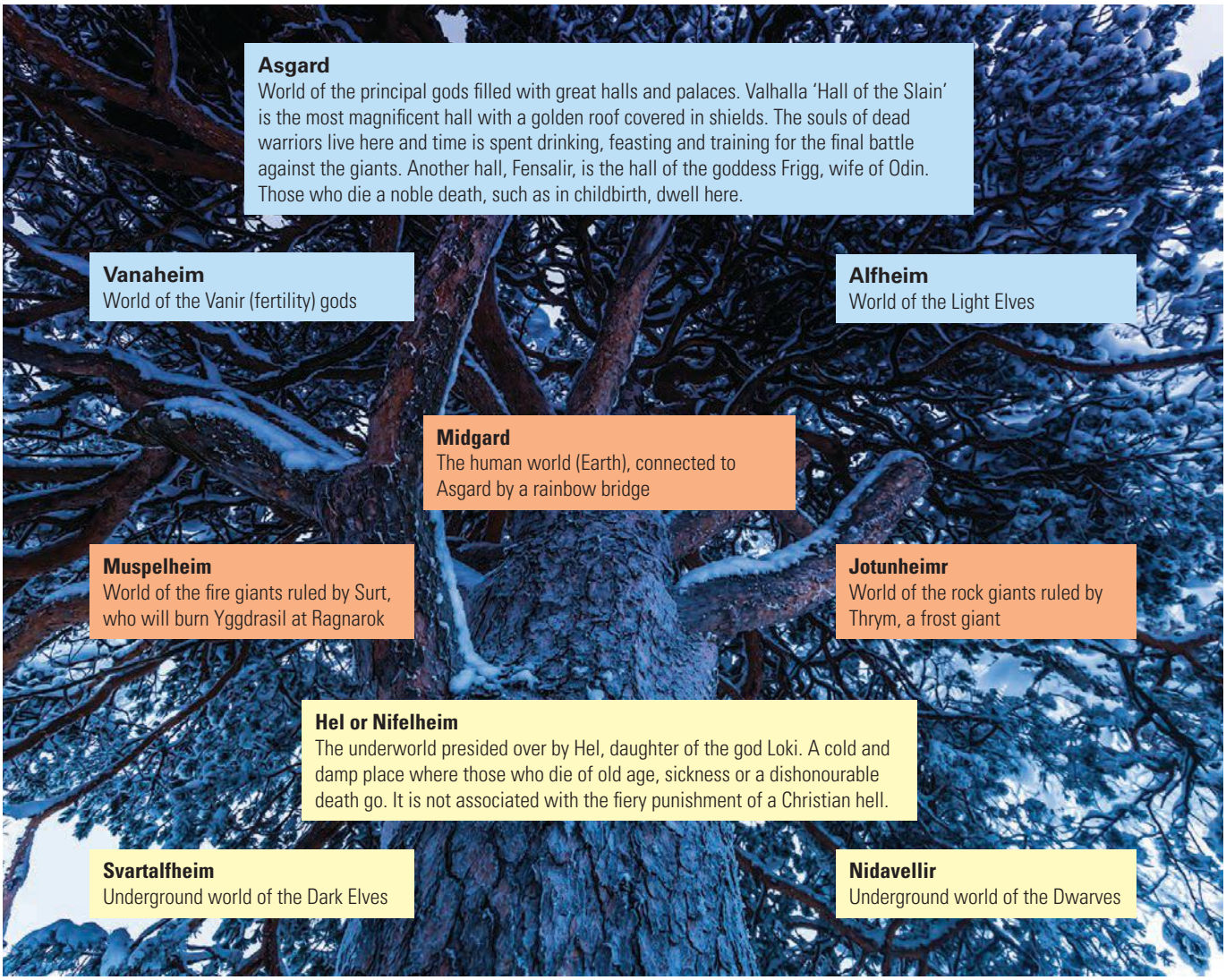
▲ **Source 2.28** A statue of Snorri Sturluson in Norway

Snorri was a Christian author in Iceland who wanted to record the mythological stories of his Viking ancestors. Other sources have either been lost in time or are harder to interpret.

Viking cosmos

Unlike how we understand our world today, as a planet within the solar system, in Norse mythology there were nine worlds or realms supported on the branches of a giant sacred tree called Yggdrasil, 'the world tree' at the centre of the universe (see Source 2.29). The human world was called Midgard, a flat disc surrounded by water and encircled by a giant serpent called Jormangundr. This was connected by a rainbow bridge to Asgard, the world of the gods, which was full of halls and palaces including Valhalla, the 'Hall of the Slain'. In the other worlds lived elves, dwarves and giants.



▲ **Source 2.29** The nine realms of the Viking cosmos represented in the tree called Yggdrasil

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▲ **Source 2.30** A nineteenth century artist's impression of Asgard in Yggdrasil

ACTIVITY 2.9

Check your understanding

With a partner, create a Venn diagram showing the differences and similarities between the Viking cosmos and our scientific understanding of the universe today. You may need to conduct some additional research to support your response.

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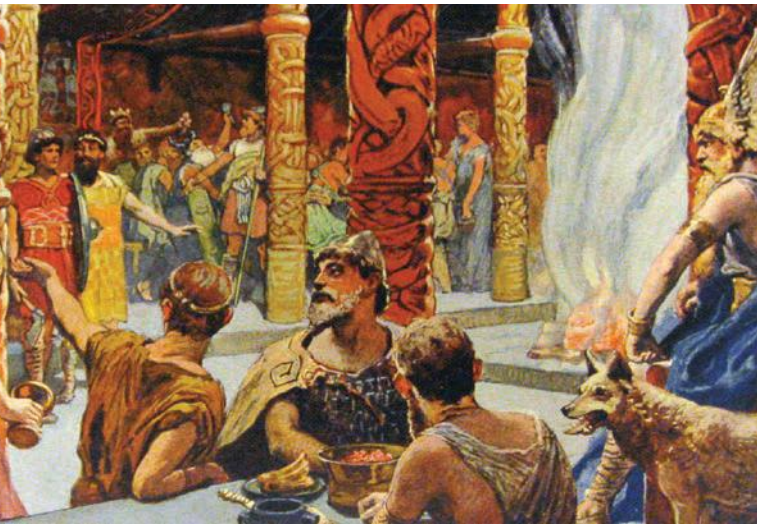
▲ **Source 2.31** An eighteenth century artist's impression of Ragnarök, the doom of the gods



▲ **Source 2.32** An artist's interpretation of Valhalla, 1905

▲ **Source 2.33** A late-eighteenth century artist's interpretation of the Valkyries riding with the soul of a chosen warrior

Norse gods

The Norse **pantheon** was made up of a number of gods with unique qualities and personalities. There were two groups of gods, the Aesir and Vanir, who almost all lived in Asgard, the world of the gods. Each god had a role to play and the Vikings would pray to a particular god, depending on what they needed (see Table 2.2). The Norse gods were not all-powerful and all-knowing like the Christian idea of the one God.

KEY TERM

pantheon the group of gods of a particular culture

The gods also had enemies – the giants. The Norse gods are locked into a narrative of an ongoing battle with the giants. The ending of this narrative is the final climactic war between the gods and the giants called Ragnarök, meaning 'twilight' or 'doom' of the gods. According to the mythology, Ragnarök brings the end of the world and the destruction of all the gods, allowing the world to be reborn with a new and free humanity. This narrative is why Odin is motivated to populate his 'Hall of the Slain', Valhalla, to collect as many heroes as he can to support his army against the giants. Dead heroes are taken from the battlefield to Valhalla by Valkyries ('choosers of the slain'), female spirits who ride on winged horses. Only half the slain warriors are selected for Valhalla, Odin's feast hall. The rest are taken to Sessrumnir, the hall of the goddess Freya.

▲ **Source 2.34** The Northern Lights along the coast in Norway. The Vikings believed the Northern Lights were the marks left by the Valkyries as they collected souls of dead warriors.

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▼ **Table 2.2** The main Viking gods

Viking god	Qualities & characteristics	Artist interpretation
Odin (also known as Woden or Wotan), Aesir god	One-eyed ruler of Asgard known as the 'Allfather'. Legend says he exchanged one eye for wisdom. God of war, wisdom and poetry as well as powerful magic. He rides an eight-legged horse called Sleipnir; has a raven on each shoulder, Huginn and Muninn (thought and memory); and two wolves, Geri and Freki (greedy and ravenous). His spear is called Gungnir. He is prayed to for victory in battle, wisdom, knowledge, magic and poetry. Odin lives in Valhalla and collects the souls of human warriors to fill his 'hall of the slain' for the final battle – Ragnarök.	
Frigg, Aesir god	Wife of Odin, queen of Asgard and goddess of women and the home. Frigg lives in the hall Fensalir, where people with noble deaths go, such as death in childbirth. Frigg and Freya are closely associated and some historians argue they began as a single goddess.	
Thor, Aesir god	Son of Odin. One of the most popular gods. Famous for his mighty hammer, Mjolnir (crusher). God of thunder, lightning, storms, oak trees, fertility and healing. Thor is described as a large, red-haired and friendly god. Rides a chariot drawn by two magic goats. He is prayed to for protection, healing and calming storms at sea. Thor goes on many adventures to other realms, befriends humans, rescues gods and clobbers giants with Mjolnir.	
Loki, Aesir god	The god of mischief and trickery who is very clever but not always trustworthy. Loki is often paired with Thor as his companion and joins him on his many adventures. Loki's daughter Hel presides over the underworld Hel or Niflheim.	
Freya (or Freyja) and Frey (or Freyr), Vanir gods	Twins Freya and Frey ('Lady and Lord') are gods of fertility, love, harvest, prosperity and the veneration of ancestors. Freya travels on a chariot drawn by two cats. Frey's weapon is a large sword and his symbol is a wild boar.	

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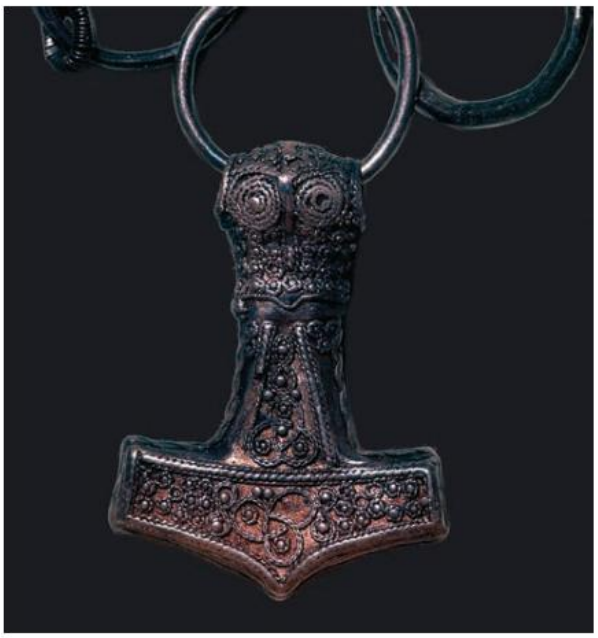

◄ **Source 2.35** A tenth-century pendant of Thor's hammer, Mjolnir, found in a Viking grave in Sweden. Amulets like this were worn to **invoke** the power and favour of the gods.

KEY TERM

invoke to call on someone or something for help

ACTIVITY 2.10

Creative task

1. Create a visual representation of the different Norse gods with a short description of each one. You can choose to do this digitally or on paper.
2. Choose one of the Norse gods and research a story written about them in the *Prose Edda* or *Poetic Edda*. You may need to locate this story online. Recount the story in your own words.
3. Research the pantheon of gods of a different religion, such as ancient Egypt or ancient Greece. How are the Norse gods similar to and different from this other pantheon?
4. Create your own fantasy story influenced by Norse mythology. Think about who your main character will be (god, human or other creature) and which world they will live in. Decide their quest and how they fit into the narrative of the gods, elves, dwarves, giants and humans. First create the outline of your story: beginning, middle and end (100 words), and then write the story in full (300–500 words).

Viking funerals

Viking funeral practices were complex and varied between regions and over time. Some people were buried (with or without grave goods), and some were cremated. Mostly, the Vikings **cremated** their dead on a funerary pyre before burial. Burials with a ship were for very important members of society, such as chieftains or noblemen, but smaller boats have also been found, suggesting the practice was not confined to the nobility. These ships were filled with valuables and weapons needed for the afterlife. Ships were either buried in the ground or set alight on the water where the boat would eventually burn and sink. The ship was an important symbol as it allowed the dead to travel to Valhalla even if they were not a warrior who was killed in battle and taken by the Valkyries. The Arab Muslim traveller Ahmad ibn Fadlan (877–960 CE) wrote about his experience of witnessing a ship burial cremation by Swedish Vikings in Rus' (Russia), which involved the human sacrifice of a *thrall* (slave) girl who was burned with a dead chieftain (see Source 2.36).

KEY TERM

cremation to reduce to ashes by burning

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The dead chieftain was put in a temporary grave which was covered for ten days until they had sewn new clothes for him. One of his *thrall* women volunteered to join him in the afterlife … When the time had arrived for cremation, they pulled his longship ashore and put it on a platform of wood. On the ship, they made a bed for the dead chieftain. Soon after, an old woman named the 'angel of death' put cushions on the bed. She would be responsible for the ritual and would be the one to kill the *thrall* girl. In his grave, he received intoxicating drinks, fruits and a stringed instrument. The chieftain was put into his bed with all his weapons and grave offerings around him, including two sacrificed horses.

▲ **Source 2.36** Account of a Viking funeral and human sacrifice by Ahmad ibn Fadlan

▲ **Source 2.37** A re-enactment of a Viking ship burial by cremation

▲ **Source 2.38** Lindholm Hills, a major Viking burial site in Denmark

ACTIVITY 2.11

Research task

Compare the features of the Viking burial practices to the ones practised today in Australia. Investigate the burial practices of other cultures, such as the sky burials in Tibet and cremations along the Ganges River in India. Evaluate how a culture's beliefs inform the way they bury their dead.

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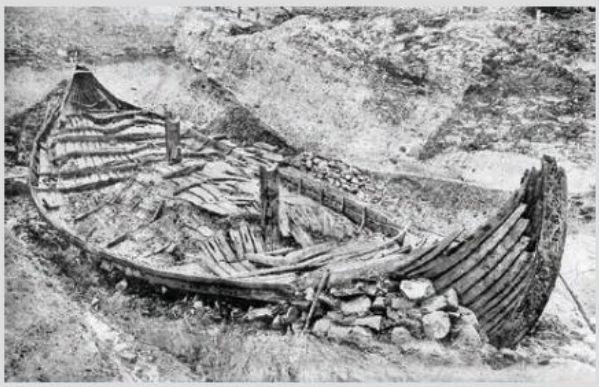
ACTIVITY 2.12

Using historical sources as evidence

In 1905 a Viking burial ship called the Oseberg ship was excavated in Norway. Archaeologists dated the burial to 834 CE and found the remains of two women inside, to whom the grave was dedicated. These women were important in their society, and at least one of them was of a very high status, but their exact roles are unknown. The ship was decorated with elaborate tapestries and other luxury textiles and the women were positioned on a linen bed. The complete set of burial gifts the women had were clothes, shoes and combs, kitchen utensils, farm tools, three ornate sleighs and a working sleigh, a cart, five carved animal heads, five beds, two tents, 15 horses, six dogs and two cows! These artefacts give us an invaluable insight into the Viking way of life, beliefs and burial customs.

SOURCE A



▲ **Source 2.39** The Oseberg Viking ship after excavation, Norway, c.1904–05

SOURCE B

▲ **Source 2.40** The restored Oseberg ship in the Viking Ship Museum, Norway

SOURCE C

▲ **Source 2.41** Viking utensils found in the Oseberg ship, including an iron cauldron with a tripod, wooden bowl, bowl and plate, knife and frying pan

SOURCE D

▲ **Source 2.42** Tools used to weave and bone tablets found in the Oseberg ship burial

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SOURCE E

▲ **Source 2.43** Leather shoes of a woman and a beechwood chair found in the Oseberg ship burial

SOURCE F

Thus he (Odin) established by law that all dead men should be burned, and their belongings laid with them upon the pile, and the ashes be cast into the sea or buried in the earth. Thus, said he, every one will come to Valhalla with the riches he had with him upon the pile; and he would also enjoy whatever he himself had buried in the earth. For men of consequence a mound should be raised to their memory, and for all other warriors who had been distinguished for manhood a standing stone; which custom remained long after Odin's time.

▲ **Source 2.44** Extract from the *Ynglinga Saga* by Icelandic poet Snorri Sturluson, around 1225

SOURCE G

▲ **Source 2.45** An eighth-century carved funerary stone found in Sweden. The top panel depicts a hero, possibly Odin, on an eight-legged horse being welcomed into Valhalla by a Valkyrie holding a horn. The bottom panel depicts a ship carrying the souls of dead warriors to Valhalla.

SOURCE H

▲ **Source 2.46** An artist's interpretation of a ship burial for the death of a Viking warrior, 1909

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Responding to the sources

1. How useful is Source C to learn about food and cooking during the Viking Age?
2. What does Source E reveal about the types of clothing worn, furniture used and activities performed by women in the Viking Age? What fabrics and materials do these sources confirm were available at this time?
3. How does the ship burial description of the *Ynglinga Saga* in Source F support the findings in the Oseberg ship?
4. What do Sources F, G and H reveal about the importance of ship burials for the Vikings?
5. What evidence do Sources F and G provide about the Vikings' way of life and beliefs?
6. Discuss how the discovery of the different sources helps to create a fuller picture of the Vikings' society and culture.
7. Using Sources A–H, justify whether the discovery of female skeletons in the Oseberg ship challenges the idea that only men of high rank were given ship burials. What other archaeological and textual evidence could support your argument?

END-OF-SECTION REVIEW 2.2

Review questions

Answer these questions on paper or in the Interactive Textbook.

Digital quiz
Please see the Interactive Textbook to access digital activities

Recall

1. What are the different sources of Viking mythology?
2. Describe the Viking cosmos.
3. In which realm of Yggdrasill did the gods live? Outline its features.

Interpret

4. Explain why Odin collected the souls of human heroes. In your opinion, how might this have influenced the behaviour of Viking warriors?
5. Account for the different types of Viking funerals. What evidence do historians have for this?

Argue

6. What problems do historians face with sources of Viking mythology? Using evidence from this chapter, justify why this is the case.

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2.3 Significant developments and achievements in Viking societies

FOCUS QUESTION

What technological developments and achievements led to the Vikings' expansion and success?

Images of violence and terror often come to mind when we think of the Vikings. Vikings were infamous for raiding and pillaging, and sacking monasteries and cities to plunder treasures and sometimes capture slaves. But the Vikings were not just ruthless **pagan barbarians**. They were incredibly innovative and adaptive peoples who reshaped the entire culture of medieval Europe with their developments and achievements in technology, military tactics, trade, craftsmanship, language, art and literature.

KEY TERMS

pagan someone who worships many gods, especially ones that are not part of the main world religions

barbarian person who lived outside the limits of the society and was believed to be uncivilised and primitive

knarr a Viking cargo ship capable of open sea travel

Viking exploration and trade

The lesser known image of the Vikings is that of accomplished traders. The Vikings were successful merchants and, due to their developments in shipbuilding, they were well equipped to travel the seas, explore new lands and trade with peoples outside their homeland. Refer to Source 2.2 to review the map of the many different Viking sea voyages.

The ***knarr*** was the Viking cargo ship used by merchants. It was designed especially for transporting trading goods and later for the movement of settlers. The *knarr's* frame was shorter than the longships used for war. It was deeper and very sturdy, could carry its own weight in cargo and was suited to long journeys.

One of the reasons historians believe the Vikings set sail from their homeland was because of the lack of fertile farmland for agriculture. The environment played an important role in the Vikings' desire to explore the broader world and settle in new lands. The climate and land in Scandinavia pushed the Vikings to trade for goods they could not access, while also trading their own items that foreigners needed. However, some experts argue that in some regions such as Denmark, there was increased availability of food resources that led to both food surplus and wealth, which were able to support raiding and trading.

Along established trade routes, the Vikings traded their fur, feathers, walrus ivory, animal horns, leather, live animals, fish, timber, artisan items and slaves. In return they obtained Arab silver, ceramics, glassware, wine, spices, silk and, most surprisingly, weapons. Even though the Frankish king (the king of France) banned selling weapons to Scandinavia, they appear in many graves, which shows their value for traders, even with the risk of getting caught.

Along the sea trading routes, the Vikings established settlements, which became vibrant hubs of market life and later major trading cities. Cities like Duiblinn (Dublin) in Ireland and Jorvik (York) in England were established by the Vikings.

Products were not the only things the Vikings traded. The transmission of ideas and information also travelled along the trade routes. Historians have surmised that part of the Viking success in their raids and expansion was due to their knowledge of the different landscapes, regions and customs of the foreigners they traded with.

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News of political and social changes would have spread through the trade routes and the Vikings would have learnt all about the treasures of kings and monasteries, as well as the military defences in other lands. By the time the raiding began, the Vikings had informed knowledge of their target's weaknesses and had the means of taking what they wanted with a quick escape.

ACTIVITY 2.13

Using historical sources as evidence

SOURCE A

▲ **Source 2.47** A tenth-century hoard of silver and Arab coins from a Viking grave in Sweden

SOURCE B

▲ **Source 2.48** Tenth-century treasures collected by a Viking trader, found in 2007 near York. It contains 617 coins, silver fragments and rings, some traced to as far away as Afghanistan.

SOURCE C

▲ **Source 2.49** Silver coins with images of Viking ships. The left and central coins show different types of ships, likely merchant vessels. They were minted in Denmark in the ninth century.

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SOURCE D

▲ **Source 2.50** A reconstruction of a Viking *knarr*, a ship used for trading and settlement

Responding to the sources

1 Use Sources A and B to outline the different types of artefacts discovered from a Viking hoard.

2 What might Sources C and D reveal about Viking exploration and trade?

Regions conquered and settled by the Vikings

The Vikings expanded both westward and eastward from Scandinavia. They began by raiding, plundering and conquering towns and cities. Later, by making peace agreements with the local kings and rulers, the Vikings settled and established their own communities in these new regions. Refer again to Source 2.2 to review the map of the different regions the Vikings conquered and settled.

▼ **Source 2.51** A modern artist's impression of a Viking fleet arriving to a new land

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Westward expansion

The westward expansion was led by Norwegian and Danish Vikings (both called 'Danes' by **Anglo-Saxon** chroniclers). The Danish Vikings colonised parts of France, England, and the Orkney and Shetland Islands (off the coast of Scotland). The Norwegian Vikings settled in Ireland, Iceland, Greenland and Vinland (Newfoundland in North America). In 845 CE the legendary Viking hero Ragnar Lothbrok, along with his fleet of 120 ships, held Paris under siege. The Frankish King Charles the Bald offered him a large amount of gold and silver to leave. News soon spread that rulers would pay hefty ransoms to free their cities, and Vikings began to plunder all over the Mediterranean world. The Anglo-Saxon kingdoms faced a similar fate. These large payments were called *Danegeld* (Dane gold) and they contributed greatly to the wealth of Scandinavia, while devastating the economies of the lands they ransacked.

After decades of raiding the Frankish Empire, the Vikings had depleted much of its wealth and decided to target England. Their motivation soon shifted from plundering wealth to conquering land. In 865 CE a massive Viking army, known as the Great 'Heathen' Army, with as many as 250–300 ships and 5000–10 000 warriors, landed in East Anglia.

By 870 CE the Vikings had seized every Anglo-Saxon kingdom except Wessex, ruled by King Alfred the Great (r. 871–899 CE). In 878 Alfred agreed to a treaty with the Danish Vikings to allow them to settle in a part of England known as **Danelaw**.

In 911 CE the Danish sea king Rollo negotiated peace with Frankish King Charles the Simple after years of attacking settlements along the Seine River and besieging Paris. Rollo was offered a peace agreement, the Treaty of Saint-Clair-sur-Epte, in exchange for Charles' surrender, granting him a **fief**, money and status. Rollo agreed, was baptised Christian and became a **vassal** of the king. He was awarded a new area of land in northern France called Normandy (from 'Northmen'). Part of the agreement also required the new Normans to protect France from any future Viking invasions. Rollo was the first Duke of Normandy and his descendant, William the Conqueror, would lead the Norman Conquest of 1066, win the Battle of Hastings and become King of England.

KEY TERMS

Anglo-Saxons Germanic inhabitants of Great Britain (and their descendants) following their arrival in the fifth century

Danelaw the parts of Anglo-Saxon England that came under Danish law and where Danish customs were observed, particularly in the late eighth and early ninth centuries

fief an estate of land

vassal a person who owes allegiance and service to another person within the feudal system, who received land in return for their service

▼ **Source 2.52** An eighteenth century artist's impression of a Viking fleet arriving at a coast ready to raid

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▲ **Source 2.53** A modern artist's impression of the Norman attack on Paris led by Rollo in 885 CE

Eastward expansion

Swedish Vikings (Swedes) led the eastward expansion that reached as far as Constantinople (the capital city of the Byzantine Empire, now Istanbul), parts of Russia, and even Jerusalem and Baghdad in the Middle East.

In 860 CE the Vikings established the political state of Kievan Rus' (the land of the Rus). Rus was the name for Swedes. The town of Kiev was the central hub for the Rus and became a major trading route along the rivers connecting the Baltic, Black and Caspian seas. These routes connected Scandinavia with Constantinople, Baghdad and Kiev. Thanks to the Vikings' ship technology, they could travel up these rivers and establish new economies of trade. Additional states like the Volga Bulgaria were also established along the Viking trade routes. In 989 CE in Constantinople, the Rus established themselves as elite **mercenary** bodyguards of the emperor, known as the Varangian Guard, which lasted for centuries. Kievan Rus' is where the name 'Russia' comes from and the area spanned parts of modern-day Russia, Belarus and Ukraine.

KEY TERM

mercenary a soldier who fights for payment rather than political interests or patriotism

▲ **Source 2.54** An illuminated manuscript from the *Radziwill Chronicle*, dating from the thirteenth to fifteenth centuries, detailing the Swedish Vikings in Constantinople in 860 CE

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▲ **Source 2.55** Reconstruction of a Viking settlement in the Shetland Islands off the coast of Scotland

ACTIVITY 2.14

Research task

1. Conduct online research into the history of *Danegeld* and how it influenced Viking raids. Summarise your findings in a short paragraph.
2. Create a mind map of all of the countries the Vikings conquered or travelled to on their westward and eastward expansions.
3. Investigate the Viking settlement of Normandy in the Frankish Empire. In a paragraph, explain how the Vikings successfully assimilated into the Frankish culture and way of life.

Viking shipbuilding

Our knowledge of the Vikings cannot be complete without understanding their shipbuilding. For 300 years the Vikings dominated the waters of Europe, from the open seas to the many inland rivers. Viking ships were described as 'flying fiery dragons' in the *Anglo-Saxon Chronicle* and their sighting was a sure sign of disaster, conjuring images of fear in anyone awaiting their arrival. The Viking technology in shipbuilding gave them an unmatched military advantage that no one else in Europe had ever seen or was prepared for.

We have a number of sources for understanding how the Viking ships were made and functioned. Rock carvings and the Icelandic sagas detail the ships' advanced features, which were later confirmed with archaeological discoveries. Archaeologists have uncovered Viking ships for both war and trade, including the longship, a warship, and the *knarr*, a cargo ship, as well as ferries, coastal vessels and fishing ships. The Vikings had a range of sophisticated ships to fit their lifestyle needs for trading, fishing, travelling, raiding and settling.

The Vikings were innovative in the design, construction and performance of their ships. The dense oak forests of Scandinavia provided the solid materials for shipbuilding that made sturdy, strong and light ships. Very tall and straight oak trees were split and shaped to make the skeletal frame of the ship. The Vikings cleverly used green (young) timber for flexible wood to curve the planks for certain sections of the ships.

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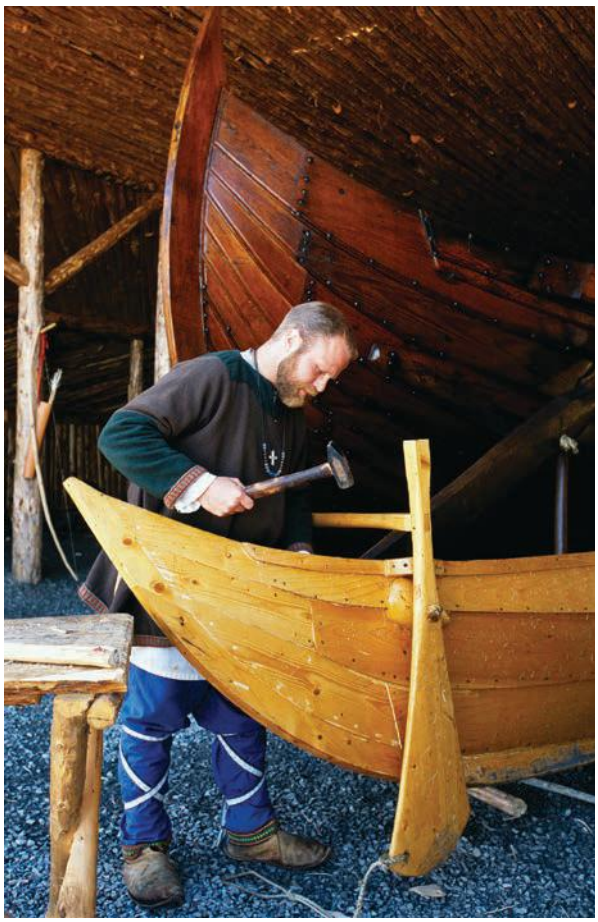
In total about 12–13 large oak trees were used to build one ship, requiring a significant amount of human labour to cut down and prepare the wood. The Vikings were a community of talented woodworkers and artisans, which is why their ships were so skilfully crafted.



▲ **Source 2.56** Recreating a historical Viking ship

▲ **Source 2.57** Hand carving the wooden ribs of a Viking ship

The Viking ships were symmetrical, meaning they had the same front and back. This gave the Vikings great tactical success as they could sail up to a beach, raid the closest town, return to their ship and sail it backwards for a quick escape, rather than having to turn the ship around. The ships were also very light and thin. Some vessels were only a few centimetres thick along the bottom! Their shallow draft allowed the Vikings to navigate through very shallow waters and even carry their ships if they had to cross short distances overland to reach another river. This also gave them the advantage of being able to dock on almost any shore without the need of deep ports like other European ships.

The design of the ships made them speedy and efficient, three to four times faster than their opponents' ships. This is why the Vikings' attacks came to be known as 'lightning raids', because they were able to land, raid a village and sail off before the locals even had a chance to muster their armies.

The Vikings' naval technology was so successful and admired that it completely transformed European shipbuilding and seafaring methods. Viking designs are still being copied and used to construct modern ships today.

▲ **Source 2.58** A boat-builder building a traditional Viking ship for a museum in Denmark

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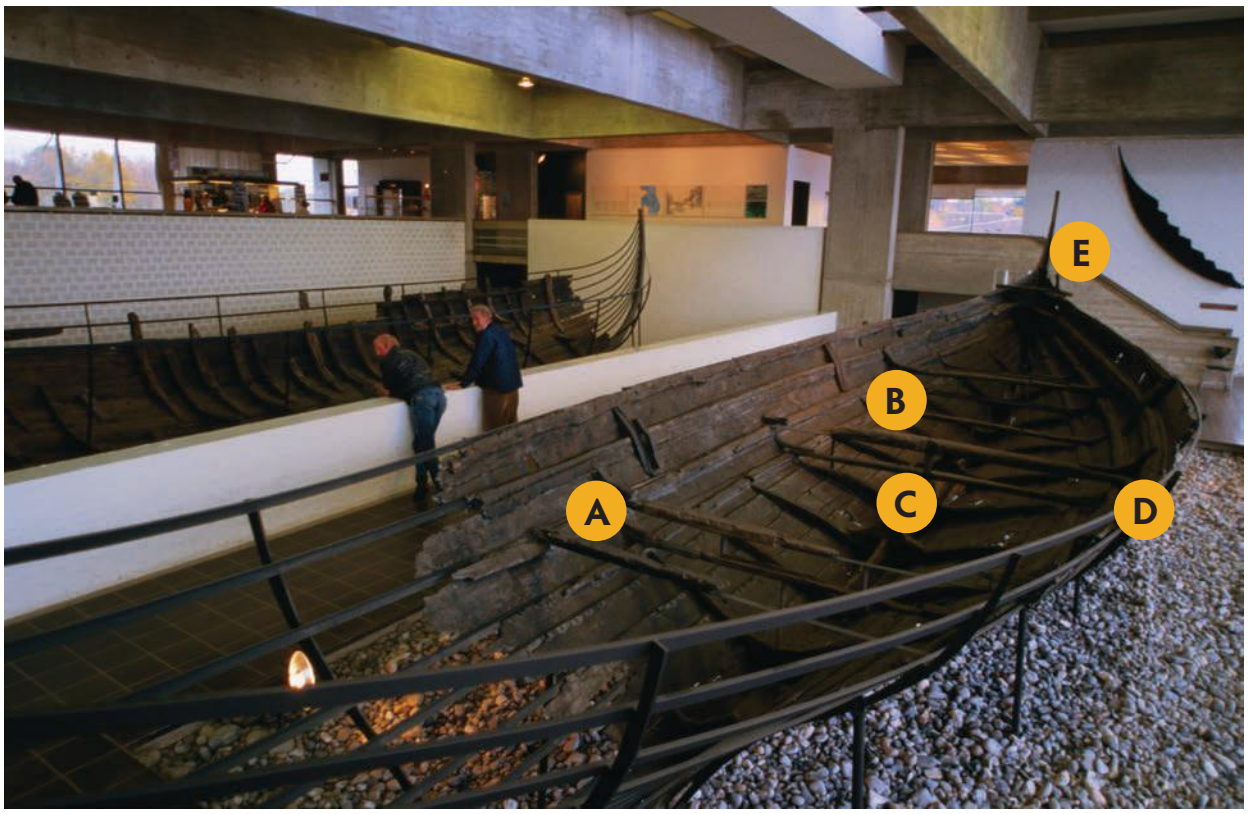
▲ **Source 2.59** The **Bayeux Tapestry** shows the building of the fleet for the Norman invasion of England in 1066.

KEY TERM

Bayeux Tapestry a long, embroidered cloth created in the 1070s that depicts the events leading up to the Norman Conquest of England, the invasion and the Battle of Hastings



A Crossbeams strengthened the ship

B There would have been a deck covering the crossbeams, with benches on it

C The spine of the ship was carved from a single tree

D The hull was waterproofed by rubbing it with horsehair or wool soaked in boiled tree sap

E The posts at the front and back would have had elaborately carved designs, often dragon heads.

▲ **Source 2.60** Components of a Viking longship

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ACTIVITY 2.15

Check your understanding

1. What are the different sources we have on Viking ships?
2. Create a visual diagram of a Viking *knarr* or longship and label its main features.
3. Explain how the Vikings' innovations in sailing and shipbuilding led to their success in trade and exploration.

Viking warfare

A common stereotype of Viking warriors are men who were bare-chested, draped in furs, wearing horned helmets and wielding axes while charging towards innocent villagers. However, the Vikings were not savages but sophisticated and tactical warriors. Despite popular belief, they did not wear horned helmets. In fact, only one completely intact helmet has ever been found from the Viking Age: the Gjermundbu helmet (see Source 2.63), excavated in Norway – and it did not have horns. Horned helmets have been discovered, but they are from the Iron Age, thousands of years before the Viking Age and probably used for ceremonies rather than battle. Viking helmets were similar to those used by other cultures at the time, and the myth of the Vikings having helmets with horns attached probably originated from the idea that the Vikings were demons and devils. Horned helmets would not be very practical, as they don't protect the face and can be easily pulled off by opponents. The Vikings' helmets were cone-shaped with a nose guard but open around the eyes and neck. They were effective in deflecting blows to the head from opponents at close range.

▲ **Source 2.62** Horned helmets were part of the costume design for Wagner's opera based on the Norse sagas performed in Germany in 1876. The costume had a lasting impact and, despite being inaccurate, became an iconic feature of the Vikings in popular culture.

▲ **Source 2.61** This is a stereotypical but incorrect portrayal of a Viking warrior. Viking helmets did not have horns (see Source 2.62).

▲ **Source 2.63** Gjermundbu helmet from the Viking Age excavated in Norway in 1943

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ACTIVITY 2.16

Check your understanding

1 Where did the stereotype of the horned helmet come from?
2 Why is the horned helmet an inaccurate portrayal of a Viking helmet?

▲ **Source 2.64** A re-creation of a Viking helmet and chainmail armour

Viking raiders and berserkers

The most feared of the Viking raiders were the berserkers. They were thought to have ingested a substance to bring on 'hysterical rage'. In the centuries after the Viking Age, they were recorded in the sagas as ferocious warriors of Odin who wore bear skins (*berserker* means 'bear coat', but some historians thought it derived from 'bare of shirt'), felt no pain and had supernatural strength. It is from these writings that the stereotype of the half-naked frenzied Viking attacker most likely came from. Even the phrase of someone 'going berserk' refers to these wild warriors. One of the most famous raids recorded was the attack at the monastery in Lindisfarne, Northumbria, in 793 CE, detailed in chronicles and historical writings by monks.

> His [Odin's] men rushed forwards without armour, were as mad as dogs or wolves, bit their shields, and were strong as bears or wild oxen, and killed people at a blow, but neither fire nor iron told upon them. This was called *Berserkergang*.

▲ **Source 2.65** A description of berserkers from the *Ynglinga Saga*, written by Icelandic historian and poet Snorri Sturluson

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

Source 2.66 *History of the Church of Durham*, written by the monk Simeon of Durham in 1104–01

▲ **Source 2.67** The ruins of Lindisfarne Priory, Northumberland, the scene of Viking attacks in the eighth and ninth centuries

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ACTIVITY 2.17

Using historical sources as evidence

Responding to the source

What does the source reveal about why the Viking berserkers were so terrifying?

◄ **Source 2.68** Norse chessmen from a Viking hoard found in Scotland, c.1150. The front piece depicts a berserker playing piece, eye blazing and biting his shield in rage.

MAKING THINKING VISIBLE 2.2

Tug of war

Consider the following statement: 'The Vikings were bloodthirsty barbarians'.

The steps for this tug of war:

1. Present a 'fairness dilemma', writing the opposing sides of the statement as two ends of a tug-of-war rope.
2. Identify factors that 'pull' the rope towards one side or the other. These are like the two teams of the tug of war.
3. Think of reasons to support one side – these are 'tugs'. Try to think of reasons that tug towards the other side as well.
4. Think of 'what if?' questions to explore the topic further.

Questions

1. Who might this statement be true for?
2. How could this statement be limited?
3. Which elements of this statement 'pull' you towards agreeing?
4. Which elements of this statement 'pull' you towards disagreeing?
5. Using the information you've learnt in this section, justify why you agree or disagree with this statement.

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Viking weapons and armour

Vikings usually wore protective armour that was similar to their opponents' armour. They wore chainmail, a vest of interlocking iron and steel links, over linen padding. The weight of their armour was around 7 kilograms, not including their large round shield and weapons, so they had to be very strong and fit.

Excavated artefacts, the Bayeux Tapestry and details from the Icelandic sagas reveal the types of weapons the Vikings used. Viking swords usually had short hilts and were designed to be used with a shield, rather than using both hands to handle the sword. A lot of strength, skill and training were required to wield them effectively. The Vikings used axes for close combat, as well as spears with iron heads to penetrate and rip away their opponents' shields. In addition, the Vikings developed missile weapons such as javelins and bows and arrows, which were useful during ship battles.

▲ **Source 2.69** A sword from the tenth century of Frankish design (left). This is the type of sword a Viking chieftain or nobleman would have carried. The hilt (right) has an elaborate design and the blade is pattern welded with irons of different qualities to make the blade strong but flexible.

▲ **Source 2.70** Viking weapons (sword, axe and spear) excavated from a boat burial of a Viking chieftain in Scotland

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▲ **Source 2.71** A section of the Bayeux Tapestry showing sword and axe designs influenced by the Vikings

▲ **Source 2.72** A re-enactment with Viking armour, shields, swords and axes

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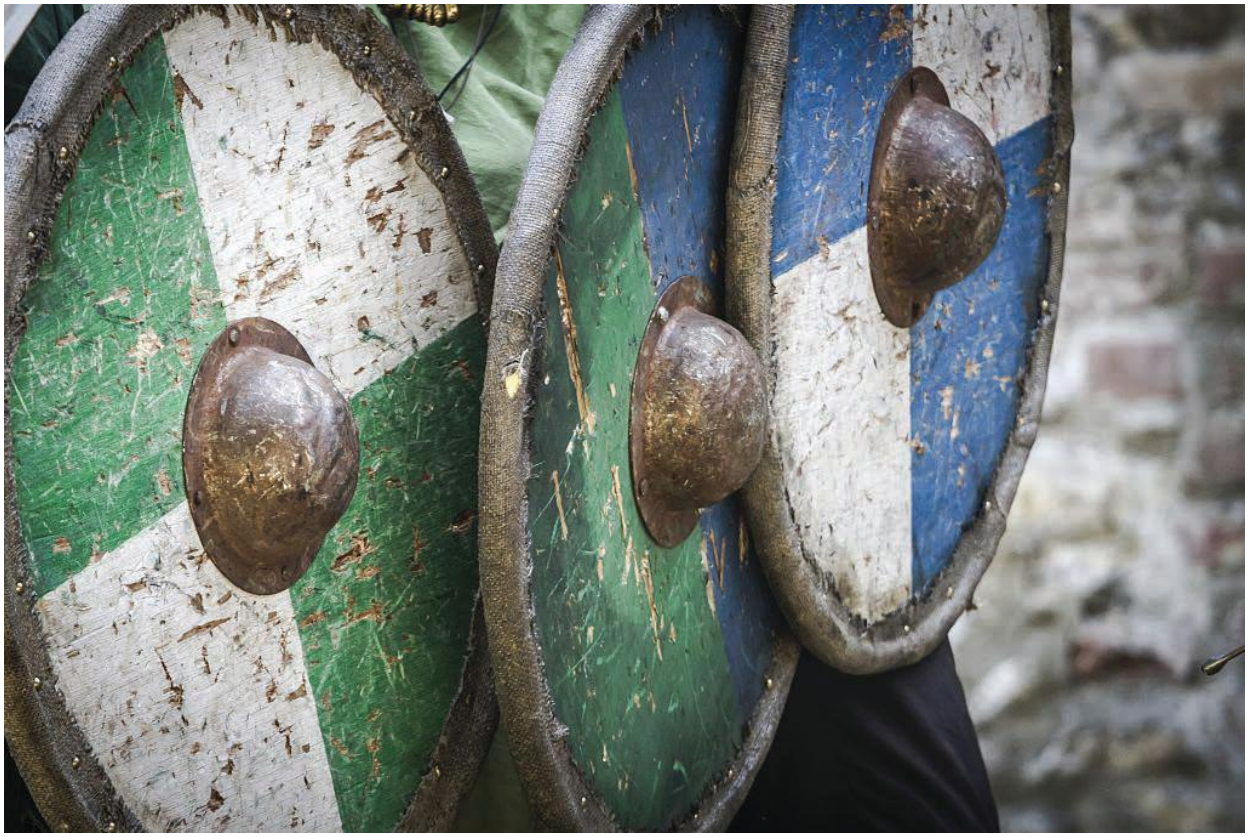
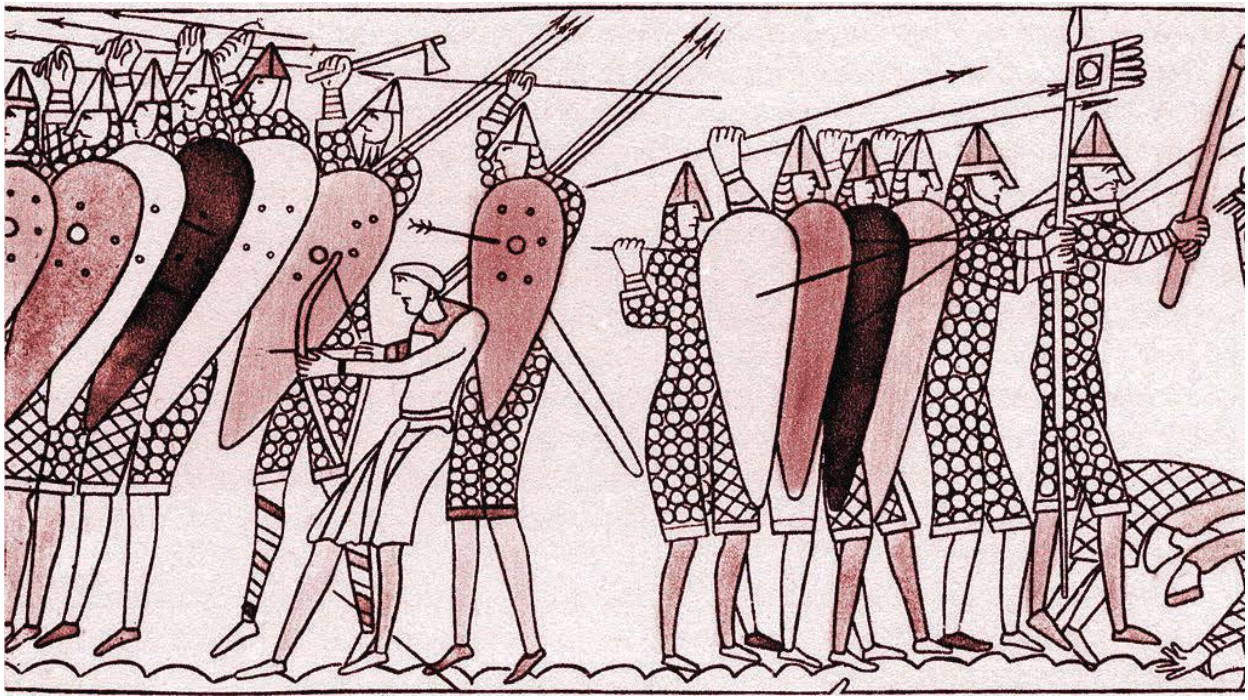
Battle tactics

The Vikings had complex battle tactics with well-organised warriors who were unified, incredibly fit and agile. Hours of training, as well as the survival strategies required for the harsh Scandinavian winters, made the Vikings resilient and formidable against their opponents. One of their most famous battle tactics was the 'shield wall'.



▲ **Source 2.73** To construct a shield wall, shields were overlapped to make a strong and impenetrable barrier protecting the warriors from their opponents' weapons. The shield rims were often reinforced with iron to deflect cuts.



▲ **Source 2.74** An illustrated scene of the Bayeux Tapestry showing the Saxon 'shield wall' influenced by the Vikings

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ACTIVITY 2.18

Check your understanding

1. List some of the Vikings' battle tactics.
2. Describe the type of armour a Viking warrior would wear and explain why Vikings had to keep fit to wear them.
3. Using Sources 2.70 and 2.71, detail what the evidence reveals about the different weapons Vikings preferred.

Were the Vikings the first Europeans to reach America?

In the thirteenth century, family sagas (the *Greenlanders Saga* and the *Saga of Erik the Red*) wrote about a Viking **expedition** and settlement to a land far off to the west of Greenland called Vinland, but for centuries the myth of it being in North America remained unproven. It wasn't until 1960 when a Norwegian explorer, Anne Stine Ingstad, and an archaeologist, Helge Ingstad, used the sagas as their guide to try and locate the legendary Vinland. In Newfoundland, Canada, they made their discovery in a location called L'Anse aux Meadows.

KEY TERMS

expedition a purposive journey undertaken by a group of people

carbon dating also known as radiocarbon dating, a chemical method of estimating the age of carbon-bearing materials or artefacts

Archaeology was able to confirm that what the sagas said was true. The archaeologists used **carbon dating** to verify the age of the different objects at the Viking site and they successfully matched the dates in the sagas (around 1000 CE). These objects were found underneath excavated longhouses and included tools and charcoal used to make iron, clothes pins, metal rings, knitting needles and spindle wheels, the same as Viking artefacts found in Scandinavia, Iceland and Britain. This evidence helped to prove the Vikings had reached North America. While the sagas cannot always be taken as historical accounts, in this case they led archaeologists directly to the first European settlement in North America.

▼ **Source 2.75** The archaeological site L'Anse Aux Meadows in Newfoundland, Canada. The indentations in the earth show evidence of rows of Viking houses.

▼ **Source 2.76** Norwegian archaeologist Anne Stine Ingstad discovering the Viking site at L'Anse aux Meadows

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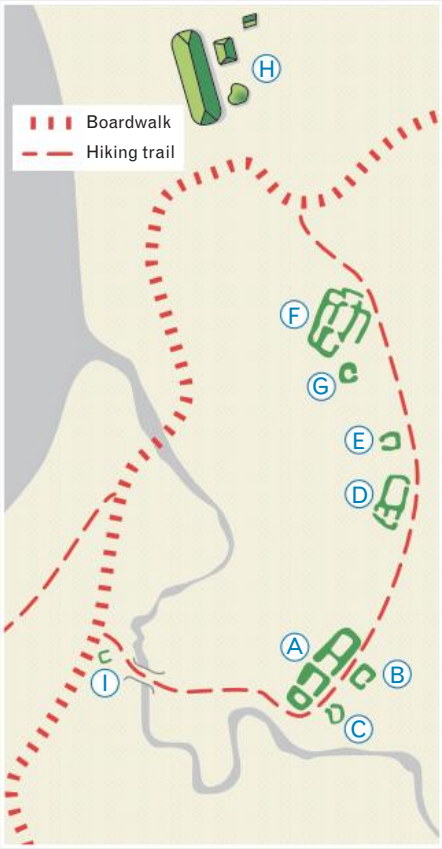
ACTIVITY 2.19

Check your understanding



A Longhouse or large hall
B House
C Hut
D Smallest hall
E Hut
F Leader's hall
G Hut
H Reconstructed buildings
I Smelting hut

▲ **Source 2.77** Remains of the Norse buildings at L'Anse aux Meadows

1 How did the archaeological findings at L'Anse aux Meadows confirm details about Vinland in the sagas?

2 What is the significance of the Vikings reaching North America 500 years before Christopher Columbus? How might this affect the status of Columbus? Conduct online research with a partner and document your findings to share with your class.

◄ **Source 2.78** The reconstructed Viking settlement at L'Anse aux Meadows

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Digital quiz
Please see the Interactive Textbook to access digital activities

END-OF-SECTION REVIEW 2.3

Review questions

Answer these questions on paper or in the Interactive Textbook.

Recall

1. Which kingdoms and countries did the Vikings conquer in their westward and eastward expansions?
2. Name the different types of Viking ships and their purposes.
3. Describe the typical armour worn and weapons used by the Vikings.
4. List two different types of evidence for the existence of Vinland.

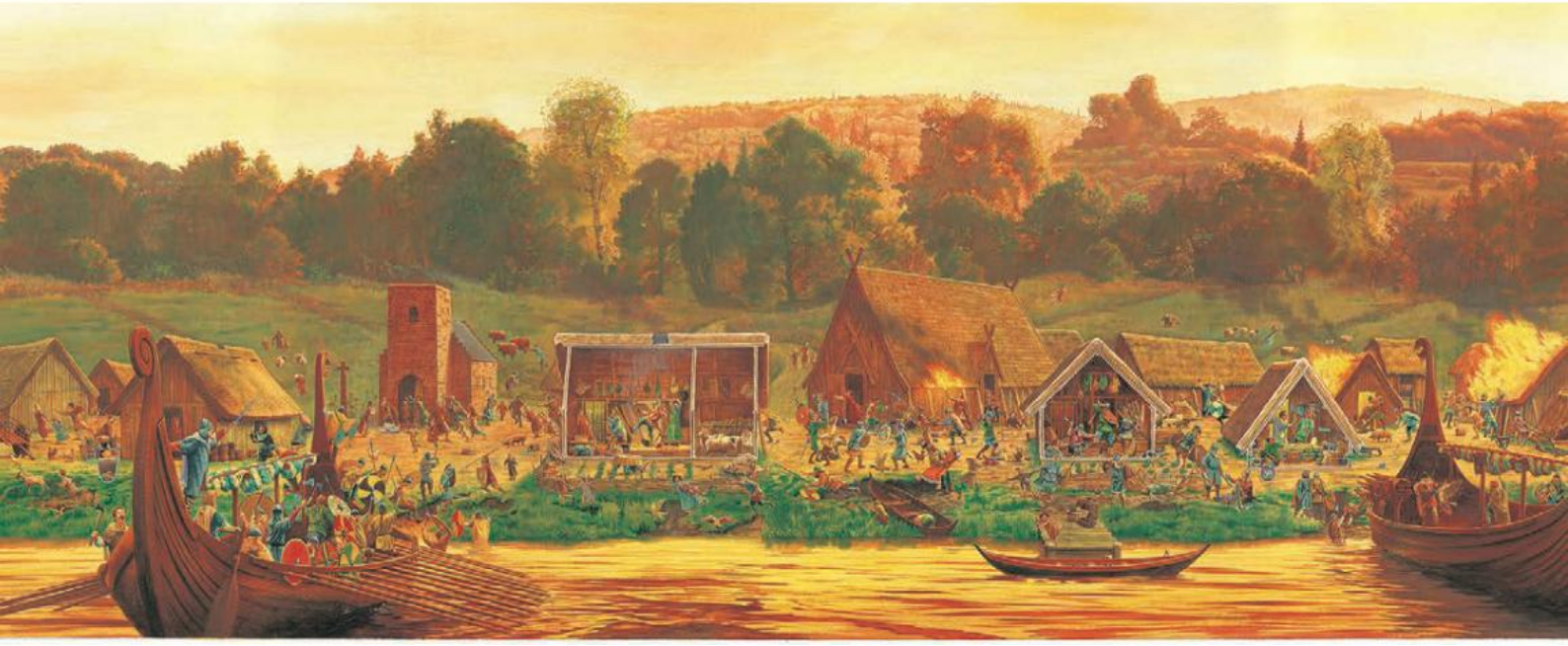
Interpret

5. Explain how ideas and knowledge that passed along the trading routes contributed to the Vikings' success in raiding.
6. Where did the stereotype of the horned helmet come from and why is this an inaccurate portrayal of a Viking helmet?
7. How does describing someone as 'going berserk' relate to the Vikings?

Argue

8. Explain how the design of a longship gave the Vikings a strong military advantage over their opponents. Use sources and evidence from this chapter to support your argument.
9. Suggest how sources about the berserkers contributed to the stereotype of the Vikings as blood-thirsty barbarians.
10. Discuss the significance of *Danegeld* and its impact on Viking raids.

▼ **Source 2.79** A modern artist's impression of the Viking raid at the monastery in Lindisfarne, Northumbria, in 793 CE



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2.4 Conquests and the perspectives of subject peoples

FOCUS QUESTION

How did the Vikings affect and change the societies they conquered?

Viking impact on England and northern Europe

In the decades following the arrival of the Great 'Heathen' Army, the Vikings attacked and conquered kingdoms all over England. Wessex was the only kingdom that was still held by Anglo-Saxons, under King Alfred, while all others fell to the Danes. Between 874 CE and 878 CE, the Viking warlord and sea king Guthrum, who had overthrown parts of Mercia, East Anglia and Northumbria, made several attempts to conquer Wessex. However, King Alfred was a mighty king whose army maintained a stronghold on Wessex, preventing the Vikings from claiming the last kingdom.

Finally, in 886 CE Guthrum suffered a major defeat in the Battle of Ethandun against King Alfred's army. With the ball in his court, Alfred convinced Guthrum to sign a peace agreement known as the Treaty of Wedmore. In abiding by the treaty, Alfred gave the Danes a large amount of *Danegeld* but they had to accept Wessex as an independent kingdom and be baptised as Christians. King Alfred's tactical skills in holding off the Viking armies while reaching a successful peace treaty earned him the name 'Great'.

Following the Treaty of Wedmore, King Alfred allowed for the establishment of a number of self-governing Viking settlements across England known as the Danelaw (see Source 2.80). The Danelaw covered a large section of eastern England including the Five Boroughs (Leicester, Nottingham, Derby, Stamford and Lincoln) as well as the kingdoms of Northumbria and East Anglia. In 878 CE there were approximately 100 000–150 000 Danes living in these settlements, or about 25 per cent of the northern England population, where they could practise their own laws, customs and beliefs.

The Danes had a significant impact on the language, culture and customs in England. Many Danish (or Old Norse) words at this time became part of the English language we still use today, such as husband, fellow, law, outlaw, knife, egg, race, window and sky. There are about 600 Danish words in the English language because of the Danelaw. In addition, many place names in northern England and Europe have Danish names, such as York and Dublin, because of the Viking impact from trade and settlement.

The Danes also influenced England's legal systems, including the introduction of shires (or counties) and a jury of 12 to address crimes and cases of treason within the Five Boroughs. The Viking idea of a jury later passed into English law and is still used in the Western world today. Within a few generations, the Danes significantly changed the language and customs of their new homeland. In comparison, the Scandinavians in Ireland, France and Byzantium tended not to force the areas to adopt their language and customs. They mostly embraced the cultures of the lands they settled in, though they did still have profound influences too.

While greatly influencing cultural changes in England, the Danes were also changed themselves.

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Over time, the Danes incorporated the Christian God into their pantheon of Norse gods, and within three generations they came to fully embrace Christian **monotheism**. As the Danes became more successful in the Danelaw, the more external Vikings attacked England. This pushed King Alfred the Great and his successors to develop a strong monarchy and ultimately unify England. By the tenth century, the Danelaw had dissolved and the Danes decided to be subjects of the English king, ultimately becoming absorbed into England.

KEY TERM

monotheism a religion that believes in only one god

▲ **Source 2.80** England under the Danelaw, c.878 CE

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▲ **Source 2.81** A thirteenth-century historical record of King Alfred the Great and his daughter Aethelflaed, who became Queen of Mercia

▲ **Source 2.82** A modern artist's impression of the baptism of the Viking King Guthrum in 878 CE

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ACTIVITY 2.20

Check your understanding

1. What were Vikings allowed to do under the Danelaw?
2. Conduct online research and create a table of at least 10 English words that come from the Viking language. Describe the original meaning of the word and what it means today.
3. Draw a flowchart of a series of events that allowed King Alfred the Great to establish the Danelaw with Guthrum.
4. Create a timeline of the development of Vikings converting to Christianity in England.
5. Compare and contrast the Viking settlements of the Danelaw in Anglo-Saxon England and those of Normandy in the Frankish Empire. Use information from this chapter and your own research to support your response.

Viking invasions and battles of 1066

In 1066, England was invaded twice by two different kingdoms and experienced a major battle that brought an end to the Viking presence in England. This started with the death of the king, Edward the Confessor (r. 1042–66). Edward had no children and therefore no heirs to take the throne. When Edward's father, King Ethelred the Unready, died, his Norman mother Queen Emma remarried to the Viking Cnut the Great. Cnut became the stepfather of Edward and was, for a time, the King of England, Norway and Denmark (r. 1016–35). Cnut was a wise and powerful king of England and helped to stop many of the Viking raids. Edward spent much of his childhood in Normandy with his mother for safety. He probably only spoke French and felt more Norman than English. He only returned to England when the Witan, the royal council, made him king in 1042.

When Edward the Confessor died in January of 1066, the Witan chose Harold Godwinson, a nobleman of Wessex whose mother was Danish, to be king. Duke William of Normandy (descendant of Rollo) and Harald Hardrada, the Viking king of Norway, both rejected the new English king because they believed they each had a right to claim the throne. The Norwegian Viking army, led by Harald Hardrada, invaded York in northern England, but Harold Godwinson killed him and defeated the Viking army in the battle at Stamford Bridge on 25 September 1066.

Only three days later on 28 September, William of Normandy landed in Essex, in southern England, to lead an invasion. Harold's army raced south to confront them and on 14 October, the two armies fought at the Battle at Hastings. The Viking settlement in England over the previous century influenced the English battle tactics. However, they were defeated in the battle that is also known as the Norman Conquest. King Harold was killed and William of Normandy, who was known as William the Conqueror, became King of England.

▲ **Source 2.83** A modern artist's impression of the Battle of Hastings, showing the Norman army smashing into the English shield wall

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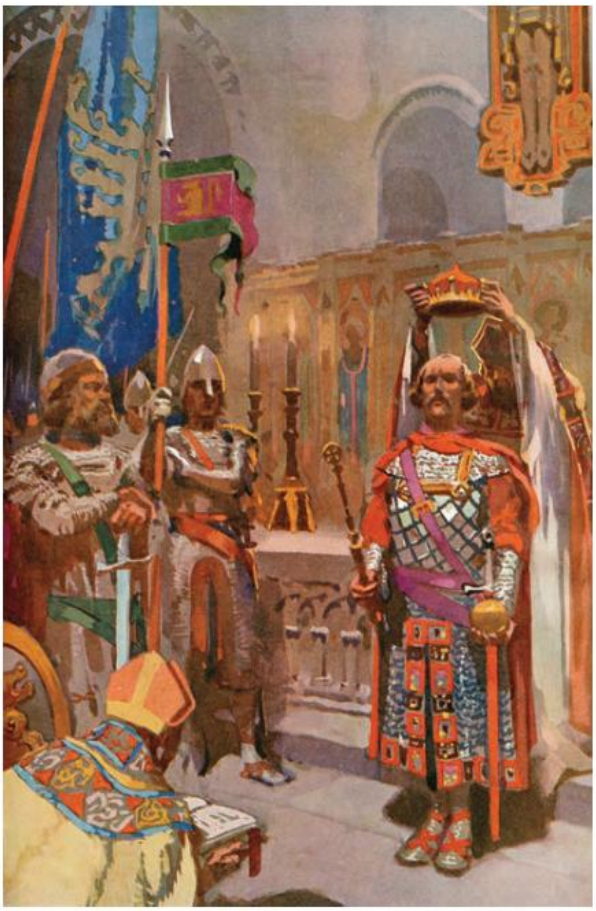
Harold Godwinson would be the last Anglo-Saxon king of England. William the Conqueror, descended from Vikings, was the first Norman king of England, and his crowning would usher in the symbolic end of the Viking Age.

▲ **Source 2.84** Edward the Confessor as shown in the Bayeux Tapestry, 1070s



▲ **Source 2.85** A twentieth century artist's impression of the coronation of William the Conqueror in 1066

ACTIVITY 2.21

Using historical sources as evidence

Responding to the source

Identify elements of the ship, armour, shields and weapons that were inspired by Viking design.

► **Source 2.86** An illustration from *La Vie de Saint Aubin d'Angers* of Norman soldiers crossing the English Channel, c. eleventh century

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ACTIVITY 2.22

Check your understanding

1 What was the name of the battle that determined the victory over England by William of Normandy in 1066?

2 Explain why the death of Edward the Confessor led to a contest for his throne.

Different perspectives on the Vikings

It is important to remember that history is shaped by those who write it. It is often said that 'History is written by the victors [winners]', but in the case of the Vikings, it was very much written by the victims. The main historical documents we have on the Vikings (that were written in the Viking Age) were created by English monks who experienced the Viking raids and pillaging firsthand. These were recorded mostly in the *Anglo-Saxon Chronicle*, a collection of monastic chronicles (historical accounts by monks) of the history of the Anglo-Saxons compiled between the reigns of King Alfred the Great and Cnut the Great (around 891 CE to 1154).

There are also some sources by Arab travellers, such as Ahmad ibn Fadlan (877–960 CE) who wrote about the Varangians (Russian Vikings) and witnessed a ship burial. Beyond this, the evidence we have are archaeology findings and the sagas written by Scandinavians long after the Viking Age.

The *Anglo-Saxon Chronicle* portrays the Vikings as barbarians and demonic figures. The Christian writers were rightfully afraid of the Vikings, having experienced the horrors of raids, but they wrote about them mostly from their imagination, as pagan devil-worshippers motivated by evil. The demonic portrayal of Viking raids should also be seen in light of the widespread belief that the Biblical apocalypse would occur on or before the year 1000. Viking raids were thus interpreted as one of the signs of the end of days. However, the Vikings were not motivated by their religious beliefs when they attacked monasteries and destroyed villages. They wanted treasure to become rich, and the destruction of towns and churches was a side effect of the raiding, not the intention. Nonetheless, these accounts of the Viking attacks had a lasting impact. The late-thirteenth-century Christian authors who wrote the sagas described the Vikings as pagans with the intention of describing them as very different from 'civilised' Christianity. As historians, we need to understand who the Vikings were by balancing the different sources of evidence available to us and examining the perspectives of the texts to determine their reliability.

ACTIVITY 2.23

Using historical sources as evidence

SOURCE A

In this year dire forewarnings came over the land of the Northumbrians, and miserably terrified the people: these were extraordinary whirlwinds and lightnings, and fiery dragons were seen flying in the air. A great famine soon followed these omens; and soon after that, in the same year, on the sixth of the ides of Ianr [sixth day of January], the havoc of heathen men miserably destroyed God's church on Lindisfarne, through rapine and slaughter.

▲ **Source 2.87** *Anglo-Saxon Chronicle*, recorded 793 CE

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SOURCE B

Summa pia gratia nostra conservando corpora et cutodita, de gente fera Normannica nos libera, quae nostra vastat, Deus, regna.

Our supreme and holy Grace, protecting us and ours, deliver us, God, from the savage race of Northmen which lays waste our realms.

▲ **Source 2.88** An early medieval prayer that specifically mentions the Vikings, found in a liturgical text dedicated to St Vaast or St Medard, Belgian and French saints

SOURCE C

▲ **Source 2.89** A section of the Bayeux Tapestry depicting Normans crossing the English Channel in longships to invade England, c.1070s.

SOURCE D

▲ **Source 2.90** The Battle of Hastings scene depicted in the Bayeux Tapestry, c.1070s

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Responding to the sources

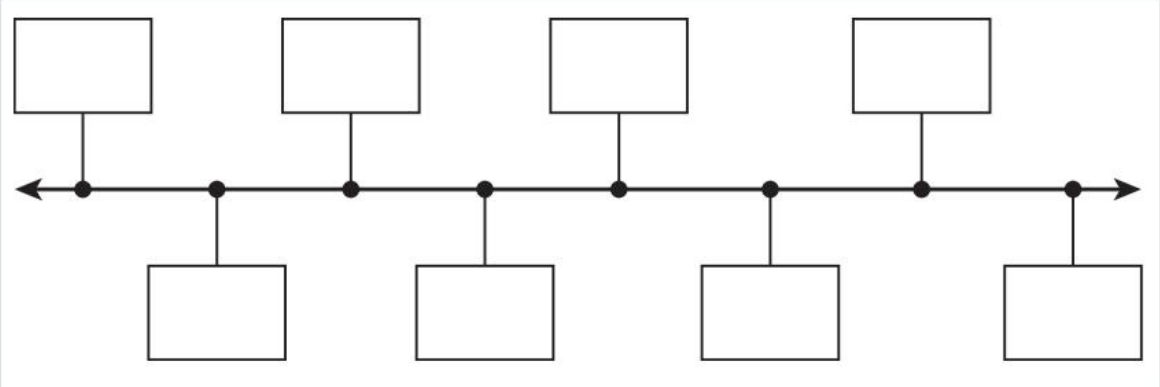
1. How does the author in Source A and the prayer in Source B portray the Vikings? Why might they have expressed this perspective?
2. Why do you think 'History is written by the victors' is a common phrase? Why is this less applicable to the history of the Vikings?
3. Use Sources C and D of the Bayeux Tapestry to explain whose perspective of the battle is being portrayed, the English or the Normans.

DEVELOPING HISTORICAL CONCEPTS AND SKILLS 1.1

Sequencing chronology

Chronology involves the arrangement of events in order of time. Sequencing events in chronological order allows you to look at how events relate to each other, and provides the starting point for creating narratives about the past that help us to communicate our understanding of a complex historical event.

1. Research images of the Bayeux Tapestry online. Select the sections that depict the Norman Conquest and create a storyboard of six to eight scenes, placed in chronological order.
2. Write a caption for each scene that details the event and what the image shows.
3. Set out your storyboard along a timeline, like the one below. There is a template that you can download in the Interactive Textbook.



▲ **Source 2.91** Timeline template

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ACTIVITY 2.24

Using historical sources as evidence

The spread of Christianity to the Vikings

Christianity spread across Europe to become the dominant religion under the Holy Roman Empire. By the early Middle Ages, the Roman Catholic Church was a powerful authority over European kings and society alike. Towards the end of the Viking Age, the Vikings **converted** to Christianity and their new beliefs significantly changed their society. This began when the Vikings settled in England and France, and later when they brought Christianity back to their Scandinavian homelands and to the newly settled Iceland and Greenland. The Vikings adopted Christian rituals and practices, including an increased tendency to bury their dead instead of cremating them (Source A), stopping sacrifices and building many churches. Christian festivals were also celebrated and were even changed by adopting some pagan traditions. A very important piece of evidence that documents the widespread Viking conversion to Christianity is the Jelling rune stones in Denmark (Source B). These stones tell of King Harald Bluetooth transitioning the whole of Denmark to Christianity during his reign in 958–986 CE. Generally when kings converted to Christianity, their subjects also became Christian.

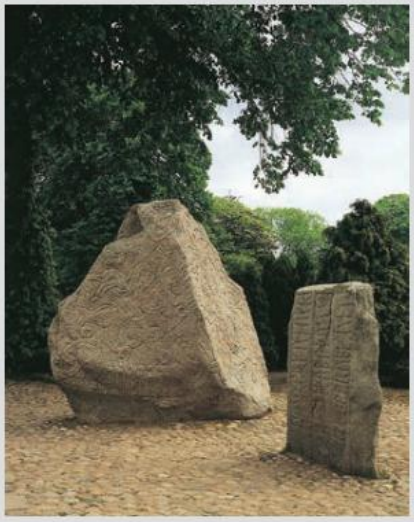
KEY TERM

convert a person who has chosen or been persuaded to change their religion or beliefs

SOURCE A

▲ **Source 2.92** A modern artist's interpretation of a Viking burial in a churchyard in the Danelaw, Yorkshire, tenth century.

SOURCE B



◄ **Source 2.93** The Jelling rune stones were erected by King Harald Bluetooth after he transitioned the whole of Denmark from paganism to Christianity. The inscription reads: 'King Harold bade these memorials to be made after Gorm, his father, and Thyra, his mother. The Harold who won the whole of Denmark and Norway and turned the Danes to Christianity.'

Responding to the sources

1. How did the Viking beliefs change from paganism to Christianity?
2. Referring to Source A explain how the Viking burial practices changed after their conversion to Christianity.
3. Outline how the Viking homelands in Scandinavia eventually converted to Christianity.
4. How useful is Source B in understanding the Viking's transition to Christianity?
5. Discuss how the spread of Christianity in Europe ultimately affected the society, beliefs and practices of the Vikings.
6. Conduct some online research and create a timeline of the spread of Christianity in Europe from the collapse of the Western Roman Empire (476 CE) to the end of the Viking Age (1066).

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Digital quiz
Please see the Interactive Textbook to access digital activities

END-OF-SECTION REVIEW 2.4

Review questions

Answer these questions on paper or in the Interactive Textbook.

Recall

1 What was the Danelaw?
2 List two ways the Vikings influenced English culture.
3 What were the significant invasions of 1066?
4 From what perspective does the *Anglo-Saxon Chronicle* portray the Vikings?

Interpret

5 Explain how the Vikings shifted from being polytheistic to monotheistic in England.
6 Suggest how the perspectives of monks have influenced our understanding of the Vikings. Explain why this source may not be completely reliable.
7 Examine the significance of the Treaty of Wedmore and explain how it led to the eventual end of the Viking period in England.

Argue

8 Justify how, in many ways, the Norman Conquest of England (and the Battle of Hastings) was a Viking conflict.
9 Discuss how the perspectives of Scandinavians who wrote the sagas hundreds of years after the Viking Age might be influenced by their Christian beliefs.
10 Examine how the nature of the different sources (from written texts and archaeology) have influenced our understanding of the Vikings. Why is it important to contest interpretations of the past?

▲ **Source 2.94** A twelfth-century reliquary from Eriksbergs Church, Sweden, demonstrates the Vikings' conversion to Christianity.

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2.5 The role and achievements of a significant individual: Leif Ericson

FOCUS QUESTION

Why was Leif Ericson a significant individual?

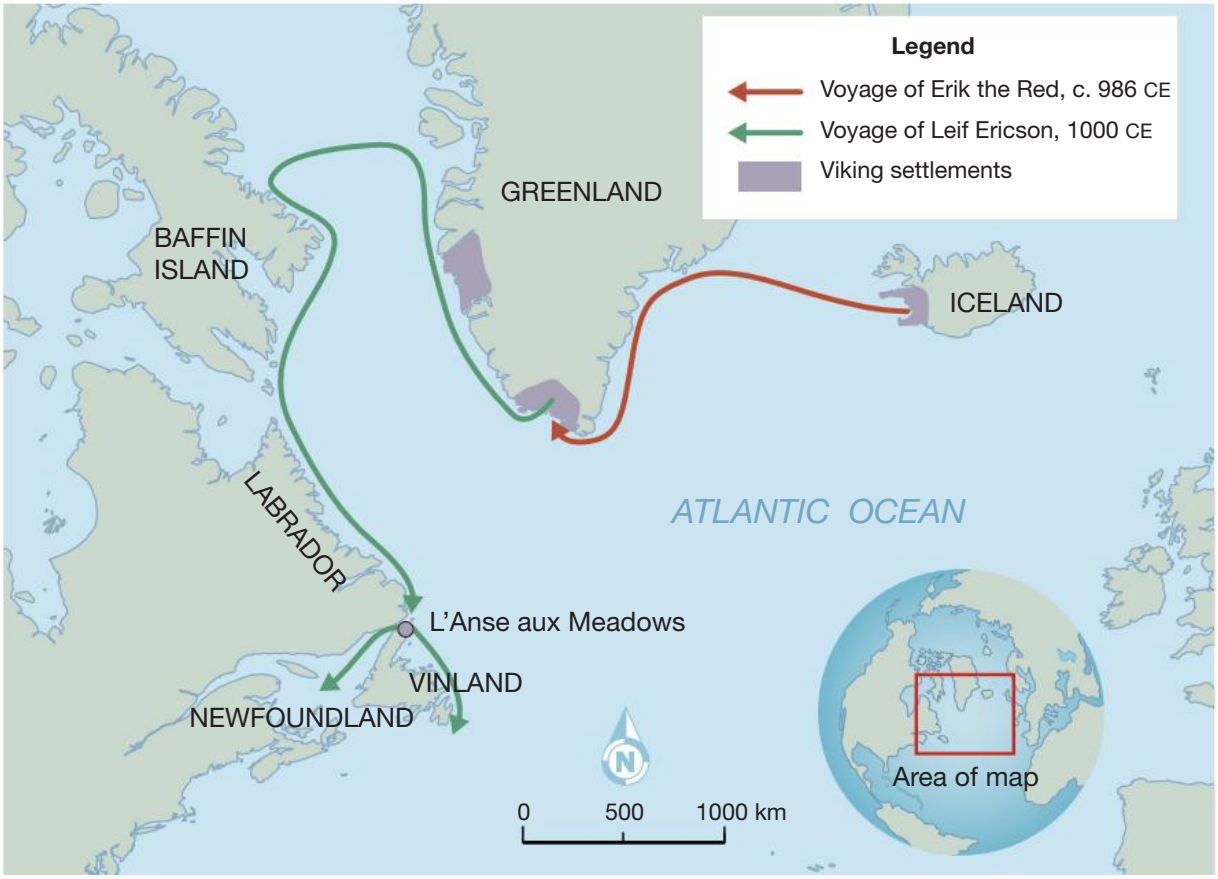
Five hundred years before Christopher Columbus, the first European to reach the Americas was Leif 'the Lucky' Ericson (c.970–1020 CE). Leif was the son of Erik 'the Red' Thorvaldsson (c.950–1003 CE), the man who discovered Greenland. Leif was born around 970 CE in Iceland, a land that had been settled by the Vikings for a hundred years.

According to the sagas, Leif's grandfather, Thorvald Asvaldsson, was exiled from Norway for murder and took his son Erik to Iceland around 960 CE. In 982 CE, Erik was **exiled** from Iceland for three years for **manslaughter**. He sailed off and discovered Greenland, and Leif later joined him. Leif's father got the name 'Red' not only from his fiery hair, but also his fiery temper. Leif, however, was said to be a pleasant man who was greatly liked in the community. Leif was a Christian, unlike his father who was devoted to the old Norse gods. In many ways, Leif has been remembered more for bringing Christianity to Greenland than for reaching North America.

KEY TERMS

exiled to be expelled or banished from one's homeland

manslaughter the crime of killing a person when the killer did not intend to do it, or cannot be responsible for their actions



▲ **Source 2.95** The voyages and settlements of Erik the Red and his son, Leif Ericson

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ACTIVITY 2.25

Check your understanding

1 Why were Leif Ericson's grandfather and father (Erik the Red) exiled from Norway and Iceland?
2 What was Leif Ericson most famous for in his time? What is he famous for today?

The Viking who reached America

In Iceland, Leif heard of a travel story from a merchant called Bjarni Herjolfsson that sparked his adventure to America. While on a trading expedition, Bjarni was blown off course and sighted a land west of Greenland. Bjarni commented on all the trees he could see on this land, so Leif knew he hadn't mistaken it for Greenland (despite the name, Greenland is quite barren. Erik the Red named it so to entice more people to settle there, albeit under false pretences). Leif purchased Bjarni's boat from him and mustered a crew of 35 men willing to embark on a quest into the unknown across the treacherous Atlantic Ocean.

Leif and his crew reached the coast of America around year 1000–01, first sighting a forested area he called Markland (woodland), possibly what is now Labrador in Canada, before eventually reaching the shore of an area he called Vinland (wine land), possibly what is now Newfoundland. Leif called it Vinland because his crew discovered grapes or another kind of berry they could brew into wine, or *Vinbeer* as the sagas say. The first visit to Vinland proved to be a roaring success. They established a camp called Leifsbudir (Leif's Booths) where they stayed for the winter. They had access to an ocean overflowing with salmon, wild game, forests of timber, produce to brew alcohol and apparently no one around who had already claimed it.

On their voyage back to Greenland, Leif rescued an Icelandic merchant and his crew who were shipwrecked. To say thank you, Leif was gifted all of the trading cargo, and so his crew nicknamed him Leif 'the Lucky'.

Leif and his crew returned to Greenland raving about the beauty and bountiful resources of Vinland. Leif was about to return with a group of settlers, however his father Erik the Red died, and he had to stay in Greenland to take over the family affairs. Thorvold, Leif's younger brother, instead sailed to Vinland with a small crew, reaching the same camp Leif had established, Leifsbudir. Here, however, they encountered local native people, most of whom they attacked and killed. In retaliation, Thorvold was wounded by a spear and soon died from his injuries.

▼ **Source 2.96** Leif Ericson, Greenland

▼ **Source 2.97** A modern artist's impression of Leif Ericson sighting North America

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This second trip to Vinland proved unsuccessful and tragic, but another attempt at settlement was made in the summer of 1009 out of the need for resources, land and timber. A settlement was established in Vinland with a few hundred people, but it only lasted a few years due to ongoing conflict with the native people. The settlement was abandoned in 1014 (although some sources say between 1030 and 1145) and the Vikings returned to Greenland. There is evidence that, for a few hundred years, the Greenlanders continued to visit Markland to harvest timber and trade. Leif never returned to Vinland and died in 1020.

▲ **Source 2.98** The reconstructed Viking settlement and church at L'Anse Aux Meadows, Newfoundland

ACTIVITY 2.26

Check your understanding

1. How did Leif Ericson hear about the land that would be North America?
2. Provide the details of why Leif Ericson and his crew initially believed the discovery of Vinland to be a huge success. Why did this change?

Sources and perspectives on Leif Ericson

From the lack of success at settling Vinland, and the little it was written about in the sagas, it appears the Viking visits to America at this time had little historical impact. It is possible that the knowledge of Vinland was kept alive among traders and eventually inspired Christopher Columbus to seek it out after his trip to Iceland in 1471.

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There are two family sagas and two historical writings that mention Vinland. As mentioned earlier, *The Saga of Erik the Red* and the *Greenlanders Saga* were written in the thirteenth century and each has different written accounts of Leif's voyages to Vinland. These two accounts leave us with different perspectives on Leif Ericson. In Activity 2.27 you can read the different versions of how Leif rescued the shipwrecked men.

Beyond the sagas, two written historical records that mention Vinland are in the work of Adam of Bremen (around 1075, the first record of Vinland that was said to be discovered by Norse explorers) and the *Book of the Icelanders* by Ari Thorgilsson (early twelfth century).

Beyond the written sources, there is the archaeological site at L'Anse aux Meadows found in 1960, which is believed to be the location of the Viking settlement in Vinland. In 1964 the US president declared 9 October to be Leif Ericson Day, to commemorate Leif as the first European to land in America. His accomplishments are still celebrated each year.

▲ **Source 2.99** A stamp issued in the USA on Leif Ericson Day, 1968

ACTIVITY 2.27

Using historical sources as evidence

SOURCE A

'It is now my wish' says Leif, 'to take you all into my ship, and like-wise so much of your possessions as the ship will hold.' This offer was accepted, and [with their ship] thus laden [loaded with the cargo] … Leif rescued fifteen persons from the skerry [sea]. He was afterward called Leif the Lucky.

▲ **Source 2.100** Extract from the *Greenlanders Saga*

SOURCE B

Leif came upon men who had been shipwrecked, and took them home with him, and gave them sustenance during the winter. Thus did he show his great munificence and his graciousness when he brought Christianity to the land, and saved the shipwrecked crew. He was called Leif the Lucky.

▲ **Source 2.101** Extract from *The Saga of Erik the Red*

Responding to the sources

1 Using Sources A and B, compare and contrast the different perspectives on Leif Ericson from the two sagas. What are the main differences in how he is portrayed? Investigate which version historians believe to be more reliable and explain why.

2 Compare the historical evidence for the life of Leif Ericson with the legendary Ragnar Lothbrok. Present a table with your findings of each individual and suggest whether historians consider Ragnar Lothbrok to be a person of fiction or fact.

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END-OF-SECTION REVIEW 2.5

Digital quiz
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Review questions

Answer these questions on paper or in the Interactive Textbook.

Recall

1 How did Leif Ericson discover Vinland?
2 What does 'Vinland' mean and why did Leif Ericson name it this?
3 In which country today is Vinland located?

Interpret

4 Explain the reasons why the Viking settlement in Vinland was unsuccessful and eventually abandoned.
5 Account for why Leif Ericson never returned to Vinland after his initial settlement.

Argue

6 Compare the artefacts and evidence found at L'Anse aux Meadows with the details of the expedition to Vinland in the two saga stories (*The Saga of Erik the Red* and the *Greenlanders Saga*). What information can literary evidence provide that archaeological discoveries cannot (what are the limitations of archaeology)?
7 Imagine if the Vikings never left North America. Write a paragraph of how you imagine America would be today if the Viking settlement had succeeded.

▲ **Source 2.102** Leif Ericson is the Viking explorer thought to be the first known European to reach North America.

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2.6 Significant developments and challenges in Viking societies

FOCUS QUESTIONS

- What brought an end to the Viking Age?
- What legacy did the Vikings leave?

The decline of the Viking Age

Eventually, the traditional Viking way of life became less and less successful. This was because of many changes across all of Europe.

▼ **Table 2.3** Reasons for the decline of the Viking Age

Better defences	Raiding died off because countries became better equipped to defend themselves against the Viking shock tactics. Monasteries and other valuable targets built better defences, and armies became stronger and more organised. For example, in 807 CE, the island monastery at Iona, off the coast of Scotland, moved 35 kilometres further inland to better protect themselves from Viking raids.
The spread of Christianity	Raiding and violence became less popular as it was seen to go against the teachings of Jesus. As more and more of Europe converted to Christianity, more of the Viking way of life disappeared. Many Viking traditions were absorbed into Christian traditions and culture.
A changing Europe	Across Europe, what was once small kingdoms fighting mostly with each other became larger, more powerful kingdoms. This made it harder for the Vikings to launch attacks.
Treaty of Saint-Clair-sur-Epte	In 911 CE, a Viking leader named Hrolfr led a failed invasion in Normandy (modern-day France). The king, Charles III, offered a treaty with Hrolfr: he would give Hrolfr land in return for loyalty. Hrolfr agreed, vowing to protect France from further Viking attacks, converting to Christianity, and marrying one of Charles's daughters.
The Battle of Stamford Bridge	In 1066, the Norwegian King Harald was killed in a failed attack on the English mainland. This battle is often cited as the end of the Viking Age. Following his defeat, there were no more major Viking raids in Europe.

▼ **Source 2.103** The 1066 Battle of Stamford Bridge, an event some historians claim to mark the end of the Viking Age

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ACTIVITY 2.28

Check your understanding

What are some of the most important reasons for the decline of the Viking era? Rank the reasons from most to least significant. Explain your choices.

The legacy of the Vikings

Days of the week

In English, the days from Tuesday to Friday come directly from the Norse language, specifically the Norse gods. In Viking culture, these days honoured each significant god, and when the Vikings settled the Danelaw, the names became fused with the English culture. The names for the remaining days stem from ancient Roman culture. Many other Norse words became part of the English language, a total of about 600 words.

▼ **Table 2.4** The influence of Viking culture and language on the English days of the week

Modern English	Old Norse	Old English	Meaning
Sunday	*sunnudagr*	*Sunnandæg*	Sun's day
Monday	*mánadagr*	*Mōnandæg*	Moon's day
Tuesday	*tysdagr*	*Tīwesdæg*	Tyr's day
Wednesday	*óðinsdagr*	*Wōdnesdæg*	Odin or Wodin's day
Thursday	*þórsdagr*	*Þunresdæg*	Thor's day
Friday	*frjádagr*	*Frīgedæg*	Freya's day
Saturday	*sunnunót*	*Sæternesdæg*	Saturn's day

Christmas traditions

Christmas usually brings to mind many joyful images of Christmas trees, snow, open fires, bright lights, presents and Santa Claus. While Christmas is known as a Christian holiday that celebrates the birth of Jesus, many of the Christmas rituals and customs we practise today do not have a Christian origin. These traditions are from Yule, a Viking festival of light and warmth during the coldest and darkest time of the year. For the Vikings, Yuletime was celebrated during the winter solstice (the shortest day and longest night of the year, around 21 December in the northern hemisphere). Snorri Sturlusson wrote about animal sacrifice by fire during Yule as offerings to the gods, which is possibly where the origin of giving presents, burning a yule log and hanging stockings over the fireplace come from. While Santa Claus comes from the story of St Nicholas (a Greek bishop who lived in the fourth century), his reindeer-drawn sleigh is based on the god Thor, whose sleigh travels across the sky drawn by two goats.

▲ **Source 2.104** A traditional Christmas scene often includes a Yule log, stockings and a Christmas tree

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▲ **Source 2.105** Stories of Santa Claus include a flying sleigh drawn by reindeer to deliver presents which draws on the mythology of the Norse god Thor, whose flying sleigh is pulled by two goats.

Popular culture

Stories of Viking mythology, heroes and the Norse gods have influenced the creation of books and a number of films, including J. R. R. Tolkien's *The Hobbit* and *Lord of the Rings* as well as Marvel's *Thor* and *The Avengers* comic books and blockbuster hits. Tolkien's characters were inspired by Norse mythology, including the dwarves, elves, giants, trolls, monsters and dragons. His characters also lived in the different realms named after Yggdrasil's many worlds. The hobbit homes in Middle Earth were based on Viking longhouses, and the weapons and armour described in the books were also inspired by the Vikings. Similarly, Marvel's *Thor: Ragnarok* (2017) was inspired by the epic apocalyptic battle that brings about the destruction of the gods.

▲ **Source 2.106** Gandalf the wizard and Frodo the hobbit from the Lord of the Rings films, inside a hobbit home. Many elements of Tolkien's stories were based on Norse mythology, including the design of hobbit homes

▲ **Source 2.107** The character of Thor in Marvel's hit film series

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▲ **Source 2.108** A hobbit home from the Lord of the Rings movie set, inspired by Viking longhouses, using dirt and turf for insulation

END-OF-SECTION REVIEW 2.6

Review questions

Answer these questions on paper or in the Interactive Textbook.

Recall

1 Who were the days of the week originally named after?
2 Why was Yule celebrated over the winter solstice?
3 How is Santa Claus similar to the Norse god Thor?
4 Which popular books, comic books and films have been influenced by Norse mythology?

Interpret

5 How did the Vikings influence the English language and the days of the week?
6 Explain how the winter solstice rituals of the Vikings influenced the Christmas traditions we practise today.
7 What features of Norse mythology and Viking culture have been used in popular books, comics and films?

Argue

8 Compare and contrast Christmas traditions with Yule traditions. Create a chart that shows the similarities and differences between the two festivals.
9 Justify how the influence of the Norse language on the days of the week and Viking culture on modern Christmas traditions are products of the Viking expansion to England.

Digital quiz
Please see the Interactive Textbook to access digital activities

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Conclusion: why does it matter today?

In a little over 250 years, the Vikings reshaped the history of Europe and left a lasting impact on the world. Their legacy can be found in many areas of modern Western society and culture. From their technological developments in shipbuilding and sailing, to their poetry, language, battle tactics and religious beliefs, the Vikings have had a significant impact on the world they left behind.

▲ **Source 2.109** Carved runic writing and illustration of one of the stories of Odin

End-of-chapter activities

1 Self-assessment

That just about wraps up this topic. How did you feel you went working through the chapter? Before you attempt the following activities, visit the Interactive Textbook to rate your confidence with this topic, either online or via a downloadable checklist.

2 Making thinking visible

I used to think …, but now I think …

Use this routine to reflect on how your understanding and perception of the Vikings have changed over the course of this chapter.

1 Write what you used to think about the Vikings before starting this chapter. Take a minute to think back and then write down your response to, 'I used to think …'

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2 Now think about how your ideas about the Vikings have changed as a result of what you have learnt in this chapter. Again, write down what you now think about the Vikings. Start your sentence with, 'But now, I think …'

3 In groups or as a class, explain how your thinking about the Vikings has changed over the course of this chapter.

3 Research task

The recent discovery that the Birka Warrior was female has reshaped the concept of Viking chieftains and warriors being only male. Conduct online research and write a report that details the evidence of the Birka Warrior being a woman. Include in your report:

- Visual and textual sources to support your research
- The original archaeological findings from the excavation in 1889
- The recent bone analysis and DNA results in 2017
- A discussion of how this discovery challenges archaeologists' understanding of traditional gender roles of Viking society
- References to other sources, such as the sagas mentioned in this chapter, that provide additional evidence for female Viking warriors.

4 Creative writing task

Imagine you are a monk who survived the Viking raid at Lindisfarne in 793 CE. You would have never heard about or seen a Viking raid before. Write a journal entry of what you saw and how you escaped. Use sensory images such as touch, taste, sight, smell and sound to make your account more authentic. Use the information and sources from this chapter to support your response.

5 Extended response questions

1 Account for the impact of the Vikings' shipbuilding and sailing technologies on their trade and expansion.

2 Explain the social and cultural changes England experienced under the Danelaw. Refer to the sources and information in this chapter to complete your response.

3 'In a little over 250 years, the Vikings reshaped the history of Europe and left a lasting impact on the world.' Refer to this statement and the sources and information in this chapter to justify whether you agree or disagree.

6 Digital resources

Visit the Interactive Textbook to access:

- Victorian Curriculum Capability Project
- Interactive chapter Scorcher Quiz
- Google Earth tour of key locations in this chapter
- Videos, image galleries and other extra materials.

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CHAPTER 3

Ottoman Empire (c.1299–c.1683 CE)

Setting the scene: religious diversity in the Middle East

In 2014 Pope Francis, the global leader of the Roman Catholic Church and 1.2 billion Catholics worldwide, visited Turkey to talk to secular and religious leaders about how Christians and Muslims could better understand and live in peace with each other. The pope visited the famous Blue Mosque and silently prayed alongside a senior Islamic cleric, Istanbul's Grand Mufti Rahmi Yaran, for peace in the region.

The trip was intended to promote peace and understanding between two large religious groups, Christians and Muslims, who are sometimes seen as enemies. The papal visit came amid increasing tensions, with terrorist group ISIS persecuting Christian, Muslim and other groups. The visit was an example of religious leaders working hard to combat radicalism and division between different faith groups.

The region has not always been this way and there have been several long periods in history when different religious and cultural groups lived peacefully under the authority of a single ruler. The Ottoman Empire is an example of an empire that successfully ruled a multicultural and multi-faith population for centuries. Under Ottoman rule, Muslim, Christian and Jewish peoples lived and worked together throughout the Middle East for nearly 400 years, working towards shared goals while living peacefully under the control of a single political authority.

The history of the Ottoman Empire shows us that differences between religions and beliefs do not necessarily have to lead to violence. Different faith groups can live and work peacefully together, much like they do in twenty-first-century Australia. The creation of a successful multicultural and multi-faith society is one of the significant similarities between modern Australia and the Ottoman Empire of the early modern period.

MAKING THINKING VISIBLE 3.1

I used to think …, now I think …

Reflect on what you have just read about the Ottoman Empire and religious tolerance in the Middle East. Complete the following two sentences stems:

I used to think …

But now, I think …

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▲ **Source 3.1** Pope Francis visiting the Blue Mosque in Turkey to talk to religious and secular leaders about how to bring peace to the world

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Chapter overview

Introduction

The Ottoman Empire was one of the first great multicultural empires and provides a fascinating example of diverse religious and cultural groups living together in relative peace. At the height of its power, the Ottoman Empire controlled an immense area across Europe, Asia and Africa. It was the centre of Islamic power for hundreds of years and was responsible for significant achievements in the fields of religion, architecture, art and science.

This chapter explores the rise of the Ottoman Empire and its significant achievements. It examines some of the individuals who helped it expand across the Middle East and into Europe, Asia and Africa. By studying this dynamic empire, you can gain an understanding that the way the world is today, and the relationships between different cultural groups, is not the way it has always been.

Learning goals

After completing this chapter, you should be able to answer these questions:

- What were the causes of Ottoman expansion and the effects on the region?
- How did Ottoman society change over time?
- What were the perspectives of subject peoples towards Ottoman authority?
- Why was Suleiman the Magnificent a significant individual in Ottoman history?
- What were the significant challenges to Ottoman authority?

Historical skills

After completing this chapter, you will be able to demonstrate the following skills:

- Sequence significant events in chronological order
- Identify patterns of change over time
- Analyse historical sources
- Analyse the causes of significant events and their effects
- Evaluate historical significance of people, developments, and events.

► **Image:** The Blue Mosque in Istanbul, Turkey, is an example of Islamic architecture from the golden age of Ottoman power

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Timeline of key events

What came before this topic?

- In 285 CE Emperor Diocletian divides the Roman Empire in half, creating the Western Empire and the Eastern Empire.
- In 324 CE Byzantium (later known as Constantinople) is chosen as the capital of the Eastern Empire.
- In 476 CE the Western Roman Empire collapses.
- In c.650 CE the Roman Empire's eastern provinces are conquered by the Arabs.

Ottoman leader Osman I

c.1280–1324

Reign of Osman I, founder of the Ottoman dynasty

The last siege of Constantinople

1453

Sultan Mehmed II conquers Constantinople and ends the Roman Empire

1394–1402

Failed siege of Constantinople leaves the Roman Empire weakened

1516–17

Sultan Selim I conquers Mamluk Syria and Egypt, expanding the Ottoman Empire

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What came after this topic?

- In 1768–74 the Russo-Ottoman War leads to Russia becoming 'Protector of the Orthodox subjects of the Ottoman Empire'.
- In 1908 the Young Turk Revolution implements parliamentary democracy.
- In 1914–18 the Ottoman Empire is defeated in World War I.
- In 1922–23 the Ottoman Empire is formally dissolved and the Republic of Turkey is created.

Sultan Suleiman I

1526

Sultan Suleiman I defeats the Hungarians and the Ottoman Empire reaches its greatest extent

1683

Ottomans are defeated in Vienna, and Ottoman power begins to decline

1699

The Treaty of Karlowitz ends the Holy League's war against the Ottomans

Timeline questions

1 For how long did the Ottoman Empire exist after the Treaty of Karlowitz? What event led to its end?

2 Research the 'Holy League'. What was it and what were its aims?

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3.1 Significant developments and achievements in the Ottoman Empire

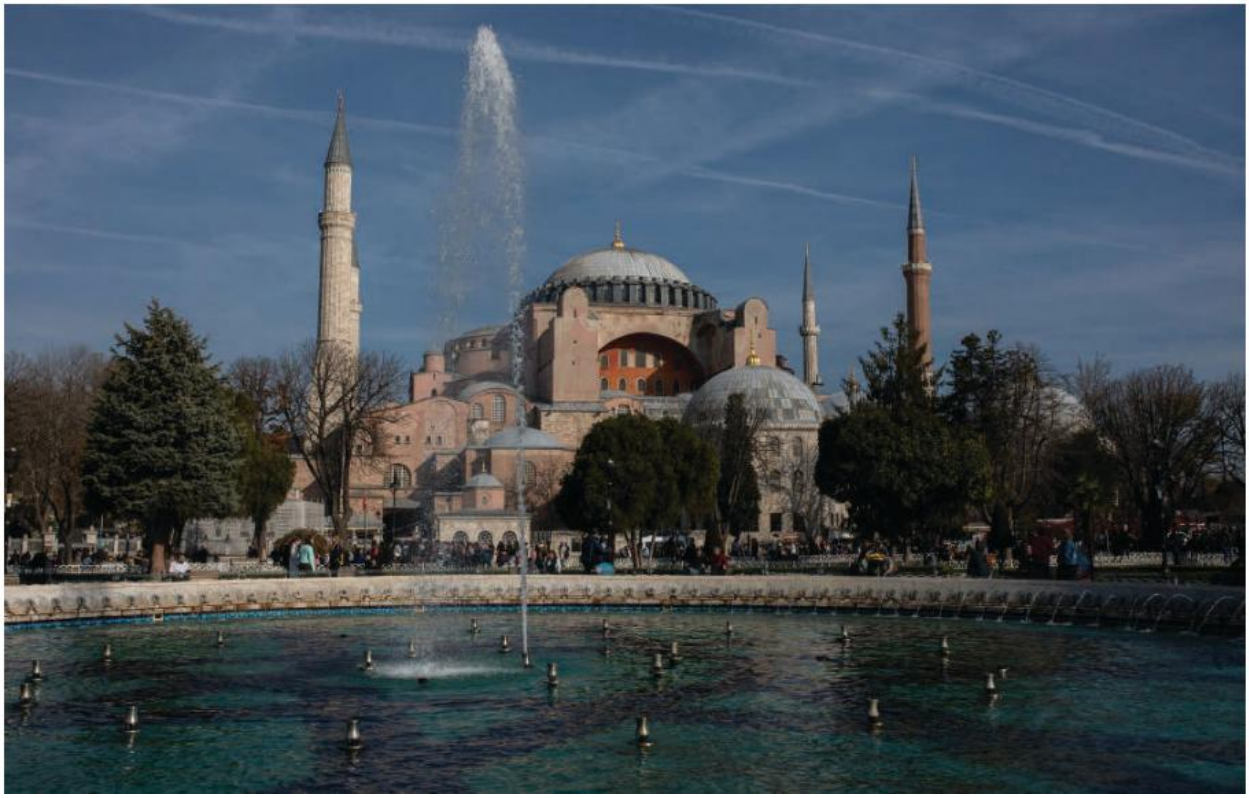
FOCUS QUESTION

What were the causes of Ottoman expansion and the effects on the region?

Introduction

The Ottoman Empire emerged in the region of Asia Minor (modern-day Turkey) and rose to power as the Eastern Roman Empire (also called the Byzantine Empire and referred to as the 'Roman Empire' for the rest of this chapter) declined. The Roman Empire had controlled this region for centuries and the Roman emperors who ruled from Constantinople (modern-day Istanbul) traced their heritage back to the first Roman emperor, Augustus, in the first century CE. The Romans had adopted Christianity as the official religion and the Patriarch of the Orthodox Church (one of the three main branches of Christianity) ruled from the awe-inspiring Hagia Sofia cathedral in Constantinople.

The Ottomans were originally a nomadic family who had settled in the region of Asia Minor. The first ruler of the Ottomans, Osman I, was a local chief who had defeated the surrounding tribes to make himself the most powerful local ruler. A group known as the Seljuk Turks were the strongest power in the wider region. Even the Romans in Constantinople lacked to power to oppose them. Both the Seljuks and the Ottomans were followers of Islam and the teachings of Mohammed (an Arab prophet and founder of the religion of Islam) from the late sixth and early seventh centuries. The Ottomans were followers of the Sunni branch of Islam, as are the majority of the followers of Islam. A smaller group, about 15 per cent of Muslims, follow the Shia branch of Islam.



▲ **Source 3.2** The Hagia Sofia was a Christian cathedral, but was later turned into an Islamic mosque after the Ottoman conquest of Constantinople.

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Expansion of the empire

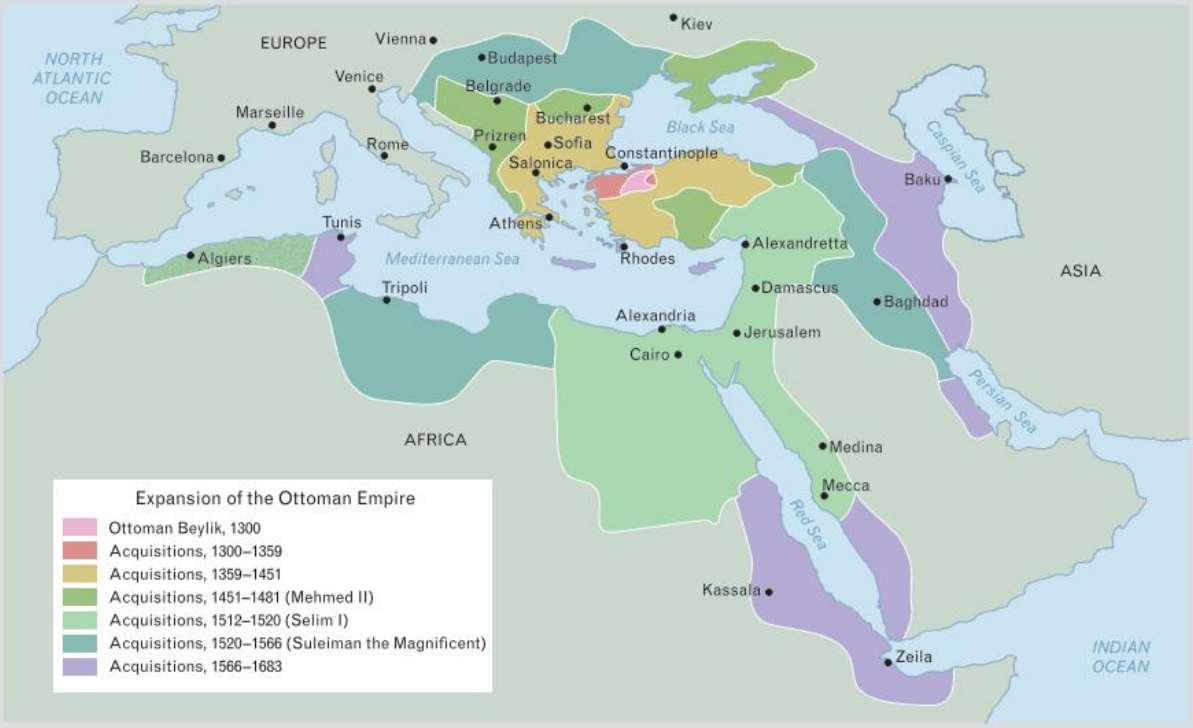
The Ottomans established themselves in the region of Asia Minor in the late thirteenth century, being only one of many tribes in the area. There was nothing about the Ottomans to suggest that they would rise to dominate the region over the next few centuries. Osman I declared independence from Seljuk control and in the early fourteenth century defeated a Roman army to consolidate his power in the region.

In the mid fourteenth century, Osman I's son, Orhan, extended Ottoman control of the region from their capital at Bursa, going so far as to take control of the region of Gallipoli on the European side of the Dardanelles Straight that divided Europe from Asia. Over the next few decades Orhan, and then his son Murad, continued to expand Ottoman control over the region of Asia Minor and further into regions on the European side of the Dardanelles and the Bosporus Sea. During the reign of Murad I, the Ottoman leader began to be referred to as 'sultan' of the region.

ACTIVITY 3.1

Using historical sources as evidence

1300 1481 1566



▲ **Source 3.3** The expansion of the Ottoman Empire

Responding to the source

Examine the maps and respond to the following questions.

1. Which regions did the Ottoman Empire gain control of first?
2. How long did it take for the Ottoman Empire to gain control of the Middle East and North Africa?
3. For how long did the Ottoman Empire exist? Refer back to the timeline at the beginning of this chapter to help you.

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Ottoman control of the region, however, was not complete because of the presence of the Romans in Constantinople. The empire was not as strong as it had been in ancient times, but the city of Constantinople controlled the sea trading routes in the region because of its location on the Sea of Marmara. The city itself was protected by the virtually impregnable Theodosian Walls, making any attempt to capture the city futile. Early attempts to **besiege** Constantinople proved fruitless and the last remains of the Roman Empire endured even though the Ottomans controlled most of the surrounding region outside of the city.

KEY TERM

besiege to surround a city with an army and attempt to capture and control it

In 1400 an attack from the Mongols in Central Asia threw the Ottomans into chaos. The sultan, Bayezid, was killed and the Ottoman kingdom descended into civil war as his four sons fought for control of the empire. It was not until 1413 that Mehmed I overcame his brothers and was declared sultan. Mehmed's grandson, Sultan Mehmed II, would finally defeat the Romans in Constantinople.

ACTIVITY 3.2

Using historical sources as evidence

SOURCE A

▲ **Source 3.4** Modern artistic representation of the siege of Constantinople

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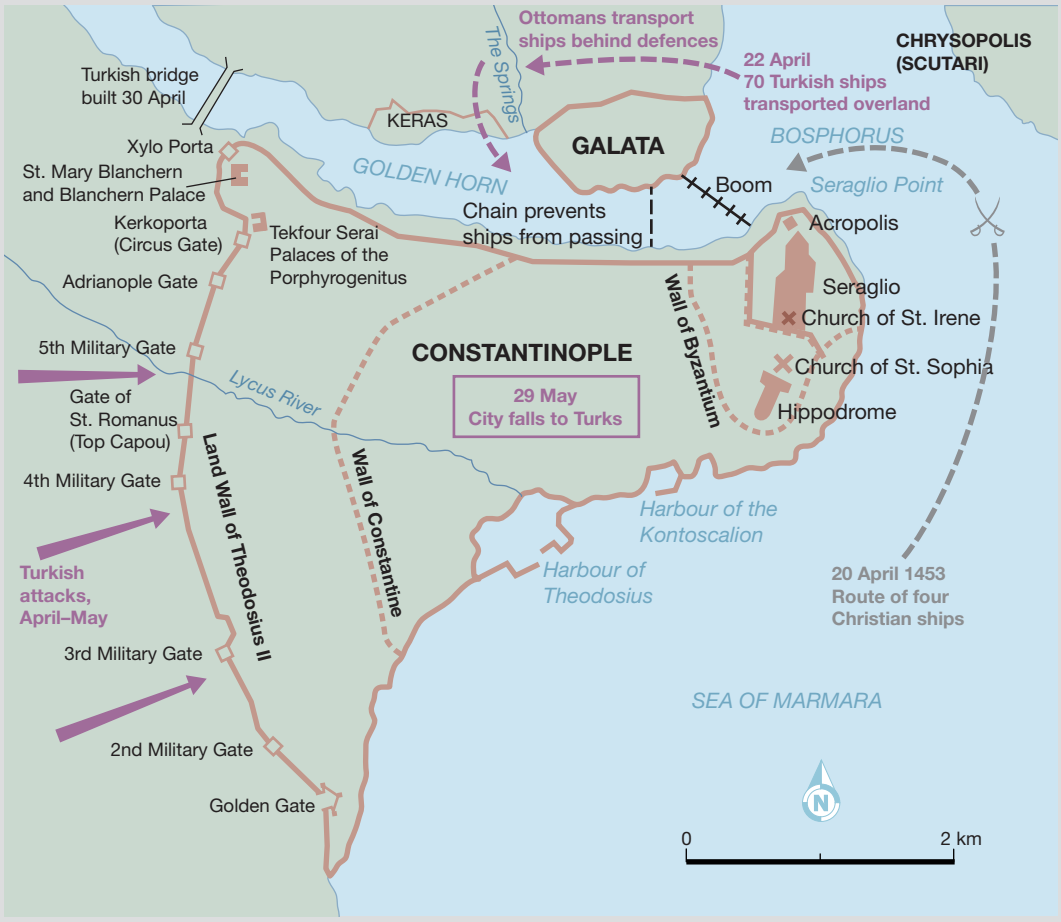
SOURCE B



▲ **Source 3.5** Siege of Constantinople

Responding to the sources

Examine the painting and the map and answer the following questions:

1. Who is depicted in Source A?
2. What event does the source depict?
3. Using Sources A and B, explain how the Ottomans bypassed the Roman defences.

In 1453 the Ottoman sultan, Mehmed II, attacked Constantinople. Carrying his ships overland allowed him to bypass Roman defences and capture Constantinople. The Ottoman Empire renamed Constantinople as Istanbul and made it their capital city, allowing them to control all of Asia Minor and the Middle Eastern region.

Over the next 200 years, the Ottoman Empire extended its control to Hungary in Europe, Yemen in Africa and Iraq in the east. Ottoman armies even made it to the gates of Vienna, one of the great capital cities of Europe, in 1529 and 1683, but were defeated by a group of allied European armies.

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The Ottoman Empire was the only major Islamic world power from the middle of the fifteenth century. It kept control of the Balkans until 1878 and the Middle East until World War I, when it collapsed. The Ottoman Empire was the only empire capable of challenging the mighty Christian European kingdoms and represents one of the most diverse and successful multicultural empires in world history. They controlled vast areas of land and diverse religious and cultural groups, all of whom were allowed to live and work in the empire in peace, with their own religions and customs being respected by the Islamic rulers.

DEVELOPING HISTORICAL CONCEPTS AND SKILLS 3.1

SEQUENCING CHRONOLOGY

When we study history, it is important to get the facts right. We have to begin with what happened in what order and nothing is better for this than a timeline.

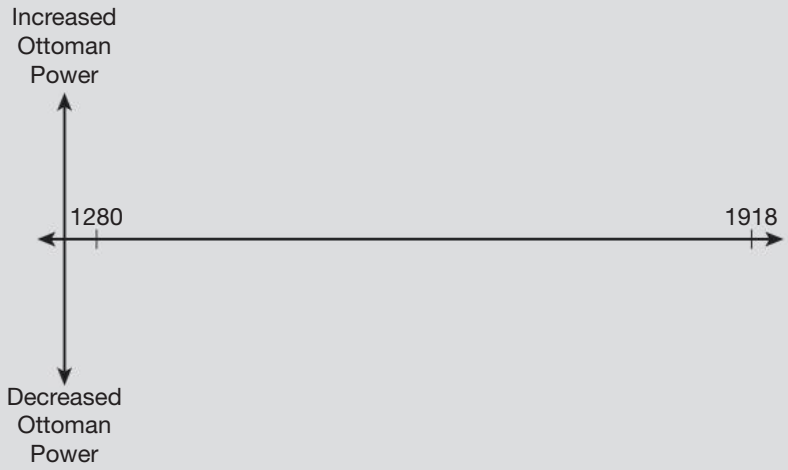
There is a timeline in the start of this chapter that identifies the important events in the history of the Ottoman Empire, but we need to do more with it than just memorise the dates.

Timelines can be useful for identifying patterns and changes over time that we might not see if we just read through text. We might be able to see a period of time when one group gains more power or when a different group loses power. We might be able to see which events caused other developments and what the consequences of these developments might have been.

A timeline is a helpful tool that can be used in many different ways to understand what happened in the past. When we create or find a timeline, we need to dig a little deeper to see what patterns we can identify.

Use the timeline at the start of this chapter to complete the following activity:

1 Decide if each event increased or decreased the power of the Ottoman Empire and recreate the timeline below:



▲ **Source 3.6** Example of a timeline template for identifying patterns

2 Explain how the power of the Ottoman Empire changed over time.

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Achievements of the Ottoman Empire

Some of the most significant achievements of the Ottoman Empire were in science and education. The Ottoman Empire was the world leader in scientific research at the time. In addition to this, the empire implemented public welfare programs for the benefit of the whole population, the likes of which were not seen in Europe until much later.

Astrolabe

The astrolabe is thought to have been invented in ancient Greece, but there are no working examples that have survived. They were used to map the movement of celestial bodies (stars) and the technology was perfected in the Ottoman Empire. It is regarded as the most important astronomical device before the invention of the modern computer.

> The ability of Islamic civilization to perfect what it inherited, and to endow what it made with beauty, is nowhere better expressed than in the astrolabe.

▲ **Source 3.7** Oliver Hoare quoted in, *World Maps for Finding the Direction and Distance of Mecca: Examples of Innovation and Tradition in Islamic Science*, David A. King, Brill Academic Pub, 1999, p.17

▼ **Source 3.8** This astrolabe is at least 500 years old.

▲ **Source 3.9** The Divrigi Great Mosque and Hospital, an example of Ottoman hospitals spread throughout the empire

Public hospitals

While there is evidence that hospitals existed before the Ottoman Empire, it was during the time of Ottoman rule that they spread throughout the territory. In time every Islamic town under Ottoman control had access to a hospital to look after the sick, including the homeless and poor. The hospitals were open to all subjects in the Ottoman Empire, both Muslim and non-Muslim.

> Like preceding Islamic hospitals, the Ottoman hospitals too were charitable institutions; their purpose was to heal sick patients (rather than to serve as hostels or hospices, caring for the dying or chronically ill) …

▲ **Source 3.10** Miri Shefer-Mossensohn, *Medicine in the Ottoman Empire*, in: Selin H. (eds) *Encyclopaedia of the History of Science, Technology, and Medicine in Non-Western Cultures*, Springer, Dordrecht, 2016

Public education

In the Ottoman Empire, each religious group established schools for its communities. Education, therefore, was deeply linked to religious and ethnic groups.

► **Source 3.11** An Ottoman *madrasa* (school) in Samarkand

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Islamic schools were mostly held in mosques and instruction was largely religious in nature.

> There is perhaps no country in Europe in which primary education was provided for at so early a date as in Turkey, or so many inducements held out to poor parents to allow their children to participate in its benefits.

▲ **Source 3.12** Lucy Mary Jane Garnett, *Turkish Life in Town and Country*, 1904

▲ **Source 3.13** This Ottoman library is in modern Greece, but was built when the Ottomans controlled the region.

Public libraries

The Ottomans did not spend a lot of resources on creating public libraries until after the conquest of Constantinople in 1453. One of the first buildings to be built, the Old Palace in Beyazid, contained an extensive library that had grown to house more than 7500 different works by 1502. The Ottomans established positions to manage the growing libraries throughout the empire. Librarian, assistant librarian and bookbinder are some of the jobs that the Ottomans created to run their network of libraries. Libraries spread as the public education system also spread throughout the empire, with the imperial libraries used heavily by students enrolled at Ottoman schools.

> The spread of libraries outside major cities can be explained not only by the need for books, but also in part by a rise in the public literacy rate. However, the establishment of library collections was intended to meet the needs of madrasah [school] students, and the spread of the libraries to regions far from the centre was influenced by the spread of madrasah [school] education.

▲ **Source 3.14** I Erünsal, 'Libraries in the Ottoman Empire and Turkey', *Oxford Encyclopedia of Philosophy, Science, and Technology in Islam*, Ayduz et al. Oxford University Press, 2014, p. 475

Digital quiz
Please see the Interactive Textbook to access digital activities

END-OF-SECTION REVIEW 3.1

Review questions

Answer these questions on paper or in the Interactive Textbook.

Recall

1. In which region did the Ottoman Empire rise to power?
2. Which city was controlled by the last remnants of the Roman Empire?
3. How did the Ottoman's bypass the Roman defences?
4. What was the title of the Ottoman rulers?
5. When did Ottoman power reach its peak?

Interpret

6. Why was it important for the Ottomans to take control of Constantinople?
7. What do the achievements of the Ottoman Empire tell us about what they valued?

Argue

8. How did the Ottomans change who ruled in the Middle East? In your response refer to specific events and sources of evidence.

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3.2 The way of life and social structure in the Ottoman Empire

FOCUS QUESTION

What were the significant features of Ottoman society?

Introduction

The Ottoman Empire was one of the most diverse and multicultural empires of the medieval and early-modern period. It ruled populations with many different religious beliefs and traditions, which made it very different from other major kingdoms and empires of the same time.

Subjects under Ottoman rule were categorised by their religion rather than their nationality, with the Muslim community being the most powerful in Ottoman society. Other religious communities, mainly Orthodox Christian and Jewish groups, were organised into groups called **millets** that were responsible for much of their own organisation, such as tax collection, inheritance laws and marriage laws. Compared to other great powers at the time, the Ottoman Empire displayed a surprising amount of religious tolerance. Under Ottoman rule, Christians, Jewish people, and Muslims lived and worked together in peace.

Notably, Jewish communities enjoyed significant peace and freedom under Islamic Ottoman rule that Jewish communities in Christian kingdoms in Europe were denied. When Jewish communities were being persecuted in Spain and were being forced to leave in the 1490s, the Ottoman Sultan Bayezid II dispatched his navy to Spain to bring them safely to the Ottoman Empire and decreed that all refugees be warmly welcomed into the empire and become Ottoman subjects. Bayezid II recognised that the Jewish peoples of Spain were skilled craftsmen and their work could benefit his empire. The Jewish peoples made significant contributions to the Ottoman Empire, helping to spread Ottoman power and prestige throughout the region.

KEY TERM

millet a system under which religious groups in the Ottoman Empire were able to live by their own religious laws

ACTIVITY 3.3

Using historical sources as evidence

SOURCE A

▲ **Source 3.15** Sultan Bayezid II

SOURCE B

You venture to call Ferdinand a wise ruler, he who has impoverished his own country and enriched mine!

▲ **Source 3.16** Sultan Bayezid II on King Ferdinand of Spain after the king had expelled the Jewish people from Spain

Responding to the sources

1. What does Source B tell us about Sultan Bayezid and his attitude towards religious tolerance?
2. What does it tell us about what Sultan Bayezid thought was important to his empire?

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Political structure

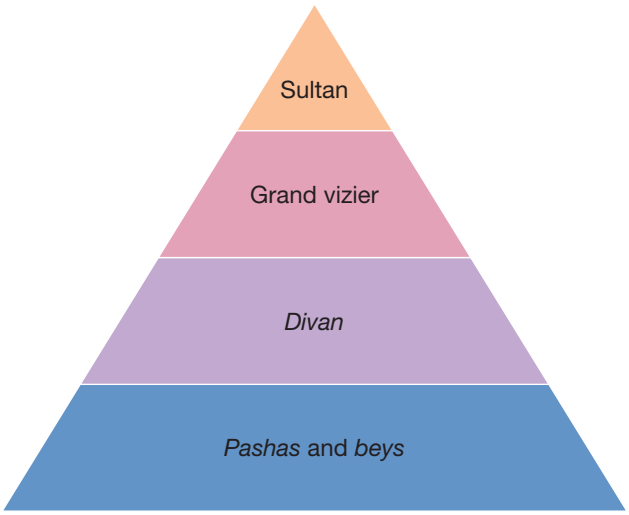
The political structure of the Ottoman Empire was centred on the absolute rule of the sultan, similar to the role of a king in many European kingdoms of the same time. Also, in a similar way to many European kingdoms, the sultan was seen as being responsible only to God for the decisions that he made.

KEY TERMS

hierarchy a system of organisation in which individuals or groups are ranked one above the other

province a region of a larger country or empire

Unlike many European kingdoms, the sultan was also the ultimate religious leader of the Ottoman Empire, in addition to being its political leader. Some European empires operated in the same way, particularly England, while in most other Catholic empires the highest religious authority was the pope in Rome. The diagram in Source 3.17 demonstrates the relationship between different groups in the political **hierarchy**.



▲ **Source 3.17** The political hierarchy in the Ottoman Empire

The grand vizier

Appointed by the sultan, the grand vizier was the chief bureaucrat and administrator of the Ottoman Empire (similar to a modern-day prime minister). The grand vizier could act in the name of the sultan and was only able to be fired by the sultan. The grand vizier worked from the Topkapi Palace in Istanbul.

The *divan*

This was the council of officials who assisted the grand vizier with the administration of the empire. They, along with the grand vizier, were known as the 'dignitaries of the pen'.

The *pasha* and *beys*

These governors and officials ran different **provinces** throughout the Ottoman Empire. They commanded military forces, ran the legal systems, and collected taxes. They were known as the 'dignitaries of the sword'.

Amazing but true …

It became the custom in late eighteenth century that a condemned grand vizier could escape his fate by beating the head gardener in a race through the palace gardens.

Social roles

Women

Women did not have equal rights with men, but neither were they completely powerless in Ottoman society. In many regards they enjoyed superior rights to women in many other parts of the world at the same time, including Europe. Women in Ottoman society were able to inherit property and run businesses, both of which were rare in Europe at the time. It was also common for women from lower classes to be involved in the textile industry and for women to work as slave brokers. In rural areas women were often in charge of farms when the men were absent during wartime.

Men were allowed to have up to four wives, although this was not common. Ninety-five per cent of men had only one wife. Muslim women also enjoyed additional legal protections such as the right to divorce abusive husbands, leading some non-Muslim women to convert to Islam in order to leave an abusive marriage.

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ACTIVITY 3.4

Using historical sources as evidence

The sultan's wife, the sultana, was the most important woman in the Ottoman Empire. She lived a life of luxury that was very different from the lives of other women in the empire.

> All the walls of the kiosk in which she lives are covered with the most beautiful Persian tiles and the floors are of cedar and sandalwood, which give out the most delicious odour. I advanced through an endless row of bending female slaves, who stood on either side of my path. At the entrance to the apartment in which the Sultana consented to receive me, the elderly lady who had accompanied me all the time made me a profound reverence, and beckoned to two girls to give me their aid; so that I passed into the presence of the Sultana leaning upon their shoulders. The Sultana, who is a stout but beautiful young woman, sat upon silk cushions striped with silver, near a latticed window overlooking the sea. Numerous slave women, blazing with jewels, attended upon her, holding fans, pipes for smoking, and many objects of value.

▲ **Source 3.18** A letter by a visiting European who met the sultana, c. 1550

Responding to the source

1. How does the source describe the sultana?
2. What does this source tell us about the wealth and power of the sultan and his wife?

Slaves

Despite Islamic law prohibiting the enslavement of Muslims, slavery of non-Muslims was a central part of Ottoman society and its economy. Slaves made up as much as 20 per cent of Istanbul's population during the sixteenth and seventeenth centuries. Initially slaves came from Africa or were enemies who had been captured in battle. Despite their status, slaves could amass significant power and authority. Slaves of the sultan could enter politics or gain senior positions in the army. Many believed that slaves made excellent government officials because, as foreigners who grew up outside of the empire, they did not favour one group over any other. The elite fighting force of the empire, the **Janissaries**, were slaves who were personally loyal to the sultan.

Eunuchs

Eunuchs, men who had been **castrated**, were the only men that were trusted to guard and enter the sultan's **harem**. The chief eunuch was a significant position, given the close contact he had with the sultan and his family. In addition, eunuchs educated the sultan's children, managed the treasury, and looked after important religious artefacts.

KEY TERMS

Janissary elite soldier of the Ottoman army

castrate remove a man's testicles

harem literally 'forbidden'; the area of an Ottoman household where the wives and mistresses lived

MAKING THINKING VISIBLE 3.2

I used to think …, now I think …

Sometimes we have existing ideas about what life would be like if you were a slave, or a woman, in a different society. These ideas don't always match what historical sources tell us. Based on what you have read about slaves and women in the Ottoman Empire, complete the following two sentences.

I used to think …

Now I think …

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Daily life

Daily life revolved around an individual's religious community, usually centred on a mosque, synagogue or church. Islamic law stated that wealthy subjects were expected to give part of their money to charities, such as soup kitchens, to support the poor and the needy, and these services were also centred around local religious buildings.

KEY TERM
bazaar a central marketplace of a city

▲ **Source 3.19** Marketplace in Constantinople, seventeenth century

▲ **Source 3.20** The Grand Bazaar in Istanbul, nineteenth century

The **bazaar** also served as central part of Ottoman cities. These marketplaces were where goods such as coffee beans, silk and animal skins were sold. They were closely regulated by the Ottoman authorities and merchants who broke the rules recieved harsh punishments, such as caning or being nailed to the door of their shops. The Grand Bazaar of Istanbul, opened in 1461, is the most significant example of Ottoman marketplaces and remains a popular tourist attraction to this day.

With alcohol banned under Islamic law, coffee was one of the most popular drinks and coffee houses were commonplace in Ottoman cities. There were various forms of entertainment in the coffee houses, such as dancers, singers and actors. Outside of the coffee house, sport was a common form of entertainment, with oil wrestling, archery and horse riding being some of the most popular. These sports, in addition to entertaining the masses, were seen as also helping prepare men for warfare.

For most people, food was usually sourced from the local area, but the sultan's court enjoyed a wide variety of foods from across the empire. Rice, for example, was viewed as a luxury item and cooks at the imperial palace were specifically hired according to their skill in cooking it. Throughout most of the region, bread was the staple grain food in peasants' diets.

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Amazing but true…

It was considered rude for the sultan to speak too much, so a form of sign language was introduced, and the ruler spent most of his day surrounded by complete silence. One sultan, Mustafa, could not stand the silence. He went insane and was seen throwing coins into the sea for the fish to spend.

END-OF-SECTION REVIEW 3.2

Review questions

Answer these questions on paper or in the Interactive Textbook.

Digital quiz
Please see the Interactive Textbook to access digital activities

Recall

1 What was the name of the system for different religious groups living under Ottoman rule?
2 Who administered the empire for the sultan?
3 What groups guarded the sultan's harem?
4 What did most subjects drink instead of alcohol?

Interpret

5 Why was religious tolerance important in the Ottoman Empire?
6 How were women's rights in the empire different from in other areas in the world at the time?
7 Why were slaves allowed to serve in different jobs?

Argue

8 Which groups were the most influential in Ottoman society? Which groups were the least influential?

▲ **Source 3.21** Merchants with their stalls in the bazaar in Constantinople (modern-day Istanbul), from the seventeenth-century *Cicogna Codex*

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3.3 The perspective of subject peoples

FOCUS QUESTION

What were the perspectives of subject peoples towards Ottoman authority?

Religious tolerance

The Ottoman Empire was one of the most diverse and multicultural empires of recent history. After the fall of Constantinople and its transformation into Istanbul, Mehmed II reorganised society to deal with the multiple large religious groups he now ruled. While Islam was the dominant religion and Muslims were the highest-ranked citizens, other religious groups were allowed to stay, work and live in peace under Ottoman rule. Mehmed saw that these large populations of skilled craftsmen could be a great benefit to his empire, and Mehmed himself had a great respect for the Greek learning that formed the basis of Western education.

The millet system, where communities were grouped by religion, allowed for religious groups to retain their identity within the empire while still enforcing Islamic law. This system allowed for a remarkable degree of religious tolerance to emerge, despite the dominance of the Islamic faith. The various groups of Jewish people, Orthodox Christians and other Christian groups could practise their religions freely in a way that was unusual in the late medieval and the early modern period.

ACTIVITY 3.5

Using historical sources as evidence

Reading what other historians have written can give us new perspectives or help to confirm our thoughts on different historical topics. The works of these historians are called secondary sources. Lord Kinross, a Scottish historian, wrote a book about the Ottoman Empire called *The Ottoman Centuries*, where he says the following about the Christian Church under Ottoman rule.

> The Christian Church was now subordinated to the Islamic state and subjected to the payment of tribute. But in return for this its community was still to enjoy freedom of worship, and to retain its own observances and customs of life.

▲ **Source 3.22** Patrick Balfour Kinross, *The Ottoman Centuries: The Rise and Fall of the Turkish Empire*, London: William Morrow Books, 1979, p. 112

Responding to the source

1 What is Kinross's opinion about how the Christian Church was treated by the Ottoman rulers?

The sultan and the Orthodox Church

When Mehmed took control of Istanbul, the previous leader of the Christian Orthodox Church, called the patriarch, had fled to Italy, leaving the local Orthodox Christian community without a leader. Despite being a Muslim, Mehmed quickly searched for a replacement to be patriarch of the Orthodox Christian community in Istanbul. He chose the monk Gennadius, who was known to be a scholar of great renown. Gennadius had been acquired as a slave during the conquest of Istanbul. Gennadius was freed and brought before the sultan, who treated him with great respect. Mehmed convinced him to accept the position of patriarch.

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In January 1454 Gennadius was enthroned as patriarch. During the ceremony the sultan personally placed the symbols of the position on Gennadius and said, 'Be patriarch, with good fortune, and be assured of our friendship, keeping all the privileges that the patriarchs before you enjoyed'.

Gennadius was given complete authority over the millet of Rum, the Eastern Romans who remained in Istanbul after Mehmed had conquered it. The sultan also gave him a ceremonial Ottoman rank, *pasha*, and he was given authority over all laws that affected the Eastern Romans of Istanbul. While the Hagia Sofia was converted into a mosque, many other churches were spared from destruction specifically so the local Eastern Roman communities would have somewhere to worship after Mehmed had taken control of the city. The sultan became regarded as the great protector of the Greek Orthodox Church, despite being of a different religion.

▲ **Source 3.23** Eighteenth-century engraving of a Greek Orthodox patriarch

Many Orthodox Christians even said that they preferred to live under Ottoman rule than a Catholic Christian king in Europe.

Jewish communities

After the conquest of Constantinople, and its transformation into Istanbul, Mehmet II brought many skilled craftspeople to help rebuild the city. One of the largest groups was Jewish peoples from around the Ottoman Empire. After only 25 years they became the third largest group in the capital after the Muslims and Christians. They were given their own millet and allowed to organise themselves just as the Christians and Muslim communities had done. In this community they had more rights and legal protections than many other Jewish communities throughout Christian Europe.

▲ **Source 3.24** An eighteenth century depiction of Gennadius and Mehmed II

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ACTIVITY 3.6

Using historical sources as evidence

Historians have written that, while minority communities did get relatively better treatment compared with similar communities elsewhere in the world, they were still subject to restrictions because of their religious identity.

> That is not to say, however, that Jews and Christians enjoyed complete freedom under Islamic rule. They were seen as inferior by both the government and by many people. Put in simplistic terms, the superiority complex held by Muslims in the Ottoman Empire can likely be attributed to their acceptance of the Prophet Muhammad as the final prophet, a belief that Christians and Jews did not aspire to. Their failure to do so may have caused Muslim rulers to view them in a substandard capacity. As such, they were required to pay a special poll tax, a *jiyzya*. While they were allowed to hold certain senior-level positions, such as financial advisers or physicians, they were always required to hold only those positions subordinate to their Muslim counterparts. They were even sometimes subjected to restrictions in dress, or were harassed by certain officials and neighbors. This shows that despite the granting of *dhimma* [official government protection] to the Christians and Jews, unofficial acts of prejudice were sometimes condoned.

▲ **Source 3.25** Y. Baraz, 'The position of Jews and Christians in the Ottoman Empire', *Inquiries Journal/Student Pulse*, volume 2, number 5, 2010

Responding to the source

1. Why did the Ottomans believe themselves superior to the Jewish and Christian communities?
2. What restrictions were placed on the Jewish and Christian communities under Ottoman rule?

Digital quiz
Please see the Interactive Textbook to access digital activities

END-OF-SECTION REVIEW 3.3

Review questions

Answer these questions on paper or in the Interactive Textbook.

Recall

1. Which religion was dominant in the Ottoman Empire?
2. What was the name of the leader of the Christian Orthodox Church in Istanbul?
3. Which group of people grew in number quickly to become the third largest group in Istanbul?

Interpret

4. Why did Mehmet II choose a new leader for the Orthodox Christian community?
5. Why did Mehmet II treat the Christian and Jewish groups so favourably?

Argue

6. How did the Ottoman authorities treat minority groups under their rule? Use some evidence from sources in your response.

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3.4 The role and achievements of a significant individual: Suleiman the Magnificent

FOCUS QUESTION

Why was Suleiman the Magnificent a significant individual in Ottoman history?

Introduction

Suleiman I, more generally known as Suleiman the Magnificent, was one of the most significant individuals in Ottoman history. He became sultan in 1520 and was predicted to be a great leader as he was the tenth Ottoman sultan, and he was ruling in the tenth century since the time of the Prophet Mohammed. This was significant as in Muslim culture the number ten is sacred. He was seen as destined to be the master of the sixteenth century, spreading Ottoman power even further.

Suleiman was well educated in his youth, trained in administrative affairs and worked as the governor of three different Ottoman provinces. He was a man of sincere religious belief and was said to be kind and tolerant of others.

Since the fall of Constantinople in 1453, European kingdoms began to take Ottoman power much more seriously than they previously had. The rivalry between the Holy Roman Emperor, Charles V, and the French King, Francis I, was beneficial for Suleiman as it kept his European rivals fighting between themselves instead of attacking his empire. Suleiman was able to play each rival off against the other, even sending Francis 100 000 gold pieces in 1533 to help fund military action against Charles V.

▲ **Source 3.26** Suleiman the Magnificent c.1530

ACTIVITY 3.7

Using historical sources as evidence

He is twenty-five years of age, tall, but wiry, and of a delicate complexion. His neck is a little too long, his face thin, and his nose aquiline. He has a shadow of a moustache and a small beard; nevertheless, he has a pleasant **mien**, though his skin tends to pallor. He is said to be a wise Lord, fond of study, and all men hope for good from his rule.

▲ **Source 3.27** Venetian Bartholomeo Contarini about Suleiman soon after his accession, 1520

KEY TERM

mien a person's appearance or manner

Responding to the source

1 What positive things does Contarini say about Suleiman?

2 What negative things does he say?

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Suleiman made plans to expand the Ottoman Empire further west into Europe while his rivals were occupied with fighting each other. He invaded Hungary, capturing Belgrade, and the Greek island of Rhodes, dealing significant defeats to the Christian powers who defended these regions. Only the combined forces of several kingdoms were able to stop his armies at the gates of Vienna in 1529. The fact that Ottoman armies had managed to march into the heart of Europe showed the strength and skill of Suleiman, even if they did not succeed in taking Vienna.

Suleiman was seen as a civilised monarch, skilled in administration, warfare and diplomacy. This was very different from how Suleiman's predecessors had been seen by the European powers. Daily life in his palace was very similar to that of other European monarchs, with ceremony and tradition affecting every aspect of his day. When he rose from his bed every morning, specially selected servants would dress him in a robe that he would wear only once. His meals were brought to him by a line of waiters; he ate alone from fine silver dishes and porcelain plates on a low silver table. A doctor was always nearby in case of attempts to poison him. European monarchs had similar practices, which shows some of the similarities between Ottoman and European customs.

ACTIVITY 3.8

Using historical sources as evidence

The Flemish noble Ogier Ghiselin de Busbecq was a famous scholar and visited Suleiman's court. He wrote several descriptive letters back to Europe describing it.

> In all that great assembly no single man owed his dignity to anything but his personal merits and bravery; no one is distinguished from the rest by his birth, and honour is paid to each man according to the nature of the duty and offices which he discharges. There is no struggle for precedence, every man having his place assigned to him by virtue of the function which he performs. The Sultan himself assigns to all their duties and offices, and in doing so pays no attention to wealth or the empty claims of rank, and takes no account of any influence or popularity which a candidate may possess; he only considers merit and scrutinises the character, natural ability and disposition of each. Thus each man is rewarded according to his deserts, and offices are filled by men capable of performing them.

▲ **Source 3.28** Ogier Ghiselin de Busbecq discusses life in Suleiman's court, 1554. Cited in Patrick Kinross, The Ottoman Centuries , p. 202.

Responding to the source

1. According to the source, what kinds of attributes does the sultan approve of?
2. What does the source say about the culture of life at the court of Suleiman?

Significant achievements

During his reign, Suleiman the Magnificent was responsible for expanding Ottoman power deep into Europe, even though he failed to take Vienna. In addition to this he is responsible for significant achievements within the Ottoman Empire itself. While he was known as 'the Magnificent' to Europe, Suleiman was known as 'the Lawgiver' to his own people.

Suleiman sought to update the Ottoman legal code to bring it in line with his greatly expanded empire. He simplified the existing legal code while retaining the power of the sultan as the ultimate authority throughout the Ottoman Empire. This reformed legal code

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would remain in force until the nineteenth century. Suleiman worked to ensure that the law was administered impartially and fairly to all his subjects regardless of their own religious belief. His laws were judged to be so fair and even-handed that it was reported that many Christians serfs from neighbouring regions in Europe would flee from their own countries into Ottoman territory. Working under Ottoman Islamic rule was seen by many as a better life than staying in Christian Europe because of Suleiman's law code.

The Ottoman Empire grew increasingly rich under Suleiman's rule. It is estimated that Ottoman state revenue exceeded that of any Christian kingdom of the same period. Taxes were levied generally with no group unduly burdened compared to any other, resulting in healthy revenues for the imperial treasury.

Suleiman put in place an education system for Muslim boys that was largely free and better than any equivalent in Christian Europe. During his reign, the number of primary schools in Istanbul rose to 14, providing children with an education in reading, writing and the fundamentals of the Islamic faith. Students could then attend one of eight colleges in Istanbul, known as the 'eight paradises of knowledge', where they could study topics such as grammar, geometry and astronomy. Suleiman also put significant resources into building programs in Istanbul, helping to transform the city with vast new religious and civic architecture.

ACTIVITY 3.9

Using historical sources as evidence

A more beautiful spectacle never was presented to my gaze. Yet amid all this luxury that was a great simplicity and economy. The dress of all have the same form, whatever the wearer's rank; and no edgings or useless trimmings are sewn on, as is the custom with us … What struck me as practically praiseworthy in that great multitude was the silence and good discipline … Each man kept his appointed place in the quietest manner possible.

▲ **Source 3.29** Ogier Ghiselin de Busbecq discusses Suleiman's court. Cited in Patrick Kinross, *The Ottoman Centuries*, p. 202.

Responding to the source

1 How does de Busbecq describe the court of Suleiman the Magnificent? What stood out to him the most?

2 How does de Busbecq describe how Suleiman treats his subjects? What does he value the most?

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Legacy

Suleiman the Magnificent died on the night of 5 September 1566 while on a military campaign in Hungary. He had extended Ottoman power into Europe and across the eastern Mediterranean, the greatest extent the Ottoman Empire would ever reach. His reforms of the law code had created a just and fair legal system. He had made the Ottoman Empire a world power, feared by the nations of Christian Europe.

MAKING THINKING VISIBLE 3.3

Brainstorm

1. Brainstorm a list of 12 questions about the achievements of Suleiman the Magnificent. Use these question starts to help you think of interesting questions:
   - Why …?
   - What are the reasons …?
   - What if …?
   - What is the purpose of …?
   - How would it be different if …?
   - Suppose that …?
   - What if we knew …?
   - What would change if …?
2. Review the list and select the questions that seem most interesting. Discuss these questions for a few moments.
3. What new ideas do you have about the topic, concept or object that you didn't have before?

Digital quiz
Please see the Interactive Textbook to access digital activities

END-OF-SECTION REVIEW 3.4

Review questions

Answer these questions on paper or in the Interactive Textbook.

Recall

1. Which European city did Suleiman's armies reach in 1529?
2. What other name did the Ottoman subjects give Suleiman?
3. What subjects did boys study at school under the reign of Suleiman?

Interpret

4. Why did Ottoman subjects have such high hopes for Suleiman's reign?
5. How did Suleiman exploit divisions in Europe to strengthen his empire?
6. What did Suleiman value when appointing people to important positions within his empire?

Argue

7. Explain the achievements of Suleiman the Magnificent and why he is a significant individual in Ottoman history.

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3.5 Significant challenges and developments in society

FOCUS QUESTION

What were the significant challenges to Ottoman authority?

Introduction

The Ottoman Empire suffered many challenges to its authority over the course of its history. These challenges were related to conflicts, both internal and external, and economics. After the death of Suleiman, the Ottoman Empire entered a long period of slow decline. No sultan that followed him was as successful and, while it did not finally collapse until after World War I in 1918, the Ottoman Empire never expanded beyond what Suleiman the Magnificent was able to achieve. The long decline saw periods of resurgence but no sultan that followed was able to reverse the trend that saw Ottoman power diminish as each year passed. Revolts across parts of the empire, particularly in Anatolia in the early seventeenth century, and a devaluing currency had a crippling effect on the Ottoman Empire.

An early challenge: the Black Death

The highly infectious disease known as the Black Death was one of the most significant challenges that confronted the early Ottomans. It spread throughout the Middle Eastern region and into Europe in the mid 1300s, killing around 30 per cent of the population. One reason the disease spread so quickly was because of the trading along the Silk Roads.

As the disease spread throughout Ottoman territories, it had an unintended side effect for the emerging Ottoman Empire. As they were still a mainly nomadic people, it did not have as big of an impact on them as it did on the larger cities like Constantinople (still controlled by the Roman Empire at this time). The disease devastated Constantinople and significantly weakened the city, allowing the Ottomans to take advantage of Roman weakness, eventually capturing Constantinople in 1453.

Trade

Ottoman power was reliant on the control they had of the Silk Roads, the trade routes that linked the Mediterranean to the Far East (see Source 3.30). These trade routes brought enormous wealth into the Ottoman Empire, which could charge tariffs and taxes on the goods passing through their territory from places like China to Europe.

When European nations discovered a way to avoid Ottoman control and sail around Africa to reach India, China and Java, and the rich resources they possessed, it presented a fundamental challenge to the Ottoman economy. The Ottoman Empire was deprived of significant tax revenue and the European kingdoms gained access to enormous wealth from the Far East. This also meant that European powers began to concern themselves less and less with the Ottoman Empire as they invested their resources in exploration and colonisation of new lands.

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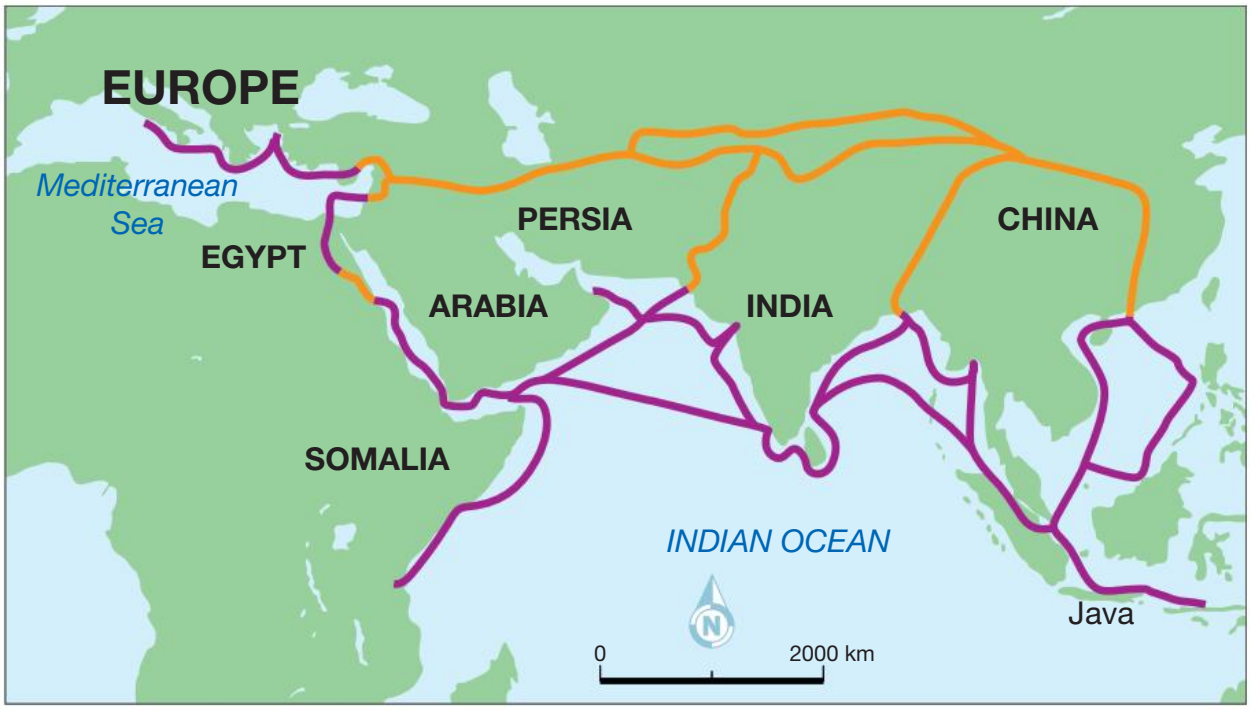

▲ **Source 3.30** The Silk Roads, overland (orange) and by sea (purple)

ACTIVITY 3.10

Using historical sources as evidence

Upon his ascension as sultan in 1623, Murad IV was faced with a crumbling empire. The historian Evliya Chelebi was the son of the sultan's goldsmith and recorded this account of when the sultan and Chelebi's father entered the imperial treasury.

> There were no golden vessels to be seen, and besides a quantity of lumber, there were found only six purses of money (30,000 piastres), a bag of coral, and a chest of china-ware. On seeing this Sultan Murad filled the empty treasury with his tears and having made two prostrations in prayer, he said, 'Insh'allah, please God, I will replenish this treasury with the property of those who have spoiled it, and establish fifty treasuries in addition'.

▲ **Source 3.31** Evilya Chelebi on Sultan Murad entering the empty treasury

Responding to the source

1. What does the source indicate about how much wealth is in the imperial treasury?
2. How does the sultan react to what he sees in the treasury?
3. What can this source tell us about the economic conditions in the Ottoman Empire in the early seventeenth century?

Suleiman's successors

Suleiman's successor, Selim II, was a shadow of his father and would be the first in a line of 25 Ottoman sultans who would preside over the long decline of the empire. Selim II was a selfish drunkard who possessed none of the keen diplomatic or military skills of his father. Over the centuries that followed Suleiman the Magnificent, successive sultans were unable to counteract the slow economic decline of what had once been the centre of trade across the world. As the Europeans established naval trading routes to the

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Far East, and then eventually to the Americas, the Ottoman Empire became captive to rulers of only average skill who could not reverse the decline.

Military failures

The Ottoman armies had once seemed invincible, winning victory after victory, which took them right up to the walls of Vienna. The victory of the Knights of Malta in 1565 at the Siege of Malta and the Spanish victory at the Battle of Lepanto in 1571 dispelled the notion that the Ottomans were invincible. The empire began to lose land to the Persians in the early seventeenth century, and the massive loss to the Europeans at the Battle of Vienna in 1683 marked an end to Ottoman military supremacy in the region.

The Battle of Vienna

The Battle of Vienna marked the beginning of the end of Ottoman power, although it would be a very slow decline. The Ottoman Empire under Sultan Mehmet IV had been expanding westwards into Europe and surrounded the city of Vienna for two months. For the first time in recent history, the powerful nations and empires of Europe viewed this as a serious threat and stood together to push back the invaders.

An alliance of European empires engaged in battle with the Ottoman armies outside of Vienna in 1683. This was the first time the Ottomans had faced a united European army and they were decisively defeated. The European armies reorganised into the 'Holy League' and pushed back Ottoman armies from Hungary and the Balkans, significantly weakening their power in the region.

This battle marked a turning point in history and the Ottoman Empire never again presented a significant threat to the Christian empires of Europe. Over the next 200 years the Ottoman Empire would slowly decline in power and influence until it finally collapsed following World War I in 1918.

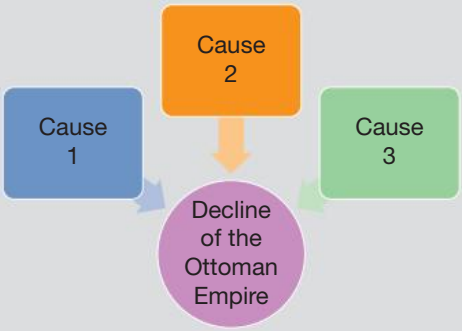
▲ **Source 3.32** The Battle of Vienna

ACTIVITY 3.11

Cause and effect

It's important to be able to correctly identify the causes of historical events.

1. Identify three causes of the decline of the Ottoman Empire.
2. Copy and complete this diagram. Make sure to include the explanations of how each cause contributed to the decline of the empire.



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Digital quiz
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END-OF-SECTION REVIEW 3.5

Review questions

Answer these questions on paper or in the Interactive Textbook.

Recall

1 Which trading route was the source of a significant amount of Ottoman wealth?
2 Who succeeded Suleiman the Magnificent as sultan?
3 Which battle marked the end of Ottoman military power?

Interpret

4 Why did European naval discoveries and trading routes have such a significant impact on Ottoman wealth?
5 How was the Black Death an unintended benefit to the emerging Ottoman Empire in the mid 1300s?

Argue

6 Why did Ottoman power begin to decline towards the end of the seventeenth century?

Conclusion: why does it matter today?

The history of the Ottoman Empire is not well known in Australia, yet it shows us a major world power that was able to overcome significant religious and cultural differences in its population and establish a peaceful and productive society. A lot of these problems are similar to ones we face in modern society and we can learn a lot from studying the successes and failures of the Ottomans. The Ottomans managed to integrate Christian, Jewish and Muslim subjects into a working and productive society that challenged the power of Christian Europe throughout the medieval and early-modern periods.

This multicultural empire helped the Ottomans make significant advances in the fields of science, public welfare and education. The focus of the Ottomans on merit, rather than birth or religion, in appointing government officials also allowed them to run a more effective empire than many of their rivals. They became one of the greatest military powers of the time, and they controlled an area that spanned the Middle East, Asia, Europe and Africa. The Ottomans represent one of the most dynamic and interesting empires in history, with many lessons for modern Australian society.

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End-of-chapter activities

1 Self-assessment

That just about wraps up this topic. How did you feel you went working through the chapter? Before you attempt the following activities, visit the Interactive Textbook to rate your confidence with this topic, either online, or via a downloadable checklist.

2 Follow the flow of main ideas

What ideas have you learnt about the history of the Ottoman Empire? Copy the diagram below and fill it in by explaining in a few points what each topic means for understanding the Ottoman Empire. (One example has been done.)

Significant developments and achievments in the Ottoman Empire	
Way of life and social structure in the Ottoman Empire	
The perspective of subject peoples	
The role and achievements of a significant individual: Suleiman the Magnificient	
Significant challenges and developments in society	• New trading routes undermined the Ottoman economy and reduced the ability to raise tax revenue. • The sultans who followed Suleiman the Magnificnet were not as skilled at diplomacy, administration or military leadership. • Military defeats at the hands of the Europeans weakened Ottoman power and authority.

3 Making thinking visible

I used to think that the Ottoman Empire was …

Now I think that …

Track the difference between what you knew about the empire before starting this unit, and what new understandings you have acquired since completing this unit.

Using these stem sentences, write a paragraph explaining what you previously knew about the empire, and another paragraph explaining what you now understand, additionally, about the empire.

1A I used to think that the Ottoman Empire was important because …

1B Now I understand that the Ottoman Empire was important because …

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2A I used to think that people ruled by the Ottomans were …
2B Now I understand that people ruled by the Ottomans were …

3A I used to think that Suleiman the Magnificent was important because …
3B Now I understand that Suleiman the Magnificent was important because …

4A I used to think that the challenges the Ottoman Empire faced were …
4B Now I understand that the challenges the Ottoman Empire faces were …

4 Using historical terms meaningfully

It is important that you, as an historian, can confidently and correctly use all the special words and key terms related to your subject. Write a paragraph outlining the achievements of the Ottoman Empire. Use all of the key terms in such a way as to show you understand what they mean.

- Religious tolerance
- Millet
- Sultan
- Trading
- Islam
- Orthodox Christians
- Silk Roads
- Suleiman the Magnificent.

▲ **Source 3.33** The former Orthodox Basilica of Constantinople, which became an Ottoman mosque, and is now called the Blue Mosque

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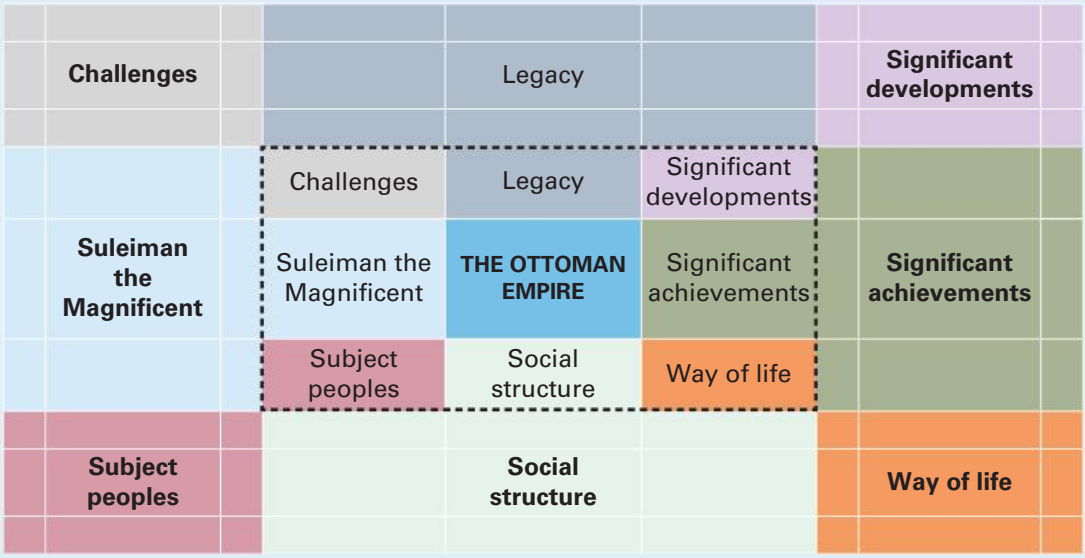
5 Research task

Investigate the different aspects of the Ottoman Empire and identify their key elements. Try to find some historical sources for each aspect.

Copy the lotus diagram below and fill it in with your research. Each blank box should include information that helps explain the topic for that part of the lotus diagram. When it is finished you should have a summary of the most significant elements of the Ottoman Empire.



6 Digital resources

Visit the Interactive Textbook to access:

- Victorian Curriculum Capability Project
- Interactive chapter Scorcher Quiz
- Google Earth tour of key locations in this chapter
- Videos, image galleries and other extra materials.

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CHAPTER 5

Mongol expansion (c.1206–1368 CE)

Setting the scene: the Mongols and the Silk Roads

When the Mongols began their campaign that would eventually lead them to conquering almost 7 million square kilometres and controlling land in Asia, Europe and the Middle East, they were considered a small group of barbarians. However, under the leadership of Genghis Khan, they exploded from the steppes of Central Asia, sacked Beijing and spread quickly across Asia. No army, it seemed, could stop the Mongols.

The Mongol invasions struck fear across Asia and Europe. They swept from China to Russia, wreaking havoc. Their armies moved swiftly west from China, which they had conquered, through Kyrgyzstan, Uzbekistan and into Iran and Iraq. They did this in less than a year. They destroyed cities, towns and fortresses and slaughtered anyone who got in their way. They were famed for plundering cities of all their precious gems, metals, textiles and other valuables. According to some witness accounts, the Mongol armies left countless piles of bones behind them wherever they went and enslaved local inhabitants.

RUSSIA
SIBERIA
MONGOLIA
CHINA
KAZAKHSTAN
UZBEKISTAN
TURKMENISTAN
KYRGYZSTAN
TAJIKISTAN
AFGHANISTAN
IRAN
PAKISTAN
INDIA
BANGLADESH
BHUTAN
NEPAL
BURMA
LAOS
Moscow
Kiev
Astana
Ulaanbaatar
Beijing
Tehran
Baku
Tashkent
Bishkek
Dushanbe
Kabul
Islamabad
New Delhi
Kathmandu
Dhaka
Kolkata (Calcutta)
Mumbai (Bombay)
Hanoi
Vientiane
Mt. Everest
Lhasa
Urumqi
Almaty
Omsk
Krasnoyarsk
Irkutsk
Yakutsk
Khabarovsk
Harbin
Vladivostok
Shanghai
Taipei
Taiwan
Hong Kong S.A.R.
Macau S.A.R.
Karachi
Lahore
Kandahar
Mashhad
Isfahan
Shiraz
Muscat
Abu Dhabi
Baku
Tbilisi
Yerevan
Tabriz
Ashgabat
Samarkand
Bukhara
Qaraghandy
Novosibirsk
Chelyabinsk
Yekaterinburg
Perm'
Kazan'
Nizhniy Novgorod
Voronezh
Kharkiv
Donets'k
Saratov
Volgograd
Rostov
Samara
Ufa
Atyrau
Kyiv
Minsk
Warsaw
Berlin
Prague
Vienna
Budapest
Bucharest
Sofia
Athens
Rome
Madrid
Paris
London
Dublin
Reykjavik
Oslo
Stockholm
Helsinki
Tripoli
Cairo
Algiers
Tunis
Rabat
Lisbon
Nairobi
Addis Ababa
Khartoum
Kinshasa
Luanda
Lusaka
Harare
Pretoria
Cape Town
Windhoek
Gaborone
Maputo
Antananarivo
Dar es Salaam
Mogadishu
Kampala
Bangkok
Kuala Lumpur
Singapore
Jakarta
Manila
Pyongyang
Seoul
Tokyo
Osaka
Sapporo
Fukuoka
Okinawa
Ryukyu Islands (Japan)
Luzon
Hainan Dao
Sea of Japan
East China Sea
Sea of Okhotsk
Yellow Sea
Caspian Sea
Aral Sea
Lake Balkhash
Black Sea
Persian Gulf
Arabian Sea
Bay of Bengal
Arctic Circle
Tropic of Cancer
Himalayas
Tien Shan
Ural Mountains
Taklamakan Desert
Qinghai Hu
Lake Baikal
Caucasus Mts
Zagros Mts
Deccan
Kunlun Mountains
Qing Zang Gaoyuan
Tarim Basin
Gobi Desert
Amur
Lena
Yenisey
Ob'
Volga
Indus
Ganges
Brahmaputra
Mekong
Yangtze
Yellow River
Indus
Tigris
Euphrates
Nile
Congo
Zambezi
Limpopo
Orange
Niger
Volta
Senegal
Murray
Darling
Murray
Murray
Murray

An historian writing at the time, Ibn al-Athir, described the Mongol impact on countries they conquered: they 'plundered, slew, and destroyed them to the full'. All of this was done with a relatively small army who somehow managed to successfully beat much larger forces. If the Great Khan Ogodei hadn't died in 1241, it's possible the Mongols may have even held on to large parts of Eastern Europe.

▲ **Source 5.2** A miniature artwork of Genghis Khan and his Mongol warriors on horseback, c.1430

At its height the Mongol Empire covered roughly 7 million square kilometres and had millions of subjects.

The Mongols were more than just conquerors. With the collapse of Roman power and the rise of new empires, the **Silk Roads** had become unsafe and people could no longer travel easily along these trade routes. They risked being robbed or murdered, so trade between the East and West dwindled. The expansion of the Mongol Empire meant they became the only empire in history to control the entirety of the Silk Roads. This was thousands of miles of roads and hundreds of cities, and under the rule of the Mongols these trade routes flourished and encouraged the spread of trade and communication between Europe and Asia. It was under the Mongols' protection that the Silk Roads would have the final great century as a trade route that helped spread philosophy, religion, culture and technology between the East and West.

The Mongols built huge **caravanserais** for travellers to rest, improved roads, built bridges, rebuilt cities they had destroyed and forced people to leave cities in order to improve the trade routes and ensure that they were safe and prosperous. In some places they even created entire industries to encourage merchants to stop and trade.

KEY TERMS

Silk Roads the series of trade routes that stretched from China all the way to Europe

caravanserai roadside inn

Through their management of the Silk Roads, they were able to spread advances in technology and religions, which helped shape the world as we know it today.

MAKING THINKING VISIBLE 5.1

Think, puzzle, explore

Based on this information and your own knowledge, what do you think you know about the Mongol expansion?

What questions or puzzles do you have about the topic based on the information given?

How could you explore this topic further? Brainstorm some ideas of where you might find more information on the Mongol Empire.

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Chapter overview

Introduction

In the thirteenth century, the Mongol tribes went from being an unimportant group living on the steppes of Mongolia to a feared nation with a huge empire. The man responsible for uniting the tribes and creating this empire has become one of the most famous names in history: Genghis Khan. Genghis and his armies seemed to come out of nowhere. They spilled out of the steppes and quickly defeated many powerful rulers with larger armies. They seemed like an unstoppable force.

Genghis Khan transformed Europe and Asia, amassing huge amounts of wealth for the Mongols through looting and tributes from conquered cities. He also created one of the largest land empires in history, which was continued by his children and grandchildren. Though the empire of the Mongols is long gone, the impacts of it can still be seen in our world today.

Learning goals

After completing this chapter, you should be able to answer these questions:

- Who were the Mongols?
- What was life like and how was Mongolian society organised?
- How did the Mongols create such a huge empire?
- How did people adapt to Mongol rule?
- Who were the significant individuals in Mongolian society and how did they help build and maintain an empire?
- What were some of the most significant achievements of the Mongols?
- What led to the decline of the Mongol Empire?

Historical skills

After completing this chapter, you will be able to demonstrate the following skills:

- Analyse the causes and effects of significant events
- Evaluate the role and achievement of a significant individual
- Analyse sources and ask questions about their accuracy, usefulness and reliability.

► **Image:** Mongolian horse riders take part in a traditional historical show that commemorates the exploits of Genghis Khan. The legacy of the Mongol Empire is a significant one, and across Central Asia there are many monuments to the memory of Genghis Khan.

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Timeline of key events

What came before this topic?

The Mongols rose to power during the time of the Middle Ages in Europe. This was after the fall of the Roman Empire when many new smaller kingdoms were forming.

From the *Compendium of Chronicles* (c.1307–16), Temujin being crowned as the Great Khan

1162
Temujin, a Mongol eventually known as Genghis Khan, is born

1185
Mongols gather and elect Temujin as a khan and their leader

1206
Temujin calls a gathering of tribes and is successful in unifying the Mongol tribes. He gives himself the name 'Chin' and he becomes known as Genghis Khan.

1211
The Mongols under Genghis Khan attack the Jurched dynasty in China

Genghis Khan in his later years

From the *Compendium of Chronicles,* Genghis Khan's siege of Beijing

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What came after this topic?

Trade along the Mongol-protected Silk Roads led to an explosion of new ideas and technology making its way to Europe. This prompted a huge output in literature, art, science and architecture.

The Silk Roads depicted in a fresco in the Mogao Caves, China

Genghis Khan on his deathbed, surrounded by his sons, from the fifteenth-century *Book of the Wonders of the World*, written by Marco Polo and Rustichello

From the *Compendium of Chronicles*, Mongol armies at war with one another

1227
Genghis Khan dies

1229–41
Ogodei, third son of Genghis Khan, rules the Mongols

1259
Mongke Khan dies, and in the fight over succession, the Mongol Empire splits into the four hordes

1260–94
Kublai Khan establishes the Yuan dynasty in China

Timeline questions

1. How long did it take Genghis Khan to build an empire?
2. Why is the death of Mongke Khan important?

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5.1 The way of life and social structure of the Mongols

FOCUS QUESTIONS

- Who were the Mongols?
- What was life like and how was Mongolian society organised?

Social structure

Medieval Mongol society (c.500–1300) focused on family ties. Clans were formed based on shared ancestors, sometimes other groups might be adopted into a clan but generally, they were based on groups who were related. Within the hierarchies of the Mongols, there were noble families who had great wealth and power and there were commoners who had less power. From the time of Genghis Khan, the Mongols operated on a **meritocracy**, where those who proved themselves to be capable and loyal to their chief or **khan** could be promoted and rise to positions of great wealth and power.

KEY TERMS

meritocracy a society where people are chosen for positions based on their abilities, skills or achievements

khan a ruler or a chief; used by the Mongols

kinship to be related by blood

steppes a large area of grassland that is flat and has almost no trees

The core unit of the social structure in Mongol society was the family. Individual family groups lived together, working to raise cattle and trade with others. Mongol society was patrilineal, meaning that a male was the head of the family and passed power on to one of his sons (usually the eldest) when he died. The Mongols had a strict hierarchy of power within the family. Children had to obey their parents without question and the father was the main authority figure in the family. He had the power to control all of their actions, assign chores and tasks, and take from or give to his wives and children whatever he wanted.

▲ **Source 5.3** The landscape of the steppes was harsh and life was challenging for the Mongol clans who lived on it.

When the father was away the eldest son would assume this role.

Each family was part of a clan. Clans were connected through **kinship** ties, people related to one another by blood and marriage. Each family in the clan had a say in electing leaders, and clan members would protect each other and fight together against other clans who might try to take their lands or herds.

The clans were ruled in different ways. Some groups had several leaders who shared power and elected their leaders, while others had a system with one leader and after this leader died a new one would be elected, usually one of his sons. Before the rise of Genghis Khan there were many different tribal groups on the Mongolian **steppes**, each one fighting to gain power through war and alliances. Genghis Khan managed to unite them as one single tribe.

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The *ordos*

As the Mongols spread beyond the steppes and conquered vast amounts of land, a new centre of power developed: the *ordo*, also spelled *orda* and *ordu*, and is the origin of the word 'horde'. *Ordo* could mean 'camp' or 'royal court'. These became important places in Mongol society as the leaders of the *ordos*, who were all related to the ruling khan, controlled lots of people and wealth.

Each *ordo* was assigned to a particular woman or man and they were responsible for managing it and ruling it. Each *ordo* had flocks, horses, warriors, retainers, slaves, food supplies, tents and all sorts of furniture, jewels and other wealth. This was assigned by the khan based on who he favoured at the time. An *ordo* was like a mini city, with shops, places of worship and houses, but because the Mongols were still nomads, each of these was a tent that could be lifted on and off a wagon so it could be easily moved if the ruler of the *ordo* chose to do so.

William of Rubruck was a Franciscan missionary who was sent to convert the Mongols and other tribes in Asia to Christianity. In 1253 he was sent to the court of Genghis Khan and he made detailed accounts of everything he saw on his journey.

> When I saw the *ordu* of Baatu, I was astonished, for it seemed like a great city stretched out about his dwelling, with people scattered all about for three or four leagues. And … where each one … know[s] on which side of the *ordu* they must place themselves when they set down their dwellings. A court (curia) is *orda* in their language, and it means 'middle,' for it is always in the middle of the people, with the exception, however, that no one places himself right to the south, for in that direction the doors of the court open.

▲ **Source 5.4** William of Rubruck, c.1200

▲ **Source 5.5** An initial from a fourteenth-century copy of the manuscript. The upper portion shows William of Rubruck and his travelling companion receiving a commission from King Louis IX of France. The lower portion shows the two friars on their journey

MAKING THINKING VISIBLE 5.2

Connect, extend, challenge

1. How are the ideas and information presented by William of Rubruck connected to what you already knew about Mongol society?
2. What new ideas did you get that extended or pushed your thinking in new directions?
3. What is still challenging or confusing for you to get your mind around? What questions, wonderings or puzzles do you now have?

Women in Mongol society

Women in Mongol societies, like women in other **nomadic** societies, tended to have a bit more freedom and power compared to women in other societies at the time. Women were allowed to own property, and the mothers and wives of khans could even control their own *ordos*.

KEY TERM

nomads people who do not live in one city, town or village but move from place to place depending upon the season

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In Mongol society, there was a clear split in terms of the roles women and men were expected to fulfil. Women were in charge of managing the household while men went to war. It was the job of the women to milk cows, make butter, sew animals skins, make felt to cover **yurts** and sew clothes.

A woman's status in society was quite low when she was unmarried, but the older she got the more power she gained. Marriage was enormously important. Marriage alliances were used to connect different clans, and a woman who had a big **dowry** would be well respected. This was especially important as in Mongol society it was common for men to have multiple wives and **concubines**. A woman who married and produced a son earned the right to control her dowry and to manage any money or property (including people) her son might earn.

Sometimes when a khan died, while a replacement was being elected, a woman would serve as **regent** and rule the Mongols.

KEY TERMS

yurt a large circular tent traditionally made from felt or animal skins

dowry money a bride brings into her marriage, usually gifted by her parents/guardians

concubine a female companion of lower status than a wife

regent a person appointed to rule temporarily on behalf of the rightful ruler

shaman a person thought to have special abilities such as healing, seeing the future and speaking with good and evil spirits

kumis a drink with a low alcohol content produced by fermenting mare's milk

Belief system

The Mongols followed a shamanistic religion. This was the idea that all natural objects had souls and that there were powerful spirits that could do lots of harm and damage. This could be seen in powerful storms and diseases among people or herds. The only people who were thought to be able to control or deal with the spirits were **shamans**, who were men and women who were believed to have magic powers that allowed them to speak with spirits, heal those who were sick and, in some cases, foretell what would happen in the future.

▲ **Source 5.6** This is an *ovoo*, an altar made of stones that is used in Mongol religious practices. This one has the horns of a sheep on it.

Shamans would use magical chants and special dances to contact spirits or summon magic and they would burn bones to help them see into the future. They would use all of this to ask for blessings for people and protection of their herds.

Sacrifice was a common part of religious worship for the Mongols. As part of their process of ancestor worship, they would come together to remember important men and women in their clan who had died. Male and female members of the clan would offer meat, **kumis** and alcohol to the dead by placing them on a fire to burn. A shaman would perform rituals while the food burned. The Mongols also offered food and drink as sacrifices to the elements: the earth, heaven, fire and water. There is evidence that domestic animals including bulls, sheep and goats were killed and offered as sacrifices too.

The Mongols also believed in a number of *tengri* or genii. These were like secondary gods who were believed to be responsible for specific areas of life, such as Daichin-tengri, the god of warriors and war. To ensure victory or to appease Daichin-tengri, sometimes Mongol warriors would bring him prisoners from other armies as a sacrifice.

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Nomadic lifestyle

The Mongols were a nomadic people who were known for two things: herding and warfare. They were primarily hunters and nomads. They kept large herds of cattle, which they needed to move frequently in order to ensure there was enough grass or other feed available to them. Herds were the most precious commodity in medieval Mongol society. Families relied upon raising herds to survive. They raised a range of animals including sheep, goats, yak, oxen, camels and horses. With the frequent moving, the Mongols couldn't carry many possessions or supplies. The Mongols were expert horsemen, using their horses to move herds and round up animals that had wandered away. Even young children were taught to ride horses in order to help with this task.

They survived in extraordinarily harsh conditions, as the area they occupied was cold and dry. They would move with the seasons. In areas where there was no water, they relied on snow that they could melt and use for water. Due to their nomadic lifestyle, the Mongols were very vulnerable. They could not keep stockpiles of food for themselves and their animals like farmers might. Natural occurrences, droughts or heavy snowfalls could cause starvation both for them and their herds.

▲ **Source 5.7** Families worked together to keep herds like this, moving from place to place each season to ensure their herds had enough food.

▲ **Source 5.8** A traditional yurt, in Mongolia, 2006

Sheep were probably the most valuable type of livestock the Mongols raised, because they provided everything from shelter to food. Their wool was spun into cloth and the skins were cured to make shoes and other clothing. They pressed the wool into felt to use in building their yurts and made it into blankets and rugs. In places where there wasn't much wood available, the women and the children collected sheep dung, dried it and used it to make fires for cooking and warmth. The survival of their sheep was integral to the survival of Mongol families.

> They set up the dwelling in which they sleep on a circular frame of interlaced sticks converging into a little round hoop on the top, from which projects above a collar as a chimney, and this [framework] they cover over with white felt. Frequently they coat the felt with chalk, or white clay, or powdered bone, to make it appear whiter, and sometimes also [they make the felt] black. The felt around this collar on top they decorate with various pretty designs. Before the entry they also suspend felt ornamented with various embroidered designs in color … For they embroider the felt, colored or otherwise, making vines and trees, birds and beasts.

▲ **Source 5.9** William of Rubruck, c.1200

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MAKING THINKING VISIBLE 5.3

Explanation game

1. Using Sources 5.8 and 5.9, complete this sentence: When I examine the sources, I notice that …
2. Consider what you noticed. What could be a reason for it to be that way?

Diet

The Mongols were herders and hunters so their diet relied heavily on what they could get from their herds. They divided foods into red foods (like meat) and white foods (like cheese and milk). They would eat the meat of horses and their cattle, oxen or sheep. It might be cooked over one of their dung fires or it might be dried so that it could be preserved for later. They hunted rabbits, gazelle, argali (a kind of sheep), ibex and a range of other animals.

They collected milk from both cows and horses. The milk was drunk, turned into butter or fermented into kumis, which was thought to have healing properties. The Mongols didn't farm so they had few vegetables in their diet, but there is evidence that they collected some wild plants, herbs and fruit for use as food or medicines to supplement their meat- and dairy-based diets.

Amazing but true …

During this period, one of the ways men hunted was using falcons they had trained to take down a range of prey. Hunting was an essential way to control the population of animals that were a threat to herds of sheep, especially wolves and foxes. According to Marco Polo (c.1254–1324) who served Kublai Khan, there were 'also a great number of eagles, all broken to catch wolves, foxes, deer, and wild goats, and they do catch them in great numbers. But those especially that are trained to wolf catching are very large and powerful birds, and no wolf is able to get away from them'.

▼ **Source 5.10** Cheese made from horses' milk drying on a yurt in the sun. This was one of the primary sources of food for the Mongols.

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▲ **Source 5.11** The tradition of training eagles and using them to hunt continues in Mongolia today.

END-OF-SECTION REVIEW 5.1

Review questions

Answer these questions on paper or in the Interactive Textbook.

Recall

1 Explain how Mongol society was organised.
2 What did the Mongols diet consist of?
3 What were some of the dangers the Mongols faced on the steppes?

Interpret

4 Why were sheep so important to the Mongols?
5 How might the environment in which they lived have influenced the lifestyle and beliefs of the Mongols?
6 What was the purpose of sacrifice in Mongol belief systems?

Argue

7 Evaluate the Mongols' social structure, outlining its strengths and weaknesses.
8 In your own words, explain what *ordos* are and suggest some reasons why they might have been necessary in Mongol society.

Digital activity
Please see the Interactive Textbook to access digital activities

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5.2 Significant developments and achievements in Mongol society

FOCUS QUESTIONS

- How did the Mongols create such a large empire?
- What were some of the most significant achievements of the Mongols?

Warfare and conquest

The Mongols grew up riding horses. Both girls and boys were taught to ride, and by 5 or 6 years old most children could ride a horse bareback and they were learning to stand on its back. They were also taught to shoot arrows, joust and throw lassos while riding at speed. This lifelong training made the Mongols expert horseback warriors who were extremely effective in battles, and their army consisted entirely of cavalrymen on horseback. Warriors were self-sufficient, carrying everything they needed with them. The Mongols were ruthlessly effective in battle and known to be tough soldiers. They were known for being able to survive on limited food for several days and their armies moved much faster than traditional armies as they did not have slow **supply trains** of food following them. They were able to win battles even when they were outnumbered. There are reports that suggest that in some cases, such as when they attacked the Jurched dynasty in China, the Mongol army was outnumbered two to one but they were still able to achieve victory.

KEY TERM

supply train wagons to transport food, weapons and medicine with an army going to battle

The Mongols were also known for their unusual and clever tactics that helped them achieve success. During one siege a Mongol general faked a retreat, leaving behind tents, weapons and food supplies to make it seem like they had fled quickly. When the soldiers came out to collect the Mongol goods, with their gates wide open, the Mongols attacked and were easily able to enter and conquer the city. When laying siege to Urgench, a city in modern-day Uzbekistan, the Mongols built a dam and then used it to flood the city, destroying it completely.

▼ **Source 5.12** Mongol warriors using bows, c.1305

▼ **Source 5.13** This image of Mongols attacking a fortress is from a book written by Rashid-al-Din Hamadani, c.1300. What do you notice about the way they are dressed and the weapons they're carrying?

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The Mongol armies were ruthless and Genghis Khan offered two options to his enemies:

> Commanders, elders and commonality, know that God has given me the empire of the Earth from the east to the west. Whoever submits shall be spared, but those who resist, they shall be destroyed with their wives, children and dependents.

▲ **Source 5.14** Genghis Khan's message to the citizens of Nishapur, 1221

MAKING THINKING VISIBLE 5.4

Think, pair, share

1. Think about what Source 5.14 reveals about the Mongols.
2. In pairs, compare your responses.
3. Share your responses as a class.

▲ **Source 5.15** This fourteenth-century illustration shows the Mongols chasing down an enemy. How are the Mongols depicted in this source?

FAMOUS FACE

GENGHIS KHAN (c.1162–1267)

Genghis Khan was responsible for creating and managing one of the largest empires in history. He is remembered for being a fierce warrior and an excellent strategist, quickly working out how to use his armies to capture cities, and the most effective battle tactics to use.

Genghis Khan's offer at Nishapur was not unusual. If villages, cities or towns surrendered, the Mongols kept them alive and, in the case of those who were skilled, found work for them. Anyone who resisted the Mongols was slaughtered as a warning to others. Genghis Khan's army inspired fear wherever it travelled. There were reports that their reputation was so fierce that the mere presence of a Mongol army outside a city's walls sometimes led local leaders to surrender. It is important to note that the Mongols targeted soldiers and the aristocracy when they entered towns and cities, and generally spared most of the citizens.

Genghis Khan's achievements are even more impressive when we consider that he was the son of a minor clansmen and he had no real power or position in society when he was born. Despite this he was able to prove himself as a leader and eventually unite all of the Mongol clans together. This gave him the army he needed to begin conquering nearby countries in Asia, including China.

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Under Genghis Khan's leadership the Mongols were able to amass huge amounts of land and wealth. After he died, his kingdom continued to expand, led by his sons and grandsons, most notably his son Ogodei and his two grandsons Mongke and Kublai Khan (who established the Yuan dynasty in China).

ACTIVITY 5.1

Using historical sources as evidence

SOURCE A

▲ **Source 5.16** Mongol Empire at the death of Genghis Khan, 1227

SOURCE B

▲ **Source 5.17** Mongol Empire at the death of Kublai Khan, 1279

Responding to the sources

1. How far west did the Mongol Empire reach at its peak? Using a map work out which modern-day countries the Mongols controlled at the height of their empire.
2. Why do you think Genghis Khan's successors continued to invade and conquer other nations after his death?

Empire and the Silk Roads

The Mongols did very little trading, but they had enough access to some of the precious things traded from China and neighbouring empires to know that there was huge wealth just outside their steppes. A desire to access and control the wealth of neighbouring empires led the Mongols to war.

By 1219 Genghis Khan had secured an empire that stretched from the coasts of China through Central Asia to the edges of Europe. This gave Genghis Khan and the Mongols control of the Silk Roads trade routes. The trade routes had existed for hundreds of years by this point, but with the end of the Tang dynasty in China they had become more dangerous. Control of these roads, where merchants moved gold, lacquerware, jewellery, spices and silk from China to places as far away as Baghdad, represented an enormous amount of potential tax revenue for a ruler. The Mongols transformed this trade route into one of the busiest and most important in the history of the world.

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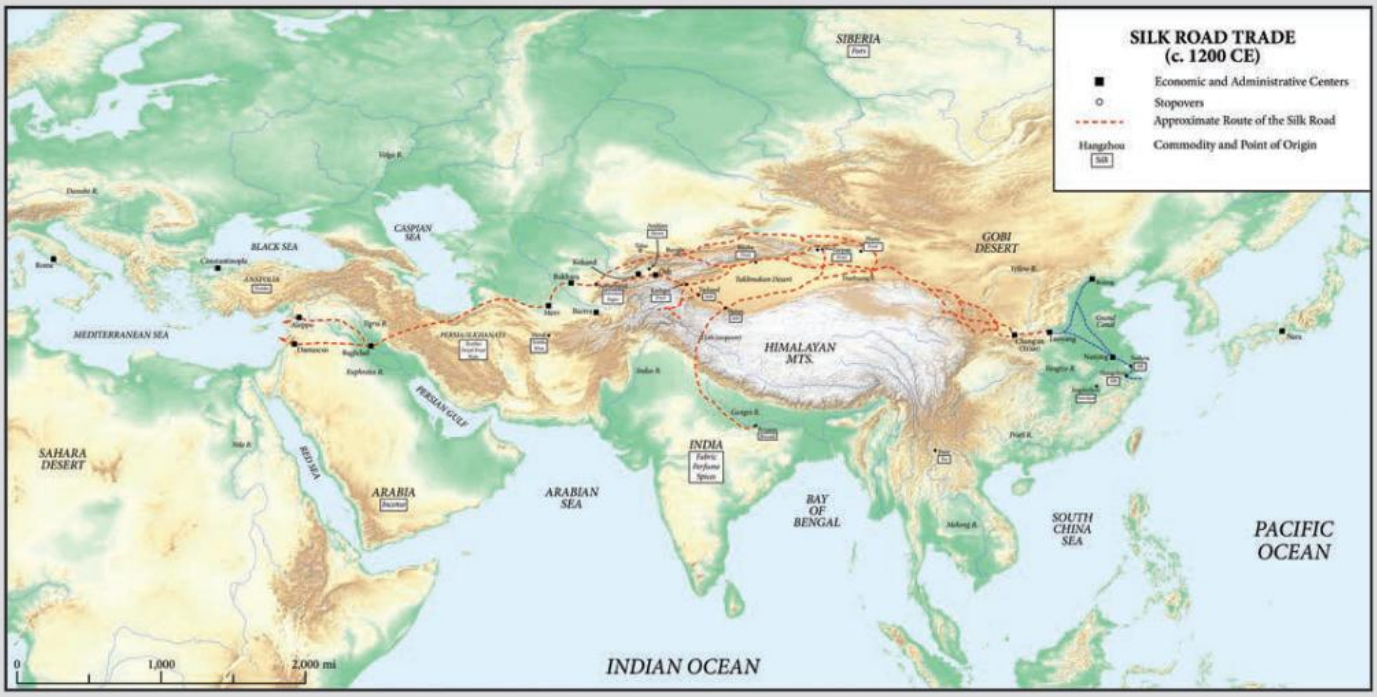
The Mongols made several changes to make the trade routes safe and efficient:

- Supervised trade routes with their armies, keeping people safe
- Destroyed cities on the more dangerous or less accessible trade routes so that merchants would move along the busier and safer routes that Mongol warriors protected
- Provided financial backing for caravans who needed it
- Created a standardised system of weights and measures for use across the Mongol Empire
- Invented a system of paper money exchanges so merchants wouldn't have to carry large amounts of heavy gold and silver bullion
- Abolished local taxes and created a simpler tax system for use along the Silk Roads
- Planted trees along trade routes to shade people in summer and help them navigate in winter
- Kept shelters and inns stocked with provisions and horses every 20 to 30 miles along the trade routes
- Created the first international postal route.

▲ **Source 5.18** The Izadkhvast Caravanserai in modern-day Iran is an example of the caravanserai that the Mongols helped build all along the Silk Roads. It was a place for travellers and traders to safely rest with their animals on long journeys.

ACTIVITY 5.2

Using historical sources as evidence



▲ **Source 5.19** The Silk Roads trade routes (you can use the digital versions of this map to zoom in)

Responding to the source

1 Based on Source 5.19, which cities were connected by the Silk Roads?

2 What do you think would have been some of the benefits of the Silk Roads, besides the exchange of goods?

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Significance of the Silk Roads

Before the creation of the Mongol Empire, the Silk Roads were a dangerous route that was used to move small amounts of goods between China and the Muslim world. Under the rule of the Mongols the Silk Roads and the cities along it became centres of commerce and grew very wealthy.

The Silk Roads transformed Europe and Asia and helped connect the two continents. Merchants from Europe and North Africa travelled to China to buy all manner of things: silk, spices like pepper and frankincense, gold, silver, fruit, ambergris, glass, cotton and other fabrics. These merchants stopped in many cities along the way to trade for other goods. This led to an enormous shift in artwork, fashion and culture as people began to adopt some of the things they saw in the goods being brought into their countries. Europeans started wearing pants and jackets like the Mongols did, rather than tunics and robes. They started to use bows to play stringed instruments rather than using their fingers. Their influence also stretched in many directions. It was around this time that dragons and phoenixes began to appear in Persian artwork. It is believed these images were introduced to Persian artisans in books that travelled along the Silk Roads from China.

▲ **Source 5.20** Fourteenth-century earthenware bowl painted with designs of a hare surrounded by phoenixes, Iran. The hare was a Mongolian symbol of royalty and the phoenix was a common decoration in Chinese art.

▲ **Source 5.21** Ancient Buddhist scriptures in a museum in Xi'an, China. Scriptures like this were brought from India to China along the Silk Roads.

The greatest significance of the Silk Roads wasn't the money made along it but the way it led to an exchange of ideas between different cultures. Religions were transported along the Silk Roads too. Christian priests, Buddhists monks, Indian mystics, Muslim clerics and Jewish rabbis travelled to different cities, settled and began to preach and write in local languages to gain followers. Merchants and travellers were free to practise their religions within the Mongol Empire, so they built shrines and worshipped along their journeys.

Chinese and Indian medicines and knowledge of mathematics and physics travelled along the Silk Roads revolutionising European understanding of these fields and encouraging further study. This new knowledge is thought to have helped inspire the Renaissance in Europe, when many scientific discoveries were made and important art and literature were created. Many of these endeavours were based on ideas that were brought to Europe in books, pamphlets and by people from along the Silk Roads. Almost every aspect of European life that changed during the Renaissance was influenced by the ideas and information that travelled along the Silk Roads: technology, weapons, fighting styles, food, art, literature and music. The Europeans even picked up the cheer 'hurray' from the Mongols.

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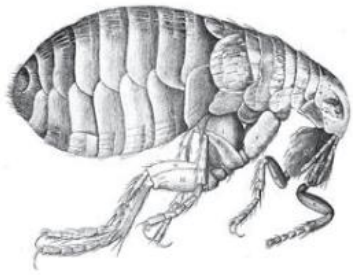
▲ **Source 5.22** Mongolian plate armour

It is because the Mongols made this trade route safe, regulated it and ensured that it was kept in good repair that the steady flow of people, ideas and goods were able to travel both ways along the Silk Roads. Without the Mongols it is unlikely that there would have been such high levels of trade and movement of people between Europe, Asia and parts of Africa during this period.

Amazing but true …

Ideas, culture, goods and fashion weren't the only things brought along the Silk Roads. Modern-day scientists have concluded that the steppes of Asia are one of the largest reservoirs of the plague bacterium (*Yersinia pestis*) in the world. In the 1340s an outbreak began in the steppes and tore through Europe and Asia. It was carried along the Silk Roads by merchants and traders, and is thought to have been present in some of the furs and food brought for trade. It decimated the population of the world at the time and it took years for most societies to recover.



▲ **Source 5.23** Fleas are believed to have been responsible for carrying the plague into Europe.

END-OF-SECTION REVIEW 5.2

Review questions

Answer these questions on paper or in the Interactive Textbook.

Digital activity Please see the Interactive Textbook to access digital activities

Recall

1. What made the Mongol warriors more effective than other armies?
2. What unusual tactics did the Mongols use that helped make them successful?
3. How did the Mongols improve trade along the Silk Road?

Interpret

4. Why is the expansion of trade along the Silk Roads seen as one of the Mongol Empire's most significant achievements?
5. What reasons might Genghis Khan have had for conquering other countries?

Argue

6. How accurate do you think it is to say that the Renaissance happened as a result of the Mongol conquests? Justify your response.
7. Conduct some research and produce a short presentation on the most significant legacies of the Mongol Empire.

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5.3 The perspective of subject peoples

FOCUS QUESTION

How did people adapt to Mongol rule?

The Mongols: barbarians or empire builders?

For a long time historians viewed the Mongols as 'barbarians', fierce warriors who swept like an unstoppable force through most of Asia and parts of Europe. This was amplified by historical sources that focused on the supposed barbarity of the Mongol warriors.

ACTIVITY 5.3

Using historical sources as evidence

> It is said that a single one of them would enter a village or a quarter wherein were many people, and would continue to slay them one after another, none daring to stretch forth his hand against this horseman.

▲ **Source 5.24** Ibn al-Athir, *The Perfect History*, c.1231

Responding to the source

1. Identify the claim being made by Ibn al-Athir about the Mongols in Source 5.24. Is this idea clearly true, false, or somewhere between the two?
2. What makes it almost certainly true or false, or so uncertain?
3. How important is this claim? What makes it important?

Local rule

Though the Mongols were fierce fighters, they had limited experience in administering cities and were aware of the cultural differences that often divided them from their new subjects. Genghis Khan and his successors dealt with this by collecting educated people and artisans wherever they went. These people would then be questioned and sent to a place in the empire where they might be useful. The Mongols desperately needed merchants to travel to foreign nations and trade goods on their behalf, and people literate in multiple languages to keep records and manage the administration of their vast empire.

▲ **Source 5.25** This thirteenth-century *paiza* is made of iron and brass. Passes like this were given to people to ensure safe conduct throughout the empire. How do you think passes like this one helped the Mongols rule?

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They also sent doctors, engineers, astronomers, leatherworkers, smiths, potters, weavers, dyers and virtually any other craftspeople to all corners of the empire, as the Mongols did not traditionally practise any of these crafts themselves. They paid these people well and some, such as doctors, were not required to pay taxes because their work helped ensure the empire functioned and people were healthy.

In order to ensure smooth operation of cities and provinces Mongols granted a title to a local they felt could be trusted to show loyalty. In return for swearing allegiance to Genghis Khan and the continued payment of taxes to the Mongols, this leader was allowed to administer the local area with little interference from the Mongols. This system ensured that people were loyal to the Mongols, because they tended to elevate people who had been of a lower status before the Mongols conquered the country, and increase the wealth of skilled artisans and other workers.

Amazing but true …

After the Mongols had installed local people in positions of power to rule for them, they moved on. They usually didn't even leave a military presence in the places they conquered, trusting the locals to remain loyal. If any of their subjects did seek to rebel, Mongol justice was swift and often brutal. An example of this is the Mongol annihilation of the city of Nishapur in 1221. The locals had revolted against Mongol rule and when Genghis Khan retook the city, everyone was slaughtered. The city was so utterly destroyed that the old city of Nishapur was never inhabited again. Instead a new, smaller settlement was built a little distance from the ruins of the city. The Mongols did this both to punish the inhabitants of Nishapur and to warn other subject cities what would happen if they rebelled.

▲ **Source 5.26** The ruins of the city of Merv, which was razed by the Mongols who killed hundreds of thousands, and the city never fully recovered

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Religious tolerance

Though the Mongols were known to be fierce warriors, Genghis Khan aimed to create unity among his people and those he conquered. One of the rules outlined in the **Yassa** was complete religious freedom for all of Genghis Khan's subjects. This meant that throughout the Mongol Empire, a wide range of religions were practised freely. These included Buddhism, Judaism, Islam, Christianity and many shamanistic belief systems. This practise was continued by Genghis Khan's ruling descendants.

KEY TERM

Yassa Mongolian law, literally 'order' or 'decree'

ACTIVITY 5.4

Using historical sources as evidence

SOURCE A

▲ **Source 5.27** Marco Polo was a famous Italian explorer who travelled along the Silk Roads in the thirteenth century. This fifteenth-century illustration depicts Kublai Khan (Genghis Khan's grandson) handing Marco Polo a *paiza* that allows him to travel freely and grants other privileges.

SOURCE B

> There are prophets who are worshipped and to whom everybody does reverence. The Christians say their god was Jesus Christ; the Saracens, Mohammed; the Jews, Moses; and the idolaters Sakamuni Borhan [Sakiamuni Buddha, who was the first god to the idolaters]; and I do honor and reverence to all four, that is to him who is the greatest in heaven and more true, and him I pray to help me.

▲ **Source 5.28** Marco Polo on what Kublai Khan said of the religions in his kingdom

Responding to the sources

What do Sources A and B reveal about how the Mongols viewed different religions and how they treated the followers of different religions?

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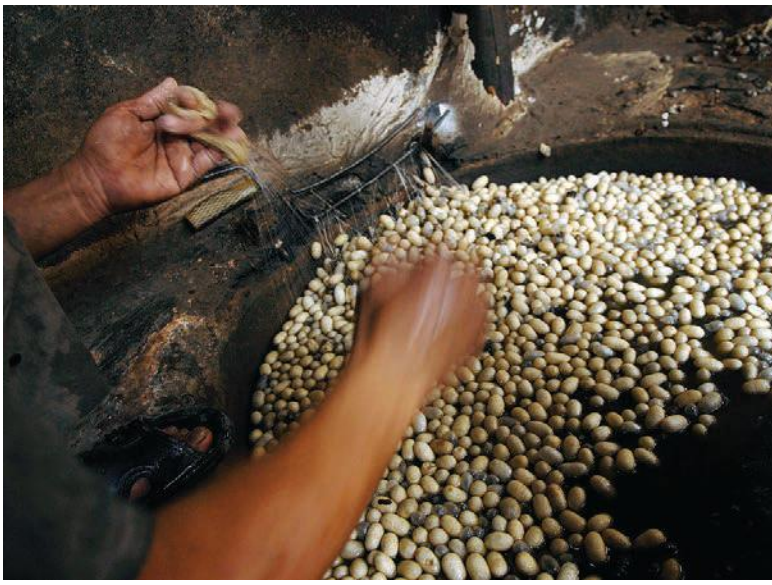
▲ **Source 5.29** Dagodas near the Thousand Buddha Caves in Dunhuang. Dunhuang was an important trading post along the Silk Roads and the caves were paid for by many merchants, travellers and wealthy foreigners. The Mongols allowed the building of shrines to all religions along the Silk Roads.

Patrons of the city?

Despite their fierce reputation, the Mongols were not always seen as entirely bad by the local populations they conquered. This was due in part to the fact that once they captured a city, most of the time the Mongols would spend lavishly, building up the defences of cities and fixing roads to enable easier travel. They would also bring in workers to ensure fields and orchards were being looked after properly.

▲ **Source 5.30** Mongols encouraged the development of specialised products in places they had conquered, such as these tiles from thirteenth-century Iran. Do you think this would have been an effective way of ensuring that local citizens supported their rule?



▲ **Source 5.31** Extracting silk from cocoons in Herat, Afghanistan

Though they produced little themselves, the Mongols patronised the arts, encouraging production of artworks, pottery, metalwork, weapons and all manner of goods that could be traded along the Silk Roads they now controlled. They deliberately built up textile industries in places like Herat in Afghanistan to ensure these cities had valuable goods to trade.

This was the key to their prosperity and it helped make the cities they controlled wealthy too. Given that the Mongols' armies inspired such fear, most people in conquered cities were assured a peaceful existence as they had the protection of Mongol warriors.

▲ **Source 5.32** Spinning silk threads in a factory in Herat, Afghanistan. The textile industry has been an important one in Herat since the time of the Mongols. How might this have helped the Mongols keep control of local populations?

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ACTIVITY 5.5

Check your understanding

Do you think the Mongols' subjects looked at the opening of the Silk Roads trade routes as positive or negative?

Digital activity
Please see the Interactive Textbook to access digital activities

END-OF-SECTION REVIEW 5.3

Review questions

Answer these questions on paper or in the Interactive Textbook.

Recall

1 How does Source 5.24 depict the Mongols?
2 Draw a T-chart that outlines the positives and negatives of living under Mongol rule.
3 What did the Mongols do to cities they had captured?

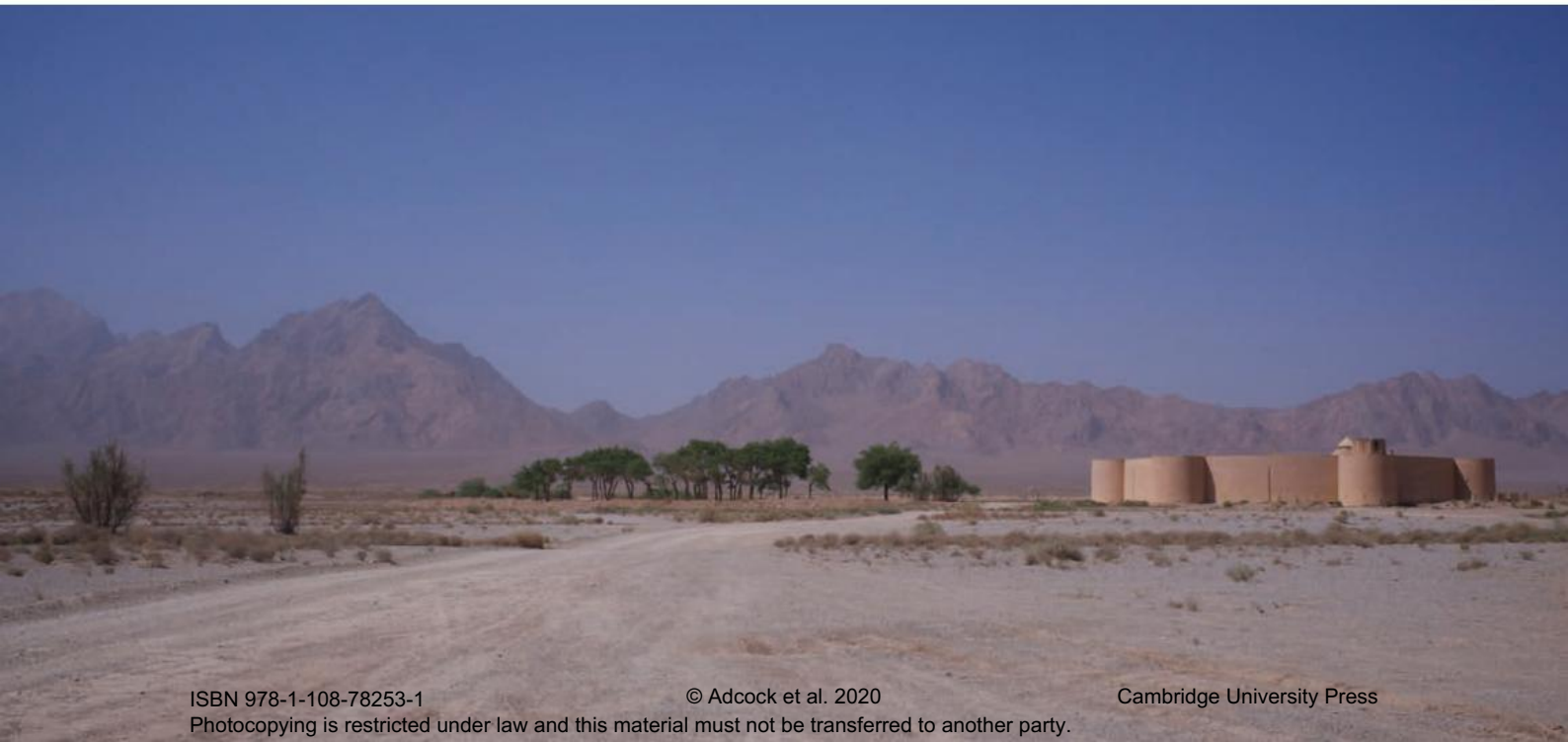
Interpret

4 Why did the Mongols focus on opening up the Silk Roads trade routes? What effect did this have on the lives of their subjects?
5 Why is the promotion of religious freedom by the Mongols seen as a positive thing?
6 How did the Mongols treat skilled workers?

Argue

7 Why did the Mongols treat rebels the way that they did?
8 How would you evaluate the Mongols' treatment of their subjects?

▼ **Source 5.33** The Mongols built many caravanserais similar to the one pictured here. These offered travellers protection to rest during a long journey.



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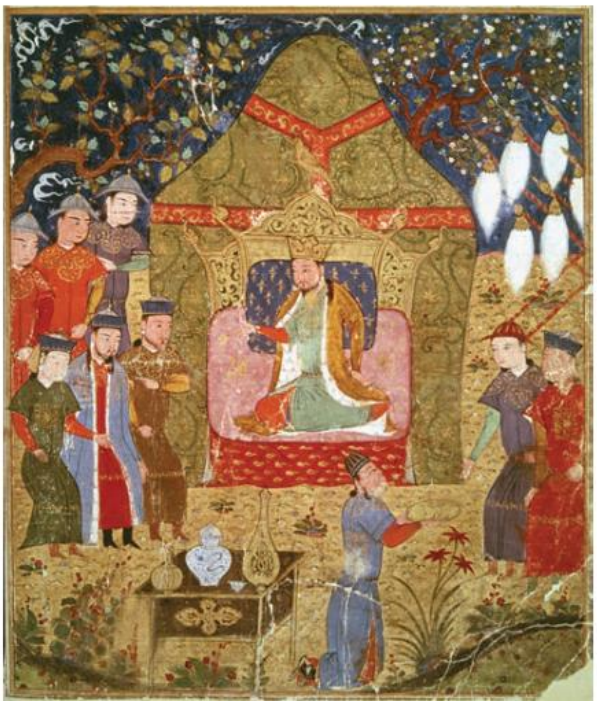
5.4 The role and achievements of a significant individual: Genghis Khan

FOCUS QUESTIONS

- Who were the significant individuals in Mongolian society and how did they help build and maintain an empire?
- What were some of the most significant achievements of the Mongols?

Genghis Khan (c.1162–1227) built one of the most successful empires in the world. At its height, the Mongol Empire spanned 30 different countries. It covered an amount of land almost the size of Africa. What makes this more impressive is that Genghis Khan achieved it with a relatively small army, probably fewer than one million Mongols.

He was not just an empire builder, he was also responsible for opening up the world and connecting nations via trade. Previously, major civilisations in Europe and China had almost no knowledge of each other, but by the end of Genghis Khan's rule, his empire had helped create connections between them.



▲ **Source 5.34** Genghis Khan proclaiming himself ruler, c. fourteenth century. What impression does this depiction create of Genghis Khan?

Early life

Genghis Khan was the son of a warrior named Yesugei and his wife Hoelun. Yesugei had kidnapped Hoelun from another tribe. Yesugei died when he was young and some members of the clan seized power and cut off Hoelun and her five children, abandoning them on the steppes to fend for themselves. It is said that Hoelun was determined to survive and she managed to forage enough food to keep them alive. Temujin (Genghis Khan's birth name) used to catch rats, fish and birds to supplement their meals and help provide enough food for the whole family to live on. Through a marriage alliance to a girl named Borte, Temujin was able to regain some of his family's former social standing. He cleverly found a powerful khan, Ong Khan, who controlled several tribes and presented him with a sable coat that Borte was given as part of her dowry. By accepting this gift, Ong Khan was agreeing to treat Temujin and his brothers as his stepsons and this gave them protection.

However, among the clans on the steppes, feuds could sometimes last for generations and Borte was kidnapped by the Merkits (a rival tribe) in revenge for Yesugei kidnapping Hoelun from one of their men. This was a turning point in Temujin's life. With the help of Ong Khan and another leader, Temujin raided a series of Merkit camps, looting them and finding his kidnapped wife in the process.

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▲ **Source 5.35** Autumn at the Omoron River, Mongolia, which is the region where Temujin was born and grew up

It was after this that Temujin and his family joined another clan and Temujin became a respected warrior and leader within this group. Eventually after an argument with the leader of this clan, Temujin and his family left the clan and they were followed by large numbers of people who thought that he would be the best person to protect them. Once he gained enough of a following, Temujin got himself elected as a khan, a leader of his people.

Rise to power

Genghis Khan did not follow the ways of other Mongol leaders, who usually put their family in positions of power. Genghis Khan rewarded loyalty and so his first act when setting up as khan was to promote those who had been loyal into positions that gave them power and wealth. He further improved his standing by participating in raids against the more powerful Tartar tribes and bringing back jewellery, precious metals, silks and other treasures to be distributed among his followers. In 1197 he began to invade the lands around his land, and conquer nearby tribes.

When a Mongol clan defeated another, they would loot their camp and either enslave the survivors or turn them loose on the steppes. This led to an endless cycle of revenge killings and counter attacks, with each clan having many enemies. Genghis Khan showed again that he would not follow the old traditions. Whenever he defeated another tribe, he would imprison or kill the leaders of the tribe but he wouldn't harm the families. Instead he would distribute them among his followers, allowing them to keep their herds and all their valuables. This meant that he was adopting the newly conquered people into his own tribe. Not only did this mean that they got to keep their own wealth, but it meant that they would get a share of Genghis Khan's future successes and it gave them the protection of a khan who was fast becoming one of the most respected and feared on the steppes. For Genghis Khan this move meant that he still got to control the herds of these conquered groups and add to his armies, but he didn't need to worry about other tribes seeking revenge. This allowed him to expand the area of land he controlled and focus on uniting many different tribes under his command. By 1206 he had united somewhere between 15 and 20 different tribes and created the new Mongol Empire. It was at this time that he chose a new name for himself: 'Chin' in Mongolian means strong and unshakable, it is also very close to the word for wolf. 'Khan' is a word used for a ruler.

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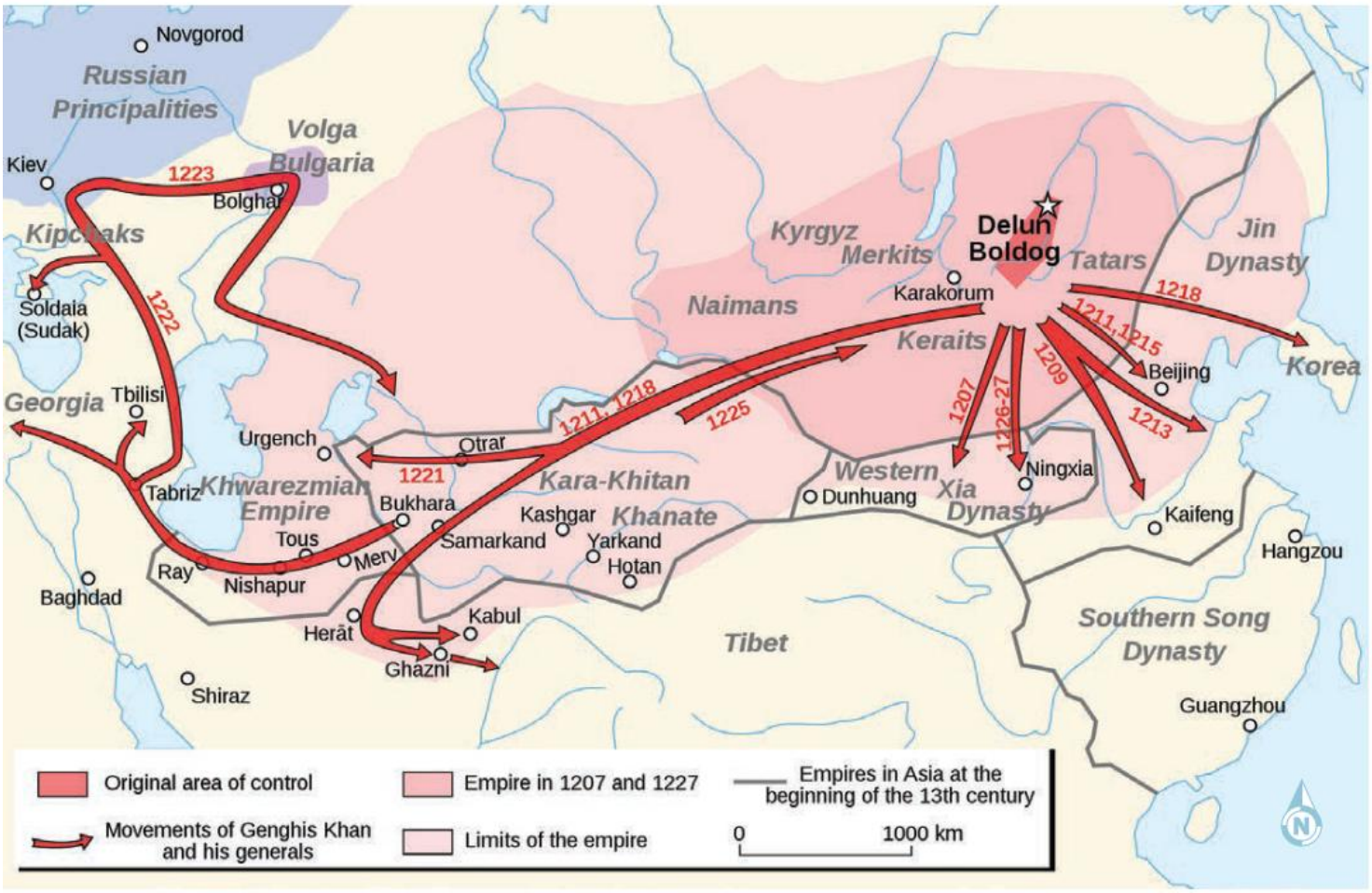

▲ **Source 5.36** The expansion of the Mongol Empire during Genghis Khan's lifetime from his origins at Delun Boldog. He spent most of his early years uniting the different tribes on the steppes and in a little over 15 years he was able to gain control of huge amounts of territory.

MAKING THINKING VISIBLE 5.5

What makes you say that?

1. What does the map in Source 5.36 represent?
2. What do you see that makes you say that?

Once he had united the clans, Genghis Khan had an army large enough and powerful enough to turn his attention outwards, beginning with an attack on the Jurched Empire in modern-day China. From 1211 until his death in 1227, Genghis Khan expanded the Mongol Empire until it was twice the size the Roman Empire had been at the height of its power.

During his two decades as khan, Genghis Khan radically altered Mongol society and the societies of those who came under his rule. He achieved many things during his reign. These are some of Genghis Khan's most notable achievements:

- Established peace among the tribes on the steppes and in the places he conquered
- Created a law system the Yassa, which set out a clear legal system that covered everyone from rulers to peasants and included laws against things like theft
- Gave people freedom to worship any religion that they wanted
- Created a fair system of taxation that exempted those who were poor
- Adopted the **Uyghur** script, which eventually became the writing system used by the Mongols

KEY TERM

Uyghur a tribe of people who lived in Mongolia and in what is modern-day China and Turkestan

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- Encouraged literacy and the creation of artworks
- Forbade the selling of women
- Organised the trade route in his empire and made the Silk Roads more accessible, faster and safer
- Made it a legal requirement that his successor be elected
- Created such a strong empire that after his death it continued to grow for 150 years.

There are no pictures of Genghis Khan from when he was alive because he never let anyone paint his picture, sculpt him or depict him in any way. All images of him were produced after he died, and were based on descriptions of him. Historians think it took until 50 years after his death before anyone dared to break his rule and paint him.

▲ **Source 5.37** Genghis Khan riding his horse, Yuan dynasty c.1260–1368

▲ **Source 5.38** An English engraving from 1867 that depicts Genghis Khan at the height of his power and dressed for battle. What do you notice about this depiction of him compared to others in the chapter?

Digital activity
Please see the Interactive Textbook to access digital activities

END-OF-SECTION REVIEW 5.4

Review questions

Answer these questions on paper or in the Interactive Textbook.

Recall

1 What does the name 'Genghis Khan' mean?
2 What is Genghis Khan remembered for?
3 What were some of Genghis Khan's most significant achievements?

Interpret

4 Which of his achievements do you think is the most important and why?
5 Explain how Genghis Khan came to power.
6 How did Genghis Khan change the social structure of the Mongols?

Argue

7 Would you say Genghis Khan was more of a hero or a villain? Justify your response.
8 Evaluate the effects of Genghis Khan's rule on Mongol society.

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5.5 Significant challenges and developments in society

FOCUS QUESTION

What led to the decline of the Mongol Empire?

Trouble from within

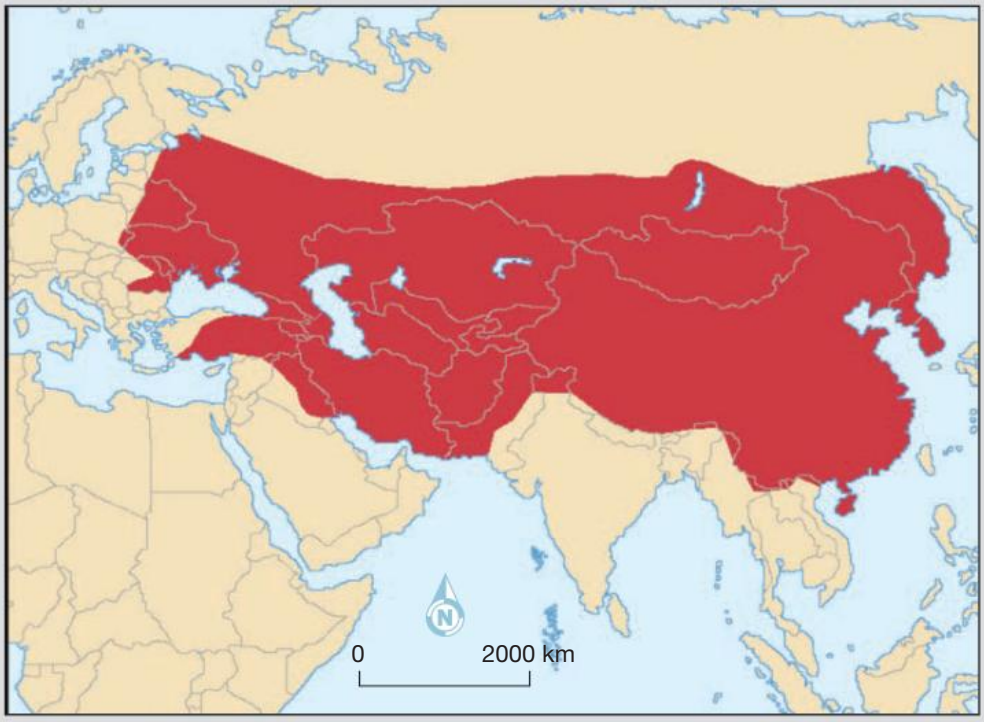
By the end of the thirteenth century, the Mongols controlled a vast empire. It covered parts of India, China, Central Asia, Ukraine and other territories. The empire was so large it became challenging to control. The descendants of Genghis Khan also began to fight for power and control of the empire and all the riches it contained. There were arguments and sometimes armed conflicts over who had the right to rule. Eventually the empire split into four main groups, each controlled by a different khan who was descended from Genghis Khan.

DEVELOPING HISTORICAL CONCEPTS AND SKILLS 5.1

Cause and effect

In the study of history, it is important not just to describe what happened in the past but to examine the ways different events are connected and the effect they might have on a group or society. There are a couple of questions we should ask to help us understand cause and effect and their importance to the study of history. First, what led to this event? How did it happen? The second thing to consider is what changed as a result of this? What were the effects on society or the world?

SOURCE A



▲ **Source 5.39** The Mongol Empire at its height, c.1270, before it split into the four khanates

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SOURCE B

▲ **Source 5.40** The four khanates of the Mongol Empire in 1294

Examine Sources A and B.

1 What led to the change in the structure of the Mongol Empire?
2 What do you think the short-term impacts of this change were?
3 Predict what might have happened in the long term as a result of this split.

Although the Yaun Dynasty, founded by Kublai Khan, claimed supremacy as the Empire of the Great Kahn, of the four khanates mapped in Source 5.40 was ruled independently and there was often conflict between the different khans over land, tribute and taxes. The Golden Horde in the north-west was named after the golden colour of the Mongol tents during war. The Ilkhanate covered the Middle Eastern part of the Mongol Empire. The Chagatai Khanate covered much of Central Asia. For a while the empire continued to expand as each khanate added to their lands, but by the 1260s there was war between the Golden Horde and the Ilkhanate over borders. During this war the Golden Horde created an alliance with the Mamluks, a dynasty that ruled from Egypt. The Ilkhanate perceived this as betrayal by the Golden Horde, which led to further issues between the two khanates for many years.

Each khanate began to change, adopting some of the practices and beliefs of the subjects in the areas that they controlled. Some of them began to practise agriculture and they married into local families. They adopted different religions: some practised Buddhism while others began to follow Islam. This increased the conflict between them as there was less and less to connect and unite these different khanates.

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ACTIVITY 5.6

Using historical sources as evidence

SOURCE A

▲ **Source 5.41** A Mongol prince studying the Quran, c. fourteenth century. How do you think that the Mongols adopting the religions of their followers might have created division between the four khanates?

SOURCE B

▲ **Source 5.42** Mongol rulers of the Ilkhanate, depicted on silk, c.1305

Responding to the sources

Carefully analyse Sources A and B.

1. What do you notice about the way the Mongols are shown in comparison to earlier images in the chapter?
2. What does this suggest happened to the people of the Ilkhanate?

In the end it wasn't an outside power that led to the destruction of the khanates but internal fighting. During the fourteenth century, the local Chinese population began to revolt against their Mongol rulers more and more frequently. The Yuan dynasty (empire of the Great Khan) no longer had an army strong enough to deal with these revolts and eventually the emperor was forced out and the Ming dynasty took over rule in China.

Some rulers, including Abu Sa'id of the Ilkhanate, died without an heir and this led to a long and sometimes bloody political fight for a new leader. This struggle lasted for so long that the government disintegrated and the Ilkhanate's lands were carved up by warlords. It is believed that the Golden Horde and the Chagatai khanate came to an end in a similar way, with different factions fighting over who was the legitimate leader leading to conflict. Often there was no clear winner, which meant larger territories were carved into smaller and less powerful lands controlled by separate khans and their followers. This internal fighting was terminal for the Mongols.

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Their empire slowly fractured into smaller areas that became easier for others to invade. They lost their power over the Silk Roads and eventually they were replaced by new empires.

The greatest challenge the Mongol Empire faced was not outside enemies, but came from within. Their inability to remain united after the death of Guyuk Khan in 1248 led to the first split of the khanate. This splitting continued over decades. Powerful groups who were prepared to go to war to ensure their chosen candidate came to power weakened the different khanates, and they became so fractured that they lost their status and power.

▲ **Source 5.43** This depiction of the thirteenth-century Battle of Terek appears in a later work known as the *Flower of the Stories of the Orient*. It depicts the Golden Horde defeating the armies of the Ilkhanate. Many of the Ilkhanate were said to have drowned retreating from this army. What do sources like this show about the disintegration of the Mongol Empire?

Digital activity
Please see the Interactive Textbook to access digital activities

END-OF-SECTION REVIEW 5.5

Review questions

Answer these questions on paper or in the Interactive Textbook.

Recall

1 When did the Mongol Empire split into four khanates?
2 Why did the split occur?
3 Based on Source 5.40, which khanate do you think would have been the most powerful? Why?

Interpret

4 Why was the alliance between the Golden Horde and the Mamluks seen as a betrayal by the Ilkhanate?
5 What caused the fall of Yuan dynasty?
6 How did the in-fighting affect the khanates?

Argue

7 Evaluate the factors that led to the decline of the Mongol Empire. Which one is most responsible for the end of the empire?

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Conclusion: why does it matter today?

For a long time, the Mongols were portrayed as brutal and bloody rulers who decimated local populations and looted cities. Genghis Khan, in particular, was remembered as being savage and bloodthirsty.

But perhaps the greatest achievement of the Mongols was to revive the Silk Roads. It was the only time that the Silk Roads were more or less controlled by a single empire, and the Mongols' management helped increase trade between Asia and Europe and led to a period of technical innovation and the spread of key ideas. This led to more and more contact between the East and the West, which helped encourage a more connected world.

Many modern innovations were introduced to the West via the Silk Roads. Major world religions such as Buddhism flourished when they were transported along the Silk Roads. Trade along the Silk Roads changed the culture, religion, languages and customs of people across Asia and helped develop the diverse and unique cultures we see today. The Mongol Empire helped create this diversity.

▲ **Source 5.44** These are the ruins of Gholghola in Bamyan, Afghanistan. Its name means 'city of screams'. It was sacked by the Mongols in the thirteenth century; they destroyed the city and killed most of the citizens.

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End-of-chapter activities

1 Self-assessment

That just about wraps up this topic. How did you feel you went working through the chapter? Before you attempt the following activities, visit the Interactive Textbook to rate your confidence with this topic, either online or via a downloadable checklist.

2 Reflection

After working through this chapter, consider the following question:

What were the main factors that made the Mongols such successful empire builders?

3 Making thinking visible

Generate, sort, connect

Create a visual representation of your understanding of this topic. This routine will help you see how much knowledge you have gained studying this unit and it will help you make connections between different areas we have focused on.

Follow the steps to help you create a mind map to show your understanding.

Generate: Make a list of key ideas or concepts that come to mind when you think about the Mongols.

Sort: Place the phrase 'Mongol expansion' at the centre of your page and write down each of your ideas. The most important ideas should go close to your title; the less important ideas should be closer to the edge of your page.

Connect: Show how your ideas are connected by drawing lines between ideas that have something in common. Explain and write in a short sentence how the ideas are connected.

Elaborate: Add some extra information to your mind map. Add a few dot points that elaborate on each idea you started with. Try to include some dates, key facts and people.

4 Key terms

For each of these terms from the chapter, write a sentence explaining its significance.

- *Ordo*
- Khanate
- Clan
- Meritocracy
- Yassa
- Silk Roads.

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5 Extended response questions

In your response, you must substantiate your argument by providing key names, dates, and terms relevant to the Mongol Empire.

Analysing the significance of the Mongol Empire in the modern world

Topic: Evaluate the importance of the Mongol Empire in helping create change in Europe and Asia during the medieval period. In your answer, explain what life was like before the Mongols created their empire, describe any changes or advancements that occurred under the Mongols, and discuss how and why these were significant and have had an impact on our modern world.

Analysing the significance of Genghis Khan

Topic: Evaluate the significance of Genghis Khan as an individual.

In your answer, explain how Genghis Khan came to power, describe his achievements and the positive and negative impacts of his reign, and analyse the extent to which he contributed to the Mongol Empire.

Analysing the decline of the Mongol Empire

Topic: How did the Mongol Empire end?

Explain how power was split between groups after Genghis Khan's death. Describe the reasons that led to the decline of the Mongol Empire and analyse which of these reasons you think had the biggest influence in ending the Mongol Empire.

6 Connect to today

Topic for reflection: For a long period the Mongols were portrayed by historians as bloodthirsty and savage. To what extent do you feel this is an accurate representation of the Mongol Empire?

Consider these issues:

- Do you believe that historians have always portrayed the Mongols accurately?
- How might the sources accessed by historians have been biased?
- How might this bias impact the way they wrote about the Mongols?
- What positive impacts did the Mongols have on trade and the lives of people they ruled over?
- How have they influenced the modern world?

7 Digital resources

Visit the Interactive Textbook to access:

- Victorian Curriculum Capability Project
- Interactive chapter Scorcher Quiz
- Google Earth tour of key locations in this chapter
- Videos, image galleries and other extra materials.

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CHAPTER 6

Angkor and the Khmer Empire (c.802–c.1431 CE)

Setting the scene: a Westerner 'discovers' Angkor

After reading Sir John Bowring's *The Kingdom and People of Siam*, the young French naturalist Henri Mouhot (1826–1861) was inspired to explore **Indochina**. He settled in Bangkok and made four journeys throughout present-day Thailand, Cambodia and Laos between 1858 and 1861. Towards the end of his second expedition in January 1860, he reached the jungle-covered Angkor in Cambodia, which he described in his travel journal:

Nokhor, or Ongcor, was the capital of the ancient kingdom of Cambodia, or **Khmer**, formerly so famous among the great states of Indo-China …

In the province still bearing the name of Ongcor, which is situated eastward of the great lake Tonlé Sap … ruins of such grandeur, remains of structures which must have been raised at such an immense cost of labour, that, at the first view, one is filled with profound admiration, and cannot but ask what has become of this powerful race, so civilised, so enlightened, the authors of these gigantic works?

One of these temples – a rival to that of Solomon, and erected by some ancient Michelangelo – might take an honourable place beside our most beautiful buildings. [King Solomon built the first Temple in Jerusalem, and Michelangelo was an Italian Renaissance painter, sculptor and architect.] It is grander than anything left to us by Greece or Rome, and presents a sad contrast to the state of barbarism in which the nation is now plunged.

Unluckily the scourge of war, aided by time, the great destroyer, who respects nothing, and perhaps also by earthquakes, has fallen heavily on the greater part of the other monuments; and the work of destruction and decay continues among those which still remain standing, imposing and majestic, amidst the masses of ruins all around.

One seeks in vain for any historical souvenirs of the many kings who must have succeeded one another on the throne of the powerful empire of Maha-Nocor-Khmer. There exists a tradition of a leprous king, to whom is attributed the commencement of the great temple, but all else is totally forgotten. The inscriptions, with which some of the columns are covered, are illegible; and, if you interrogate the Cambodians as to the founders of Ongcor-Wat, you invariably receive one of these four replies: 'It is the work of Pra-Eun, the king of the angels;' 'It is the work of the giants;' 'It was built by the leprous king;' or else, 'It made itself.'

The work of giants! The expression would be a very just explanation … the construction of which patience, strength, and genius appear to have done their utmost in order to leave to future generations proofs of their power and civilisation.

▲ **Source 6.1** M. H. Mouhot, *Travels in the Central Parts of Indochina (Siam), Cambodia, and Laos, during the years 1858, 1859, and 1860*, vol. 1, 1864, pp. 278–9

KEY TERMS

Indochina the part of mainland South-East Asia comprising present-day Thailand, Cambodia, Laos and Vietnam and sometimes Myanmar.

Khmer the people, language and culture of historic Angkor and modern-day Cambodia

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Mouhot died of malaria while exploring the jungles near Luang Prabang (northern Laos) in November 1861, but his journal and drawings were shipped back to Europe and published by his brother in 1864. Mouhot may not have been the first European to see Angkor, but his book was very popular and was the first to introduce Angkor to a wide Western audience. His illustrations, full of ruins covered in vines, brings Angkor to life and captured the world's imagination.

The image of a mysterious, abandoned empire lost in the jungle is still very popular today, as many tourists are attracted by what they have seen in movies, documentaries and computer games.

▲ **Source 6.2** Road and main entrance to Angkor Wat, Cambodia, based on a sketch by Henri Mouhot

However, do tourists and Cambodians have an accurate understanding of Angkor and the Khmer Empire?

Who built Angkor? When did Angkor flourish? Was Angkor destroyed or abandoned, or did it continue to be inhabited? Why did Mouhot believe that nineteenth-century Khmer were so 'barbarous' in comparison to the genius of the builders of Angkor?

▲ **Source 6.3** Henri Mouhot

MAKING THINKING VISIBLE 6.1

See, think, wonder

Carefully examine Source 6.2.

1. What do you see? Note down everything in the image.
2. What do you think about that? What thoughts, emotions, ideas come to you?
3. What does it make you wonder? What is left unexplained? What would you like to know?

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Chapter overview

Introduction

Stone tools found at Laang Spean in western Cambodia have lead archaeologists to conclude that hunter-gatherers first arrived around 70 000 years ago. Rice farming was introduced around 2300 BCE and this encouraged people to establish small farming communities. By about 200 CE, wealthy settlements had been established throughout Cambodia. Rice became the basis of the Khmer diet and their ability to manage the water resources of the region enabled the civilisation to flourish. However, the Tai chronicles (historical writings of the Tai people, an ethnic group spread across South-East Asia and parts of China, Burma and India who share similar languages) claim that the great city of Angkor was destroyed in 1431. How could South-East Asia's greatest empire come to such an end?

Scholars have divided Khmer history into six phases:

- Pre-historic era: c.2300 BCE–c.200 CE
- Pre-Angkorian era: c.200–802 CE
- Angkorian era: 802–1431
- Post-Angkorian era: 1431–1862
- Colonial era: 1862–1954
- Post-Colonial era: 1954–present

Learning goals

After completing this chapter, you should be able to answer these questions:

- What were the key geographical features that enabled Angkor and the Khmer Empire to develop?
- How did the beliefs and values of the Khmer Empire develop?
- What were the political, social and cultural features within the Khmer Empire?
- How did the Khmer interact with other societies during the period?
- What kinds of infrastructure did the Khmer Empire have?
- What contributed to the decline of Angkor?
- What legacy has Angkor and the Khmer Empire left Cambodia today?

Historical skills

After completing this chapter, you will be able to demonstrate the following skills:

- Explain what 'sequencing chronology' means in the study of history
- Interpret primary sources in both print and visual form
- Evaluate the reliability of primary sources
- Correctly use special terms specific to the topic under study
- Use factual evidence (dates, statistics, examples) to substantiate an argument.

► **Image:** Angkor Wat at sunrise

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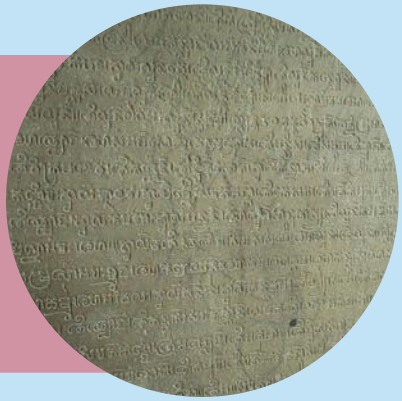
Timeline of key events

What came before this topic?

Various kingdoms ruled South-East Asia, influenced by Indian culture, architecture and religion. Hinduism and Buddhism were both introduced. Before the Khmer Empire came Nokor Phnom (the Kingdom of Funan) and the Chenla Kingdom. Both are known only from Chinese accounts and they may have been loose associations of smaller states. Both included the Mekong Delta, which today is in Vietnam.



Ancient Khmer script, adapted from the sixth-century Pallava script of southern India

Stilt house on the Tonlé Sap Lake at Siem Reap

Angkor Wat near Siem Reap

802 CE

Jayavarman II unifies the Khmer people under one king and establishes the Khmer Empire. He establishes a base in the Kulen Hills before building his capital city at Hariharalaya on the shores of the Tonlé Sap Lake.

877 CE

Indravarman I builds the first large water reservoir, Indratataka baray, at Hariharalaya

889 CE

Yasovarman I establishes the new capital at Angkor (Yasodharapura)

1006

Suryavarman I becomes king of a new dynasty after a civil war. He expands the borders of the empire and starts building the West Baray reservoir.

1113

Suryavarman II builds Angkor Wat and dedicates it to Vishnu

1177

The Khmer are defeated in battle by the Cham from the east. Part of Angkor is burned.

Timeline questions

1. Compare the timeline of the Khmer Empire to the histories of China, India and Europe in the same period.
2. Which two external countries had the greatest influence on the Khmer Empire?
3. Which external country provides us with the only account made at the time of the Khmer Empire?

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What came after this topic?

Reliable sources for the history of the Khmer people from 1431 to about 1550 are very rare. There are no temple inscriptions for the period and no stele (a stone or wooden slab that is erected in the ancient world as a monument) or other records made at the time of the kings' names and reigns. Historians rely on Chinese and Tai chronicles for these details. The decline of the Khmer Empire probably started by 1350 with the rise of the Ayutthaya Kingdom of the Tai people in the central and southern areas of present-day Thailand. This kingdom became independent and started a series of attacks on Angkor in 1352. As a result of the 1431 attack, the Khmers' political centre moved southward to the region of Phnom Penh. The temples, palaces and waterways of Angkor were abandoned and became overgrown by forests, but Khmer language, religion and culture continued to the present day.

Jayavarman VII

Wat Phra Si Sanphet in Thailand is the site of the ancient Tai capital of the Ayutthaya

1181

Jayavarman VII becomes king after defeating the Cham and driving them out of the Khmer Empire. He constructs temples, roads, bridges and hospitals. Buddhism becomes more influential under Jayavarman VII.

1243

Jayavarman VIII tries to return to Hinduism and defaces Buddhist temples

1295

Jayavarman VIII is overthrown by his son-in-law Indravarman III and the empire becomes Buddhist again

1296

Zhou Daguan, a Chinese diplomat, visits the Khmer Empire and writes an account of his observations, which are published in China

Part of *The Customs of Cambodia* by Zhou Daguan

1352

The Ayutthaya from the west attack Angkor and disrupt the succession of Khmer kings for six years. The Ayutthaya again succeed in taking control of Angkor in 1393, but the Khmer regain control within a year.

1431

Angkor is attacked and looted by the Ayutthaya. Angkor is abandoned as the capital and the Khmer Empire declines.

Part of the ruins of Angkor Thom, the capital of the Khmer Empire

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6.1 Geographical features of the Khmer Empire

FOCUS QUESTION

What were the key geographical features that enabled Angkor and the Khmer Empire to develop?

Physical geography

When the Khmer Empire was as its height, it controlled most of South-East Asia, including Cambodia, almost all of Thailand and small parts of Laos and Vietnam. The empire covered four main areas: three were flat, fertile lowland plains drained by many river channels, prone to flooding in the **monsoon** season, and similar in vegetation. The fourth was a low plateau of gently undulating land. At the edges of these main areas were ranges of forested mountains. One of the world's great rivers, the Mekong, flowed through the region, coming from the Himalaya Mountains thousands of kilometres to the north-west.

KEY TERM

monsoon the season of heavy rain during the summer in hot Asian countries

The four main areas of the Khmer Empire were:

- The Cambodian Basin was the centre of the empire, in modern Cambodia. It has a central plain and lake, only a few metres above sea level, and is prone to flooding. There are low mountain ranges to the west, north and east, forming a shallow saucer-shape.
- The fertile Mekong Delta, with many river channels where the river enters the South China Sea, is now in Vietnam.
- The Thai Central Plain, drained by the Chao Phraya River, empties into the Gulf of Siam via a delta. Like the Cambodian Basin, it has mountains to the north, east and west. It is in modern-day Thailand.
- The Khorat Plateau is undulating land with some hills, drained by the Mun and Chi Rivers flowing east into the Mekong which forms the plateau's eastern and northern borders. Mountain ranges separate the plateau from the Cambodian Basin to its south and the Thai central plain to its west. It has a longer dry season and shorter wet season than the lowland plains, when river valleys may flood. The red sandy and stony soils are less fertile, and the vegetation is sparse. It is also in modern-day Thailand.

The Khmer Empire had an extensive coastline. It controlled the Gulf of Siam and had access to the South China Sea in the east and the Andaman Sea, part of the Indian Ocean, in the west.

▲ **Source 6.4** Extent of the Khmer Empire (indicated by the red boundary on the map)

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ACTIVITY 6.1

Check your understanding

1 Name three main areas of the Khmer Empire that were lowlands with fertile soil.
2 Of the four main areas of the Khmer Empire at its height, which one was in present-day Cambodia?
3 Name the most important river of South-East Asia.

Natural resources

The Khmer Empire prospered by making use of its geography. The Thai Central Plain, the centre of the Cambodian Basin, and Mekong Delta are ideally suited to growing wetland rice, with plenty of water and fertile alluvial soil. The Thai Central Plain, in particular, is known as the 'rice bowl of Asia'. Rice is a diet staple across modern Asia, as it was at the time of the Khmer Empire. Plenty of other crops were grown too.

The monsoon climate, despite occasional droughts, supported farming, and the human population, all year round through storage and irrigation. The many rivers and lakes were well stocked with fish, prawns and crabs. Freshwater food was important to the diet, while seafood was harvested along the coast and could be transported inland by river. The Mekong was an important trade route between south-west China and the South China Sea. Myriad other river channels made inland transport relatively easy, while in the flat plains, canals and reservoirs could be easily dug. The extensive coastline enabled international trade to the east, west and south.

▲ **Source 6.5** Low-lying rice paddies typical of floodplain areas in the Cambodian Basin, the Mekong Delta and the Thai Central Plain

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▲ **Source 6.6** The Mekong River winds its way through hilly areas in the north-east of the Khmer Empire territory.

Timber and palm leaves for building and thatching material were plentiful in the lowland plains, while the forested mountains provided other products. Relatively small sandstone plateaus, such as Phnom Kulen, are found in the Cambodian Basin. They provide stone for building. Limestone, another useful building material, is also found in many places. Clay deposits are common in the lowland plains and provide material for building and ceramics.

The mountainous and densely forested regions of Myanmar and Laos were a barrier to invasion from the north, and hindered the expansion of the Mongol Empire into the Khmer Empire at the end of the thirteenth century, though the Mongols did have limited success against the Vietnamese.

Tonlé Sap Lake and the reversing river

One of the secrets behind Angkor's success was the management of water, particularly in the Khmer heartland around the Tonlé Sap Lake in the Cambodian Basin, shown in Source 6.7. The Tonlé Sap River joins the lake to the Mekong River at the site of Cambodia's present-day capital, Phnom Penh. As you can see in Source 6.7, the usual direction of flow in the river is from north to south, so the water can drain into the sea. But the Tonlé Sap is unique, at least for a river of substantial size: for half the year it flows backwards. It follows this pattern:

1 End of dry season, April: Mekong River is low, Tonlé Sap flows south.

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2 Start of wet season, May: Mekong River rises due to monsoon rain and melting snow in the Himalayas, until the Tonlé Sap reverses and flows north.
3 The Tonlé Sap Lake fills, and the Tonlé Sap River and the Mekong River flood their banks.
4 By August the lake and river floodplain are covered by shallow water.
5 End of the rainy season, November: the Mekong is low, so the Tonlé Sap River reverses flow again to the south, and drains back to its starting size.

At its lowest at the end of the dry season, the Tonlé Sap Lake covers an area of 2700 square kilometres with an average depth of 1.5 metres. At the height of the rainy season, it expands to 10 400 square kilometres with an average depth of 9.5 metres.

The Khmer created millions of **bunded** rice paddies, and built canals and embankments to control the flow of water on the floodplain during both the flood and the retreat of the water. Reservoirs of varying size were also constructed. Closing channels before the water retreated stored water for drinking and irrigation, and trapped fish and other aquatic creatures for food.

KEY TERM

bund a low earth bank used to create shallow ponds for growing rice

▲ **Source 6.7** The flow of the Tonlé Sap River

▲ **Source 6.8** The Tonlé Sap lake and river system is surrounded by a huge floodplain that floods at the height of the rainy season.

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Digital quiz
Please see the Interactive Textbook to access digital activities

END-OF-SECTION REVIEW 6.1

Review questions

Answer these questions on paper or in the Interactive Textbook.

Recall

1. Sketch a simple map of the Khmer Empire at its height. Draw the approximate course of its main river and label it. Label four main physical areas of the empire and one mountain range.
2. Describe the direction of the flow of the Tonlé Sap River during the dry and rainy seasons, relating it to rainfall and snow melting.
3. Apart from Cambodia, the Khmer Empire included parts of which other modern countries?

Interpret

4. In what ways did food production in the Khmer Empire relate to its geography?
5. What building materials in the time of the Khmer Empire were available due to its geography?

Argue

6. Could some of the wealth of the Khmer Empire have come from trading with countries outside of South-East Asia? How might goods have been transported into or out of the region?
7. Is flooding necessarily a natural disaster? It what ways might it be beneficial, and how did the Khmer reduce its potentially damaging effects, and take advantage of it?
8. What do you think are the top three geographical features that contributed most to the development of the Khmer Empire?

▼ **Source 6.9** Fields in the Khorat Plateau, Thailand

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6.2 Beliefs and culture

FOCUS QUESTION

How did the beliefs and values of Angkor develop?

Before the Khmer Empire

During the first century CE, much of South-East Asia began to adopt Indian religious, political and cultural practices and combined them with their own local ideas. This process is called **Indianisation**. According to the historian David Chandler, a mythological marriage marked the introduction of Indian ideas and the beginning of Cambodia:

> Like many Southeast Asian countries, Cambodia has a legend that traces its origin back to the marriage of a foreigner and a dragon-princess, or Naga, whose father was the king of a waterlogged country. According to one version of the myth, a Brahmin named Kaundinya, armed with a magical bow, appeared one day off the coast of Cambodia; a dragon-princess paddled out to meet him. Kaundinya shot an arrow into her boat, frightening the princess into marrying him. Kaundinya gave her clothes to wear, and in exchange, her father, the dragon-king, drank up the water covering the land and gave it to Kaundinya. Later Kaundinya … changed the name of the country to 'Kambuja'.

▲ **Source 6.10** D. Chandler, *A History of Cambodia*, Routledge, 1998, p. 24

Even though there is no evidence to confirm the existence of Kaundinya, the myth demonstrates Indian influences upon mainland South-East Asia. Khmer culture adopted Indian ideas about monarchy, government and religion, and combined them with local ideas. The importance of Kaundinya is also reflected in the claims by many later kings to be his descendants. Furthermore, the myth indicates the importance of water management to the civilisation at an early stage.

▲ **Source 6.11** A sixth-century statue of the Hindu god Vishnu found at Oc Eo in the Mekong Delta

Historian Michael Coe identified these elements of Indianisation that influenced Khmer civilisation:

- Hindu mythology and religion, especially the worship of Shiva and Vishnu
- Many Khmer words borrowed from Sanskrit
- Indian writing systems, stone inscriptions and palm-leaf books
- Hindu temple architecture built in brick and stone
- Statues representing gods, kings and Buddha
- Cremation burials among the upper classes
- Rectilinear town and city plans
- Artificial water systems, including rectangular reservoirs and canals
- Wheel-made pottery.

KEY TERM

Indianisation the adoption of religion, culture and ideas from India by other cultures

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Funan

According to early Chinese chronicles, Funan, centred in the Mekong Delta, became an important trading port between China and India from 100 to 550 CE: 'The Funan market is the meeting place between east and west … as Funan offers a place of passage from one ocean to the other'. Excavations at Oc Eo, in southern Vietnam, have revealed evidence of an important port, unearthing numerous artefacts from the Mediterranean, including gold medallions of the Roman Emperor Antoninus Pius (c. 152 CE). Iron from the Philippines, gold and jewellery from India and mirrors from China demonstrate that Oc Eo traded goods from around the world. Indian-inscribed seal stones and Buddhist and Hindu statues dating to the fourth century also demonstrate the influence of Indian religion and culture upon the Mekong Delta region. Furthermore, pottery made originally at Oc Eo has been found throughout Malaysia and Indonesia. However, during the early sixth century, trade began to move away from the Mekong Delta, and Funan declined rapidly. The last recorded ruler of Funan, King Rudravarman, died about 550 CE and the region was eventually absorbed into Zhenla.

KEY TERM

stele a vertical piece of stone with writing cut into it, often used in the past as a gravestone

Zhenla

As Funan declined, the inland area, which the Chinese called Zhenla, began to grow and prosper.

▲ **Source 6.12** Rajalalisatana, depicted here, is a way of sitting with one knee raised high, used mainly to depict royals and gods

Stone inscriptions indicate that the area was not united as a single country, but was divided among several regional leaders. However, Ishanavarman I of Sambor Prei Kuk (reigned c.616–628 CE) managed to bring the old Funan territory and much of modern-day Cambodia under his control. Ishanavarman's great-grandson Jayavarman I (reigned c.654–690s) continued to expand the kingdom. A **stele** declared that 'his commands were obeyed by innumerable defeated kings. In combat, he was a living incarnation of victory, the scourge of enemies, lord of the land inherited from his ancestors, and conqueror of yet more lands'. Other inscriptions reveal that Jayavarman created a large, centralised administration to run his kingdom. Jayavarman was succeeded by his daughter Jayadevi, who also controlled the Angkor region, but the dynasty soon disappeared from the historical record and the kingdom broke up into smaller competing states again.

▲ **Source 6.13** A 'floating palace' depicted on a brick temple at Sambor Prei Kuk, the capital of Zhenla during the reign of Ishanavarman I

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ACTIVITY 6.2

Check your understanding

1 List five influences that India had upon the Khmer Empire.
2 What evidence shows that Funan had trade links with distant countries?

The founding of the empire by Jayavarman II

The Sdok Kak Thom stele records that Jayavarman II was crowned Chakravartin (king of kings) of the Khmer Empire in 802 CE, uniting the smaller Khmer states under the authority of a single king.

A problem historians and archaeologists face when studying the Khmer Empire is the lack of records. The Angkorians wrote all their official documents on palm leaves, which have been lost. Scholars must rely upon other sources, such as artefacts, Khmer and Sanskrit stone inscriptions (about 1200 in total), statues and **bas-reliefs**, and Chinese historical accounts.

Little is known about Jayavarman II owing to the lack of evidence. Two inscriptions from the last years of the eighth century suggest that he was originally a local ruler from Vyadhapura (Banteay Prei Nokor). However, when investigating his later career, historians have had to rely on inscriptions written hundreds of years later. The Sdok Kok Thom stele was erected in 1052 to commemorate the 250-year history of a prominent Khmer family, and provides information about the foundation of the empire. It states that Jayavarman II returned to free the land from foreign control, possibly the Cham people from southern Vietnam. He did this by getting support from important families in different parts of the region to build a strong military force. He also married women from at least seven families to create strong alliances. This created a relationship structure between the king and the elite families that would continue throughout the era of the Khmer Empire.

KEY TERM
bas-relief pictures carved in stone so that they stand out slightly against a flat surface

The stele outlines Jayavarman II's coronation in the Kulen Hills, which occurred at the same time as the foundation of the Devaraja cult, along with the expansion of the empire and the repeated movement of the capital.

Another stele from 1069 indicates that Jayavarman's expansion met with opposition that needed to be suppressed by force. Jayavarman established a centralised authority to administer his growing empire, rewarding loyalty with hereditary offices and substantial land grants. While little detail remains about Jayavarman's reign, he had an enormous impact on the development of Angkor. He united the Khmer people under the authority of a supreme king, founded a national cult and established a strong, centrally administered empire.

ACTIVITY 6.3

Check your understanding

1 What kinds of written historical records exist of the Khmer Empire? Which of these are primary sources?
2 What appears to have been Jayavarman II's greatest strength, which enabled him to found the empire?

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Religion

Religion played an important role in the Khmer Empire. Before the arrival of Indian religious ideas, the Khmer worshipped ancestor spirits and nature spirits known as *neak-ta*. Spirit worship continues today, and locals often leave offerings of food or flowers to the spirits at simple shrines found throughout the country.

Buddhism and Hinduism arrived in South-East Asia during the time of Indianisation. While Buddhism appears to have been more popular in Funan, Hinduism became the dominant religion in Zhenla and later in the Khmer Empire. Historian Monica Smith suggests that the powerful Gupta Empire of northern India (c.320–455 CE) culturally and religiously influenced the peoples of South-East Asia.

Brahmin priests followed Indian merchants, introducing the worship of Shiva and Vishnu, which the Khmer kings used to reinforce their authority.

KEY TERM

Brahmin the Hindu caste (class) of priests and teachers

▲ **Source 6.14** Offerings made at a spirit house outside the Silver Pagoda, Phnom Penh, Cambodia

▲ **Source 6.15** Lo Lei temple erected by king Yasovarman I for ancestor worship

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Hinduism

Hinduism is a **polytheistic** religion, involving the worship of many gods, and central to Khmer Hinduism was the worship of the **Trimurti**, consisting of the gods Brahma, Shiva and Vishnu. Hinduism emphasises **dharma**, the belief that order in the world is dominated by the balance of good and evil forces, between the gods and their demon enemies (the *asuras)*, and between the human world and the world of the gods. Hinduism also emphasises the concept of **samsara**, whereby every living thing is reborn after death. **Karma**, the combination of good and bad actions in a person's life, determines what a person will come back as in the next life. If someone wants to break out of the repeated cycle of reincarnation, they need to dedicate themselves to a life of poverty, chastity and meditation.

The gods live on Mt Meru, a mythological mountain in the Himalayas, surrounded by seven seas. The gods are looked after by fairy-like dancers, called *apsaras*.

KEY TERMS

polytheism a belief system with more than one god

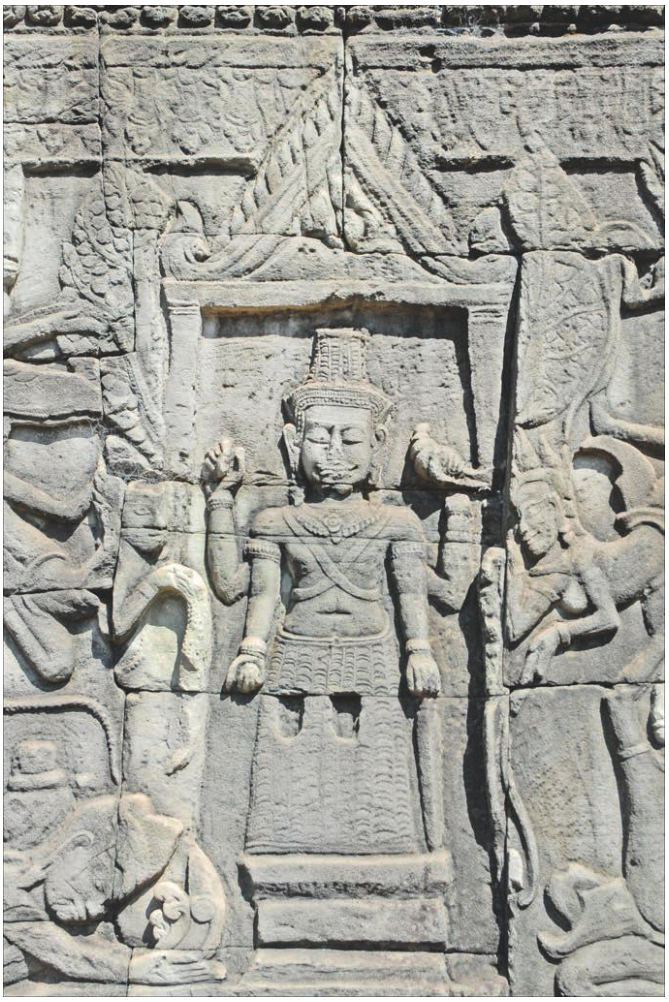
Trimurti the Hindu Trinity, made up of the three most significant gods, Brahma, Shiva and Vishnu.

dharma the Hindu and Buddhist idea of good order and harmony being maintained in the world

samsara cycle of rebirth or reincarnation

karma the effects of one's actions in life, be they good or bad; the natural consequences of actions

▲ **Source 6.16** The demon Ravana (bottom) shaking Mt Kailasa on which the god Shiva is seated (top), carved on the Banteay Srei temple in Angkor



▲ **Source 6.17** A bas-relief of a devotee worshipping a statue of Vishnu, carved on the Bayon temple, Angkor Thom

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▲ **Source 6.18** A tenth-century statue of Brahma from Phnom Bok

▲ **Source 6.19** A scene on the walls of Angkor Wat of an 18-day battle between two sets of cousins: the Pandavas (sons of Light, rightful rulers of the world) and the Kauravas (sons of Darkness, who overthrew the Pandavas)

▲ **Source 6.20** A bas-relief from the Banteay Srei Temple depicting Ravana kidnapping Sita, wife of Rama – who was the king of Ayodhya. Rama set out to rescue his wife with the help of Sugriva Hanuman, the monkey king. Eventually, Ravana was defeated and Sita freed. The story became very popular in Khmer culture, frequently shown in carvings and retold in traditional ballet.

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The Devaraja cult

The Devaraja cult was created by Jayavarman II in 802 CE at the time of his coronation. Devaraja was an existing Hindu concept of the 'king of the gods', the supreme divine authority over the universe, usually the god Shiva or Vishnu. The Devaraja cult taught that Jayavarman II was a god-king who ruled with divine authority of the king of the gods. Jayavarman II appointed the Hindu priest Shivakaivalya and his descendants to maintain the cult. The Devaraja cult was closely connected to the power of the king and when the king moved capitals, he always brought the cult shrine with him, as it was believed to be important for the empire's safety. However, no images or representations of the Devaraja cult shrine have survived.

Buddhism

The historical Buddha, Siddhartha Gautama, was born about 480 BCE, the son of a northern Indian king. According to tradition, he was raised in luxury, married and had a son. However, at age 29, while taking a chariot ride, he saw a poor elderly woman, a sick man and a dead body. Gautama was shocked by the world's pain and was motivated to find out how people could be freed from suffering. Eventually he gained enlightenment at age 35 and spent the rest of his life preaching a message of compassion, humaneness and a desire to break the endless cycle of rebirth. When he died, Gautama was not reincarnated, but instead reached **nirvana**, a heavenly state without suffering. Hundreds of stories from the Buddha's life were recorded in the Jataka.

Two forms of Buddhism developed. The older, stricter form called Theravada Buddhism and the newer form that became popular in Angkor, Mahayana Buddhism. An **avatar** called Avalokiteshvara (sometimes shortened to Lokeshvara), the Buddha of Compassion, was the most widely worshipped. Even though Buddhism arrived in South-East Asia at the same time as Hinduism, it was not until the reign of Jayavarman VII that Mahayana Buddhism became the state religion and Buddhist temples were built throughout the empire.

KEY TERMS

nirvana a state of freedom from all suffering that Buddhists believe can be achieved by removing all personal wishes

avatar the incarnation of a god

▲ **Source 6.21** Depictions of Avalokiteshvara on the Bayon Temple, Angkor Thom

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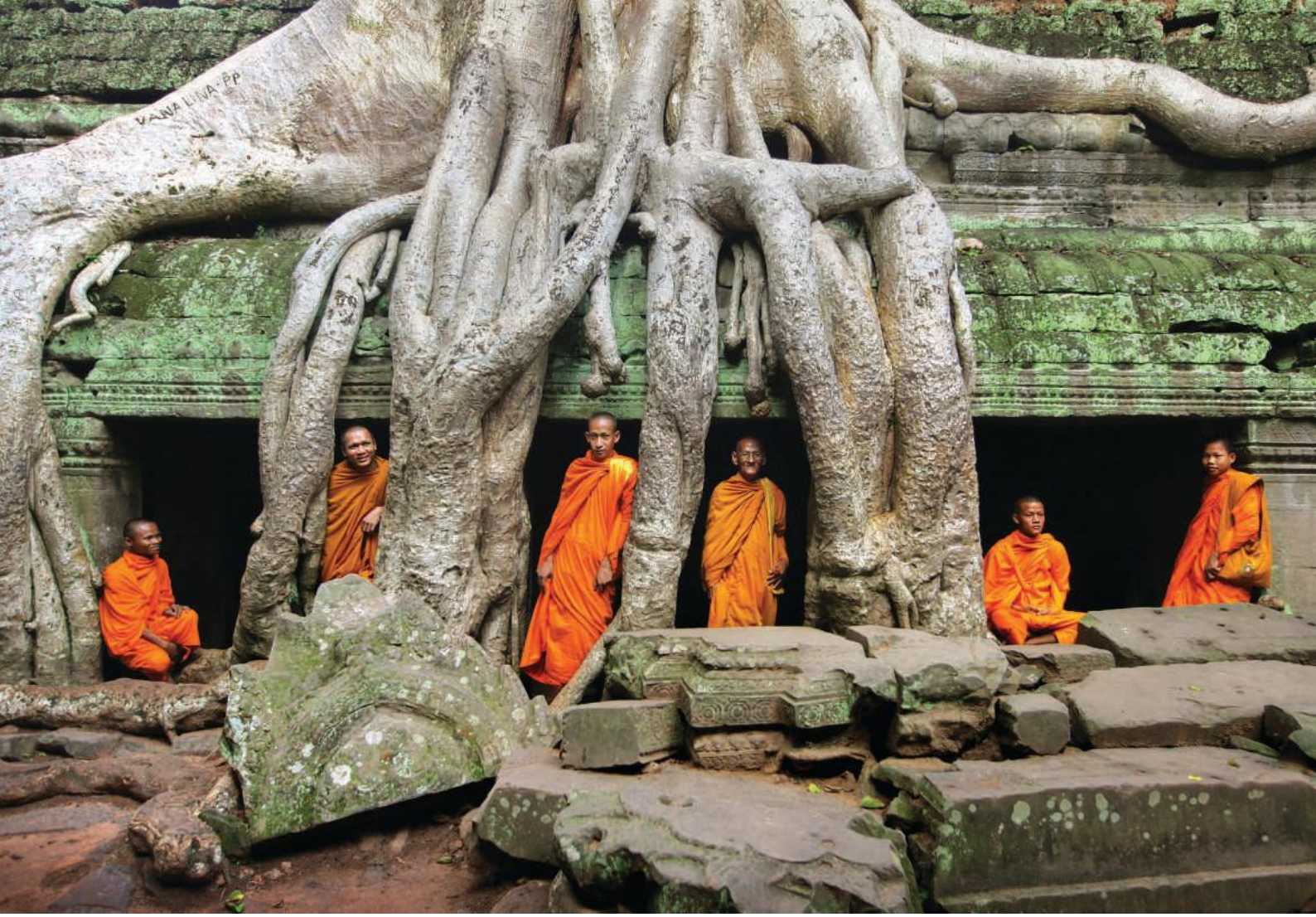

▲ **Source 6.22** Modern-day Buddhist monks visiting the overgrown ruins of the Ta Prohm temple, Angkor, built by Jayavarman VII as a Mahayana Buddhist monastery and university

Despite Jayavarman's support, Theravada Buddhism became the state religion during the fourteenth century. It also incorporated aspects of *neak-ta* (earth spirits) and Hinduism. Theravada Buddhism is still the national religion of Cambodia today.

Worship of the gods

At first glance, Khmer temples appear to be enormous constructions, but this can be deceptive. Khmer temples were built to house the gods and they only required limited space to shelter a statue. The central sanctuary of Angkor Wat is only 5 square metres. The Khmer did not build large halls for worshippers to gather in; rather, the scale of Khmer temples is because dozens of little shrines may be constructed within the same complex. In the shrines, the gods were treated like royalty by their servants, the priests. The priests were responsible for waking the gods, then washing, dressing and feeding them daily. The food was symbolically eaten by the gods and then distributed to the priests. People could worship the gods when the shrine doors were open and when the priests were taking care of the gods. According to historian Claude Jacques, on the anniversary of the dedication of the temple's main statue, a solemn feast would be held and a miniature statue of the god, joined by other gods, paraded around the temple.

To improve a person's karma and break the cycle of samsara, people tried to 'make merit', either by building or donating to a temple or monastery, providing for the poor, personally praying or paying for priests to pray. Queen Jayarajadevi made huge donations to the Ta Prohm and Preah Khan monasteries and to the Bayon and Phimeanikas temples in Angkor. The merit that a temple could make was often shared among the sponsors of the temple. The king's merit was also linked to the prosperity of the empire.

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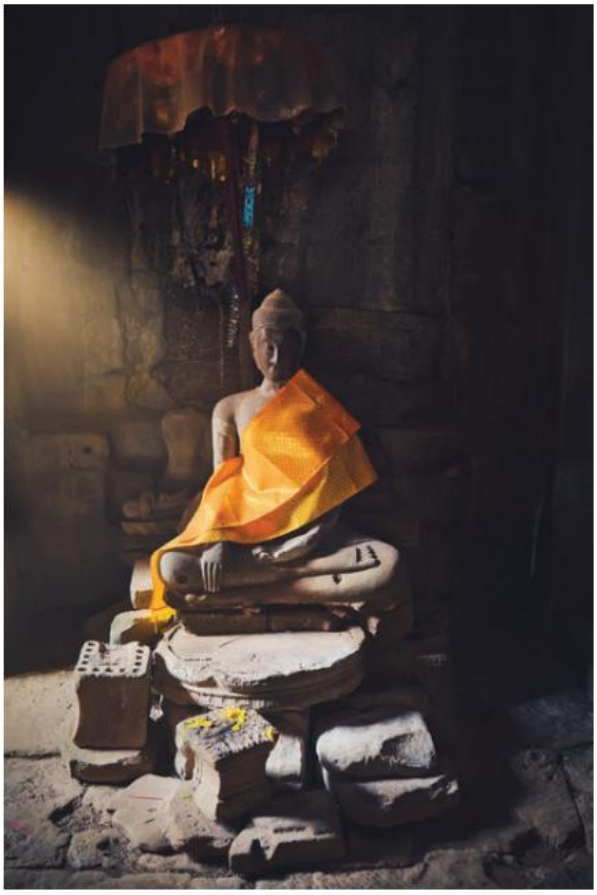

▲ **Source 6.23** A Buddhist statue within the Angkor Thom temple

Of all the merit of these foundations, the king should receive either one quarter or one sixth; the king, who will protect them, should receive half the merit; the favourite of the king, who will protect them, should receive one quarter of the merit. If ill fortune comes to the temple, the Shivaite priest, the chief minister of the royal family and the good people who will inform the king seven times, should still receive half the merit.

▲ **Source 6.24** An excerpt from the foundation stele at Banteay Srei, 968 CE

ACTIVITY 6.4

Using historical sources as evidence

1. Examine the image sources in this chapter up to this point.
2. Chose an image source that provides evidence of Hinduism in the Khmer Empire, and explain how it does that.
3. Chose an image source that provides evidence of Buddhism in the Khmer Empire, and explain how it does that.

Khmer festivals

Zhou Daguan, the author of *A Record of Cambodia: the Land and Its People*, was a Chinese diplomat from the important port city of Wenzhou in south-east China. His mission was to deliver an 'imperial proclamation', probably informing King Sri Indravarman that China had a new emperor. The previous Chinese emperor, Kublai Khan, launched five unsuccessful invasions into South-East Asia and his greatest general, Sodu, was captured and beheaded by the Cham people of southern Vietnam in 1285. However, Emperor Temur was more peaceful towards South-East Asia and Zhou Daguan's mission to Angkor possibly tried to improve relations between China and the Khmer Empire.

Zhou stayed in Angkor from August 1296 to July 1297 and he later recorded his observations, including descriptions of religious practices, social structure, economy, the legal system and daily life. He also provided details about the buildings, agriculture, landscape, resources, flora and fauna. While it is important to remember that Zhou was a foreigner, he has provided historians with unique information about Angkor that has not survived anywhere else.

While some Angkorian festivals are no longer celebrated, some continue today or have been altered, such as Khmer New Year, which occurs in April. Other festivals that are still followed include the Chroat Preah Nongkol (Royal Ploughing Ceremony), which is usually held in May. In this ceremony, a plough hitched to two oxen – often led by the monarch – ploughs a furrow, which Brahmins then sow rice seed into. Afterwards, the oxen are offered plates of rice, corn, beans, sesame, grass, water and rice wine. Depending upon what the oxen eat, the Brahmins try to predict if the coming season will be plentiful or not.

Pchum Ben is a 15-day festival held in late September and dedicated to honouring the dead. At that time, the god Yama opens the gates of Hell, allowing ghosts and the dead to taunt the living.

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Food offerings are given to the dead to prevent them from troubling the living. This is also a time for worshipping ancestors and paying respect to parents.

The Bon Om Touk (Water Festival) celebrates the end of the rainy season around November, during which boat races are held.

ACTIVITY 6.5

Using historical sources as evidence

The first month of the year is called Kaitek (October). A large stage is set up in front of the royal palace. There is room on it for a thousand or more people. It is hung everywhere with globe lanterns and flowers. Facing it on an embankment between 60–95 metres away are some tall towers that are made of wood bound together, like the scaffolding used to make a pagoda. They must be over 60 metres high. Every night they put up three to six of these and set out fireworks and firecrackers on top of them. The provincial officials and the nobility take care of all the costs. When night comes the king is invited to come out and watch. He lights the fireworks and firecrackers – the fireworks can be seen 5 kilometres away. The firecrackers are as big as the rocks thrown by catapults and make enough noise to shake the whole city. All the officials and members of the royal family give away candles and betel nuts. The king also invites foreign diplomats to watch. This continues for fifteen days …

Every month there is an event. For example, in the fourth month there are ball games. In the ninth month there is 'ya lie' which involves everyone in the country gathering together in the capital and being reviewed in front of the palace. In the fifth month there is 'water to welcome the Buddha,' when Buddha statues throughout the country, are brought together and taken into the water, where they are bathed in the company of the king …

The seventh month is the time for 'rice burning', when some rice ready for harvesting is ceremoniously taken to the south gate and burned as an offering …

In the eighth month is 'ailan', a dance that selected female dancers perform daily in the palace. There are boar fights too, which the king invites foreign diplomats to watch. This continues for ten days.

▲ **Source 6.25** Zhou Daguan, *A Record of Cambodia: The Land and Its People,* detailing Khmer festivals in c.1296

Study Source 6.25 and answer the following questions.

1. During which month does the 'rice burning' festival occur? Why?
2. What role does the king play in the Khmer festivals?
3. What do these festivals reveal about Angkor?

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MAKING THINKING VISIBLE 6.2

Question starts

Examine Source 6.25.

1 Brainstorm a list of at least six questions about Khmer festivals in the days of the empire. Use these question starts to help you think of interesting questions:
   - Why …?
   - How would it be different if …?
   - What are the reasons …?
   - Suppose that …?
   - What if …?
   - What if we knew …?
   - What is the purpose of …?
   - What would change if …?

2 Review the list and put a star next to the questions that seem most interesting. Then, select one or more of the starred questions to discuss with a partner for a few moments.

3 What new ideas do you have about the festivals in the Khmer Empire that you didn't have before?

▲ **Source 6.26** The Royal Ploughing Ceremony, Phnom Penh, 2008

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▲ **Source 6.27** These longboats used in this modern-day boat race at Bon Om Touk are very similar to those depicted on the Bayon Temple.

Digital quiz
Please see the Interactive Textbook to access digital activities

END-OF-SECTION REVIEW 6.2

Review questions

Answer these questions on paper or in the Interactive Textbook.

Recall

1 What principal cultural features already existed in the region where the Khmer Empire was founded?
2 Who founded the Khmer Empire and how?
3 What was the main threat to the empire in its early days?

Interpret

4 How do we know that the Khmer Empire had two principal religions?
5 For the most part, the two religions of the Khmer Empire coexisted. Why do you think this was so?
6 From Source 6.25, what does the main function of Khmer festivals appear to be?
7 What was the significance of the Devaraja cult to the political structure of the Khmer Empire and how it was governed?

Argue

8 To what extent was religion a state religion in the Khmer Empire?
9 Is there any evidence that the two main religions of the Khmer Empire were as important to the common people as they were to the ruling class?
10 'Religion and empires go hand in hand.' To what extent do you agree with this statement as it applies to the Khmer Empire?

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6.3 Social structures of the Khmer Empire

FOCUS QUESTION

What were the key political and social features within the Khmer Empire?

The king

After the coronation of Jayavarman II, the kings of Angkor were referred to as Chakravartin (Universal Monarch) or Maharajadhiraja (Great King of Kings). The king's main duty was to ensure the prosperity of his kingdom and the maintenance of dharma, providing harmony for the empire. There were two significant ceremonies in the life of a Khmer king: his consecration as king, which confirmed him as the supreme protector of the empire; and his cremation, which extended his role as protector into the next life. The king and his kingdom were inseparable, as seen in an inscription found at one of Jayavarman VII's hospitals: 'The bodily ills of his people became his spiritual sufferings'.

▲ **Source 6.28** A bas-relief of a Khmer king and his court, from the Leper King Terrace, Angkor Thom

FAMOUS FACE

JAYAVARMAN VII

Jayavarman VII was Angkor's greatest king, but historians cannot agree about many aspects of his rule, especially his relations with the Cham. The traditional interpretation is that in 1165, King Yasovarman II was overthrown by a rebellious official named Tribhuvanadityavarman. During the chaos that followed, the Cham sailed up the Tonlé Sap River, killed the king and pillaged Angkor. Jayavarman VII then appeared to drive the Cham out and eventually conquered much of the Cham territory.

However, a closer investigation of the evidence suggests that Jayavarman's rise to power was far more complicated. The Phimeanakas stele states 'When king Yasovarman had been overthrown, Jayavarman promptly returned from Vijaya (Champa) to rescue his lord' but he arrived too late to save Yasovarman.

According to historian Miriam Stark:

> Jayavarman VII gave the Khmer Empire its last burst of glory. He conquered the Cham, extended Khmer dominion from Thailand into Laos, south throughout much of the Mekong Basin and west to the borders of Burma … For Jayavarman VII, imperial expansion meant monumental construction: great stone temples and their *barays*, resthouses, hospitals, and raised roadways and stone bridges to link the provinces to the capital. Portions of the road between Angkor and Phimai, which stretched at least 225 kilometres, are visible by remote sensing today; other roads radiated west, east and southeast.

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Jayavarman VII also made his mark in the capital with the 3 square kilometres' walled city of Angkor Thom and its dominating Buddhist shrine, the Bayon, and two temple monasteries dedicated to his parents: Ta Prohm (to his mother) and Preah Khan (to his father). He celebrated both Hindu and Buddhist beliefs, and the four-faced towers that epitomise the Bayon are said to reflect the Buddhist incarnation of the Bodhisattva known as Avalokitesvara.

▲ **Source 6.29** M. T. Stark: *Pre-Angkorian and Angkorian Cambodia*, Southeast Asia – From prehistory to history, eds. I. Glover and P. Bellwood, Routledge Curzon, London, 2004, p. 109.

The queen consort

The king often had more than one wife, but his most important wife was called the *agramahishi* (queen consort), who was very influential at court, particularly if one of her sons became the *yuvaraja* (crown prince). If the king died, **usurpers** often tried to marry the queen consort or a daughter of the previous king to help legitimise their claim to the throne. If a king died with a young son, the **regent** was often appointed from the family of the *agramahishi*.

KEY TERMS

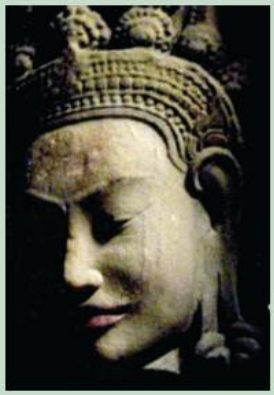
usurper someone who claims to be the rightful ruler, but isn't

regent a person appointed to rule temporarily on behalf of the rightful ruler

▲ **Source 6.30** Sdok Kak Thom Temple

FAMOUS FACES

QUEEN JAYARAJADEVI AND QUEEN INDRADEVI



Queen Indradevi

Queen Jayarajadevi was Jayavarman VII's first *agramahishi*. According to an inscription composed by her sister Indradevi commemorating her life, Jayarajadevi married Jayavarman before he became king. During the early years of their marriage, they were often separated, causing her much worry, so she spent her time in prayer and fasting, hoping for her husband's return. Indradevi encouraged Jayarajadevi to study the Buddha's teachings and when Jayavarman eventually returned to Angkor as the victorious king, she decided to donate all her wealth to the gods and the poor. Numerous temple inscriptions reveal her generous and devout nature. Unfortunately, she was not queen for long, as Indradevi's inscription states: 'Despite her eternal loyalty to her husband, soon after her master was invested as king, she entered nirvana'.

Jayavarman then married Indradevi, apparently attempting to ease the 'fire of pain that was burning the world'. Indradevi was a lady of great intelligence, grace and culture. Jayavarman appointed her as the main teacher of two important temples where she was 'always distributing her knowledge to a crowd of women'.

Both Jayarajadevi and Indradevi are believed to have had a big influence on Jayavarman, especially upon his religious beliefs.

ACTIVITY 6.6

Checking your understanding

1. What was a Khmer king's main duty?
2. Who was Queen Jayarajadevi and what did she give to the people?
3. What role did Queen Indradevi take on?

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The Angkorian bureaucracy

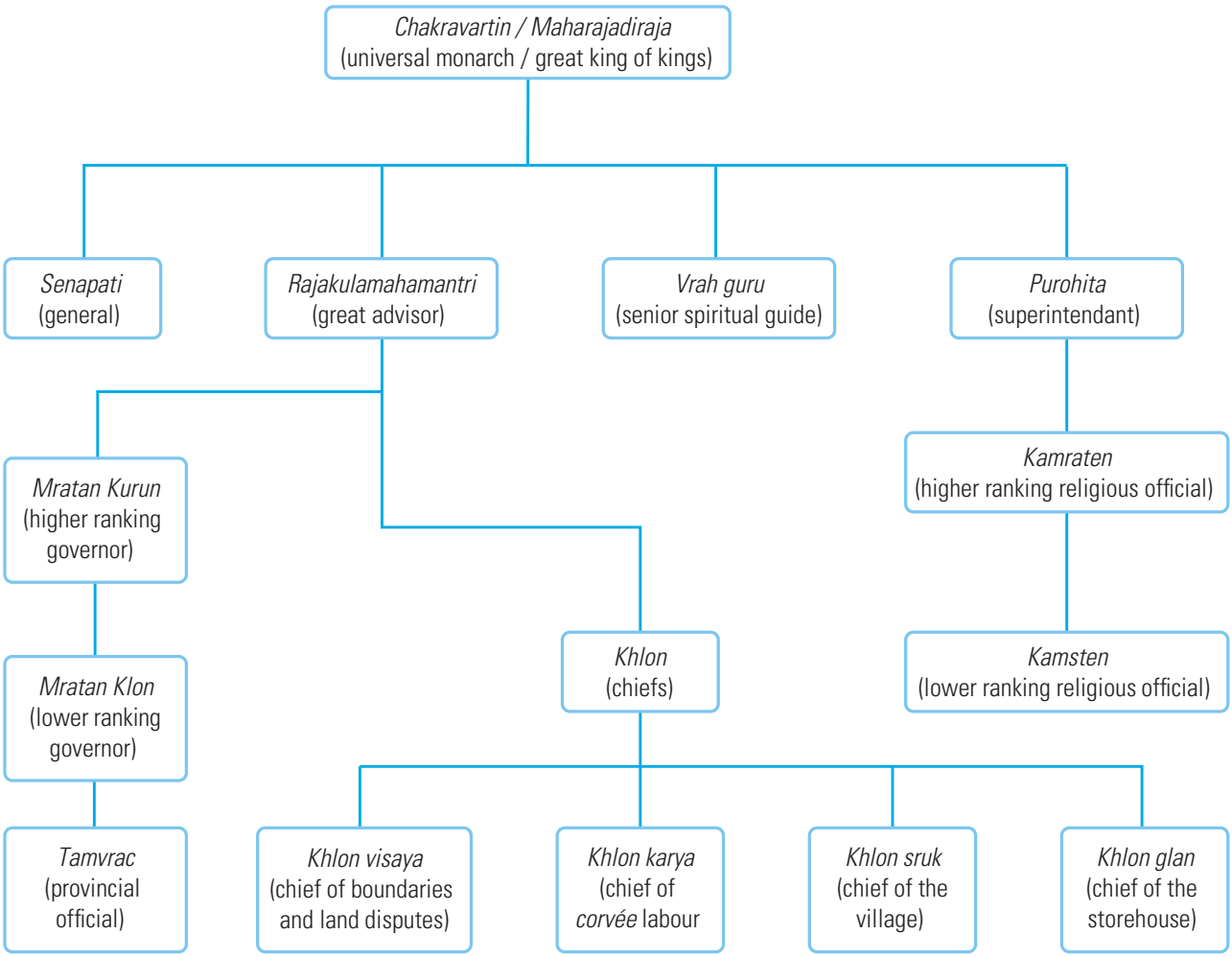
As the Khmer Empire expanded, the Angkorian administration grew in size and complexity. The king brought religion and government together, and many of his administrators had religious as well as political responsibilities. The *rajakulamahamantri* (great adviser) was a senior adviser to the king and responsible for the religious courts. He could exempt a person from paying the temple taxes. The *vrah guru* (senior spiritual guide) was a very important religious figure, performing rituals and consecrating new temples. The *purohita* was a priest responsible for the Devaraja cult and another adviser to the king. Inscriptions mention numerous important priests and army commanders. Inscriptions also provide details about many lower level officials, such as religious administrators and *khlon* who were responsible for the king's storehouses, for village administration, for land ownership and ***corvée*** labour. The king appointed *mratan* as provincial governors and they were aided by the *tamvrac*, about 4000 officials spread throughout the provinces. All officials had to take an oath of allegiance.

KEY TERM

corvée compulsory work done by peasants for the king or local officials

Amazing but true…

The highest honour the king could award someone with was *Dhuli jen vrah kamraten an. Dhuli jen* translates as 'dust of the feet'. In Khmer culture it is the height of rudeness to show someone the soles of your feet. However, those who appeared before the king would touch the earth three times with their forehead, at the foot of the steps to the throne. Owing to the king's position, the 'dust of the feet' of the king was considered an honour.



▲ **Source 6.31** The Angkorian administration

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ACTIVITY 6.7

Using historical sources as evidence

Following the death of Udayadityavarman I in about 1001 CE, civil war tore the Khmer Empire apart. Two claimants, Jayaviravarman and Suryavarman, battled for the throne.

SOURCE A

Here is (our) oath: We *tamrvāc* … swear, cutting our hands and offering our lives and our devotion gratefully and unerringly, to His Majesty Suryavarman, who has been our legitimate and rightful monarch since 1002 CE in the presence of the Sacred Fire, of the Holy Jewel of the Brahmins and the religious teachers. We will not serve any other sovereign; we will not be hostile to him, we will not comply with his enemies; we will not commit any act which might do him harm. All these acts which are the fruit of our grateful devotion towards His Majesty Suryavarman, we will endeavour to accomplish. In case of war we will strive to fight with all our hearts, not to bind ourselves to life; by devotion (to the king) we will not run away from combat. If, in times of peace, we die of disease, may we obtain the reward of people devoted to their master. If we remain in the service of the king, when the time to die (in service) arrives, we will do it gladly.

▲ **Source 6.32** An excerpt from a stele erected by Suryavarman I in 1011

SOURCE B

As in China, the country has officials with a rank of chief minister, commander-in-chief of the army, astronomer, and so on. Below them are various kinds of junior officials, but they are not called by the same titles as ours. Usually, those who take on these positions are the king's relatives. If they are not, they give him a daughter as a concubine as well.

When going out and about, the appearance of the officials varies according to their rank. The most senior are those with a palanquin with gold poles and four parasols with gold handles. Next in rank are those that have a palanquin with gold poles and two gold-handled parasols. Next down are officials with a palanquin with gold poles and one gold-handled parasol; and next again those with just one gold-handled parasol. The lowest officials are distinguished by having just a parasol with a silver handle … The senior officials with gold-handled parasols are all called *bading* or *anding*. Those with silver-handled parasols are called *siladi*. The parasols are all made of a strong, thin red Chinese silk, with fringes that hang down and trail on the ground – except for oiled parasols, which are made of the same silk, but are green and have short fringes.

▲ **Source 6.33** Zhou Daguan on the Angkorian government

SOURCE C

◄ **Source 6.34** This bas-relief from Angkor Wat shows a palanquin consisting of a throne mounted on top of the carrying poles. Three parasols are shown, but a fourth is absent, perhaps to display the person being carried. With four parasols it would fit Zhou Daguan's description of a palanquin for those of the highest rank.

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Using Sources A and B answer the following questions.

1. Who created these sources and why do you think they were made?
2. Consider when Source A was created and explain why the oath claims Suryavarman had been the legitimate monarch since 1002.
3. Source A is an oath of allegiance from the king's officials. Explain why Suryavarman I needed such an oath to be sworn.
4. According to Source A, what does the oath require of Suryavarman's officials?
5. According to Source B, who were appointed to be officials?
6. According to Source B, how are officials' ranks demonstrated?
7. How might these sources be useful to historians to gain a clear understanding of the period?

Armed forces

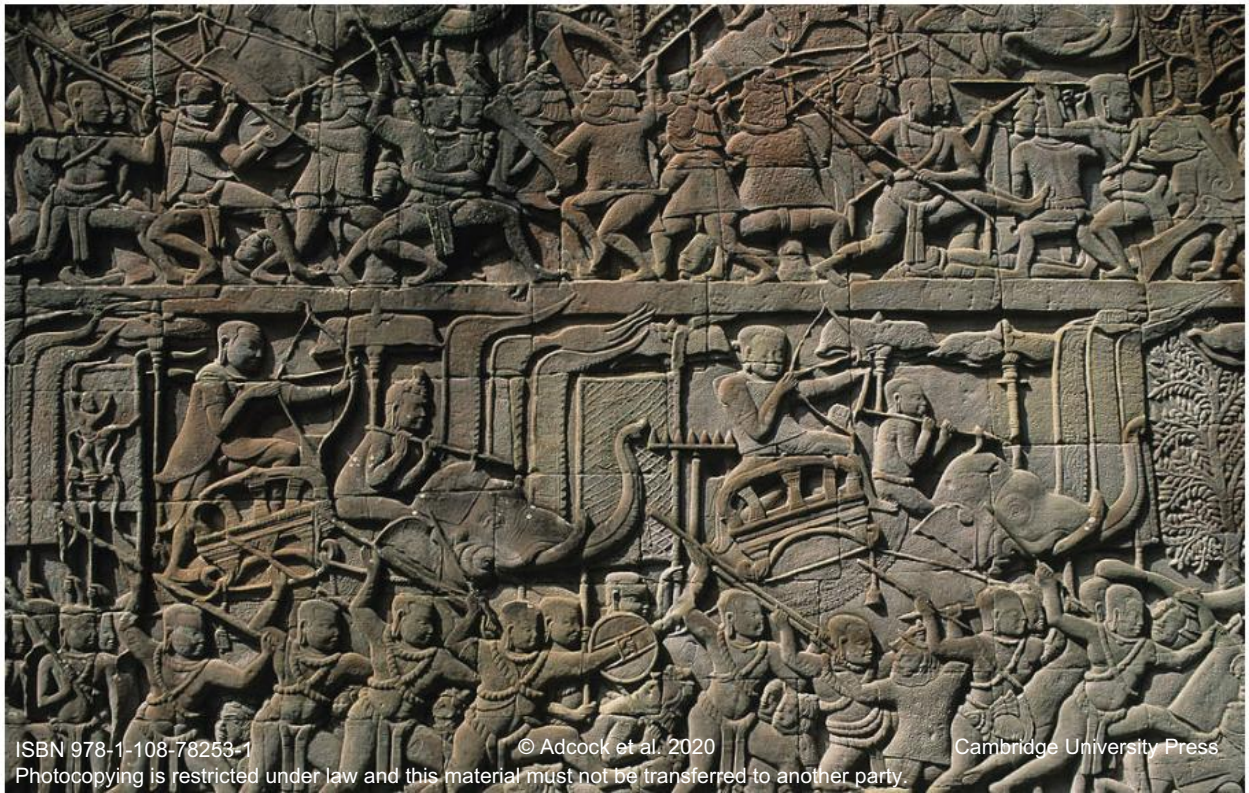
The epic battles depicted on the walls of Angkor Wat and the Bayon provide excellent information about the Khmer armed forces. The bas-reliefs reveal that the Khmer employed non-Khmer forces, such as Cham and Tai troops. They also depict weapons such as spears, bows, swords, daggers and the *phkeak*, a large battle axe with a curved blade. Catapults were mounted on the *howdahs* (saddle platforms) of elephants. A small, round shield and a long, rectangular shield were used for protection. The army was accompanied by a priest and the 'sacred fire' to provide spiritual protection.

The Khmer navy consisted of narrow rowboats about 17–25 metres in length. They were shaped like the mythical Naga and were rowed by 12–26 oarsmen.

> The soldiers … go naked and barefoot. In their right hand they carry a spear and in their left hand a shield. They have no bows, catapults, body armour, helmets, or the like. Apparently, when the Tai attacked, all the ordinary people were conscripted in the army, but with no good strategy or preparation.

▲ **Source 6.35** Zhou Daguan on the Khmer army

▼ **Source 6.36** A battle scene from the Bayon temple depicting Khmer foot soldiers with spears, one with a shield, and archers standing on an elephant *howdah*. The Cham (top row, centre) are wearing armoured tunics and helmets, and are carrying scimitars.



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▲ **Source 6.37** Khmer longboats depicted on the Banteay Chhmar temple

ACTIVITY 6.8

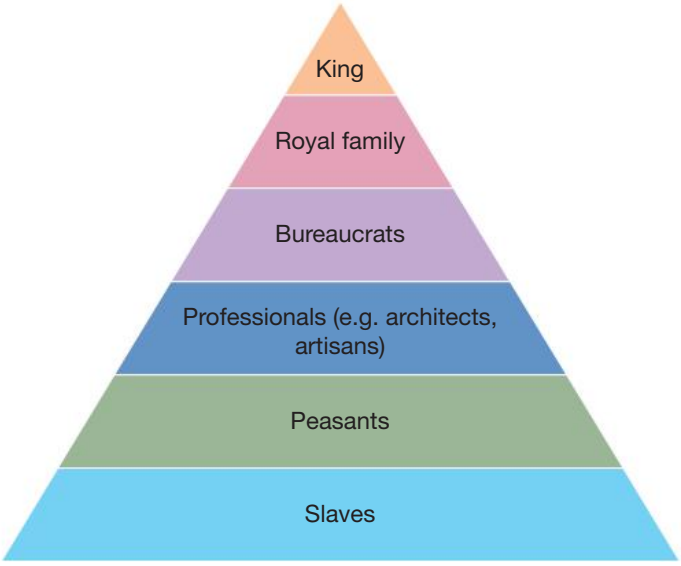
Using historical sources as evidence

1. What weapons can you identify in Sources 6.36 and 6.37?
2. How does the information in Source 6.35 differ from Sources 6.36 and 6.37? How might an historian explain these differences?

Social structure

At the top of Khmer society was the king, who served both a religious and a secular role. The king was supported by his family, who often filled many of the administrative and military jobs. The Angkorian administration were the next level of Khmer society and lower down in the social hierarchy were the artisans and craftsmen, but very little information is known about them.

Most of the people were peasant rice farmers, subject to regular *corvée* labour and occasional military service. As the Khmer did not use money, peasants paid the rent owed to their landlords from their harvest.



▲ **Source 6.38** Social hierarchy in the Khmer Empire

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Taxes were paid to the administration and to the local temple either in the form of labour or crops.

There were three kinds of slaves:

1 Slaves legally acquired
2 Slaves who were inherited
3 Religious slaves, who dedicated themselves to work for the temple for some time, perhaps instead of paying the temple taxes.

The Khmer Empire was an immense tax-gathering machine and everyone except priests, monks and slaves had to pay tax. The king officially received all the tax revenue – the Khmer expression *svey vrahrajya* (he eats the kingdom) demonstrates that he metaphorically and literally consumed the empire's produce – but this was administered by his officials. Many things were taxed including land (based on size and productivity), rice, salt, wax and honey. There was even a market tax.

Aspects of everyday life

The only sources we have for everyday life in the Khmer Empire are carvings on the temples and the writings of Zhou Daguan. The following sources discuss aspects of everyday life. Examine the sources and then complete the activities.

Clothing and jewellery

From the king down, the men and women all wear hair wound up in a knot, and go naked to the waist, wrapped only in a cloth. When they are not out and about, they wind a larger piece of cloth over the small one. There are very many different grades of cloth. The materials the king wears include some that are extremely elegant and beautiful, and worth three or four ounces of gold a piece. Although cloth is woven locally, it also comes from Siam [Thailand] and Champa [southern Vietnam). Cloth from the Western Seas [India) is often regarded as the best because it is so well-made and refined.

Only the king wears material with a full pattern of flowers on it. On his head he wears a gold crown, like the crown worn by the Buddha. Sometimes he goes without a crown, and simply wears a chain of fragrant flowers such as jasmine wound round the braids of hair. Around his neck he wears an enormous pearl. On his wrists, ankles, fingers and toes he wears gold bracelets and rings, all of them inlaid with cat's-eye gemstones …

Senior officials and relatives of the king wear cloth with a scattered floral design, while junior officials wear cloth with a two-flower design. Among the ordinary people, only women wear cloth with this design. However, if a newly arrived Chinese wears it, people are not offended, because he is *'anding basha,'* meaning that he does not understand what is appropriate.

▲ **Source 6.39** Zhou Daguan describing Angkorian clothing

ACTIVITY 6.9

Using historical sources as evidence

Consider Source 6.39.

1 How was social rank demonstrated in Angkor?
2 Do you think social status was an important feature of Angkorian society? Why?

Slaves

Family slaves are all savages purchased to work as servants. Most families have a hundred or more of them; a few have ten or twenty; only the very poorest have none. The savages are people from the mountains. They have their own way of categorising themselves, but are commonly called 'thieving savages' …

A strong young slave is worth perhaps a hundred pieces of cloth; a weak old one can only fetch thirty or forty. They are only allowed to sit and sleep under the house. If they are carrying out their tasks then they can come

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up into the house, but they must kneel, join their hands in greeting, and bow down to the floor before they can venture forward. They address their master as *batuo* ('father') and their mistress as *mi* ('mother'). If they do something wrong they are beaten and take their caning with their heads bowed, not venturing to move even a little … Sometimes slaves run away. Those that are caught and taken back are branded with a dark blue tattoo on their face, and sometimes an iron shackle around their neck or between their arms and legs.

▲ **Source 6.40** Zhou Daguan on slaves

ACTIVITY 6.10

Using historical sources as evidence

Consider Source 6.40.

1. How are runaway slaves dealt with?
2. From where were slaves obtained?
3. What does the source tell us about the quality of life for slaves?

Trade

The local people who know how to trade are all women … There is a market held every day from about six in the morning until midday. There are no stalls, only a kind of grass mat laid out on the ground, each in its usual place. I gather there is also a rental fee to be paid to officials. Small market transactions are paid for with rice or other grain and Chinese goods. The ones next up in size are paid for with cloth. Large transactions are done with gold and silver.

▲ **Source 6.41** Zhou Daguan on trade

▲ **Source 6.42** Scene of women trading, depicted on the Bayon Temple

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ACTIVITY 6.11

Using historical sources as evidence

Consider Sources 6.41 and 6.42.

1. If Angkor had no coinage, how were things bought and sold?
2. How does the image in Source 6.42 fit with the text in Source 6.41?
3. What evidence is there in either source that trade existed with very far away countries?

Angkorian law

If there is a dispute among the ordinary people, it must be taken to the king, even if it is a small matter. There are never any whippings or floggings as punishment, only fines. Nor do they hang or behead anyone guilty of a serious crime. Instead they just dig a hole in the ground outside the west gate of the city, put the criminal inside it, fill it up with earth and stones, and leave it at that. Otherwise people have their fingers or toes amputated, or their nose cut off …

If two have a dispute to resolve and cannot agree who was right and wrong, there are twelve small stone towers on a bank opposite the palace, and the people concerned are sent to sit in two of them. Outside, members of each family keep guard against the other. They may sit in the towers for one to four days. Then, the one who is guilty becomes visibly ill. The one who is innocent is healthy. This is how innocence and guilt are assessed and decided, in what is known as the Judgment of Heaven. Such is the spiritual power of the local gods.

▲ **Source 6.43** Zhou Daguan on Angkorian law

▲ **Source 6.44** The Prasat Suor Prat towers at Angkor Thom. These are the 'twelve small stone towers' referred to in Source 6.43.

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ACTIVITY 6.12

Using historical sources as evidence

Consider Sources 6.43 and 6.44.

1. How are serious crimes dealt with in Angkor?
2. Explain how the 'Judgement of Heaven' works.
3. How does the form and design of the towers fit in with the explanation by Zhou Daguan of their purpose?

Death

When people die there are no coffins. The body is laid on a bamboo mat and covered with a cloth. When the body is taken out for the funeral it is led by banners, drums, and music. Two dishes are filled with fried rice, and this is scattered along the route. The body is carried out of town to a remote, uninhabited spot, where it is thrown down and left. After that, vultures, crows, dogs, and other village animals come and eat it. If it is quickly consumed, that means that the father and mother of the dead person are blessed. If the body is not eaten or only partly eaten, it means the father and mother are thought to be cursed.

Nowadays there are also more and more cremations, mainly of the offspring of Chinese.

When a father or mother dies, there are no special clothes for mourning. Sons show their respect for their parent by shaving off all their hair, daughters by shaving a space the size of a coin in the hair on the top of their head.

The kings are buried in towers, though I do not know if their corpses are buried or just their bones.

▲ **Source 6.45** Zhou Daguan on death

ACTIVITY 6.13

Using historical sources as evidence

Consider Source 6.45.

1. How do the Angkorians deal with their dead?
2. How do they mourn the dead?

Cooking

▲ **Source 6.46** Food preparation and cooking scene, depicted on the Bayon Temple

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ACTIVITY 6.14

Using historical sources as evidence

Consider Source 6.46.

1. Describe at least three tasks or activities in the scene.
2. Do you think the scene depicts activity in the average Khmer family home? If not, where and for whom do you think the food is being prepared?

Bathing

The place is unbearably hot, and no one can go on without bathing several times a day. Even at night you must bathe once or twice. They do not have bathrooms, buckets, or the like, but every family has a pool, or at least a pool to share among two or three families.

▲ **Source 6.47** Zhou Daguan on bathing

Contact with other states

The Khmer were surrounded by numerous other peoples, including the Cham city-states to the east, the Tai to the west and the Vietnamese to the north-east. Relations with these other peoples were often complicated. Inscriptions frequently mention wars with the Cham, but at other times, alliances were formed, and many Khmer kings used Cham mercenaries.

Examples of trade, diplomatic links and conflicts are listed here:

- Angkor's growing desire to trade with China during the twelfth century, and the need for sea ports, would have strained relations with the Cham city-states.
- Angkor had diplomatic relationships with China, and engaged in diplomatic missions, such as Zhou Daguan's visit to Angkor.
- Angkor's relations with the Vietnamese were often influenced by the Chinese, who attempted to persuade the Khmer to attack Dai Viet, but with limited success.
- Between the tenth and twelfth centuries, the Tai were under Khmer control, but whenever an opportunity arose, they tried to establish their independence, making numerous raids. From 1350 onwards, the Tai kingdom of Ayutthara became independent and attacked Angkor, contributing to the end of the empire.
- While occupying what is now Thailand, the Khmer encountered the powerful Pagan Empire (in modern-day Myanmar), which led to several confrontations.
- The Khmer Empire fought against the Cham people of southern Vietnam.

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Digital quiz
Please see the Interactive Textbook to access digital activities

END-OF-SECTION REVIEW 6.3

Review questions

Answer these questions on paper or in the Interactive Textbook.

Recall

1 Who was the supreme protector of the empire?
2 How did the king govern outlying regions of the empire?
3 What did the Khmer expression *svey vrahrajya* mean literally? What did it refer to in practice?
4 How did the markets operate, and how did people pay?
5 How would a peasant famer pay rent and taxes?

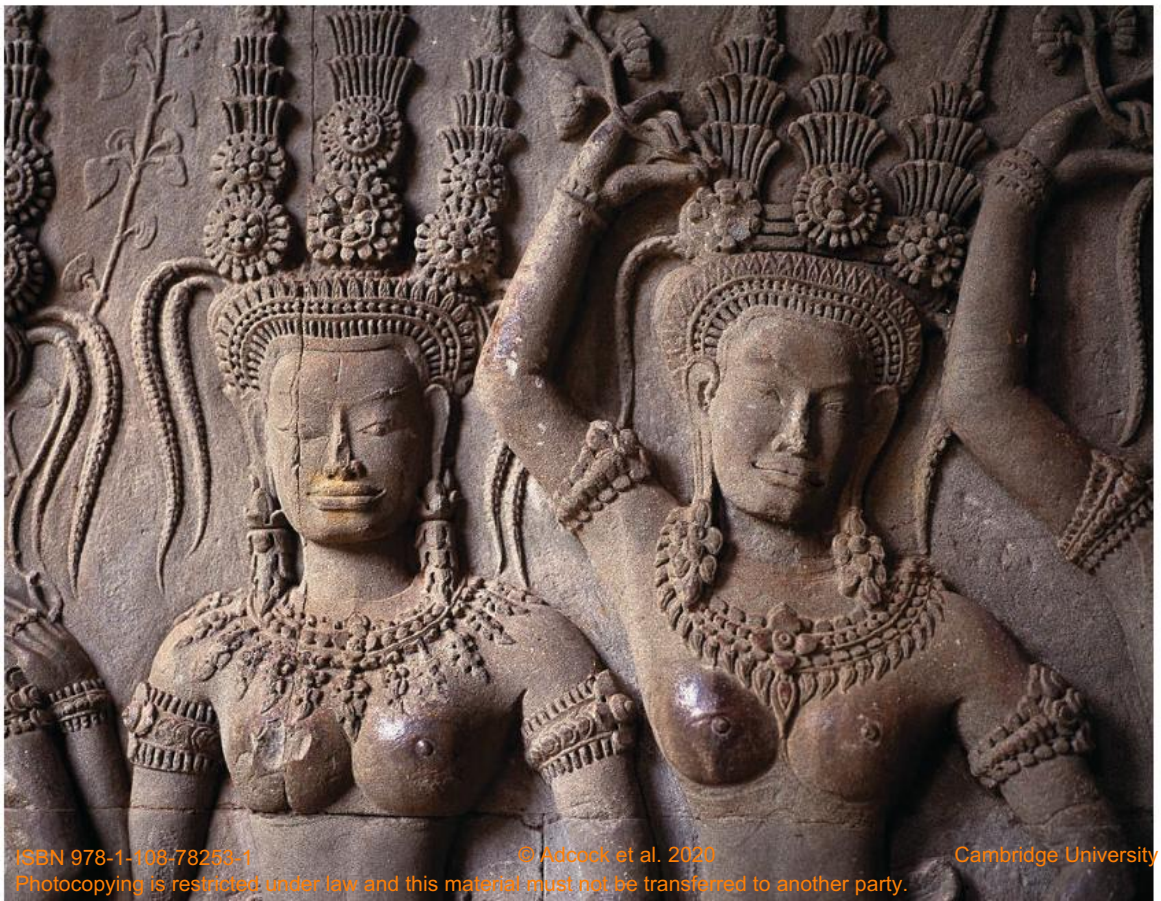
Interpret

6 Why were there differences between the types of cloth that different groups were allowed to wear?
7 Why were artisans and merchants an important part of Khmer society?
8 For ordinary people, treatment of the dead seems insensitive. But how did it fit in with the religious beliefs of the Khmer?

Argue

9 How strictly did the political and social structure of the Khmer Empire operate?
10 'The Khmer Empire, like most empires, relied on the use of force and power, and much of the population was treated cruelly and exploited.' Outline the evidence for and against this statement.

▼ **Source 6.48** An elaborate stone carving at Angkor Wat, Cambodia. The fine jewellery and clothing were supposedly modelled on Suryavarman II's harem.



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6.4 Infrastructure

FOCUS QUESTION

What kinds of infrastructure did the Khmer Empire have?

Water management

According to archaeologist Miriam Stark, water management was integral to widespread settlement and farming throughout the Angkor region. The Khmer were expert water engineers: they dug canals, dredged and straightened rivers, built dykes to redirect and hold back floodwaters, dug moats around their temples and housing areas, and built thousands of reservoirs to hold water. However, scholars are divided on how the water system worked. For many years, it was argued that Angkor's economy relied upon irrigation, but more recently archaeologists have suggested that the Angkorians relied upon rainfall and the regular flooding of the Tonlé Sap and Mekong floodplains. Owing to the scale of the water engineering at Angkor, it is assumed that it was centrally controlled, but no evidence has been found to explain how the water system was organised and maintained.

Expanding agriculture with irrigation

Growing rice requires a large amount of water. Rice needs to be planted in flooded fields, and it needs to be kept wet while growing. The Khmer relied upon a number of water sources: natural rivers, monsoonal rain, groundwater (from wells), and the Tonlé Sap Lake which flooded and expanded each year. Without irrigation, it is normal to grow two crops of rice each year.

▲ **Source 6.49** This canal through Cambodia was created in the eleventh century to distribute water for agriculture. It is still used for irrigation purposes by villagers today.

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With irrigation, the Khmer were able to double this to four crops a year. This was a key to the success of the Khmer Empire. To manage water for irrigation purposes, the Khmer had to develop methods for storage during the dry season (November–April). The Khmer had already developed some good irrigation and water control methods before the creation of the empire. In particular, each village created a rectangular pond for water storage, controlled by the temple officials. The development of Angkor into a major urban centre, however, required Khmer society to extend their water management to support a much larger population.

Barays

At the centre of the water management system were the large ***barays*** (water reservoirs). There were four in Angkor, each rectangular in shape and aligned east–west, about 1–2 metres deep. Several Khmer kings ordered the construction of *baray*. They were large building projects that would have taken a lot of manual labour.

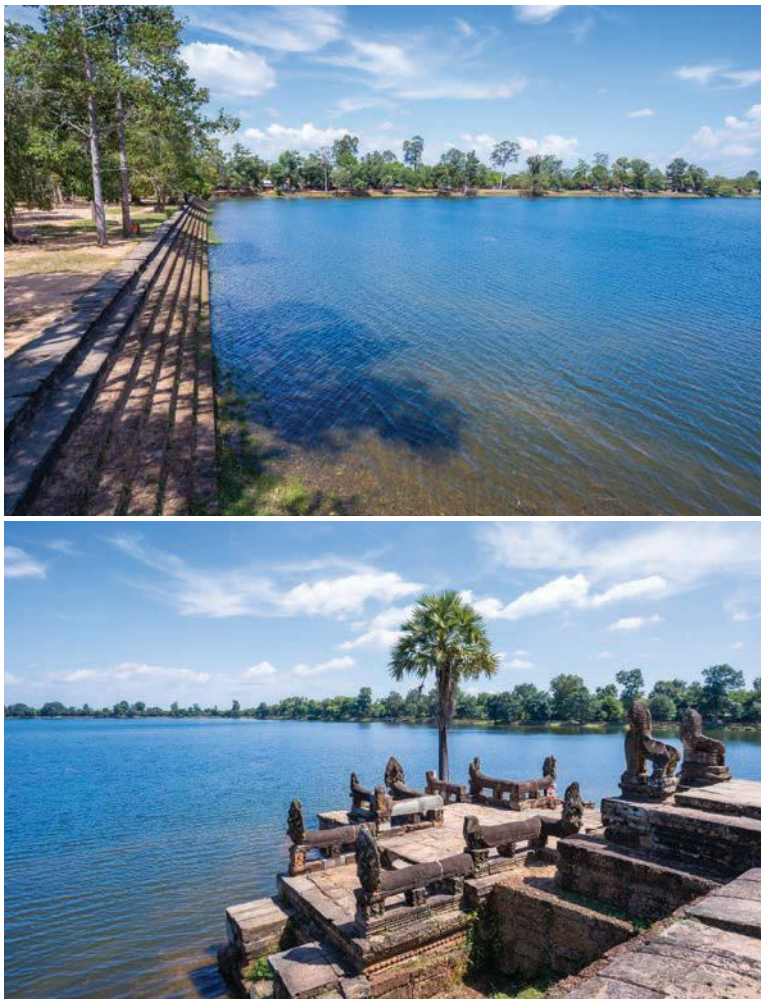
The first *baray* (called Indratataka Baray) was built at the early capital of Hariharalaya. The East Baray was built in Angkor in about 890 CE when the capital city moved. The largest *baray* was the West Baray, which was built in the eleventh century. It was 8 kilometres long and 2.2 kilometres wide and would have held 123 million litres of water. The last *baray* built was in the north of Angkor in the late twelfth century, called Jayatataka (Preah Khan) Baray. The water management system was extended and developed by the Khmer kings over time. It also took a large amount of labour to maintain, as mud and soil would build up as **silt**, which slowed the flow of water in the canals and *barays*. The West Baray is still used for irrigation, swimming and boat rides. The other *barays* have dried up because of silt deposits.

KEY TERMS

baray enormous reservoirs holding millions of cubic metres of water

silt rich, fine soil carried in the waters of canals or rivers

mebon a temple built on an artificial island in a *baray*



▲ **Source 6.50** Two views of the Srah Srang *baray* at Angkor

Water network

Source 6.51 shows a network of canals that would have connected the *barays* and temple moats, and the lake. The purpose was to collect and spread monsoonal rainwater across the plain to avoid flooding, and collect water that could be later used for irrigation during the dry season.

It is also thought that the *barays* and the temple moats had additional symbolic purposes. They were said to represent the seas of creation that surround Mt Meru, where the Hindu gods live. A temple called a ***mebon*** was built in the middle of each *baray* in Angkor.

The water management techniques of the Khmer Empire were an amazing achievement for their time. These techniques are still being examined to see if they can help the modern Cambodian economy.

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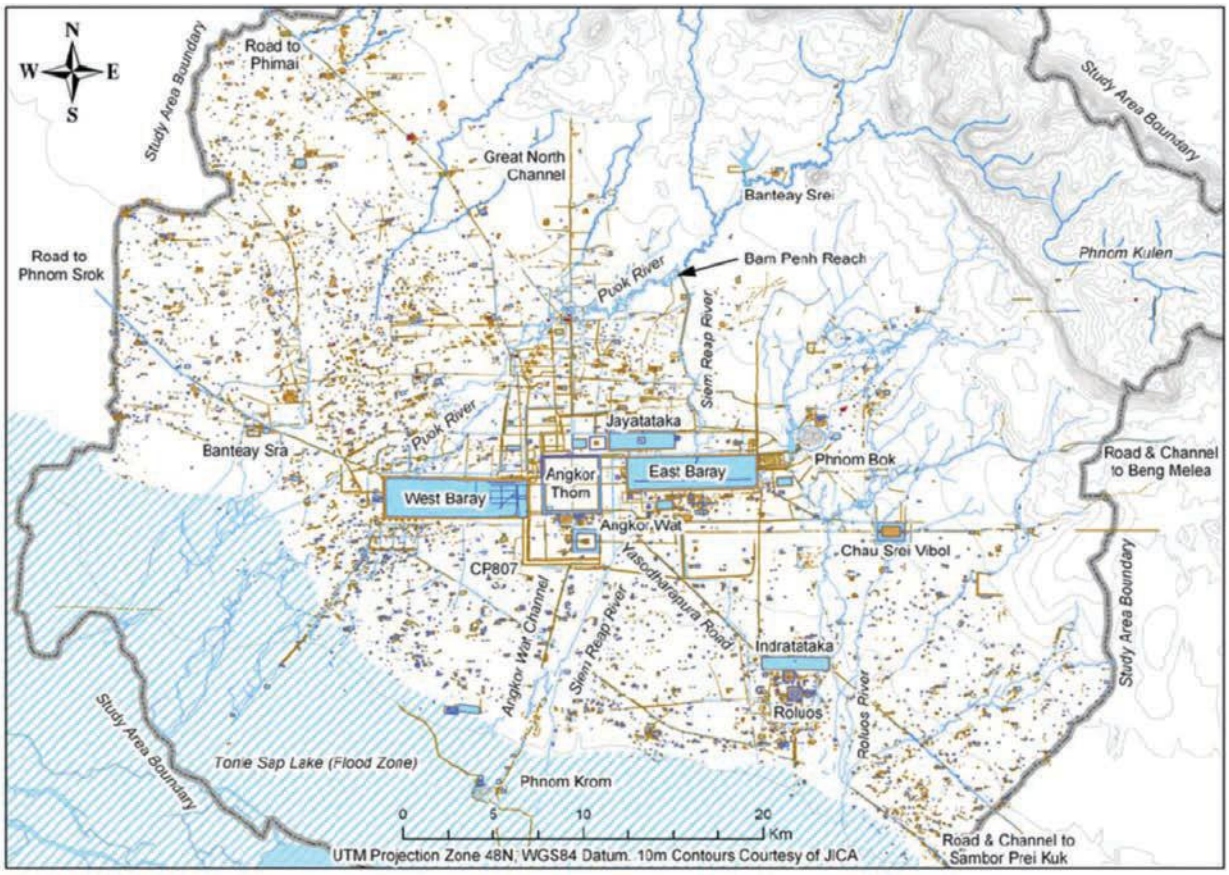

▲ **Source 6.51** Greater Angkor's complex water management network originally developed during the Khmer Empire (you can zoom in on this map in the digital versions of this book)

▲ **Source 6.52** Neak Pean at Angkor is a Buddhist temple on an artificial circular island in Jayatataka Baray, built during the reign of Jayavarman VII.

▲ **Source 6.53** The Spean Praptos bridge on the Angkor highway was constructed by Jayavarman VII. It is 87 metres long and about 17 metres wide, made of laterite blocks, and with 21 corbel arches.

Transport

A network of highways was constructed to link Angkor with the outer-lying areas of the Khmer Empire. These highways were usually raised above the flood level and varied from 10 to 25 metres in width. They acted like dykes, diverting water into the surrounding fields. Bridges constructed from **laterite** blocks, up to 160 metres long, enabled the highways to cross rivers and some still carry traffic today. At regular intervals along the highways, Jayavarman VII erected 121 identical 'Houses of Fire' that may have served as rest stops.

KEY TERM

laterite a type of reddish soil and rock found in the tropics

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Buildings

During the pre-Angkorian period, brick was the main building material for temples, and intricate decorations were carved into the brickwork, as can be seen in the 'floating palaces' of Sambor Prei Kuk (Source 6.13). These buildings did not use cement, but used a very strong vegetable glue instead. During the Angkorian period, stone became increasingly popular, initially being used for **lintels**, door and window frames, to decorate brick buildings. Beautiful decorations in plaster were also applied to brick buildings, such as at Preah Ko. However, during the reign of Jayavarman V (968–1000 CE), brick was replaced by stone and laterite, which remained the preferred building material until the end of the Angkorian period.

KEY TERM

lintel a stone that spans the top of a doorway, stopping the weight of a building falling into the doorway

During the Khmer Empire, only religious structures were built of brick, stone or laterite blocks. Simpler temples comprised a shrine surrounded by an enclosure wall and a moat. This ground plan replicated the Hindu idea of the world, surrounded by mountains and the mythical 'ocean of chaos'. Larger temples had an enclosure with entries on one or two of the sides. Within the enclosure was a small 'sacred fire' shrine, which was lit daily before the priests attended to the temple's main shrine. A timber kitchen for preparing the food for the god was in the enclosure too.

Throughout the eleventh and twelfth centuries, the stone temples became increasingly complex structures, with richly carved bas-reliefs.

Khmer temples also served important social and economic roles. The temple was a local administrative centre, collecting tributes and redistributing gifts. Farmers used the temple to store their seed and harvest. Temples and monasteries, like Preah Khan and its 1000 teachers, were responsible for education.

Unlike the Romans who constructed arches with keystones locking the stonework in place, the Khmer used corbel arches. This involved building two walls either side of an open space and gradually the stones were placed closer together over the space until they met at the top, forming an arch. Theoretically, each side pushed against the other, preventing the roof from falling in, but sadly, corbelled arches are structurally weak and can only span narrow spaces. Angkorian builders constructed narrow corridors and small covered areas: this building method may have resulted from the religious requirements of Khmer architecture: the statues did not require much space and were visited by only small numbers of worshippers at any one time.

Other interesting features of Angkorian architecture are the stone windows, which often feature balusters made on hand-turned lathes, and the pediments, triangular-shaped stones set above doorways carved with intricate bas-reliefs.

▲ **Source 6.54** Plasterwork on Preah Ko, some of which has come off, exposing the brickwork below

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▲ **Source 6.55** The corbel arch forming a gateway at Angkor Thom shows four faces, which may represent the king or the Bodhisattva Avalokiteshvara. The crossbeams are part of a timber doorframe, which has been added in modern times.

Secular buildings, including palaces and ordinary houses, were built in timber. Owing to Cambodia's tropical climate, no timber buildings from the Angkorian period have survived. Fortunately, Zhou Daguan recorded the appearance of Khmer palaces and ordinary housing. Zhou's descriptions suggest that ordinary housing was very similar to housing still built throughout Cambodia today:

> … the royal palace, officials' residences, and great houses all face east. The tiles of the main building are made of lead; all the other tiles are made of yellow clay. The beams and pillars are huge, and are all carved and painted with images of the Buddha. The rooms are really quite grand-looking, and the long corridors and complicated walkways …
>
> [Houses of the Royal family and senior officials] are large and spacious in style, very different from ordinary people's homes. The roofs are made entirely of thatch, except for the family shrine and the main bedroom, both of which can be tiled …
>
> At the lowest level come the homes of the common people. They only use thatch for their roofs, and dare not put up a single tile. Although the sizes of their homes vary according to how wealthy they are, in the end they do not dare emulate the styles of the great houses.

▲ **Source 6.56** Zhou Daguan on housing

▲ **Source 6.57** Cambodian stilt houses have not changed much in design over the centuries, except that metal or fibre-cement sheets may be used for roofs and cladding instead of thatch or woven plant material.

ACTIVITY 6.15

Using historical sources as evidence

Consider Source 6.56.

1. What does it tell us about buildings and social status in the Khmer Empire? How does this compare to modern Australia?
2. Consider to whom the writer would be reporting this account. Do you think they would be likely to approve or disapprove of the idea that a common person would not tile their home?

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Angkor Wat

Angkor Wat was built by Suryavarman II. Most Angkorian Hindu temples are dedicated to Shiva and face east, but Angkor Wat faces west, suggesting that it was originally dedicated to Vishnu. The scholar George Coedes argued that west was also the direction of death and that Angkor Wat may have been built as a funerary temple for Suryavarman. However, Eleanor Mannikka has suggested that the temple functioned as an observatory. Since the fourteenth century, the temple has been used as a Theravada Buddhist pagoda.

The site is surrounded by a 200-metre-wide moat and the main entrance is from the west, across a massive sandstone causeway. The temple itself consists of three increasingly higher galleries. The Third Gallery is famous for its bas-reliefs of the *Reamker* and *Mahabharata* epics, and royal processions. The inner gallery surrounds the central shrine and the five peaks represent the mythical Mt Meru.

FAMOUS FACE

SURYAVARMAN II (1113–c.1150)

Suryavarman II was a powerful king, who overthrew his predecessor and suppressed several regional rebellions. He formed a close alliance with China and, expanded the empire eastward. Under Suryavarman, the Khmer Empire prospered and Angkorian architecture reached its pinnacle.

Key dates from Suryavarman's reign:

- 1113: Suryavarman becomes king by overthrowing his elderly grand-uncle, King Dharanindravarman I.
- 1114: He sends a diplomatic mission to Emperor Kulothunga Chola I in southeast India.
- 1116: He re-establishes diplomatic relations with China.
- 1128: Angkor is given 'special ally' status by the Chinese emperor.
- 1128–38: China persuades Suryavarman and Champa to launch several unsuccessful invasions of Dai Viet.
- 1144–45: Suryavarman invades Champa, defeats the king of Vijaya and sacks the city.
- 1150: Suryavarman possibly dies on campaign against the Cham, leading to the Khmer withdrawal from Cham territory. This is described below:

His Majesty Suryavarman … grandnephew of Kings Jayavarman [V] & Dharanindravarman [I], ascended to the throne and invited the vrah guru to proceed crown him. The king then performed sacrifices, starting with the sacred mysteries … [he then] distributed rich presents such as palanquins, fans, fly-whisks, crowns, buckles, pendants, bracelets and rings …

Still young, at the end of his religious studies, he commanded armies as vast as the ocean. Bounding on the head of the elephant of the enemy king, [Suryavarman] killed him as Garuda on the edge of a mountain would kill a serpent.

▲ **Source 6.58** An excerpt from a stele, 1113

▲ **Source 6.59** Stone windows with lathe-turned balusters

▲ **Source 6.60** An *apsara*

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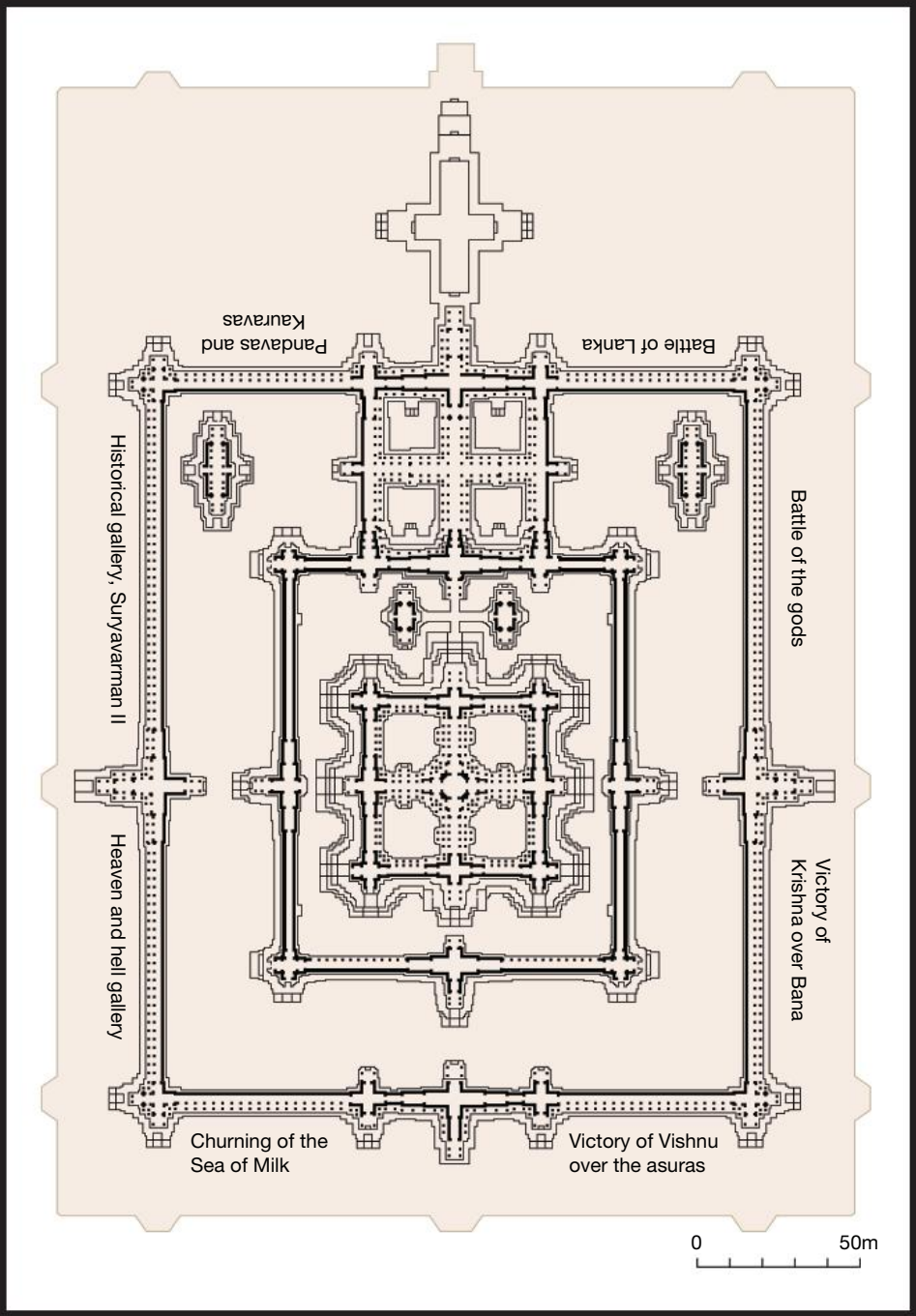
▲ **Source 6.61** Angkor Wat

MAKING THINKING VISIBLE 6.3

See, think, wonder

Carefully examine Sources 6.59 to 6.62.

1. What do you see? Note down everything in each image.
2. What do you think about the things you have seen? What thoughts, emotions, ideas come to you?
3. What does it make you wonder? What is left unexplained? What would you like to know?



▲ **Source 6.62** Floor plan of Angkor Wat

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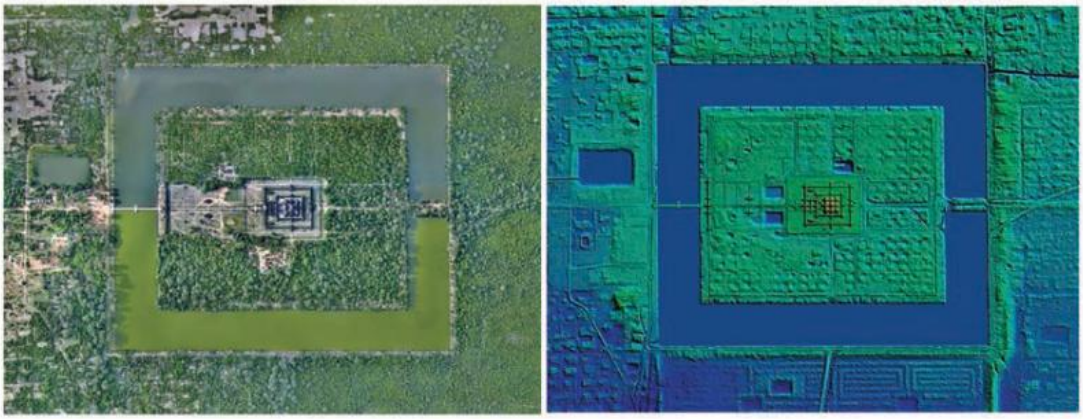
Our understanding of the Khmer Empire relies upon the work of historians and archaeologists who have revealed much about the civilisation over the past 100 years. Their research has brought together many different types of evidence, such as inscriptions, Chinese texts, bas-reliefs and artefacts to reconstruct the past. In recent years, new scientific investigations, such as hydrology (the study of water and its relationship to the environment), palynology (the study of pollen) and dendroclimatology (the study of past climates from trees), and new technology, such as LiDAR (**Li**ght **D**etection **A**nd **R**anging), are revealing valuable insights into Angkor and the Khmer Empire. In 2012, archaeologist Damien Evans, from the University of Sydney, discovered JayavarmanII's capital of Mahendraparvata in the Kulen Hills using LiDAR.



▲ **Source 6.63** An aerial photograph of Angkor Wat (left) and a LiDAR aerial image of Angkor Wat (right), illustrating what lies below the vegetation

Digital quiz
Please see the Interactive Textbook to access digital activities

END-OF-SECTION REVIEW 6.4

Review questions

Answer these questions on paper or in the Interactive Textbook.

Recall

1 Describe the main aspects of water management at Angkor, including its purpose.
2 What were the main features of the road network linking Angkor to outlying areas?
3 List the different roles that temples had in the Khmer Empire.
4 Which king built Angkor Wat?

Interpret

5 Does the architecture and original decorations of Angkor Wat relate more to Hinduism or Buddhism? Give reasons.
6 Why would Khmer homes be built on stilts?
7 What is likely to have motivated Jayavarman II to build hospitals and resthouses on the main highways?
8 Looking at the map of Greater Angkor in Source 6.51, how could the rice harvest and other crops from the outlying districts of Angkor be transported to storage and markets in the centre?

Argue

9 Which king contributed most to the Khmer Empire? Give reasons for your choice.
10 'Problems with maintaining the *barays* and water management system threatened the existence of the Khmer Empire in its later decades.' Argue for or against this statement, providing evidence for your choice.

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6.5 Decline of the Khmer Empire

FOCUS QUESTION

What caused the decline of the Khmer Empire?

Theories on the decline of Angkor

Following the death Jayavarman VII, the Khmer Empire began to decline, and many theories have been proposed to explain why this happened:

Tai growth

The traditional explanation is that whenever Angkor had a weak king, the Tai peoples of the Chao Phraya Valley tried to assert their independence. Following Jayavarman VII's death, Angkor was unable to prevent the growth of states such as Ayutthaya. As Angkor lost control of this outer-lying territory, the Tai began to displace the Khmer inhabitants. The Tai chronicles claim that Angkor was attacked repeatedly by Tai troops between 1350 and 1421. Finally, the Tai sacked Angkor in 1431, taking thousands of captives; the Khmer king decided to abandon the capital because it was too exposed and difficult to defend. However, the scholar L. P. Briggs argues that despite numerous Tai raids between 1350 and 1420, there is no evidence of a Tai conquest: 'The capture and sack of Angkor by the Siamese does not seem to have been a sufficient disaster to cause the end of the great Khmer civilisation.'

Costly building

Briggs also proposed that Jayavarman VII's 'building frenzy' exhausted the empire physically and economically. Very few constructions were undertaken after Jayavarman's death around 1220.

▲ **Source 6.64** A tree growing over the ruins of Ta Prohm, Angkor

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However, there are other reasons that could explain the absence of building activity after Jayavarman, such as changes in religious beliefs. The adoption of Theravada Buddhism would require the building of large temples, prayer halls and places where abbots could provide lessons to congregations. Owing to local design practices, these new buildings could only be constructed in timber, a material that decays and disappears. Furthermore, Zhou Daguan's description of Angkor from the 1290s does not suggest a state in rapid decline, and Angkor continued to be the capital of the empire for at least 200 years after the death of Jayavarman VII.

Religious revolution

The adoption of Theravada Buddhism radically altered the warring nature of the Khmer. However, the adoption of Theravada Buddhism by other peoples, such as the Tai, did not prevent them from military expansion.

Problems at home

The last Sanskrit inscription, commemorating the coronation of Jayavarman IX Parameshvara in 1327, makes no mention of his predecessors, but states that he had saved the earth 'from the ocean of vices of a century into which it was plunged'. The inscription also suggests that Jayavarman IX had defeated a rival king and captured his capital: 'having torn out like a bristle the city of his enemy'. Tai and Khmer chronicles claim that Jayavarman IX was assassinated in 1336, plunging the kingdom into disorder. However, information about Angkor and the Khmer Empire over the subsequent 100 years is very limited, often contradictory and difficult to verify.

Loss of soil fertility

Bernard-Philippe Groslier suggested that Angkor's growing population created increasing demand for land. This led to deforestation, which in turn led to soil erosion, loss of topsoil and loss of soil fertility. The eroded soil silted up the irrigation works, so crops could not be watered in the dry season, forcing the Khmer to abandon the city. In this theory, Angkor's irrigation system and its agriculture literally killed the soil. But there wasn't enough evidence to support this theory.

Overuse of land for farming

In the 1950s French archaeologist Christophe Pottier started mapping traces of farming and land use. His aerial photographs suggested that farming was far more extensive than previously realised. This was confirmed by Richard Fletcher's team in 2007 through the use of LiDAR laser scanning of the landscape. At 1000 square kilometres, Angkor was once the world's largest city. The results support Groslier's theory in some ways, but rather than deforestation being the culprit, they argue that Angkor's farmland became increasingly degraded through overuse, and the canal network broke down, which stopped farm produce from being transported. Fletcher states: 'We know that something was going wrong, mechanically, with their water system … The sand buried the canals. The water infrastructure became so inflexible, convoluted, and huge that it could neither be replaced nor avoided, and had become both too elaborate and too piecemeal.' Their agriculture and water system were unsustainable, ultimately contributing to Angkor's decline.

The urban elite move away first

Professor Dan Penny supports the idea that over-farming and the breakdown of the canal system caused Angkor's collapse, but his team research suggests it happened gradually, over 100 years. He also believes the 'urban elite' (bureaucrats, professionals and artisans required to manage the city and water network) moved away first. 'Our study suggests the inhabitants didn't leave Angkor because the infrastructure failed, rather the infrastructure failed (or was not maintained or repaired) because the urban elite had already left'.

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Climate change

Angkor's rapid growth in the tenth to twelfth centuries was aided by a wet climate. However, after c.1280, Cambodia became much drier, reducing the productivity of the land around Angkor. This forced the Khmer to move to the wetter, more fertile areas of south-east Cambodia. Brendan Buckley's analysis of tree-ring data in Vietnam has enabled him to reconstruct a 759-year absolute chronology of the monsoons of Vietnam and Cambodia. The growth rings reveal a sharp weakening of Asia's summer monsoon in 1362–92, and again in 1415–40, coinciding with the Little Ice Age. Buckley states, 'I wouldn't say climate caused the collapse, but a 30-year drought had to have had an impact'.

Maritime trade

From the late fourteenth century, Chinese maritime trade increased and the movement of the capital closer to the coast may have been in response to the Khmer desire to participate in this trade. Chinese records reveal that between 1370 and 1425, Angkor sent 16 diplomatic missions to Beijing, more than was sent in the 500 years before 1370. Chinese ceramics continued to be imported throughout the Ming dynasty (1368–44).

▲ **Source 6.65** Aerial and satellite photography and other remote sensing technologies can help us to understand the decline of the Khmer Empire.

DEVELOPING HISTORICAL CONCEPTS AND SKILLS 6.1

Analysing cause and effect

The historian analyses what caused an historical event. One factor might seem to be the cause of an event, but closer examination can reveal multiple factors. The historian evaluates each cause to decide its importance. Often, several different causes interact.

1. Examine the theories on the decline of the Khmer Empire.
2. Create a table with four columns, headed 'Theory', 'Evidence for this theory', 'Evidence against this theory', 'How well does this theory explain the decline'. Insert nine rows and write one of the theories in each one. Complete the table with what you can find from this chapter.
3. Conduct research to help fill in any gaps in the table.
4. Write a conclusion on which theories you think are the most likely explanations for the decline.

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Legacy

Despite the popular belief that Angkor was 'discovered' in the 1860s, the Khmer have always known of the city's existence and the legacy it left Cambodia. The country's economy still relies on rice cultivation, but the tourism generated by Angkorian sites is increasingly important.

The rural housing has not changed in centuries and many modern buildings are made to look Angkorian. Cooking methods have not changed since the twelfth century, nor have the cart designs. Cambodian social etiquette, including respect for superiors and courtesy, all stem from the Angkorian period. Cambodia's religious beliefs have changed little since the fourteenth century, combining elements from *neak-ta*, Hinduism and Buddhism, and Angkor's temples remain culturally significant. Angkor Wat is depicted on Cambodia's national flag. The Cambodian king's coronation ritual has not changed in centuries, and the king remains the physical and spiritual protector of the realm. Cambodian ballet keeps alive the *Reamker* epic, depicted on the walls of Angkor Wat. The Khmer language and script are based upon those used in Angkor. The legacy of Angkor has also stretched beyond Cambodia, influencing the cultural and political developments of Thailand, Laos and Vietnam.

However, Angkor's legacy has also caused much suffering for the local people. Under Pol Pot, the communist leader of Cambodia between 1975 and 1979, millions starved to death trying to recreate the agricultural achievements of Angkor. Pol Pot also tried to invade southern Vietnam, claiming it was historically part of the former Khmer Empire. Vietnam's retaliatory occupation of Cambodia triggered a 10-year war against Pol Pot's guerrilla forces (known as the Khmer Rouge), during which millions of landmines were laid across north-west Cambodia, especially around Angkorian sites.

▲ **Source 6.66** The Royal Palace in Phnom Penh, Cambodia

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Some ethnic Khmer living in Vietnam and Thailand, along with nationalists in Cambodia, still want to see the former empire's territories returned to Cambodia. Angkorian temples, the obvious symbols of the Khmer civilisation, have given substance to their argument. Border disputes occur frequently between Thailand and Cambodia over the rightful ownership of temples such as Preah Vihear. The situation is further complicated by Cambodian nationalist claims that ethnic Khmer are being forced to become Vietnamese and Thai, thus losing their link with Angkor's past.

ACTIVITY 6.16

Check your understanding

1. Consider why certain aspects of Khmer society have remained the same since the Angkorian period while other things have not. What might motivate change?
2. Why is history such a contentious issue? Explain why people might argue over an archaeological site.
3. Evaluate how important history is to the creation of a national identity.
4. Examine the role historians play in creating national identity. Who owns the past?

END-OF-SECTION REVIEW 6.5

Review questions

Answer these questions on paper or in the Interactive Textbook.

Digital quiz
Please see the Interactive Textbook to access digital activities

Recall

1. Which of the theories for the decline of the empire blame foreign military forces?
2. Which of the theories for the decline of the empire blame environmental issues?

Interpret

3. Make your own timeline of the Khmer Empire, looking particularly for dates of the building of infrastructure. Label the periods when the empire was growing, when it was at its peak, when it was threatened and when it was in decline. Where did the peak of the empire come in relation to its beginning and end?
4. Make a sketch map based on Source 6.65 and label as many features as you can identify.

Argue

5. Consider where the wealth of the Khmer Empire came from. What did it produce that could be traded and taxed, and would support a large population? What supported the Angkor government, the king and the temples? Consider what could threaten that production. Construct an argument of what would have happened to the empire if those threats became real and production declined.

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Conclusion: why does it matter today?

The Khmer established an empire based on a heartland at Angkor with a technologically advanced water management system and agriculture, yet ran into problems with sustainability. There are lessons for the development of wet rice production, soil and water management and urban development if we can understand what the Angkorians were doing and where they went wrong.

The legacy of the Khmer Empire includes some effects on the modern state of Cambodia and its relations with its neighbours, especially Thailand and Vietnam, which need to be understood in order to be managed.

The art and architecture of the temples and palaces of the Khmer Empire contain stories and religious beliefs and attitudes that shine a light on the history of two world religions with millions of adherents today. The sculptures and carvings contribute to the art history of the world and can inspire artistic endeavours today. They and the temples themselves have also become the basis of a tourism industry that makes a significant contribution to the economy of South-East Asia. The study of the history of the empire helps to develop and maintain that industry.

End-of-chapter activities

1 Self-assessment

That just about wraps up this topic. How did you feel you went working through the chapter? Before you attempt the following activities, visit the Interactive Textbook to rate your confidence with this topic, either online or via a downloadable checklist.

2 Follow the flow of main ideas

What ideas have you learnt about the Khmer Empire? Copy the table below and fill it with a few points about each topic. Alternatively, you can complete this activity within the Interactive Textbook.

Subject	Interesting points
The empire's geographical resources	
Main cultural influences from outside	
The empire's leadership and government	
The structure of society	
The military	
Religion	
Building works	
Water management	
Agriculture	
Contact other societies and foreign powers	

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3 Key terms

For each key term or name from the chapter, write a sentence explaining its significance.

- Indochina
- Khmer
- Bunded
- Bas-reliefs
- Trimurti
- Dharma
- Samsara
- Karma
- Nirvana
- Avatar
- *Barays*
- *Mebon.*

4 Making thinking visible

What follows is an assessment task on the Khmer Empire, with three assessment options to choose from. You will be asked to write a 500-word response on one of the three statements.

Option 1: The Khmer Empire came about and maintained itself through military force.

Option 2: The Khmer Empire declined due to environmental mismanagement.

Option 3: The history of the Khmer Empire is irrelevant to today and there is nothing we can learn from it.

1 Discuss. What kind of situation might this claim be made in?

2 Brainstorm. Make a list of all the different evidence and points of view you could look at this claim from.

3 Dramatise. Choose a viewpoint to embody and imagine the stance a person from this viewpoint would be likely to take. Would he or she think the claim is true? False? Uncertain? Why? Go around in a circle and dramatically speak from the viewpoint. Say:

- My viewpoint is …
- I think this claim is true/false/uncertain because …
- What would convince me to change my mind is …

4 Stand back. Step outside of the circle of viewpoints and take everything into account: What is your conclusion or stance? What new ideas or questions do you have?

5 Digital resources

Visit the Interactive Textbook to access:

- Victorian Curriculum Capability Project
- Interactive chapter Scorcher Quiz
- Google Earth tour of key locations in this chapter
- Videos, image galleries and other extra materials.

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CHAPTER 7

The Polynesian expansion across the Pacific (c.700–1756 CE)

Setting the scene: voyages into the unknown

Polynesia is a series of island groups that are spread out over an area of more than 25 million square kilometres.

These islands were settled in a series of voyages that took place over almost a thousand years. The voyagers had no modern navigational tools and travelled the ocean in canoes built from wood, coral and bone. Source 7.1 relates a legend of one such voyage that led to the settlement of what became known as Rapa Nui or Easter Island.

> In Hiva [part of the modern-day Marquesas Islands] Hau Maka had a dream in which his spirit traveled to a far country, looking for a new residence for his king Hotu. His spirit arrived at three small islands (Motu Nui, Motu Iti, Motu Kao-kao) and a big hole on the southwest corner of Te Pito O Te Kainga. The island was the eighth, or last, island in the dim twilight of the rising sun.
>
> After hearing about the dream, Hotu Matua ordered Hau Maka to send some young men to explore the island. Hotu Matua told his two sons and Hua Tava's five sons to build a canoe and search for the island of Hau Maka's dream. He gave them the directions to the island.
>
> He told them that there were three islets and a big hole, also a long and beautiful road. So the seven men left in a canoe stocked with yams, sweet potatoes, bananas, and other foods.
>
> The voyage lasted five weeks. The explorers found the three islets and the big hole. They sailed on to Hanga Te Pau, where they landed. Makoi was placed in charge of marking and naming the land. Kuukuu was placed in charge of farming. On the tenth day they climbed the slopes of Rano Kau. Kuukuu planted the yams.
>
> The men left Te Pito O Te Kainga to return to Hiva. One remained on Te Pito O Te Kainga. As the canoe left, the remaining man chanted the directions back to the island: 'There are eight islands. Te Pito O Te Kainga is the eighth. Once it has been lost, it cannot be found again!'
>
> King Hotu Matua ruled Hiva after his father Matua. During Matua's reign, a group of people called the Hanau Eepe came and took one side of the island from the Hanau Momoko, the people whom Matua ruled. Then the Hanau Eepe tried to move the border to gain more territory. They were captured and imprisoned. In the meantime, Matua told his son Hotu Matua to launch a canoe and immigrate to Te Pito O Te Kainga because a rising tide was destroying their land.
>
> Hotu ordered his assistants Teke and Oti to get plants and animals to take with them on their voyage.

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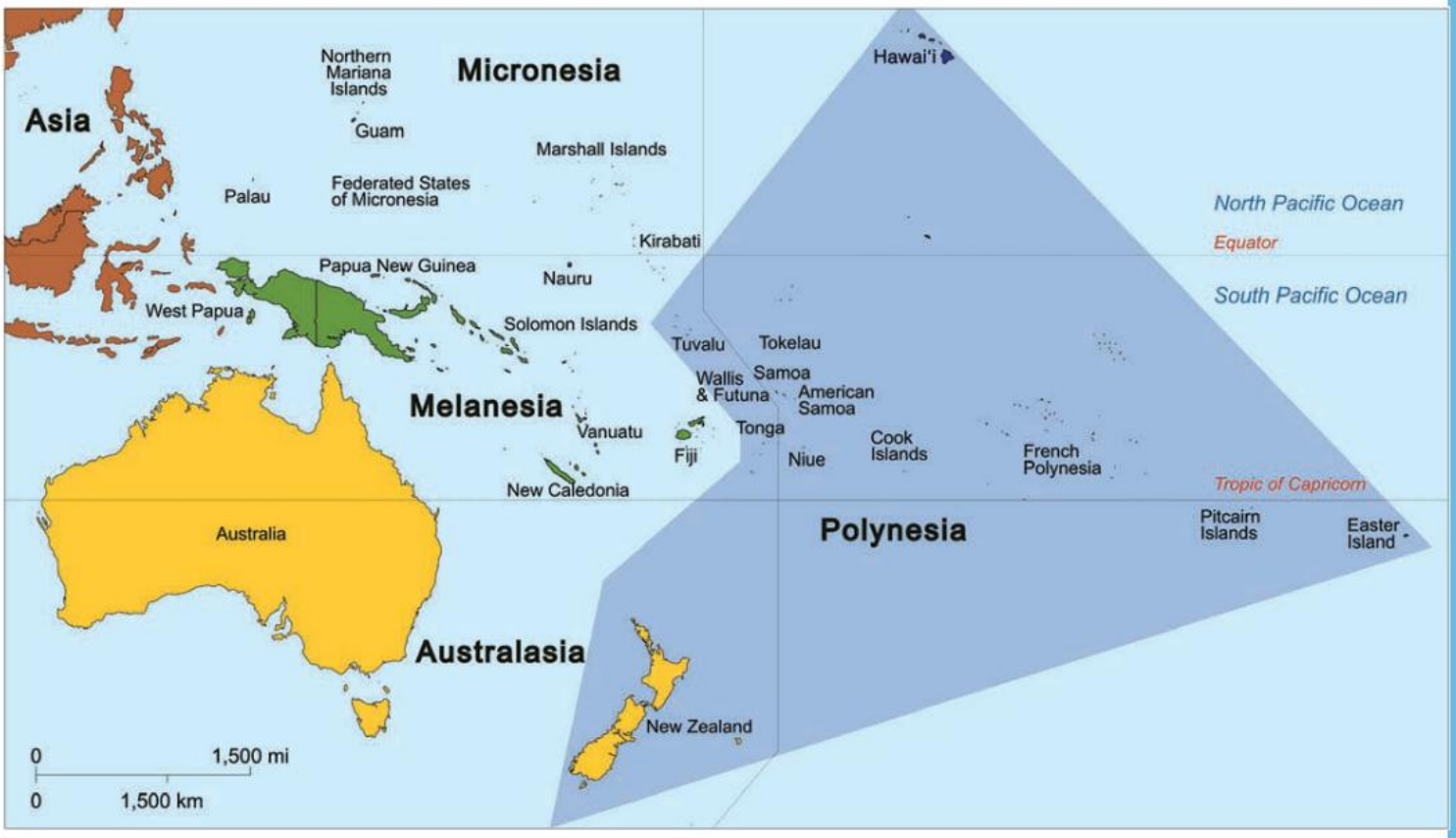
The two men gathered banana shoots, taro seedlings, sugarcane, yam, sweet potatoes, hau trees, paper mulberry trees, sandalwood trees, toromiro trees, ferns, rushes, yellow roots, tavari plants, moss, and ngaoho plants, along with birds, pigs, and chickens.

Hotu then ordered his master canoe builder Nuku Kehu to launch the double-hulled canoe that had been built for the voyage.

The canoe sailed for six weeks before it reached its destination.

Hotu Matua went around the southern and eastern coasts of the island. Hotu wanted to be the first to reach Anakena. The canoe of Hotu Matua landed first at the cove. This was where he would build his great house.

▲ **Source 7.1** Adapted from Thomas S. Barthel, *The Eighth Land: The Polynesian Settlement of Easter Island*, University Press of Hawaii, 1978



▲ **Source 7.2** The major island groups of Polynesia stretch from New Zealand in the south to Hawai'i in the north.

MAKING THINKING VISIBLE 7.1

See, think, wonder

1. What do you see, or notice about the legend of Hotu Matua?
2. What does it make you think about the voyages of the Polynesians?
3. What does it make you wonder?

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Chapter overview

Introduction

The colonisation of Polynesia was a remarkable feat. The legend in Source 7.1 describes Polynesians undertaking ocean voyages of many weeks at a time across thousands of kilometres of ocean. This was at a time when European ships were unable to travel anywhere near as far or fast as this.

They also did this without the use of compasses, written maps or other tools relied upon even in modern navigation. Instead they used their understanding of the ocean and the world around them to discover new islands, settle them, and even sail canoes back and forth between them to trade. By the time the Europeans arrived in the eighteenth century, the different islands across Polynesia had been settled for hundreds of years and each had flourishing and unique cultures.

Learning goals

After completing this chapter, you should be able to answer these questions:

- What is Polynesia?
- What was life like and how was society organised in Polynesia?
- What were some of the significant achievements of Polynesian societies?
- How did the Polynesians travel such vast distances?
- How were the Polynesians treated by the Europeans who colonised them?
- Who were some of the peoples of Polynesia and what were their key achievements?
- What challenges did these societies face?

Historical skills

After completing this chapter, you will be able to demonstrate the following skills:

- Analyse the causes and effects of significant events
- Evaluate the roles and achievements of a significant individual or group
- Analyse sources and ask questions about their accuracy, usefulness and reliability.

► **Image:** Hawaiian priests travelling across Kealakekua Bay in a multi-hulled canoe, c.1781. They are wearing helmets made from gourds, with foliage and tapa strip decoration, in connection with a first contact ritual with Westerners. It is not known what the exact purpose of the ritual was.

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Timeline of key events

What came before this topic?

It is believed that Polynesian explorers began their expansion from the Philippines and made their way across the Pacific Ocean, settling the islands closest to this nation.

An uninhabited Pacific island

c.2000–1500 BCE
Early settlers sail from East Asia to Polynesia

c.800 BCE
Samoa is settled

c.300 CE
Polynesian explorers reach the Marquesas Islands

c.1190–1290
The outer edges of Polynesia – New Zealand, Rapa Nui and Hawai'i – are settled

Polynesian dancers from Samoa

Timeline questions

1. How long after the Polynesians had settled the islands did the Europeans arrive?
2. What is notable about Rapa Nui in 1774?

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What came after this topic?

After the arrival of European explorers in Polynesia, different European powers began to colonise different island groups. They instituted new laws and brought in Christian missionaries who began to convert the Polynesian people.

A British missionary ship, the *John Williams*, in the Pacific Ocean, 1845

c.1300
Voyages to settle new islands in Polynesia decline

1722
Dutch explorer Jacob Roggeveen lands on Rapa Nui and names it Easter Island

1774
Captain James Cook lands on Rapa Nui and observes that the population has been decimated

1778
Captain James Cook lands his ships on Kaua'i in the Hawaiian islands, the first documented contact with Europeans

One of the famous Rapa Nui *moai*

Aerial views of the Nā Pali Coast, Kaua'i, Hawai'i

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7.1 The way of life and social structure in Polynesian societies

FOCUS QUESTIONS

- What is Polynesia?
- What was life like and how was society organised in Polynesia?

Beliefs and values

There were many different islands settled by the Polynesians, and the belief system of each place was different. Polynesians believed that the world was inhabited by many spirits who could help or harm humans. There was also a **pantheon** of gods. Some of these gods were local gods, worshipped only on one island. Other gods seem to have spread to many islands and were worshipped by many different Polynesian groups.

KEY TERM
pantheon the group of gods of a particular culture

Gods, goddesses and other spirits were worshipped in a number of ways. There were feasts and food offerings in their honour. People might also chant or recite prayers to these deities. It is important to know that each Polynesian society developed slightly different rituals and practices of worship.

▲ **Source 7.3** This altar in the Society Islands has bowls that would hold offerings of food or drink. What does this altar show us about the way Polynesians honoured their gods?

Maui: folk hero Maui

Maui, or Māui, is a name that is familiar on many islands across Polynesia. In Tahiti, New Zealand, Hawai'i, Tonga and several more places there are similar stories of Maui's adventures and achievements. He is not quite a god more like a mythological hero. One thing that remains the same across all the Maui legends is that he changes the world in some way. Many different Polynesian legends say Maui was responsible for pulling up different archipelagos from the bottom of the ocean using his fishing rod. Table 7.1 relates two stories, one from the Māori in New Zealand and the other from Tonga.

▲ **Source 7.4** A bone fishing hook from Polynesia, c.1800. How might these pendants be related to the stories of Māui?

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▼ **Table 7.1** Two legends of Māui

New Zealand	Tonga
Māui often begged his four older brothers to take him fishing with them but they always refused. Once when he overheard them making plans to go fishing, Māui was determined to go too. That night Māui stayed up all night, weaving a special line from flax and making a fishhook from his grandmother's jawbone. Then he hid under the floorboards of his brothers' canoe. Māui waited until his brothers had gone far out to sea and caught many fish before he showed himself. His brothers taunted him and refused to give him bait for his hook. Māui hit himself on the nose and used the blood to bait his hook. Then he cast his line out to sea while chanting a *karakia* (prayer). The hook travelled deep underwater into the domain of Tangaroa (god of the sea). The line went taut. Māui tugged the line and his brothers begged him to cut whatever he had caught loose, fearing that it would capsize their canoe. Eventually Māui and his brothers dragged an enormous fish to the surface. Māui told his brothers to wait until he had appeased Tangaroa before they cut into the fish, and he left to find someone to help him appease Tangaroa. His brothers became impatient and hungry, and they began to carve out pieces of fish for themselves. These pieces became the valleys, mountains, lakes and rocky coasts of the North Island and Māui's canoe became the South Island.	One day Māui decided he wanted to go fishing. He borrowed a hook from a fisherman named Tongafusifonua. He had his pick of any hook but he picked the oldest and dullest one. He cast out his line and raised the land of Tonga [Tongatapu Island] above the waves. Here he trod all the hills down into rich and fertile plains, on which, even as he trod, there sprang up grass and flowers and trees, while the earth swelled into hills around his feet, bursting with yams and sweet potatoes, and all manner of food, so that the gods shouted aloud for joy. Next he fished up Haabai [the Ha'apai Islands] and Vavau [Vava'u Island] and Niua [Niuatoputapu Island] and the other islands near them.

MAKING THINKING VISIBLE 7.2

See, think, wonder

1. What do you see, or notice about the two stories?
2. What does it make you think about the Māui legends?
3. What does it make you wonder?

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Use of the land

The Polynesians relied on locally available materials to meet all of their needs. They used stone, wood, shell, bone and the plants available to them to construct everything that they needed.

Hunting, fishing and gardens

The Polynesians hunted, fished and built gardens to support themselves. Growing crops was essential as they provided a large portion of the food Polynesians relied on for their survival. The most important crops were taro, yams, breadfruit, coconuts, bananas and sugarcane. When the sweet potato was introduced from South America, this also became an important crop. Some of these crops, such as breadfruit, were stored in underground pits for later use. Though these crops were grown on islands throughout Polynesia, farming methods differed depending on the local climate. There is strong evidence that Polynesians used a variety of different irrigation techniques to grow their crops, and built walls and wind breaks to protect them from the weather.

The Polynesians kept domesticated chickens and pigs, which they bred and used for eggs and meat. Fish were also a significant part of the Polynesian diet. Fish, sharks and rays were caught using spears, nets or fishing lines with hooks made of bone or shell. Women and children also gathered sea snails, clams, lobster, prawns, shrimp and seaweed. The Polynesians would often fish in lagoons on their islands, but they were also known to travel far out to sea to catch fish.

▲ **Source 7.6** A fishing hook with a fly and float attached. The fly helps attract fish. What does this show us about the technology the Polynesians had?

▲ **Source 7.5** Breadfruit (right), bananas (left) and chicken were all staples of the Polynesian diet. The Polynesians introduced plants and animals to each island they settled. What does this tell us about the importance of these foods to their diet?

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Social hierarchy

The success of Polynesian societies when it came to producing more food than they needed gradually led to the establishment of different classes. Most Polynesian societies developed a clear social hierarchy that had rules around the lifestyles, behaviour and duties of each group within the society. **Kinship** ties were really important in determining a person's social status. In many Polynesian societies people traced their ancestry all the way back to the gods. These were considered the most important people in Polynesian societies as this meant that they inherited **mana**. This was seen as essential to ensuring the success of a community. This group of people with close kinship ties to the gods were the nobility. In some places, especially in and around Tahiti, they were known as *ari'i*. This would include chiefs and all of their family members. The chiefs had many jobs, but one of the most important of these was to organise and oversee projects that involved the whole community, such as canoe building and redistributing food and goods to people based on their ancestry and service to the village.

The priests and artisans came next in the social hierarchy of Polynesian societies. The artisans were people who built canoes, tattooists, healers and others who learnt their skills from childhood.

Amazing but true…

The word 'taboo' in English is a loan word taken from Polynesian languages. The original Polynesian word *tapu* was used to forbid people from eating, hunting or using particular things. A *tapu* could only be put in place or removed by one of the *ari'i* or *tahu'a* (high priests or leaders in the pre-Christian era). It was often used as a form of land management, to ensure that resources were not overused.

KEY TERMS

kinship people related by blood

mana inherited supernatural power that gives authority

The common people were the largest group in Polynesian society. They hunted, fished and farmed, providing the essentials that ensured their society would survive. They were required to hand over tribute, usually in the form of food, to the chiefs for redistribution. Some societies had strict rules about how these people had to behave around the *ari'i*. In Hawai'i, for example, it was forbidden for a common person's shadow to touch an *ali'i* (the Hawaiian variant of *ari'i*).

END-OF-SECTION REVIEW 7.1

Review questions

Answer these questions on paper or in the Interactive Textbook.

Recall

1 Explain how Polynesians worshipped their gods.
2 Who were the *ari'i* or *ali'i*?

Interpret

3 How might climate and geography influence the way different groups in Polynesia farmed?
4 Why was seafood such a significant part of the Polynesian diet?
5 What does the taboo against a common person's shadow touching an *ali'i* tell us about their roles in society?

Argue

6 Which was the most important group in Polynesian societies? Justify your response.

Digital quiz
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7.2 Significant developments and achievements in Polynesian societies

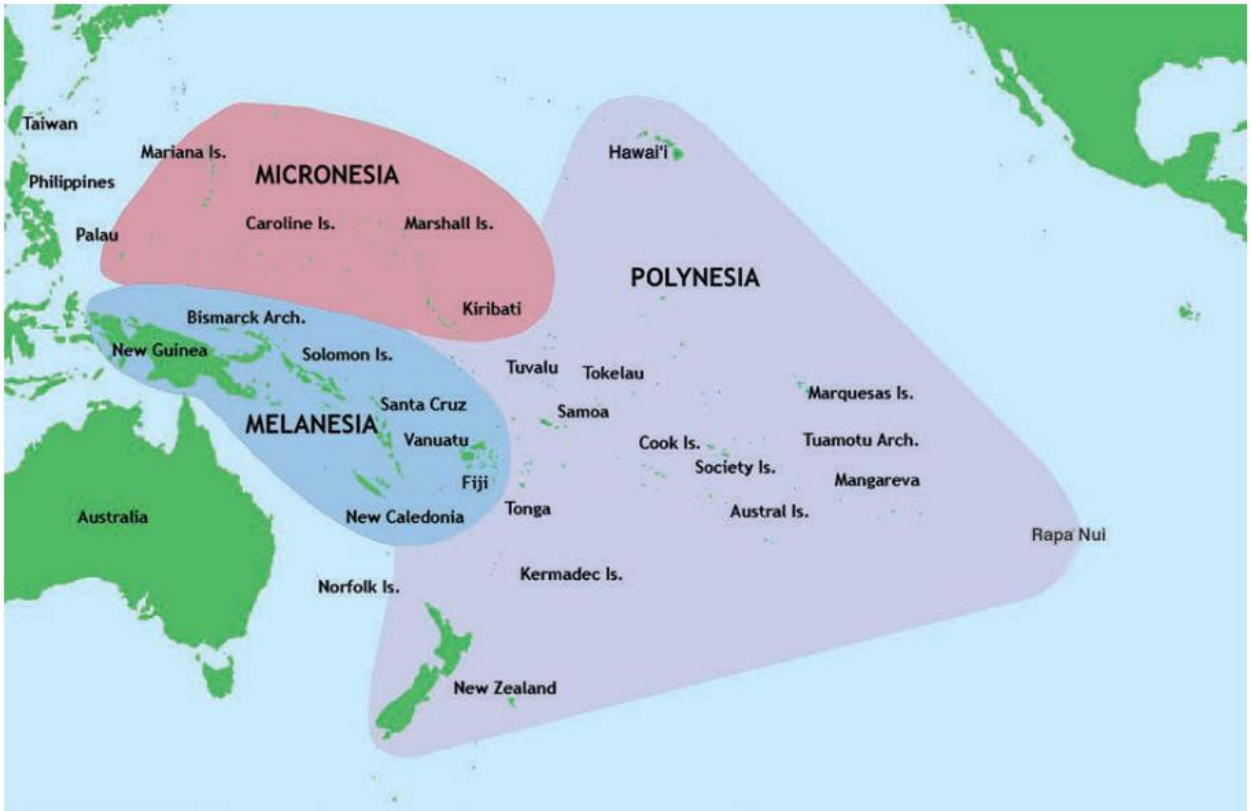
FOCUS QUESTIONS

- What were some of the significant achievements of Polynesian societies?
- How did the Polynesians travel such vast distances?

Settlement of the Pacific

One of the greatest achievements of the Polynesians was the settlement of islands spread over vast distances. In canoes built with only local materials and no modern navigational tools, the Polynesians were able to sail across thousands of kilometres and set up new island communities using only what they had brought with them. These individual communities thrived and sent forth further expeditions creating the Polynesian Triangle, which stretches from Hawai'i to Rapa Nui and extends as far south as New Zealand.

These ocean voyages were dangerous; canoes might capsize or be torn apart by a storm. The voyagers were exposed to the wind, rain and sun for weeks at a time with only the protection of a small hut and bark wrappings. If they ran out of fresh water and food supplies, there was a real risk of starvation.



▲ **Source 7.7** Polynesia, the purple shaded area, represents around 40 000 square kilometres that was settled over the course of more than a thousand years. It is known as the Polynesian Triangle because the lines connecting New Zealand, Hawai'i and Rapa Nui give a triangular shape.

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Where did the Polynesians originate?

From the east

Thor Heyerdahl (1914–2002), a twentieth century Norwegian adventurer, proposed, proposed that the settlement of Polynesia began when people sailed from South America and began settling in the Polynesian islands that were closest. In order to prove his theory, Heyerdahl prepared an expedition that would travel from Peru to Polynesia on a raft made only of materials available at the time. Heyerdahl and his team constructed a raft with sails and a small cabin from balsa wood, based on old drawings, which they named *Kon-tiki*. Heyerdahl and his team set out from Peru in 1947. They sailed on open water for 101 days before they hit a reef in the Tuamotu Islands, 6980 kilometres from their starting point.

Heyerdahl claimed that the fact that the *Kon-tiki* made it all the way to the Tuamotu Islands was evidence that settlement of Polynesia had to have come from the east. He pointed to the similarities between the *moai* on Rapa Nui and sculptures found in Peru, that dated back before the arrival of the conquistadors, as evidence that the original inhabitants of the island must have migrated from Peru. He also suggested that the presence of sweet potatoes in Polynesia supported his claim, because they are native to South America.

▲ **Source 7.8** Thor Heyerdahl's raft, which he sailed almost 7000 kilometres to the Tuamotu Islands. It is kept on display in the Kon-Tiki Museum in Oslo, Norway. How might his voyage have helped convince people that Polynesia was settled from the east?

FAMOUS FACE

THOR HEYERDAHL

Thor Heyerdahl's theories have generally not been accepted by anthropologists and archaeologists but his achievements were significant. His voyages helped create a new area of study: maritime experimental archaeology. This is where archaeologists use surviving sources like drawings, paintings and sketches to try and reconstruct ships from the past, in order to test theories about how people could have moved around the world.

From the west

There is a counter theory to Heyerdahl's, with many archaeologists suggesting that the Polynesians originally migrated from South-East Asia and gradually spread towards the east. In this hypothesis, the Polynesians are thought to have migrated first to places like Tonga and Samoa more than 2500 years ago, and then over several centuries they migrated further to the Marquesas Islands, and had arrived in Hawai'i and New Zealand by c.1000 CE.

Linguists note that all of the different languages used in Polynesia are related. They are all from a language family called the Austronesian family. This suggests that they all have the same ancestor language. Linguists have traced this ancestor language back to South-East Asia, where it was spoken more than 5000 years ago.

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ACTIVITY 7.1

Using historical sources as evidence

In the journal of his voyages through Polynesia, Captain Cook recounts the tale of a man coming aboard the ship to measure it.

> The first thing he did after coming aboard, was to measure the length of the ship, by fathoming her from the tafferel to the stern, and as he counted the fathoms, we observed that he called the numbers by the same names that they do at Otaheite; nevertheless his language was in a manner wholly unintelligible to all of us.

▲ **Source 7.9** Ship's log, James Cook, 1774

Responding to the source

1. Describe the source.
2. Who wrote it?
3. When is it from?
4. What is it talking about?
5. What can you find out from this document that supports the idea that Polynesian expansion came from the west?

Other evidence that supports the theory of expansion from the west includes DNA evidence of two kinds. Scientists have recently begun examining the DNA of Polynesians from different island groups, and their findings suggest that the Polynesians may have originally come from somewhere in South-East Asia, possibly the Philippines or Indonesia. This is further supported by examining the pig species found across Polynesia. The specific type of pig introduced to Polynesia by the voyagers evolved in Sulawesi, which is modern-day Indonesia. This supports the idea that the original groups who settled Polynesia came from the west. They would have brought pigs with them as part of their supplies.

The presence of a distinctive red pottery known as Lapita pottery on a number of islands also supports the idea that the Polynesian settlers moved from island to island. Fragments of this pottery have been found in the Solomon Islands, Tonga and Samoa. This unusually decorated pottery suggests people took these pottery-making techniques from island to island as they migrated.

▲ **Source 7.10** A plaster cast of a pottery shard found in an archaeological dig in Polynesia. How might archaeologists use such finds to support their theory that expansion in Polynesian began in the west?

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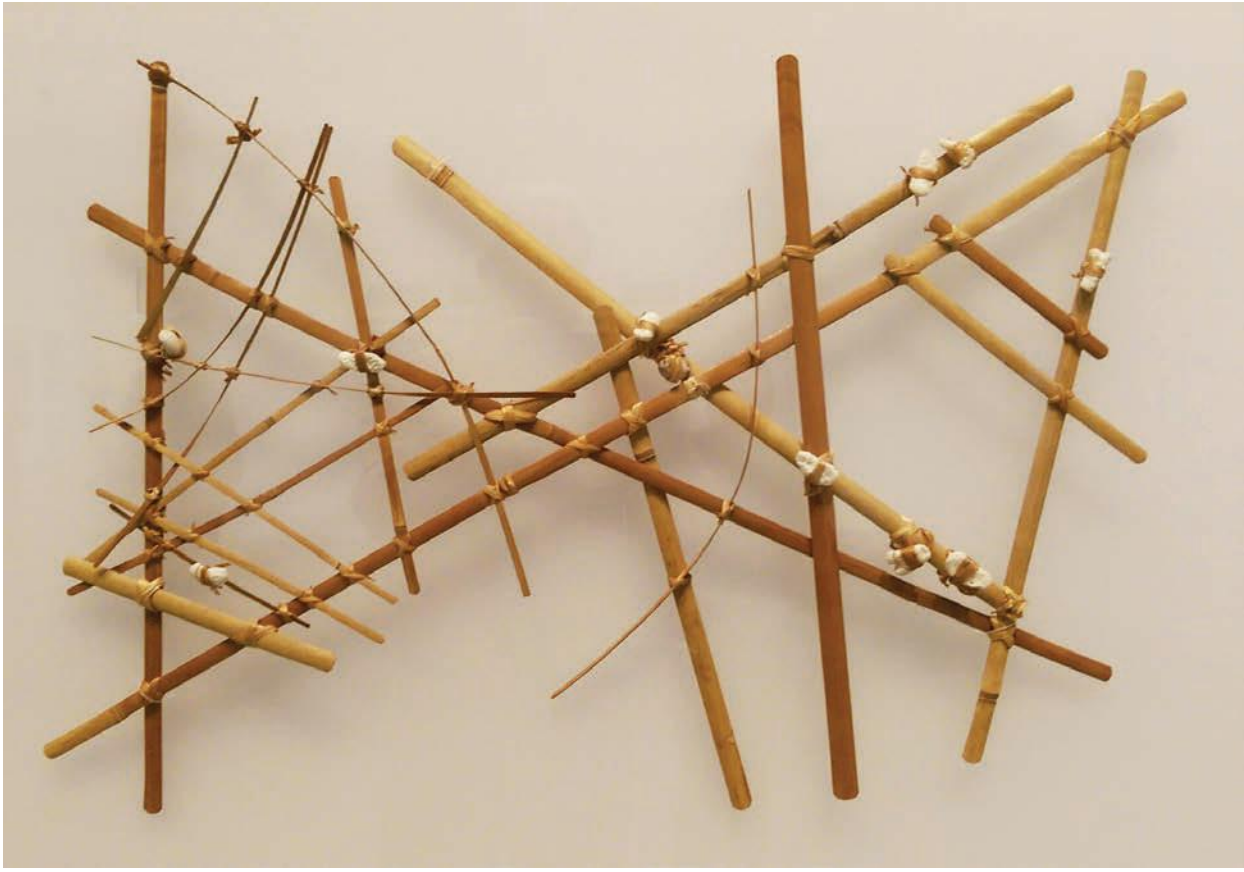
▲ **Source 7.11** This example of Lapita pottery is more than 3000 years old. What do you notice that is distinctive about it?

Navigational techniques

Polynesian navigators were some of the most accomplished explorers in the world. Over several thousand years they helped lead the colonisation of islands spread over more than 40 million square kilometres of water. They did this without the maps, compasses and other navigational tools that later European explorers depended upon; instead they relied on their keen observations of their natural environment and their understanding of the natural world.

The sun, stars, planets and moon were all important tools that Polynesian navigators used to help determine where they were and in which direction they should travel. The position of the sun helped the Polynesians determine east and west. At night they Polynesians relied on what they could see in the sky, memorising the positions of stars and constellations. Since the positions change over the course of the year, this was not an easy task. They used this mental map as a sort of compass; as each star or constellation rose in the sky they would be able to determine direction.

If there was enough light, navigators could look at how the canoe was rocking and determine the direction they were travelling.



▲ **Source 7.12** Stick charts like this one from the Marshall Islands were used to show the location of islands and the pattern of ocean waves. The islands are shown by shells and the thinner twigs represent the directions of the waves as they approached the islands.

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They also knew that islands blocked waves and the pattern of waves around an island was different from those in open water. They used this change in wave patterns to find islands that they might not have been able to see. Often they realised that the waves were behaving differently based on the way they moved the canoe.

Navigators also paid close attention to clouds and birds. This is because clouds tend to form over land more frequently than over the ocean because of the temperature difference. Navigators would look for clouds, and even if they couldn't see an island from their position, they would look for a reflection of the island in the clouds. A lot of clouds in one place might indicate an island with lots of mountains.

Around sunrise and sunset, the navigators also looked for birds. In the morning, birds tend to fly away from islands to hunt for fish, but at sunset they return so they can roost for the night. By following the flight patterns of the birds, the navigators were able to locate nearby land masses. In some cases, particular birds could be followed straight back to shore.

Boat building

Successful voyages depended on canoes. The Polynesian explorers built large double-hulled canoes that had a single large sail and were steered with a big oar. These canoes could be very large, about 30–45 metres long.

These canoes were made exclusively from local materials, and their construction involved the whole village. Men would fell trees, which would be hollowed out to form the hull of the boat or turned into planks that would create the platform that connected the two hulls together. The canoes were usually bound together with cords made from plaited coconut fibres. One canoe alone might require as much as 1500 metres of coconut cords to securely bind it. There were also windlasses (a type of winch) made from rattan, which would be twisted together.

▲ **Source 7.13** A range of oars were used in Polynesian canoes. What do you notice about the way these oars are designed?

▲ **Source 7.14** A Polynesian outrigger canoe constructed using traditional methods

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They used more coconut fibre to make the hulls watertight, and the outside of the hull was painted with a paste made of seaweed that offered further protection from the water. A small waterproof house was constructed on the canoes to offer protection from the weather.

Women were responsible for creating the sails out of pandan leaves. These leaves had to be treated and turned into strips, which could be plaited and woven together to form a sail. The traditional Polynesian canoes used perfectly symmetrical sails that had a crescent shape at the top, resembling modern jet wings and designed to be as aerodynamic as possible. This design is far more efficient at capturing the wind than traditional European sail shapes.

Once the canoe was constructed, small floats were attached to the side to make sure it had enough buoyancy to keep afloat once it was loaded with people, animals, plants and other cargo that might have been used for trade.

The Polynesians used these double-hulled canoes to colonise more than 20 000 islands between c.700 BCE and 1300 CE. This is hundreds of years before Europeans had the technology and the ships to begin exploring the Pacific Ocean.

There is evidence that in addition to voyaging to discover new lands for settlement,

▲ **Source 7.15** This fishing canoe has a small float to help it stay balanced in the water. What do you notice about the design of the canoe?

Polynesians went on voyages to other islands throughout the Pacific to trade goods. By the time the Europeans arrived, this trade was mostly limited to islands close by; however, archaeological evidence from the Cook Islands suggests that prior to the 1500s, some Polynesian islands were engaging in trade over long distances.

ACTIVITY 7.2

Check your understanding

1. Describe the canoe in Source 7.14.
2. Where is it from?
3. What was it used for? Explain why you think so.
4. What does it tell you about the people who made and used it?
5. What does it tell you about the technology they had available at the time?
6. Why might it be important for Polynesian people to build voyaging canoes using traditional techniques?

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Amazing but true…

Hōkūleʻa is a traditional voyaging canoe constructed by the Polynesian Voyaging Society. The purpose of the *Hōkūleʻa* was to prove that Polynesians could have purposefully sailed from Asia and expanded across Polynesia, rather than floating on currents from South America as Thor Heyerdahl had proposed. The *Hōkūleʻa* has no modern navigational tools; instead there are master navigators who use traditional Polynesian navigating techniques to get to their destination. The *Hōkūleʻa* made its first voyage to Tahiti from Hawaʻi using these techniques in 1975.

▲ **Source 7.16** The *Hōkūleʻa*

Digital quiz
Please see the Interactive Textbook to access digital activities

END-OF-SECTION REVIEW 7.2

Review questions

Answer these questions on paper or in the Interactive Textbook.

Recall

1 List the different navigational techniques used by the Polynesian sailors.
2 Explain how canoes were built.

Interpret

3 Why is it impressive that the Polynesians were able to settle the Polynesian Triangle?
4 Why is the *Hōkūleʻa* significant to the Polynesian people?
5 What made Polynesian canoes so effective?

Argue

6 Based on the evidence you have been presented with, explain whether Polynesia was most likely to have been settled from the east or the west.
7 Discuss what canoe building shows us about the structure of Polynesian societies.

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7.3 Colonisation

FOCUS QUESTIONS

- How were the Polynesians treated by the Europeans who colonised them?
- What challenges did these societies face?

The colonisation of Polynesia by European powers

The Polynesian islands began to experience contact with European powers from as early as the 1500s. By the 1700s, Spain, France, Great Britain and Germany began to claim territories in the Polynesian Triangle. The United States also laid claim to several Polynesian islands, most notably the Hawaiian islands in the 1800s.

European missionaries soon followed the early explorers and began to convert people on the islands to Christianity. This conversion helped lead to enormous changes on islands throughout Polynesia. The Polynesians abandoned traditional laws and the social structure changed radically as the ruling classes and chieftains lost much of their power. Settlers and officials arrived on the islands to help rule them or to make money. Europeans instituted laws from their own nations.

▲ **Source 7.17** Tahiti c.1872–75

MAKING THINKING VISIBLE 7.3

See, think, wonder

1. What do you see in Source 7.17?
2. What does it make you think about European colonisation in Polynesia?
3. What does it make you wonder about European colonisation in Polynesia?

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DEVELOPING HISTORICAL CONCEPTS AND SKILLS 7.1

Cause and effect

In the study of history it is important not just to describe what happened in the past but to examine the ways different events are connected and the effect they might have on a group or society. There are a couple of questions we should ask to help us understand cause and effect and their importance to the study of history.

First, what led to this event? How did it happen? Second, what changed as a result of this? What were the effects on society or the world?

▲ **Source 7.18** An altar with a cross and a statue of the Virgin Mary in it made from *moai* monoliths, Rapa Nui

Examine Source 7.18 and respond to the following questions:

1. What does Source 7.18 show us about how the beliefs of the Rapa Nui people changed over time?
2. What events do you think caused this change?
3. What do you think have been the effects of this shift on Rapa Nui?

Disease

Contact with the Europeans led to outbreaks of disease, which had huge impacts on the populations of Polynesia. Diseases like smallpox, tuberculosis and dysentery, in particular, caused many deaths.

Land use

European colonisation changed the way people farmed. Prior to colonisation there was **subsistence farming** on communal lands. This was replaced by a system where people owned or rented the land. Rather than growing small amounts of many crops to feed just themselves, the people of Polynesia began to grow crops to sell. The most important of these crops were sugar and cotton, but they also produced lumber.

KEY TERMS

subsistence farming a family or group grows enough crops to feed themselves

indentured servitude when someone is forced to sign a contract to work a certain number of years, often in exchange for food, clothes and shelter, but little or no pay.

This new system of farming caused a number of problems. On many islands the concept of 'land ownership' was tricky. Some groups viewed land as communal and not something that could be 'owned' by one person. Others had multiple families claiming ownership of a piece of land. This led to challenges in courts and sometimes physical conflict.

Recruitment and forced labour

Another issue was the recruitment of people to labour on farms throughout the Pacific region. Some recruiters came to villages offering work contracts and only taking people who wanted to go. Other recruiters tricked or forceed people onto ships and sent them as far away as Queensland in Australia to work on the sugarcane fields. This process was known as blackbirding. When these islanders arrived, many were forced to work in **indentured servitude** for many years. The conditions and pay were poor. In some villages, so many men were recruited or taken that the village struggled to survive. On some islands, more than half of the entire population of men were 'recruited' to work on these overseas farms or plantations, and many of them never came home.

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CASE STUDY 7.1

Rapa Nui

Rapa Nui (or Easter Island as it was named later by the Europeans) is one of the most remote locations on Earth. It is 3700 kilometres off the coast of South America and 1900 kilometres from Pitcairn Island, the closest inhabited island. It was first settled somewhere between c.700 and 1200 CE by Polynesian voyagers. It was not discovered by Europeans until much later. The first voyage to reach Rapa Nui was the one led by Dutch explorer Jacob Roggeveen in 1722.

Source 7.19 Rongorongo script on a tablet known as the Small Santiago Tablet

European ships visited the island between 1722 and 1796, including Captain Cook in 1774. Rapa Nui became a place where European whaling ships would occasionally stop to trade for supplies and some exploratory expeditions came ashore to study the island's statues and geography.

In 1862 the island experienced the first of several raids by slaving ships from Peru. These raids continued for several months and it is estimated that almost half of the island's population was abducted or killed as a result. Eventually the plight of the Rapa Nui received international attention, thanks to the work of the Tahitian bishop Florentin-Etienne Jaussen.

The surviving Rapa Nui who had been kidnapped were returned to the island, but by that stage many of them had died of diseases such as smallpox or tuberculosis. The Rapa Nui had lived in isolation for so long that they were very vulnerable to these illnesses introduced by the Europeans. Only about a dozen people returned to the island in the end and they brought the diseases with them. Smallpox ravaged the island, further decimating the population. Important cultural knowledge was lost, including the ability to read the rongorongo script, one of the only writing systems in the world believed to have developed independently.

After the smallpox epidemic ravaged Rapa Nui, a Frenchman named Jean-Baptiste Dutrou-Bornier arrived on the island and began buying up land, sometimes by force. Eventually he fenced off most of the island to use as a sheep farm, and he sent some local people to Tahiti to labour on farms there.

Contact with the Europeans was devastating for the population of Rapa Nui. The population was estimated to be around 3000 in the 1770s, but by 1877 there were thought to be only about 100 of the inhabitants of the island left alive.

MAKING THINKING VISIBLE 7.4

See, think, wonder

Examine Source 7.19 and write one sentence in response to each of the questions below:

1. What do you see in the tablet?
2. What do you think about this tablet?
3. What does it make you wonder?

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Digital quiz
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END-OF-SECTION REVIEW 7.3

Review questions

Answer these questions on paper or in the Interactive Textbook.

Recall

1 When was Polynesia colonised?
2 What were some of the negatives of colonisation for the Polynesians?

Interpret

3 How did colonisation change Polynesian societies?
4 Evaluate the impact blackbirding had on Polynesian societies.
5 What was unique about the treatment of the people on Rapa Nui?

Argue

6 To what extent do you think European colonisation is responsible for the collapse of society on Rapa Nui?

▼ **Source 7.20** Christian missionaries set out from all across Europe with the purpose of converting Polynesian peoples. This engraving (c.1815) is of Matavai Bay in Tahiti where missionaries converted a Tahitian chief, Pomare II, to Christianity.

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7.4 The role and achievements of a significant group: Rapa Nui

FOCUS QUESTION

Who were some of the peoples of Polynesia and what were their key achievements?

Besides managing to settle one of the largest areas in the world using techniques that were unmatched until centuries later, the Polynesians also developed unique and complex cultures, rituals and art. There are many different islands across Polynesia and it is impossible to list all the achievements of various groups here. However, we can focus on one of the most enduring mysteries that archaeologists and historians are still trying to unravel: the *moai* of Rapa Nui.

The *moai*

Once they settled on Rapa Nui, the Polynesians began to clear land for cultivation and development. One of the most famous creations of the Rapa Nui people are the *moai*. These are huge statues; on average they are about 4 metres tall and they weigh around 14 tons. The statues were created over a period of time between c.900 and 1600 CE. They were hand carved from single pieces of volcanic rock and there is evidence that they were engraved with designs similar to the tattoos of the local Rapa Nui. About 900 of these *moai* survive today, scattered widely across the island.

Nobody knows for sure why the Rapa Nui carved the *moai* or their purpose. Archaeologists have many theories, most commonly that they might have been created to honour past chiefs or important ancestors. It is thought that the *moai* were believed to hold mana.

▲ **Source 7.21** *Moai* stand on a hillside near Rano Raraku volcano, Rapa Nui National Park. What does the creation of so many *moai* show us about the Rapa Nui?

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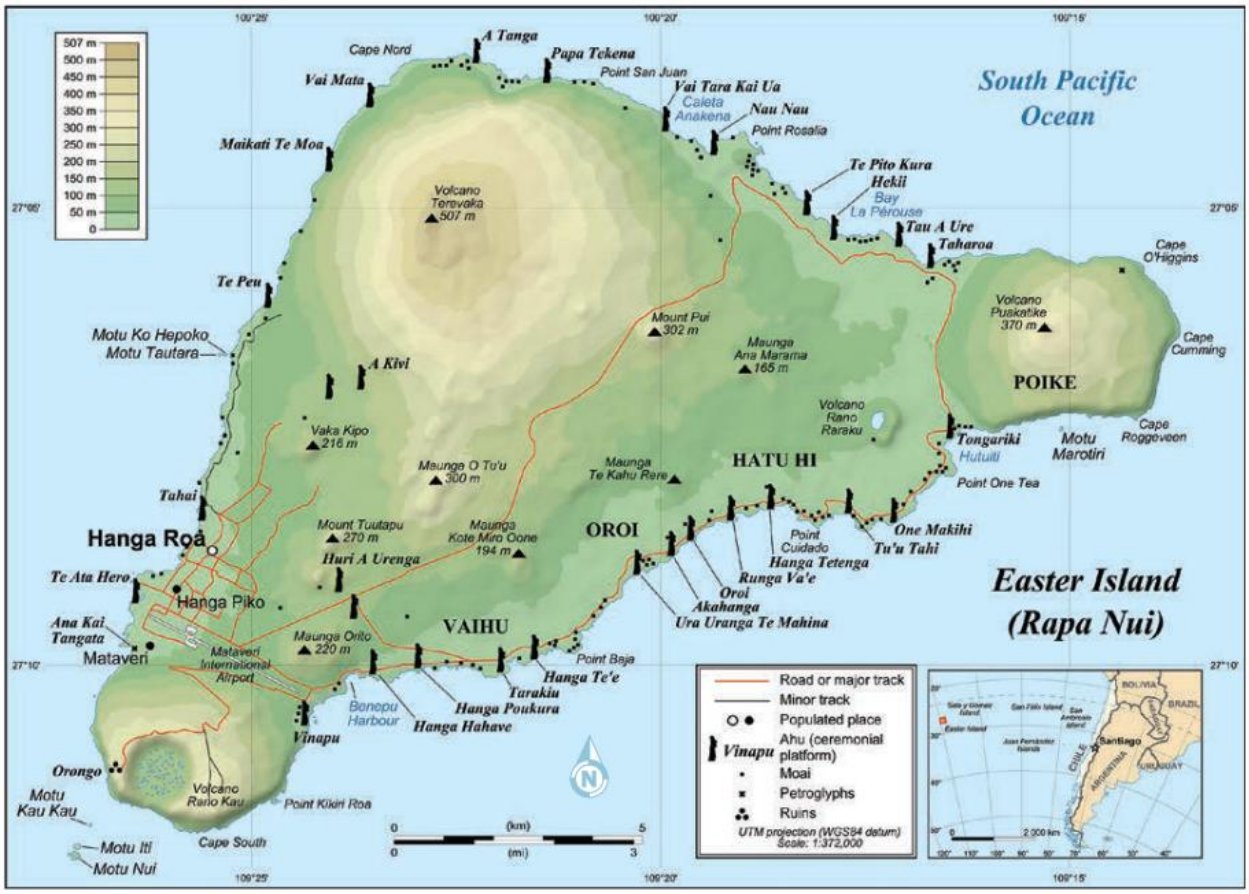
Moving the *moai*

One of the most interesting aspects of the *moai* is how the Rapa Nui moved them around the island from the quarry site on the slope of the volcano Rano Raraku. It could have involved a statue being taken from one side of the island to the other and historians are still not completely certain how this was done.



▲ **Source 7.22** This map illustrates where individual *moai* have been found and the locations of the platforms, known as *ahu*, where several *moai* were usually arranged.

MAKING THINKING VISIBLE 7.5

See, think, wonder

Using the map in Source 7.22, respond to the questions below:

1. What do you see on the map?
2. What does it make you think about the *moai*?
3. What does it make you wonder?

There are several theories about how the *moai* were moved. The oral traditions of the Rapa Nui say that the *moai* 'walked' to their positions around the island. For a long time people thought this was just a story; however, recently a team of archaeologists and locals built a 5-ton *moai* and made it 'walk'. They tied ropes to either side of the *moai*'s head and had a guiding rope at the back of its head. Two teams of people pulled on the ropes to the left and the right and the team at the back made sure the *moai* didn't fall forward. This meant that the *moai* was able to 'walk' about 100 metres in an hour.

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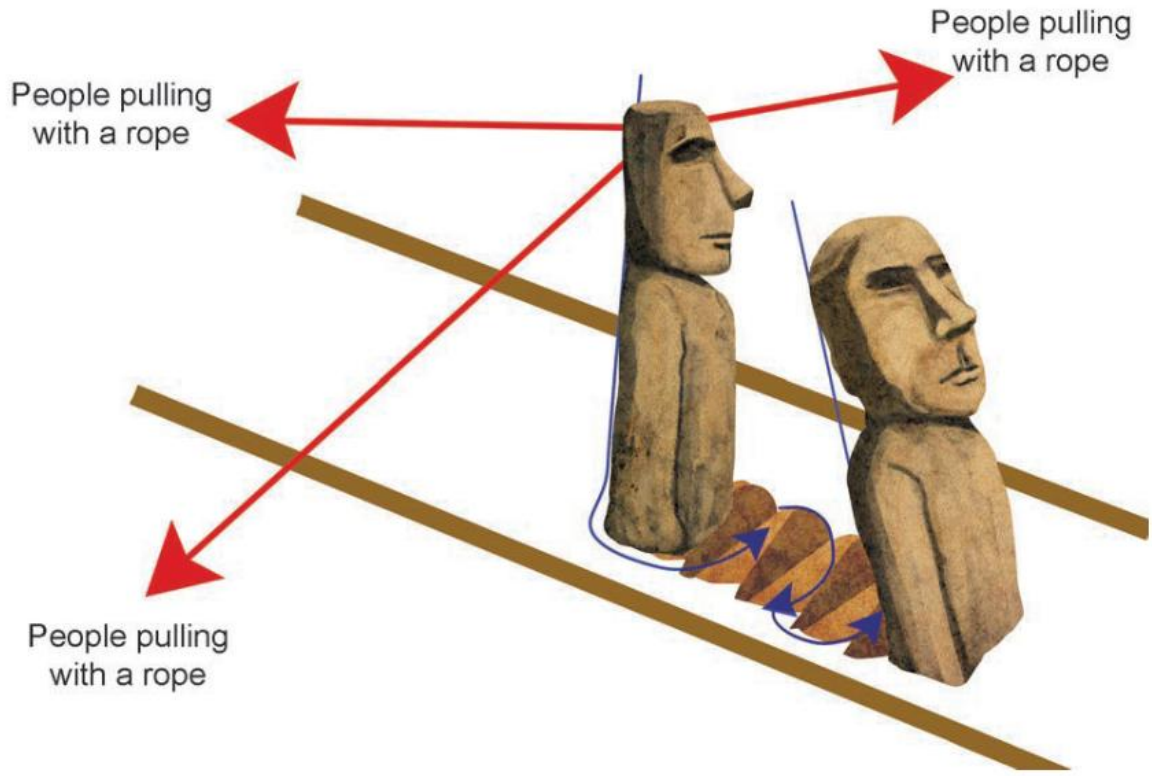

▲ **Source 7.23** How the *moai* might have been moved into their positions

However, there has also been a trial by a different group of archaeologists that shows the statues could have been moved by being placed on sleds made of logs that would have been dragged across the island. Since both theories were shown to work, archaeologists are still no closer to knowing for sure how the *moai* were moved.

The *moai* of Rapa Nui are as much of a mystery as the people who carved them and moved more than 900 of them across the island by hand.

END-OF-SECTION REVIEW 7.4

Review questions

Answer these questions on paper or in the Interactive Textbook.

Recall

1 What are some of the significant achievements of Polynesian societies?
2 What are *moai*?

Interpret

3 Why were the *moai* created?
4 What is significant about the location of the *moai*?

Argue

5 How were the *moai* likely to have been moved? Justify your response.

Digital quiz
Please see the Interactive Textbook to access digital activities

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7.5 Significant challenges and developments in society

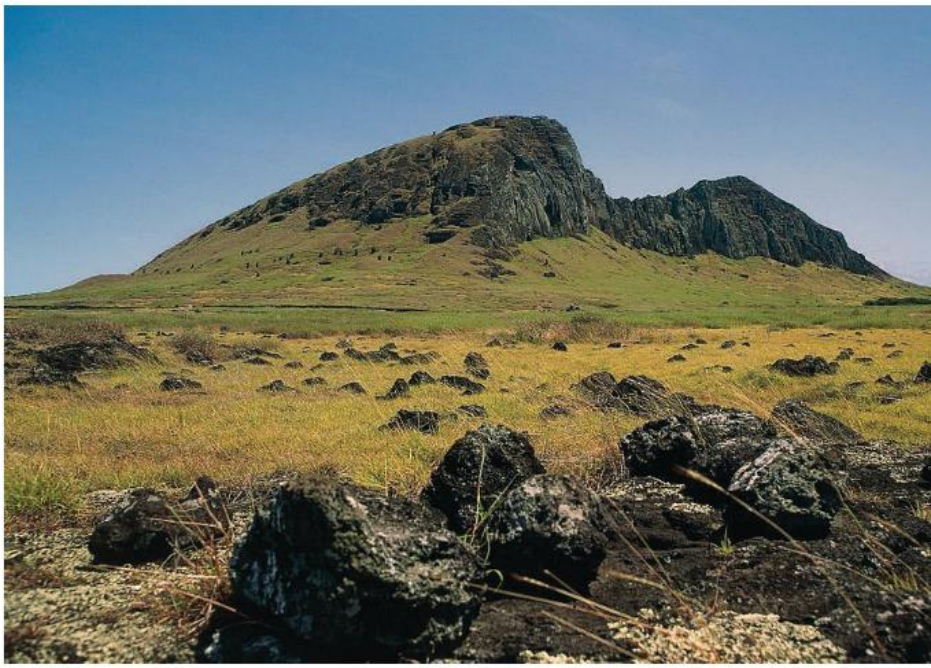
FOCUS QUESTION

What challenges did these societies face?

Climate change and the collapse of social structure

Rapa Nui was settled somewhere between c.900 and 1200 CE by Polynesian seafarers and it was left to develop without much contact with the outside world until 1722, when the Dutch captain Jacob Roggeveen and his crew landed there for a single day. At this time the population of Rapa Nui was estimated to be 3000 or more people. Roggeveen said that the people seemed to worship the *moai* and described how strong and healthy the Rapa Nui seemed to be.

By the time Captain Cook arrived in 1774, something had changed drastically. He reported that there were only 600–700 people on the island, the *moai* had been pulled down and people seemed to be in a poor state of health. What happened on the island is a mystery that archaeologists and historians are still trying to unravel. Journals and ships' logs from this time indicate that Rapa Nui was a barren place, with no big trees, only a few species of plants, and the biggest animals on the island being the chickens kept by the Rapa Nui.



▲ **Source 7.24** Rapa Nui National Park

ACTIVITY 7.3

Using historical sources as evidence

We originally, from a further distance, have considered the said Easter Island as sandy; the reason for that is this, that we counted as sand the withered grass, hay, or other scorched and burnt vegetation, because its wasted appearance could give no other impression than of a singular poverty and barrenness.

▲ **Source 7.25** Dutch explorer Jacob Roggeveen, 1722

Responding to the source

What does this source suggest about the landscape of Rapa Nui?

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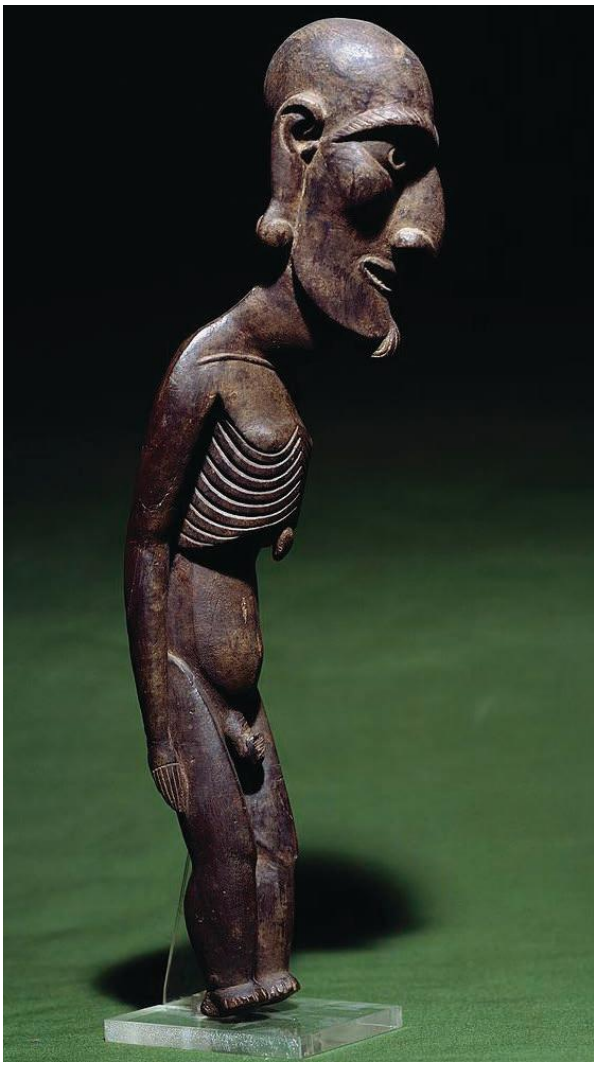
Environmental self-destruction

One theory about what happened is that the Rapa Nui were responsible for destroying their own home. Some people think that the different clans on Rapa Nui started competing with one another to build many *moai* and place them around the island. This competition required large amounts of resources and huge numbers of people to build and move the *moai*.

In order to move the *moai*, the Rapa Nui would have needed many trees, leading them to eventually cut down all the trees on the island. In order to feed all the people involved in building and moving the *moai*, the Rapa Nui might have hunted all of the food and stripped the landscape of anything they could eat. Eventually the Rapa Nui could have so decimated the island's resources that it couldn't support them anymore, leading them to go to war against one another. Some sources even suggest they may have resorted to cannibalism.

Many archaeologists have challenged this theory. Tests done on skeletons buried on Rapa Nui show that only 2.5 per cent of people died due to violence. If there had been a war, archaeologists say, this number should be much higher.



▲ **Source 7.26** This type of carving is known as a *moai kavakava*. Some archaeologists have used these statues as evidence to support the theory of ecocide (the extensive damage to, destruction of, or loss of ecosystem/s within a territory). How do you think this might support their theory?

Amazing but true …

An alternative theory to explain the loss of trees on Rapa Nui is … rats! The Polynesian voyagers introduced rats when they arrived on their canoes. There is evidence to show that not only did the rats eat the small saplings, but they also ate the seeds dropped from bigger trees, meaning that new trees couldn't grow on the island. Archaeologists have found fossilised seeds that were chewed on by rats on Rapa Nui.

▲ **Source 7.27** Rats may have played a role in the decline of the Rapa Nui civilisation.

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ACTIVITY 7.4

Using historical sources as evidence

SOURCE A

▲ **Source 7.28** Obsidian points like these are known as *mata'a*. There are hundreds of these points on Rapa Nui. Originally they were thought to be weapons, but when tested, it was found that most of the sharp edges have traces of plants like sweet potato on them.

SOURCE B

Source 7.29 A traditional war mace from the Marquesas Islands

Responding to the sources

For Source A and Source B, answer the following questions:

1. Describe the artefact.
2. Where is it from?
3. What was it used for? Explain why you think so.
4. What does it tell you about the people who made and used it?

Adaptation masters

Whatever caused the sudden deforestation on Rapa Nui could well have been the end of the Rapa Nui, but the people adapted to their new environment. The Rapa Nui dealt with the changing landscape in a number of ways. They had to change their farming practices in order to grow food. They started using **lithic mulching** to increase the quality of the soil and prevent erosion.

KEY TERM

lithic mulching spreading rocks and pebbles across fields to prevent soil from being blown away by the wind; as the rocks are blown, small particles fall off into the soil, adding nutrients

They also built rock gardens and cultivated plants within them so that they were protected from the winds that swept across the island. In addition, they began to create sunken gardens, which were dug 50–60 centimetres below the surface to protect crops. There is evidence of some caverns being used to grow banana trees and other staple crops. This style of farming shows that the Rapa Nui had a sophisticated understanding of how to improve the fertility of their soils and they were able to adapt to the changing environment of the island to create a sustainable supply of food.

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▲ **Source 7.30** Lithic mulching involves scattering big and small rocks over a space. How might this be useful on an island with no trees?

▲ **Source 7.31** The entrance to the Cave of Bananas on Rapa Nui. Caverns like this provided the perfect climate for the Rapa Nui to cultivate plants. What does this show us about the Rapa Nui's ability to adapt to their environment?

END-OF-SECTION REVIEW 7.5

Review questions

Answer these questions on paper or in the Interactive Textbook.

Digital quiz
Please see the Interactive Textbook to access digital activities

Recall

1 How did Jacob Roggeveen describe the Rapa Nui people?
2 What did James Cook see when he arrived at Rapa Nui?

Interpret

3 What do you think the *mata'a* were used for?
4 How did the Rapa Nui people adapt to their changing environment?
5 What role did rats play in causing environmental change on Rapa Nui?

Argue

6 Based on the evidence, what is most likely to have caused the deforestation on Rapa Nui?
7 Evaluate how successfully the Rapa Nui were able to adapt to their changing environment and thrive once the trees disappeared.

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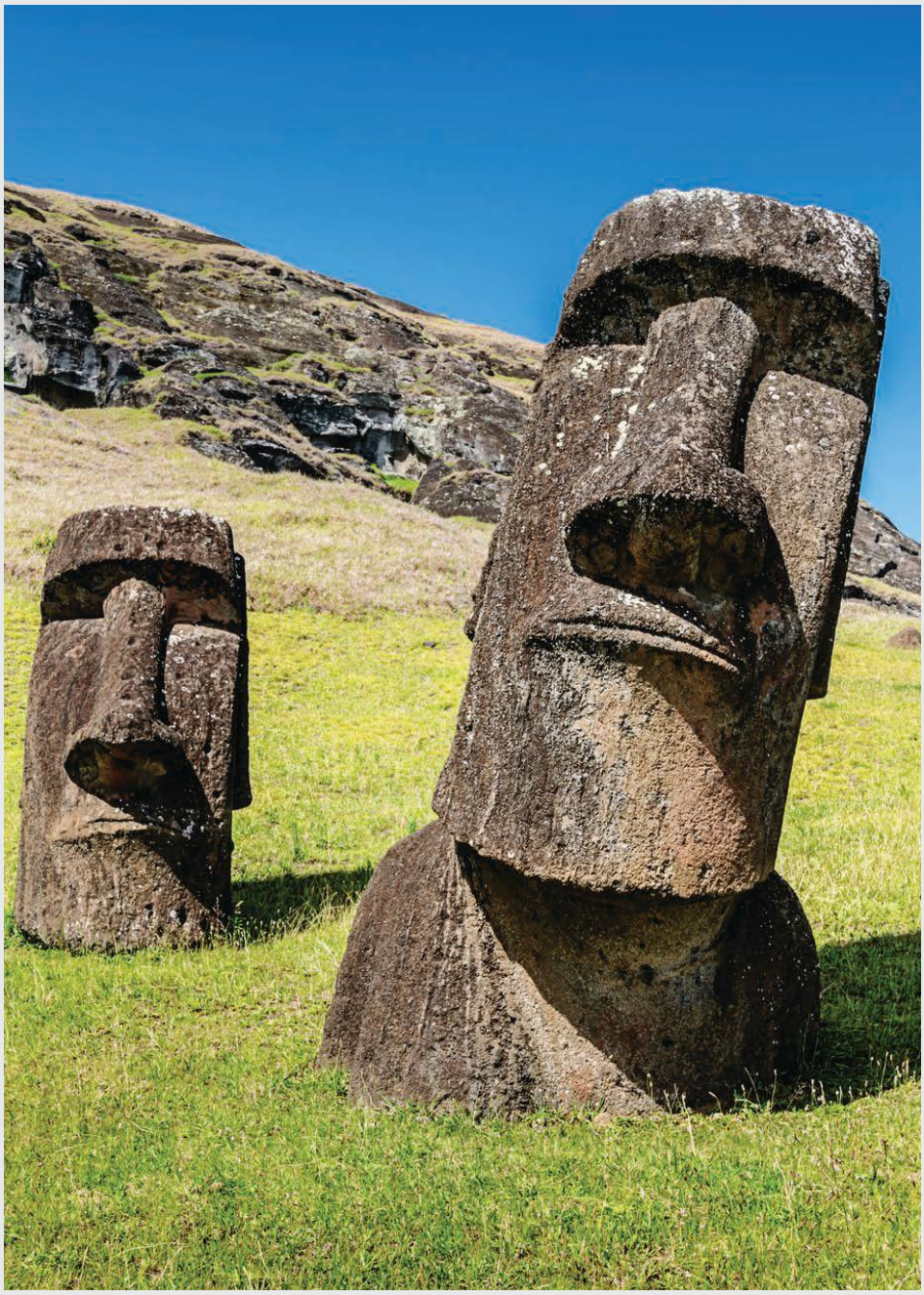
Conclusion: why does it matter today?

In the modern world, natural disasters such as fires, floods and droughts are occurring more and more. Polynesian voyagers were able to thrive on islands with a diverse range of climates. This ability to adapt is most evident on Rapa Nui. The Rapa Nui people pioneered many ingenious farming techniques that allowed them to survive when their island began to change.

Today, scientists, farmers and engineers are working to create new inventions and methods to help deal with our changing world. Just like the Rapa Nui.



▲ **Source 7.32** Two of the *moai* on Rapa Nui

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End-of-chapter activities

1 Self-assessment

That just about wraps up this topic. How did you feel you went working through the chapter? Before you attempt the following activities, visit the Interactive Textbook to rate your confidence with this topic, either online or via a downloadable checklist.

2 Reflection

After working through this chapter, consider the following question: What were the main factors that made the Polynesians such effective sailors?

3 Key terms and names

For each key term or name from the chapter, write a sentence explaining its significance.

- Polynesian Triangle
- Canoe
- Mana
- Lithic mulching
- Blackbirding
- *Ari'i*

4 Making thinking visible

I used to think that Polynesia was …

Now I think that …

Track the difference between what you knew about Polynesia before starting this unit, and what new understandings you have acquired since doing this unit.

Using these stem sentences, write a paragraph explaining what you previously knew about Polynesian societies and cultures, and another paragraph explaining what you now understand, additionally, about them.

1A I used to think that Polynesia was settled when …
1B Now I understand that Polynesia was settled …

2A I used to think that Polynesia was…
2B Now I understand that Polynesia is …

3A I used to think that Rapa Nui was …
3B Now I understand that Rapa Nui is …

4A I used to think that Polynesian societies were …
4B Now I understand that Polynesian societies were …

5A I used to think Polynesians were affected by colonisation by …
5B Now I understand that colonisation affected the Polynesians because …

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5 Extended response questions

In your response, you must substantiate your argument by providing key names, dates, statistics and terms relevant to Polynesian expansion.

Analysing the significance of Polynesian voyages

Topic: Evaluate the significance of the Polynesians' colonisation of the Pacific. In your answer, explain how they colonised the Pacific, describe what navigational techniques were used and the construction of their canoes. Discuss why their spread across the Polynesian Triangle is such a significant achievement.

Analysing the impact of colonisation in Polynesia

Topic: Evaluate the impact Europeans and other groups had on one society in Polynesia. In your answer, explain the lifestyles of your chosen group before the arrival of outside groups, describe how the arrival of Europeans changed things, and analyse the extent to which it positively or negatively impacted on the Polynesians.

6 Connect to today

Topic for reflection: There is still a debate about what happened to the landscape and the people of Rapa Nui.

Consider these issues:

- Do you believe that the Rapa Nui were responsible for destroying their own home?
- What do you think had a greater impact on the Rapa Nui, deforestation or contact with other cultures?
- Can you explain why some people blame the Rapa Nui for destroying their own environment despite evidence suggesting they didn't?
- How would you explain the fact that the trees on Rapa Nui all disappeared?
- Do you think that there is evidence of bias in the different interpretations of evidence relating to Rapa Nui?
- Why is it important to be aware of bias in the case of historical mysteries like this one?

▲ **Source 7.33** Conservation efforts on Rapa Nui are ongoing, but the way the Rapa Nui have adapted to their changing climate has important lessons for scientists, engineers and others today.

7 Digital resources

Visit the Interactive Textbook to access:

- Victorian Curriculum Capability Project
- Interactive chapter Scorcher Quiz
- Google Earth tour of key locations in this chapter
- Videos, image galleries and other extra materials.

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CHAPTER 9

Renaissance Italy (c.1400–c.1600 CE)

Setting the scene: *The Allegory of Good and Bad Government* fresco, Palazzo Pubblico, Siena

This image below is a large wall painting in the town hall of the city of Siena, called *The Allegory of Good and Bad Government*. It was painted before the Renaissance began. It shows that people were already thinking about how a good, effective government can guarantee that the city is safe and the economy flourishes. It was painted during the Rule of the Nine (1285–1355), which achieved peace and wealth for Siena for years. Other cities admired Siena, and outsiders understood that Siena's good political system ensured wealth, safety and growth for its people. The painting sums up what the city-states of the Renaissance were all about: creating wealth, which paid for high-status items such as fine buildings, fashionable clothing and education. Trade and banking provided the lifeblood of Renaissance cities, and marketplaces were their beating heart. The wealth they created paid architects, sculptors, painters, scholars and poets to create wonderful works.

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MAKING THINKING VISIBLE 9.1

See, think, wonder

Examine Source 9.1.

Step 1: what do you see? Look carefully at the details of this painting showing an Italian city.

Step 2: what do you think?

1. Do you think that we can take this painting as a reliable picture of an Italian city in the fourteenth century?
2. Do you get the sense that this city is a lively, interesting place? Would you like to visit it?

Step 3: what do you wonder?

3. What do you want to know about this city?
4. What are some of the things you do not understand in this picture?
5. Ask yourself questions such as what sorts of entertainment did people have?
6. Were clothing and fashion important to these people?

Step 4: what comments and further questions do you want to note down?

7. What are three important things you have discovered about an early Italian city?
8. Why was city life so important to the Italian Renaissance?
9. What else would you like to research and explain in this image?

1. The city of Siena is proud of its beautiful mansions and its splendid cathedral.
2. When the city is safe and secure, people are confident to build new houses. Here, workers complete a beautiful home, the construction of which creates more employment and wealth.
3. Good government creates peace and security, which means people have money to marry and have beautiful wedding processions.
4. In an orderly city, citizens feel safe in the streets, and can even gather to join in dances.
5. The most important activity of the secure city was business, which creates wealth. Here we see shoe- and boot-makers.
6. When there is good government, culture and education thrive. Here a lecture is underway.
7. When there is law and order, people from the surrounding countryside feel safe to bring food and animals into the city to keep up the food supply.

◄ **Source 9.1** The panel 'Effects of Good Government in the City' from *The Allegory of Good and Bad Government* fresco, c.1338, by Ambrogio Lorenzetti in the town hall of the city of Siena

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Chapter overview

Introduction

Between about 1400 and 1600, Italy experienced a strong surge of new ideas in many fields: in political thinking and social organisation, and in architecture, the arts, literature and music. In the many wealthy cities on the Italian peninsula, people discussed how best to organise politics, and developed new forms of government. Educated people felt that they were living in a golden age as great as those of ancient Greece and Rome. They studied classical culture with new care and real excitement, restoring the Latin language to its original purity, and learning Greek to read original texts. They saved many classical texts before they were lost forever. Powerful rulers and wealthy merchants increased their prestige by building palaces and decorating buildings with beautiful paintings and sculptures. Writers began creating stories and poems in the Italian language. In this chapter, we will examine why Italy was such a good place for trade and economic activity. We will analyse why Italians thought they were living in a golden age of a 'rebirth' of culture. This chapter will also explain the explosion of international trade, and the birth of new techniques, such as modern banking and financing. We shall learn how the home and the family functioned, and examine the roles of men and women in Renaissance society. We will explore the question as to whether women had a Renaissance. The chapter will conclude with an exploration of the lives of the Jewish community in the ghetto of Venice.

Learning goals

After completing this chapter, you should be able to answer these questions:

- What was the Renaissance?
- Why did the Renaissance flourish so well on the Italian peninsula?
- What were some of the forms of government that developed during the Renaissance?
- How did new economic activity, such as trade and banking, help encourage the Renaissance?
- How was society organised in Renaissance Italy?
- What was the role of the family in the Renaissance?
- Did women experience a Renaissance?
- How did patrons help the great developments in architecture and art?
- How was the Jewish community treated in a Renaissance city?

Historical skills

After completing this chapter, you will be able to demonstrate the following skills:

- Explain what 'chronology' and 'continuity and change' mean in the study of history
- Understand and evaluate different historians' points of view
- Develop historical empathy with people from the past
- Interpret primary sources in both print and visual form
- Evaluate the reliability of primary sources
- Correctly use terms specific to the topic being studied
- Use factual evidence (dates, statistics, examples) to support an argument.

► **Image:** Siena's city square and town hall where *The Allegory of Good and Bad Government* fresco is located

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Timeline of key events

What came before this topic?

- Ancient Greece and ancient Rome created important developments in science, medicine, philosophy, literature and the visual arts.
- In the twelfth and thirteenth centuries, towns on the Italian peninsula became wealthy from trade, and gained their independence from kings, noblemen and church authorities.
- In the fourteenth century, there were important early forms of Renaissance literature and art.
- In 1308–20, Dante wrote his masterpiece *The Divine Comedy* in Italian rather than Latin.
- In 1325–28, Giotto painted the scenes of *The Life of St Francis*, in the Bardi Chapel, Florence, using human emotion to add power to the religious scenes.
- In 1341, the government of Rome crowned Francesco Petrarch as the official poet of Italy the poet laureate.

Dante, author of *The Divine Comedy*

1400

The scholar Leonardo Bruni is chancellor of Florence, showing how 'civic humanism' can help rule a city

1420–36

Brunelleschi builds the dome of Florence Cathedral

Brunelleschi

Members of the Medici family

1434

The powerful Medici family controls politics in Florence

1483

Humanist scholar Marsilio Ficino publishes his corrected edition of Plato's works translated into Latin

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What came after this topic?

In the 1500s, the culture of Renaissance Italy was adopted by King François I of France, who employed Italian artists such as Leonardo da Vinci.

Leonardo da Vinci, self-portrait from 1510

Niccolo Machiavelli

1498–1512

Political theorist Niccolo Machiavelli works for the city of Florence

The Medici family coat of arms

1512

The Medici family returns to rule Florence

1508–12

Michelangelo works on the vast paintings of the Sistine Chapel, Rome

The Creation of Adam, a fresco from the Sistine Chapel

Timeline questions

1. What can you tell from the information in the timeline about the importance of architecture, art and literature during the Renaissance?
2. What was a patron, and why were they so significant in this era?

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9.1 What was the Renaissance?

FOCUS QUESTIONS

- What do we understand by the term 'Renaissance' today?
- What did people in fifteenth-century Italy think of the time in which they lived?
- Why have some modern historians questioned the idea that the Renaissance was a new golden age?

During the Renaissance, many educated people felt that they lived in a special time when culture was 'reborn', producing a golden age of philosophy, literature, architecture and painting as good as those of ancient Greece and Rome.

Three stages of history: ancient, medieval and modern

People of the Renaissance viewed human history in three great stages. First, the glorious age of ancient Greece and Rome with great achievements in thinking, science, literature and the visual arts. Second, the fourth to fourteenth centuries were a 'dark' age, or a 'middle' age, when learning declined. The languages of Greek and Latin were forgotten, and the ancient books neglected. Third, beginning in the fourteenth century, there was a 'rebirth' or 're-awakening' of culture, when people rediscovered the great books of ancient Greece and Rome. They used them to create their own literary works, buildings and artworks.

A time of 'rebirth' of learning

Renaissance people did not use the word 'Renaissance'. It was made up much later by the nineteenth-century French historian, Jules Michelet in his *History of France*. However, people who lived in Italy in the fifteenth century, such as the artist, architect and historian Giorgio Vasari, did use the Italian word *rinàscita* (rebirth) to describe what they saw as a rebirth of learning and art in their time. The important thing was that they believed that they were living at a time of a rebirth of learning. The wealthy Florentine businessman Matteo Palmieri voiced a widely-held view when he wrote:

> Now, indeed, may every thoughtful [person] thank God that it has been permitted to him to be born into this new age, so full of hope, which already rejoices in a greater array of nobly-gifted souls than the world has seen in the thousand years that have preceded it.

▲ **Source 9.2** Matteo Palmieri, c.1430

▲ **Source 9.3** Matteo Palmieri, created c.1468

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Later historians have explored this idea of a Renaissance or rebirth of culture. In particular, Jacob Burckhardt's *The Civilisation of the Renaissance in Italy* (1860) is still widely accepted. Burckhardt thought that the Renaissance was a complete break from the Middle Ages. It was also an important step towards our modern world. He made an important leap in historical thinking. Before him, history usually listed key dates and stories of 'Great Men'.

Burckhardt took a new approach. He suggested that a period of time can have its own special characteristics that make it a distinct 'age'. He argued that there were six features that made up the Renaissance:

1 The creation of new forms of government and of political life
2 The birth of the thinking individual, or the 'Renaissance man'
3 The important rediscovery of the works of ancient Greece and Rome
4 Increased understanding of the natural world by methods such as scientific observation and voyages of discovery
5 The creation of a sophisticated urban society in which wealth and education, not noble birth, were signs of importance
6 The questioning of the authority of religion, weakening its hold on everyday life.

Burckhardt's book is now a classic. However, it is not unquestioned. Later historians criticised some of his ideas:

1 The break between the Middle Ages and the Renaissance was not so sharp. Many important discoveries, such as the magnetic compass, had already been made during the Middle Ages, and were used during the Renaissance.
2 The 'spirit of the age' was not experienced by everybody. The vast majority of working people, the peasants on farms in the countryside and artisans in workshops in the cities and most women, could not read or study the classic texts of ancient Greece and Rome. The Renaissance was enjoyed only by small groups of educated men in the great cities.
3 Although the Renaissance valued scientific thought and cultivated living, it still featured violence, warfare, atrocities, cruelty, torture and dark superstitions.

The contestability of evidence

Historians teach us that we cannot afford to assume that **primary sources** can always be trusted. It is tempting to assume that the writings of a scholar like Marsilio Ficino (1433–1499) must be accurate because he was present as a participant in the Renaissance. Historian Alison Brown warns us not to accept things uncritically: all evidence must be **contested**.

KEY TERMS

primary source a source created at the time it refers to

contest challenge

patron person who supports an activity by giving money

For example, Ficino did indeed write a glowing account of the Renaissance:

> For this century, like a golden age, has restored to light the liberal arts that were almost extinct: grammar, poetry, oratory [fine speaking], painting, sculpture, architecture … and all this in Florence.

▲ **Source 9.4** Marsilio Ficino, cited in Alison Brown, *The Renaissance*, 1999, Routledge, p. 101

Brown points out that the last phrase, 'and all this in Florence', is a warning sign, because it makes it sound like the Renaissance only happened in Florence. Ficino would have known that these arts were being revived in rich cities all over Italy. Brown reminds us that Ficino and other scholars wrote comments like these to please their **patrons**, so their claims should not be accepted as reliable. In his case, his patrons were the all-powerful banker family, the Medici.

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Digital quiz
Please see the Interactive Textbook to access digital activities

END-OF-SECTION REVIEW 9.1

Review questions

Answer these questions on paper or in the Interactive Textbook.

Recall

1. How did educated people during the Renaissance view the time in which they lived? Why did they find it so exciting?
2. People of the Renaissance thought of history in three great periods of time. What were they, and what were their main features?
3. What did the term *rinàscita* mean to people at the time of the Renaissance?
4. How was history usually written before Jacob Burckhardt developed his new approach? How did Burckhardt change the way history was written?

Interpret

5. What, according to Jacob Burckhardt, were the six main features or characteristics of the Renaissance?
6. What is meant when people use the phrase 'Renaissance man'?

Argue

7. Historians still respect Burckhardt's new approach to history, but they can also see some faults in his approach. What criticisms have they made about of his point of view? What do they point out to correct our understanding of the Renaissance?

▲ **Source 9.5** This is a detail from *View of Florence* by Giorgio Vasari. Historians say that Vasari was the person who did the most to 'brand' the idea of the Renaissance, and to situate Florence as its centre.

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9.2 Italy at the time of the Renaissance

FOCUS QUESTION

What was the significance of trade, and the great wealth it created, in helping to encourage the 'rebirth' of learning in Italy in the fourteenth to sixteenth centuries?

The importance of trade and wealth

Renaissance Italy did not have one central government. It was divided into many small states, each with its own capital city.

To the north lay the trade routes by land to wealthy states such as the Duchy of Burgundy, the kingdoms of France and England and the German states.

▲ **Source 9.6** The great European trading routes in the year 1483. The white arrows indicate some of the many seaports of the Renaissance trading cities. Italy's long coastline meant that there were many ports through which Italian goods could be traded with the world, and foreign goods brought in. The red arrows indicate land routes for trade with continental Europe.

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The most important city-states of Renaissance Italy were:

- **Genoa:** A major trading port and a powerful rival to Venice. One of its industries was the making of a strong woollen cloth often worn by sailors because it was so tough. At the time, the French referred to Genoa as 'Genes', and this was the origin of the modern word 'jeans'.
- **Florence:** A republic (government by elected citizens), and a dominant city in the region of Tuscany; its population reached 750 000 by 1500.
- **Siena:** A republic and a rival of Florence in warfare, and learning and culture.
- **Rome:** The central states of Italy were controlled by the pope and the Catholic Church in Rome. These groups made the city an important centre of art, architecture and learning.
- **Naples:** A kingdom (ruled by a king, who inherited the crown) covering the lower half of the peninsula, with an important royal court; the population reached two million by 1500.
- **Milan:** A duchy (ruled by dukes) controlled by the Sforza family, and a major military and industrial power in the north of Italy.
- **Venice:** A republic whose government was controlled by a small minority of wealthy families. It was a mighty trading power, and the only Italian state to own an overseas empire (including Corfu, Crete and Cyprus). The population reached 1.5 million by 1500.
- **Urbino:** A smaller city, but an important centre of art and scholarship under its duke, Federico da Montefeltro.

The Renaissance was driven by money, prestige and ambition. One of the tough, capable Italian merchants created the first multinational trade of the Renaissance world. For example, Giovanni Arnolfini was born in the small town of Lucca, which made woven fabrics such as tapestries. He cleverly took his family business – trading silks and tapestries – to the wealthy Duchy of Burgundy (modern Flanders), and made a fortune selling extravagant items to the luxury-loving Dukes of Burgundy.

To be able to trade anywhere across the world, this generation of businessmen further

▲ **Source 9.7** Italian city-states during the Renaissance

▲ **Source 9.8** Jan van Eyck's *Portrait of Giovanni Arnolfini*, c.1434

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ACTIVITY 9.1

Research task

1. Look at the maps of the fifteenth century in Sources 9.6 and 9.7. Why Italy was in a very good position, geographically, to trade with the rest of the world?
2. Investigate why the merchants and traders of Italy were able to make so much money from international trade at the time. Who did they trade with? What did they trade?
3. Investigate why ruling families and rich merchants spent so much money on beautiful buildings and art works.

developed most of the systems of modern banking and business.

The revolution in business: from *bancas* to banking

Every time anyone signs a cheque, uses a credit card or takes out a loan today, they are using processes that first appeared in the Middle Ages and developed into powerful new technologies during the Renaissance. In 1400–1600, these systems enabled an explosion of trade beyond the local region, including reaching as far as China. The resulting global trade created the wealth that funded the Renaissance in Italy.

The invention of loans: money to build great businesses

Banks and the rise of commercial capitalism changed the world, and allowed advanced trading on a world scale. First, the world of business and trade was revolutionised by the invention of banks and loans. This process began in the Middle Ages. In the thirteenth century, the Italian port cities expanded their trading beyond the Mediterranean, towards England, then as far as Persia, India and China. Trade went from being regional to being global, requiring better ways of handling money.

The first banks

Businessmen could borrow money to launch a project. The first 'bankers' simply set up a bench, a *banca*, in public squares and traded there. These rapidly developed into powerful companies such as the enormous Medici family bank in Florence.

▲ **Source 9.9** Marinus van Reymerswaele's *The Usurers*, showing moneylenders at work in the fifteenth century

▲ **Source 9.10** Piero Pacin's *Bankers at Work*, 1490

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▲ **Source 9.11** Quentin Metsys' *The Moneylender and His Wife*, 1514

KEY TERM

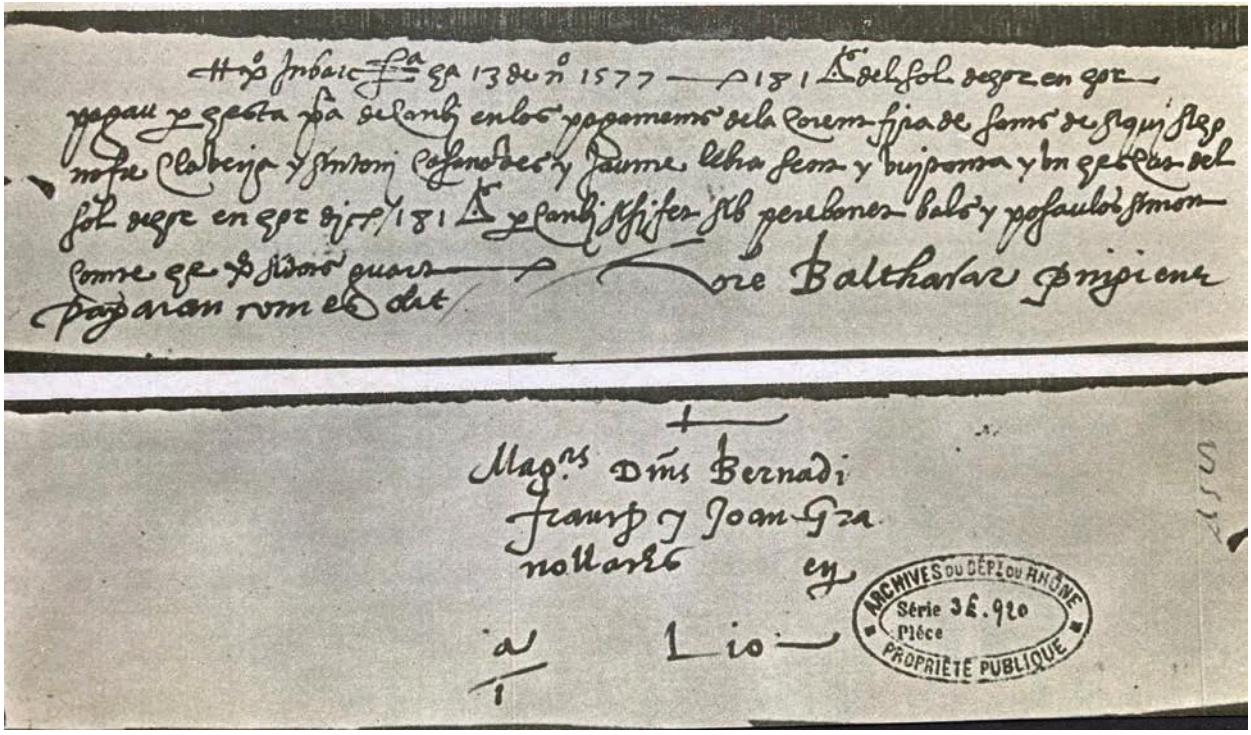
letter of exchange a note promising to pay money; a cheque

Its operations were multinational, with offices in Rome, Venice, Naples, Milan, Pisa (in Italy), Geneva (Switzerland), Lyon, Avignon (France), Bruges (Belgium) and London. Cosimo and Lorenzo de Medici used their wealth to pay for the beautiful architecture, art and scholarship they supported in Florence.

Renaissance merchants understood the importance of trade. It pumped money into their cities. They even wrote handbooks on how to conduct trade successfully. The Venetian merchant Benedetto Cortugli, for example, wrote in his *On Commerce and the Perfect Merchant*, 'The advancement, the comfort, and the health of republics to a large extent [come from] the merchants'.

Letters of exchange

The second key invention was the **letter of exchange**. Previously, if a merchant wanted to buy, for example, wool in England, he had to physically carry real money with him to pay for the goods. This was dangerous, because there were many robbers on the roads who attacked travellers to seize their money.



▲ **Source 9.12** Two letters of exchange

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Business guides and mathematics

It is not surprising that one of the first guides to successful business, *The Book of Trading*, was written in Florence in the 1420s.

▲ **Source 9.13** Merchants carefully checking their accounts

▲ **Source 9.15** A page from a book explaining mathematics for merchants, 1491

▲ **Source 9.14** The figure of Mathematics overseeing merchants doing sums by abacus and by calculation, 1503

The traders shown here would have run their business strictly on the principles described in the manual.

Another secret weapon proved to be mathematics. Publishers found a ready market for printed books on mathematics, designed especially for the use of bankers and merchants.

Double-entry bookkeeping

The third crucial invention that helped the growth of trade during the Renaissance was double-entry bookkeeping. The actual procedure of keeping records of costs (money going out) and income (money coming in) was simple enough, but once invented it allowed merchants to have an immediate, detailed understanding of how their businesses were going. This was the birth of the modern profession of accountancy.

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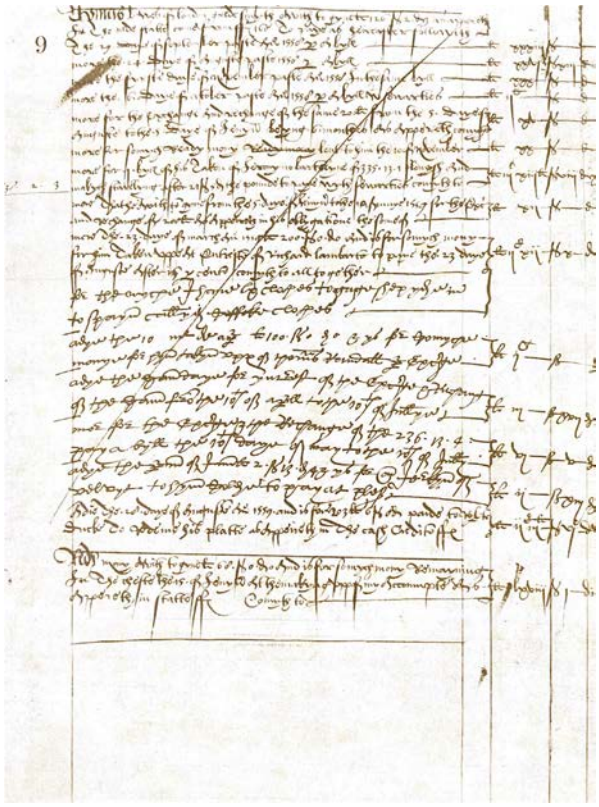
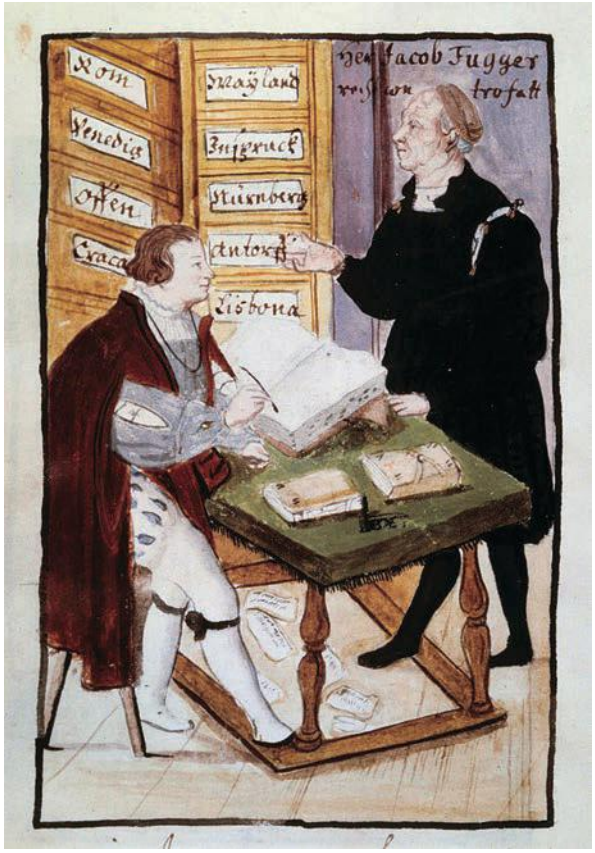


▲ **Source 9.16** A page of double-entry bookkeeping from a merchant's book

Information networks



▲ **Source 9.17** The German banker Jacob Fugger (1459–1525) in his library in Germany, depicted in a sixteenth century watercolour

The great Renaissance businessmen quickly learnt another important skill: information gathering. When they set up branches in foreign cities, they employed people to write regular reports back to Italy about any special events that might endanger trade. Bankers such as the Fuggers in Germany owned a library of thousands of reports, as shown in Source 9.17. They kept files on their branches in Rome and Venice. Italian merchants, too, relied on letters from their agents.

▲ **Source 9.18** This Italian merchant appears to have received a letter with bad news, perhaps the loss of a ship and its cargo to a storm or pirates.

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ACTIVITY 9.2

Using historical terms meaningfully

It is important that you, as an historian, can confidently and correctly use all the special words and key terms related to your subject. Write a paragraph in response to the question below, using all of the key terms in such a way as to show you understand what they mean.

1 How and why did the merchants and bankers of the Renaissance develop the financial systems of the modern world?
- Double-entry bookkeeping
- Letters of exchange
- The Fuggers reporting network
- *The Book of Trading*
- *Banca*/banking

A revolution in the art of government

History teaches us that people's lives depend on the quality of their government. Australia, for example, has had one stable system of government since it was created in 1901, and this has helped create a stable and prosperous society.

Renaissance Italy was very different. There were many cities, each with its own government. Each city had to experiment with political life to create the best possible living conditions for its people.

Above all, they wanted to be independent, and not ruled by anyone else. In earlier times, countries were ruled by kings, and larger areas had been ruled by emperors. Often, the Christian church also ruled lands. The rich cities of Italy set up their own communes (city governments, run by their own people). The Italian cities had grown wealthy enough – from trade – to throw off outside authority and be independent. They were free to invent completely new forms of government never seen before.

Change and continuity in Renaissance Florence

Two of the greatest cities of the Renaissance – Florence and Venice – had completely different experiences of politics. Florence experienced constant changes in the form of government, and yet it flourished; in Venice, the republic enjoyed great stability, and lasted 1000 years. Continuity of operation allowed Venice to become one of the greatest trading powers in the world.

Political changes in Florence

Historian Jacob Burckhardt claimed that Italy's Renaissance cities designed their political systems very carefully. The 'revolution in the art of government' started earlier and continued throughout the Renaissance. This is very obvious in the important city of Florence. Its citizens redesigned their government to create a better life for themselves.

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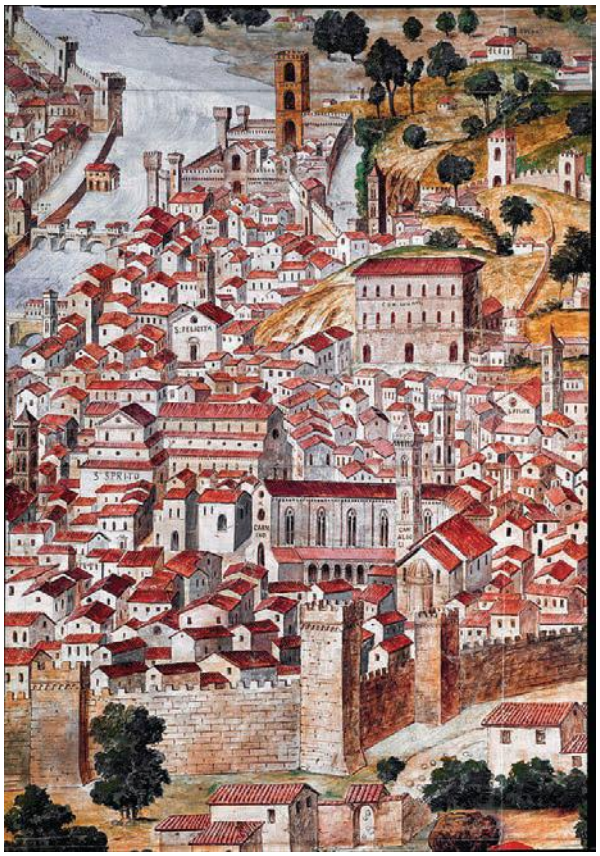
▲ **Source 9.19** Florence, c.1471–82, attributed to Francesco di Lorenzo Rosselli



▲ **Source 9.20** Detail of the Rossellini painting

▲ **Source 9.21** Vittore Carpaccio's *Young Knight in a Landscape*, c.1505. This knight is an example of the proud noblemen who originally dominated the government of Florence. He was originally permitted to carry his weapons in the street, meaning that family fights often turned into battles.

Warfare between noble families

The problem in Florence was that the government was run by noblemen from proud and powerful families. Each had an aristocratic title, coat of arms and a long history. They were large **clans**, and often fought mini-wars with each other.

KEY TERM
clan an extended family

Each family lived in a fortified house with one tall defence tower. Most city skylines were spiked with a forest of these tall towers. The skyline of Florence had a forest of these stone towers. In the fourteenth century, Lapo da Castiglionchio said his city has 'about

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▲ **Source 9.22** It is only in the town of San Gimignano that we can get a sense of what Florence's skyline would have looked like before the city government ordered the cutting down of the great towers of the warring noble families. Each home was essentially a fortress.

one hundred and fifty towers belonging to private citizens' and added that they could be 70 metres high or taller. Their walls were built of massive stones, and were sometimes 2 metres thick.

Often, one clan fought gang warfare against another in the streets. Nobles could carry weapons, so people were injured and killed. William Shakespeare was later fascinated by this violence, and used it as a backdrop to his famous play *Romeo and Juliet*. His tragic young lovers are caught up in the violence of two clans. This later story, set in the city of Verona, was a distant memory of the real fights that paralysed many Italian cities.

Sometimes the entire city stopped: shops and markets closed, merchants and their customers avoided the city. The economy closed down, trade dropped, and so did profits. Ordinary people suffered unemployment while these rich and proud families squabbled.

▲ **Source 9.23** This painting from 1487 shows the wealthy Florentine banker Francesco Sassetti with his son Teodoro. He is typical of the class of merchants and bankers who made sure that they controlled the government of Florence to create good conditions for business.

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A new kind of government

In 1282, a quiet political revolution happened. Florence's wealthy merchants, bankers, lawyers and manufacturers decided that businessmen should run the government.

These wealthy people were grouped in seven special organisations called **guilds**. These guilds created a new government. To appear democratic, they included the lesser trade guilds of Florence's **artisans**. From these guilds, eight **priors** were elected to govern for just two months. To prevent them making secret deals, they all lived together in a special house during this time.

KEY TERMS

guild an organisation of people who do the same job

artisan someone who does skilled work with their hands

prior an official

constitution set of rules for governing

For 10 years this system worked well, but the priors faced resistance from the old noble families, who still disrupted life in Florence. By 1293, the priors, led by the brilliant Giano della Bella, wrote a new **constitution** for the Republic of Florence.

It was a tough document. It smashed the power of troublesome noble families. If a noble started violence in Florence, he paid a massive fine. If he killed a citizen, he was executed and his houses flattened. The nobles finally stopped their violent behaviour, and life in Florence settled down.

The people created a permanent government of merchants, called the *signoria*. There was still a group of priors, chosen from the guilds, who served for two months, and lived together in a rented house. Their leader now carried the flag of Florence to show his importance; he was called the Flagbearer.

If we look carefully, there is still dramatic evidence of this 'revolution in government' all around Florence. Historian Chris Dobson tells how the new government was so determined to break the power of the noble families that it passed a law requiring their great fortified towers be cut right down to a normal house level.

▲ **Source 9.24** This modern photograph shows the base of what used to be a tall defensive tower at the home of a powerful noble family. Once the new government took over, individual families had to cut down their towers to a legal height.

From then on, only the city government had a massive tower. The city's town hall was called the Palace of the People and the Commune; now known as *Palazzo Vecchio* or the Old Palace. Built about 1299 by the architect Arnolfo di Cambio, it is a splendid building, proclaiming the city's pride. The tall, slender, single tower is bigger than any other private tower in Florence, representing the rule of a single government over the various powerful families. The architecture is elegant, but also military in style, proving that the government can defeat outside enemies, such as the Sienese, or the old noble families or the rebellious working classes inside the city.

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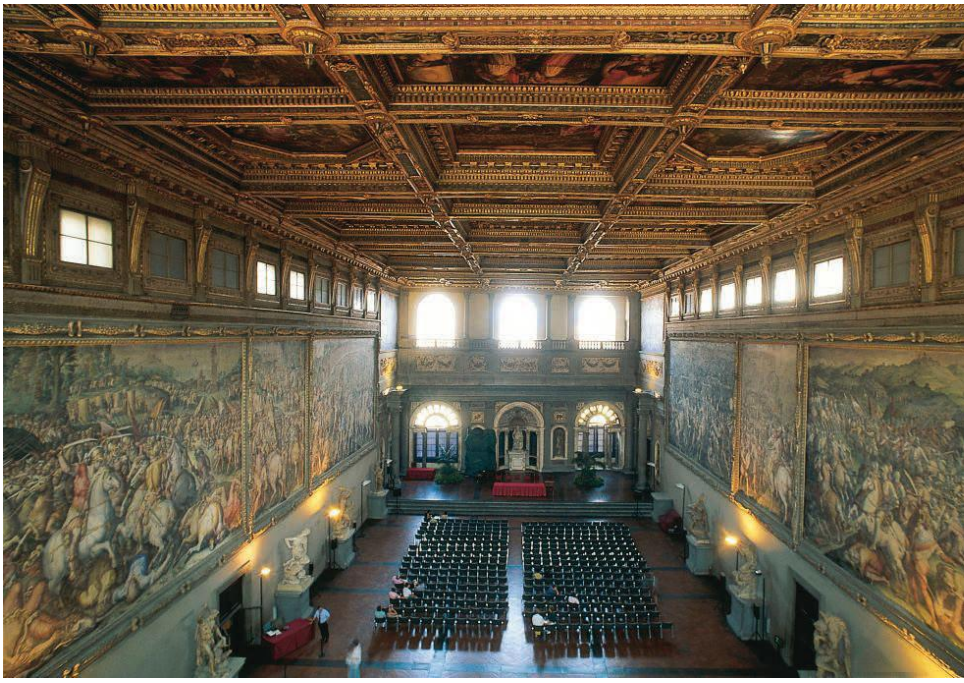
▲ **Source 9.25** The Palazzo Vecchio

How democratic was the new government?

This republic lasted about 150 years. Theoretically, it was democratic, but in reality a minority of rich businessmen and bankers controlled everything. The seven important guilds dominated government: these were the wealthy guilds representing lawyers, wool merchants, bankers, doctors and fur-sellers. The remaining 14 minor guilds rarely entered government. Most hardworking artisans never entered politics.



▲ **Source 9.26** The Hall of the Five Hundred in the Piazza della Signoria

How many people could enter politics? There were 80 000–100 000 people in Florence. All women and children were excluded from politics, as were ordinary working men with no trade, who could not belong to a trade guild. This left only about 20 000 male citizens who could be involved in politics. Of these, a small group of about 5000 dominated politics, because they enjoyed full political rights.

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Carlo Marsuppini, Chancellor of Florence, explained its government to a German visitor:

> In Florence, our government is not aristocratic: the nobility, who are so powerful, are not allowed to hold political office in this city. On the other hand, those who practice humble trades, as well as ordinary poor working people, are not allowed in the government of the city. It is not really democratic. So, rejecting these two extremes, the Republic of Florence is ruled by men of the middling kind, choosing the well-born and the richer kind of men, provided that they are not too powerful. The Government of the Nine (or *signoria*) only sits for two months, then changes its members. This is due to our respect for liberty.

▲ **Source 9.27** Carlo Marsuppini, Chancellor of Florence, c.1444

The rebellion of the workers

In 1378, the workers who were excluded from politics took radical action. These included workers such as the silk reelers, who were labourers, and not skilled enough to belong to any of the guilds of the city. In the Ciompi Revolt, these workers took over government for some years. Their rebellion was crushed, and by 1382 the seven main guilds again controlled Florence.

The great merchant families – the Albizzi, the Strozzi, the Capponi, the Alberti and the Medici – then competed for political power. They used their wealth to pay people to vote for members of their family. It was always wise to be in politics to protect your interests. Lorenzo de Medici warned that things could go badly for you in Florence if you did not have a say in public life.

The dominance of the Albizzi family

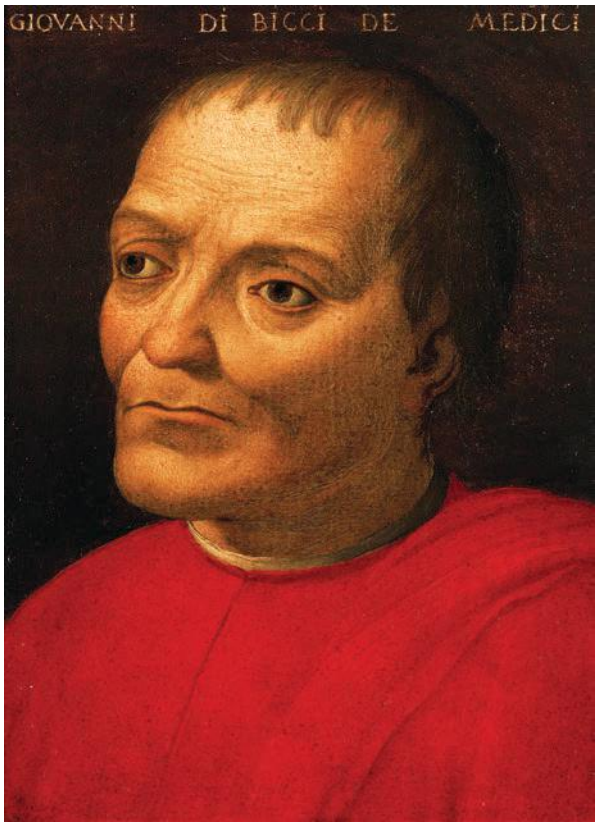
In 1387, Maso degli Albizzi, representing the powerful wool guild, became Flagbearer, dominating government for 30 years. This domination by one family created stability, and the city flourished. Between 1402 and 1434, Florence enjoyed 30 years of peace and prosperity. Florence became a cultural capital. Italians felt that Florence was what Athens had been to ancient Greece.

The rise of the Medici

At the same time, another family of merchants and bankers was growing in power: the Medici. The banker Giovanni Bicci de Medici made the family's fortune. After a power struggle with the Albizzi, he was elected Flagbearer in 1421.

The greatest age of Florence occurred when it was under the control of the wealthy, successful and powerful Medici family. There are signs of their influence all over the city. In the Uffizi Art Gallery, for example, there is a painting showing a subject drawn from Christianity: the journey of the magi (the three kings) to worship the baby Jesus. At first glance the painter, Botticelli, has simply imagined this scene from what the Bible tells us. Botticelli was a leading painter, and a work of this size and quality would have cost a great deal of money.

It is only when we look more closely at the figures that we notice something unusual: they are dressed in the clothing style of fifteenth-century Italy, not the clothing of biblical times. Some of the faces look very



▲ **Source 9.28** *Portrait of Giovanni Bicci de Medici*, 1560

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▲ **Source 9.29** Botticelli's *The Adoration of the Magi*, c.1473–75

familiar. The king washing Jesus' feet is actually Cosimo de Medici. His two sons, Piero and Giovanni, stand to his right. The great Lorenzo de Medici, dressed in light blue, is also there. Another Medici, Giuliano, stands and holds a sword. This is like a family gathering of the greatest family in Florence. Because they held political power for so long, they could be said to be almost a **dynasty**.

KEY TERM
dynasty a succession of rulers from the same family

Historian Niall Ferguson wrote:

> Perhaps no other family left such an imprint on an age as the Medici left on the Renaissance. Two Medici became popes (Leo X and Clement VII); two became queens of France (Catherine and Marie); three became dukes (of Florence, Nemours and Tuscany) … Their patronage of the arts and the sciences ran [the full range] of genius from Michelangelo to Galileo. And their dazzling architectural legacy still surrounds the modern day visitor to Florence. Just look at the Church of San Lorenzo …

▲ **Source 9.30** Niall Ferguson on the Medici family

By 1434, Cosimo de Medici was the most powerful man in Florence, ruling continuously until his death in 1464.

Lorenzo the Magnificent assumed power in 1469. He was clever in his style of rule: he held no official positions, but completely controlled politics in Florence.

▲ **Source 9.31** *Portrait of Cosimo de Medici*, 1519–1520

▲ **Source 9.32** *Portrait of Lorenzo de Medici*, c.1560

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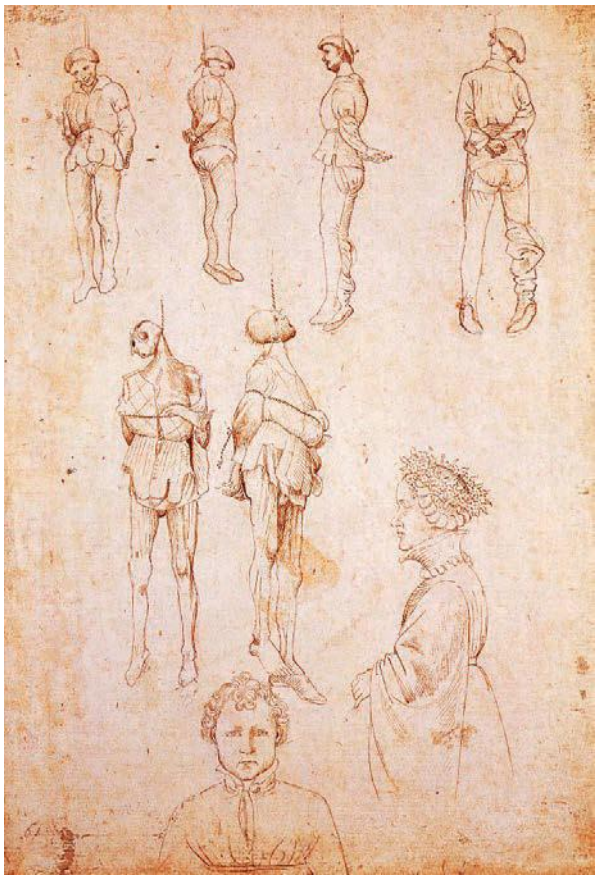
Despite the 'revolution in government', Florence still experienced crises. Two in particular were very violent and damaging: the plot to murder the Medici family, and the arrival of Savonarola.

The plot to murder the Medicis

The powerful Medici family did face opposition. On 26 April 1478, a rival family, the Pazzi, planned to murder the key members of the family at Holy Communion. They were helped by Pope Sixtus IV, who saw the growing power of Florence as a threat to Rome. The assassins killed the younger brother, Giuliano. Lorenzo and other family members escaped by locking themselves in the priest's office.

The Medici gathered their supporters, and were backed by Florence's population. They rounded up every member of the Pazzi family, such as Jacopo de' Pazzi, and hanged them in public from the walls of the town hall. Even Pazzi family members who had not been involved were thrown out the windows of the



▲ **Source 9.34** This drawing by Pisanello, c.1430, shows how common it was to have hangings carried out in public, with the bodies then left in public view as a warning to other criminals.

▲ **Source 9.33** Painting of the Pazzi revolt,1890

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town hall with a noose around their necks. Soon the entire building was hung with dangling dead bodies. Some bodies were later cut down and torn to pieces, and body parts thrown all over the streets of Florence, or into the river. Boys were seen playing football with hearts and livers that had been ripped out of the bodies.

One conspirator escaped. Bernardo Bandini, who started the rebellion by stabbing Giuliano, fled to the distant city of Istanbul, where he felt safe. He did not know that the ruler, Sultan Mehmed the Conqueror, was friendly with the Medici. Mehmed arrested the traitor. The Medici were delighted:

> By letters of Bernardo Peruzzi we have learned with great pleasure how that most glorious prince [Mehmet] has seized Bernardo Bandini, most [horrible murderer] and traitor to his country, and declares himself willing to do with him whatever we may want – a decision certainly in keeping with the love and great favor he has always shown towards our Republic and our people as well as with the justice of his most serene Majesty.

▲ **Source 9.35** Medici family note, 1479

Bandini was brought back to Florence and hanged in public from the walls of the Bargello Prison, one year after the conspiracy.

Savonarola in Florence

In 1491, another violent political change shook Florence. A charismatic monk, Savonarola, began preaching terrifying sermons that the Florentines had abandoned God and would suffer terrible punishment. This seemed to come true: in 1492, Lorenzo de Medici died. In 1494, the French invaded Italy and Lorenzo's son, Piero, surrendered almost immediately. The Florentines were so angry that they threw the Medici family out of the city. They set up a republic modelled on Venice, with a Great Council of 3000 citizens. Savonarola ruled Florence from 1494 to 1498, terrorising the citizens into burning their luxury clothing and destroying their jewellery. Had you been in the city square about 1495, you would have seen frightened Florentines bringing piles of their gorgeous clothing to heap up in massive bonfires. Later Savonarola organised gangs of boys, who were dressed as angels, to break into the homes of rich people and drag out their precious belongings. They must have been worth millions: at just one bonfire, a Venetian visitor offered 22 000 gold florins for them.

In 1498, the people of Florence, backed by Pope Alexander VI, overthrew Savonarola and executed him in a bonfire in the city square. By 1513, the Republic had fallen, and the Medici family returned. By 1537, Duke Cosimo I was effectively ruler of Florence again.

Source 9.36 Leonardo da Vinci's *Drawing of Bernardo Bandini Hanged*, 1479, was made on the spot. Leonardo was more interested in the man's colourful foreign costume than in the body itself. He noted beside it, 'a turquoise blue jacket lined with fox fur'.

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▲ **Source 9.37** A nineteenth-century painting of Savonarola preaching in Florence

▲ **Source 9.38** Rosselli, *The Execution of Savonarola and Two Companions at Piazza della Signoria*, c.sixteenth century

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END-OF-SECTION REVIEW 9.2

Review questions

Answer these questions on paper or in the Interactive Textbook.

Digital quiz
Please see the Interactive Textbook to access digital activities

Recall

1. Identify two types of people who were not allowed into the government of Florence, and explain why they were excluded.
2. Describe what type of person was allowed to hold political office in the government of Florence.
3. What do you know about the noble (or aristocratic) families of Florence that would explain their exclusion from politics?
4. Why do you think ordinary workers and tradespeople were excluded from political life in Florence?

Interpret

5. What were the main conditions driving Italian merchants to develop new and more sophisticated means of handling money?
6. To what degree may it be said that these merchants developed the foundations of modern commerce and banking?

Argue

7. Explain how the Pazzi revolt illustrates one of the main weaknesses of a city government run by proud and ambitious 'great families'.

◄ **Source 9.39** *Portrait of Grand Duke of Tuscany Cosimo I de' Medici (1519–1574) in armour*, c.1545.

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9.3 How people lived in the Renaissance

FOCUS QUESTIONS

- Why were Renaissance Italians so keen to show off their wealth in public?
- Why was a wedding ceremony an ideal way of showing off a family's wealth?
- What did the Adimari people actually do to show off their great wealth at weddings?

Many travellers go to Italy to visit the cities and towns of the Renaissance such as Florence, Venice, Siena, Rome. The streets, buildings and even the artworks can be called the 'hard fabric' of the Renaissance city, and in general they have survived quite well. But there is another aspect of Renaissance life that is long gone: the human lives, the social customs, the family life, the trade and industry, holidays, celebrations, festivals and processions.

▲ **Source 9.40** The Baptistery of Florence Cathedral. How might this space have looked in the fifteenth century?

These are the 'soft fabric' of history. They tend not to survive: they disappear with the people who created them.

People of the Renaissance enjoyed holidays, festivals and processions, and loved to see them shown in art. The reason was that in the Renaissance city, everything was to do with your family's wealth and good taste. You had to build up your family's prestige by showing off your money. There was no point hiding your wealth at home; you needed an excuse to bring it out into the street, where everybody could see.

Look closely at the painting in Source 9.41. The artist has captured the scene at the Baptistery as it looked in the 1400s. His reason for doing so was to record a very important event: a wedding procession through Florence. We know that the family involved here was the noble Adimari family. Their house was located in the Via dei Calzaiuoli, very close to the Baptistery.

▼ **Source 9.41** The Adimari Panel showing the wedding of the Adimari family, painted by Giovanni di Ser Giovanni Guidi, also called Lo Scheggia c.1450

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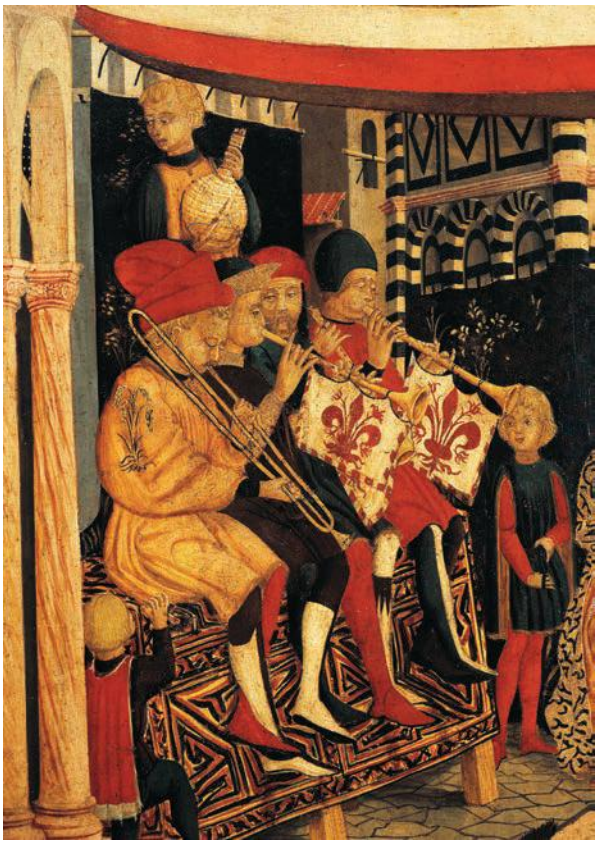
▲ **Source 9.42** Adimari Panel: detail of the bride with a peacock-feather headdress



▲ **Source 9.43** Adimari Panel: detail of musicians playing an early form of the trumpet and three wind instruments called shawms

The detail in Source 9.42 shows that the bride was superbly dressed. She wears the height of fashion: a peacock-feather headdress. It would have cost a fortune, but it was worth it – she became a walking advertisement for her father's silk business. Indeed, the whole family is on display. Dressed in the very finest and most expensive Florentine fabrics, some embroidered with gold and silver thread, they walk proudly through the city, very much aware of their wealth and prestige.

The cash and goods of the **dowry** the young bride brought to the marriage were not only listed with a thoroughness that only merchants could manage, but they were also turned into public display.

The family also displayed the bride's wedding box (*cassone*). This was publicly carried through the streets from the bride's home to the groom's house. It is possible that this painting was originally on the front of the wedding box, or it may have been a panel set into the bedhead or the wall of the couple's bedroom.

Once installed in the home, these boxes became storage furniture and extra seating, and remained an almost sacred object of domestic settings. These painted *cassone* were in fashion from about the 1370s to the 1470s. After that date, people preferred carved *cassone*.

The family home

The second important focus of a Renaissance person's life was the family and the home. The possession of a beautiful home in Renaissance Italy was important because it established a person's reputation as a wealthy and respectable citizen. It was a sign that they were a person of importance. In 1444, Cosimo de Medici had a beautiful palace constructed for his family. It was so splendid that other great families hurried to build their own palaces. Between 1450 and 1478, some 30 new palaces were constructed.

KEY TERM

dowry money a bride brings into her marriage, usually gifted by her parents/guardians

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ACTIVITY 9.3

Using historical sources as evidence

SOURCE A

Men do two important things in life: the first is to procreate [have children] the second is to build.

▲ **Source 9.44** Giovanni Rucellai, a political leader in Florence during the 1450s

SOURCE B

The magnificence of the buildings should be adapted to the dignity of the owner … we erect great structures, [so] that our posterity [descendants] may suppose us to have been great persons.

▲ **Source 9.45** Leon Battista Alberti (1404–1472), a respected noble

SOURCE C

The work of a magnificent man is to build fine buildings, for people who see marvellous buildings are deeply impressed.

▲ **Source 9.46** Visconti, the Duke of Milan, c.1400

SOURCE D

Although made by individuals it is nonetheless better to treat [these buildings] as communal utilities [assets for the community] rather than as private comforts, because they are very important for the universal ornament of the city and they compose the beauty of the city.

▲ **Source 9.47** Matteo Palmieri, a leading Florentine humanist during the 1440s

SOURCE E

For the good of your family and the good of Florence you must build a more worthy building.

▲ **Source 9.48** Lorenzo de Medici's advice to the Strozzi family, 1466

Responding to the sources

1. There was some debate at the time of the Renaissance whether men should build fine palaces for their own glory and that of their family, or whether they should do so for the good of their city and the community as a whole. Which view is expressed in Sources A to C?
2. In Source D, Matteo Palmieri takes the opposite view to the one expressed in Sources A to C. What is his main argument?
3. In Source E, Lorenzo de Medici was talking to the Strozzi family, who had just been allowed to return to Florence after being exiled for political reasons. They asked his approval to build a palace, being careful to assure him that they would not build a house bigger than the Medici palace. Lorenzo contradicted them, and told them to feel free to build a very large palace. Where does he stand in the debate between individual pride and city pride?

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The Palazzo Medici Riccardi

The Medici family built a beautiful palace, but avoided making it too grand to avoid offending other citizens. This palace can still be seen and visited in Florence today.

It is now called the Palazzo Medici Riccardi, and is near the cathedral. It was constructed in 1444 by Cosimo de Medici, following his triumphant return after a period of exile in Venice. He bought and knocked down 20 old houses to create a large block of land.

He cleverly rejected a beautiful design by the architect Brunelleschi because it was 'too great and sumptuous' and likely 'to cause envy among (his) fellow citizens instead of giving grandeur and ornament to the city'. Instead, he chose a simpler design by Michelozzi di Bartolomeo.

It is simple in shape, with four rectangular wings surrounding a courtyard. These wings contain 40 rooms. Outside, the lower level was cleverly designed, with large, roughly cut stones, which give way to smoother stones further up. This creates the impression that the building becomes lighter and finer as it rises. There is a harmony in the proportions of the windows with their rounded arches.

▲ **Source 9.49** The Palazzo Medici Riccardi. The Medici were the most powerful family in Florence for much of the fifteenth century. They could have afforded a large and expensive palace, but chose instead a simpler design – at least on the outside.

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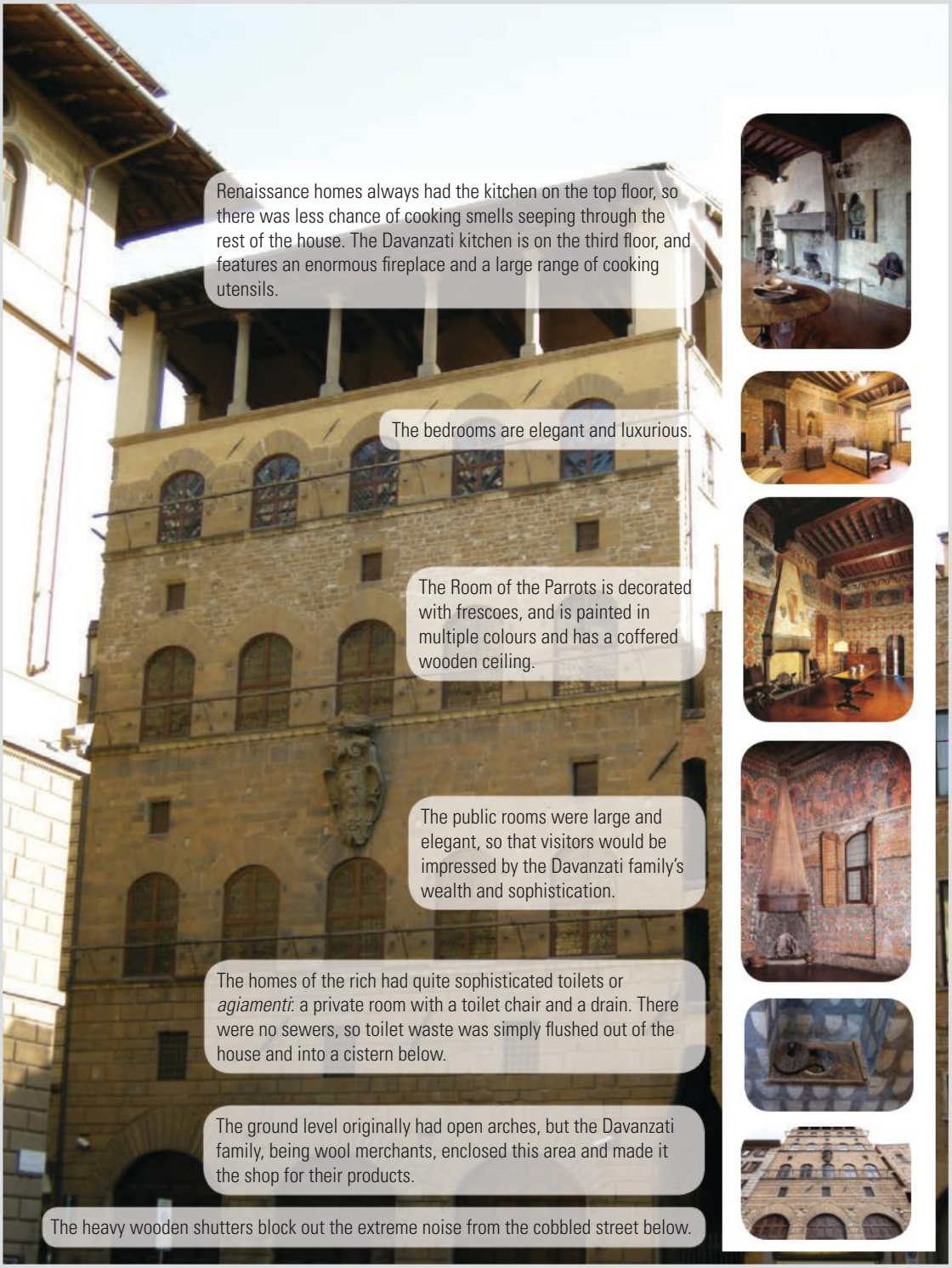
ACTIVITY 9.4

Using historical sources as evidence

The Renaissance home was quite a complicated 'machine' for living everyday life. This mansion was built for the Davizzi family in 1350, then sold to the Davanzati family. The public rooms were large and elegant, so that visitors to the Davanzati family would be impressed by their wealth and sophistication. The Palazzo Davanzati is now open for visitors as a museum, and is set up as it would have been during the Renaissance.



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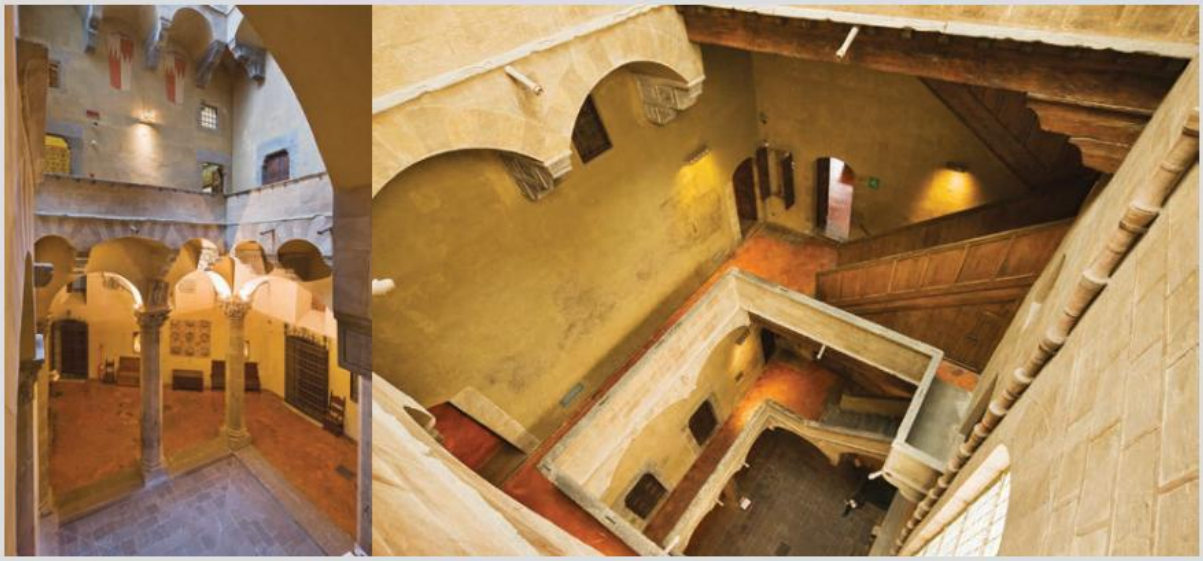

The architect designed a large central hall with a staircase. Every room in the house connects to this central stairway. On the first and the second levels, where visitors might come, the staircase was built of stone; in the upper levels, which led to the private family rooms, the staircase was just built of wood.

▲ **Source 9.50** The Renaissance home: an instrument for family living

Responding to the sources

1 Why did wealthy people build splendid palaces in Renaissance cities?

2 What does the Palazzo Davanzati tell us about the conditions of everyday life during the Middle Ages and the Renaissance?

END-OF-SECTION REVIEW 9.3

Review questions

Answer these questions on paper or in the Interactive Textbook.

Digital quiz
Please see the Interactive Textbook to access digital activities

Recall

1 What was the significance of the family home in a Renaissance city?

2 Why did the Medici avoid building a massive palace for themselves?

3 What did Matteo Palmieri believe was the most important purpose of a fine palace?

4 Why did Lorenzo de Medici allow the Strozzi family to build a far bigger palace than his own?

Interpret

5 Given that only rich, respectable citizens could enter government in Florence, what role did the family's grand palace play in establishing a man's reputation?

Argue

6 Explain why the beautiful Renaissance palaces served the double purposes of family pride and the city pride.

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9.4 A revolution in ideas: the Humanist movement

FOCUS QUESTIONS

- What was meant by the Humanist movement?
- Did Renaissance people reject the religion of the Catholic Church?
- Why were the Humanists so fascinated by ancient books written many centuries before?

The Humanist movement

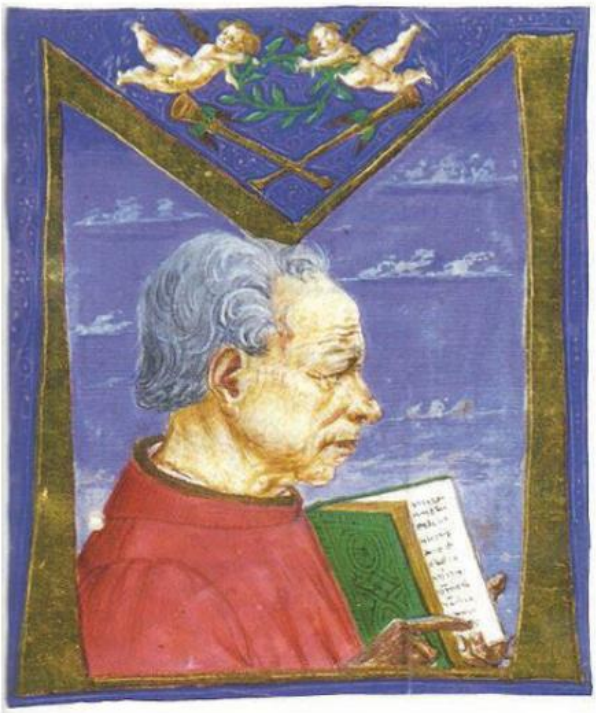
In modern Australia, many people still enjoy reading the great books and ideas of ancient Greece and Rome. Others see them as less relevant to modern society. In fifteenth-century Italy, educated people were fascinated and excited by the knowledge of ancient Greece and Rome. They saw it as deeply meaningful to their own time.

'Humanism' is a word made up long after the Renaissance to describe an intellectual movement born in Italy about 1350, spreading to northern Europe in the fifteenth century. It lasted until about 1530. These intellectuals studied ancient ideas for wisdom they could apply to their own lives. One of the most important of these ideas, for example, was the idea of ancient Greek philosopher Protagoras that, since we can never be sure that the gods existed, it is necessary for every human being to live a moral life.

KEY TERM

diplomacy management of relationships between governments

These Renaissance thinkers also saved most of the classical texts before they were lost forever, so we can still read them today. They then completed the enormous project of correcting the texts that had been carelessly copied during the Middle Ages.



▲ **Source 9.51** Poggio Bracciolini

Amazing but true…

Poggio Bracciolini (1380–1459) searched passionately for lost classical texts. He worked for the pope and travelled all over Europe on official business. He systematically searched every library he found in Switzerland, France, Germany and England. He even burrowed into filthy toilets and rubbish pits to dig out books that had been thrown out, and found many lost manuscripts unknown to scholars.

Civic humanism

Humanism inspired people to use their scholarship and their writing skills to serve government, especially in the relatively new profession of **diplomacy**. Humanists, like architects and painters, benefited from the patronage system of Renaissance Italy.

Humanism is a system of thought emphasising the dignity of humankind. Humanists believe in the dignity and worth of the individual human being. They believe that human beings are rational, and can achieve truth and goodness. In this, they differed from the Catholic religion's belief that humans are sinful.

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Who were the Humanists?

The Humanists were the sons of wealthy and powerful men, and of middle-level merchants and notaries; and some of them were women. They wrote letters, speeches, treatises, dialogues, plays, poems and histories. They were philosophers, theologians, bureaucrats and mathematicians.

▲ **Source 9.52** Historian Margaret King, *The Renaissance in Italy*, McGraw-Hill, 2003, p. 66

The Humanists found fresh new ideas in the ancient texts. Apart from getting the actual texts right, the Humanists wanted to develop a better style of writing than the heavy, unclear letters of the medieval manuscripts. In 1366, for example, Francesco Petrarch insisted that his book, *Letters*, be written out in what he called 'neat and clear letters'. The Humanist Coluccio Salutati also insisted on a book being copied for him in a clearer style, one that had been developed in France in the age of Charlemagne (c.742–814).

Tommaso Inghirami (1470–1516) secured a position in the Pope's Chapel in 1493. He was committed to Humanist learning. His fine skills in public speaking made him valuable when the popes wanted to make diplomatic approaches to other powerful rulers. In 1496, he proved the power of Humanist public speaking when he was sent by Pope Alexander I to meet Emperor Maximilian I. The emperor was very impressed by his formal speech.

During the Renaissance there were dozens of portraits of people in rooms bursting with knowledge, books and inventions. Humanists loved knowledge and ideas, and represented much earlier figures as embodying Humanist ideology (see Source 9.55).

▲ **Source 9.53** Coluccio Salutati, by Apollonio di Giovanni c. 1415

▲ **Source 9.54** Raphael's lifelike portrait of Tommaso Inghirami, c.1509

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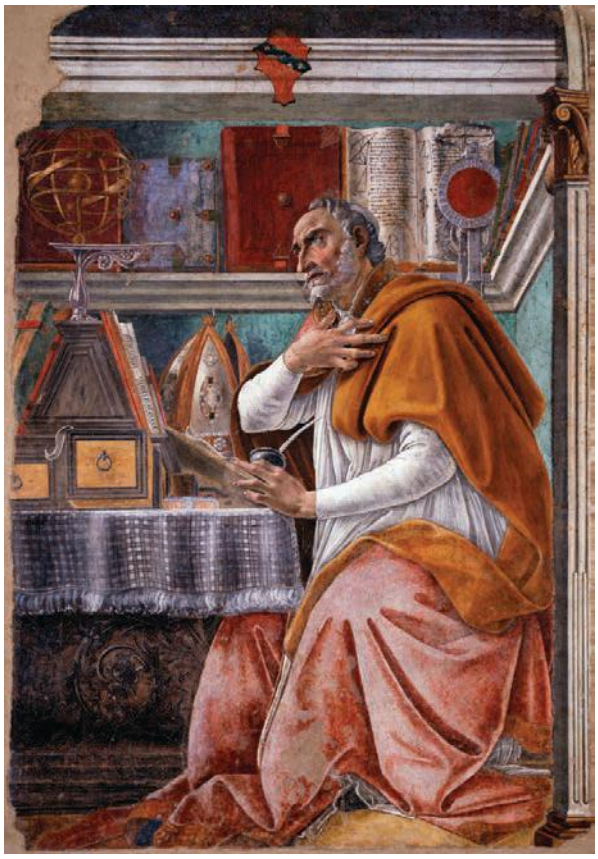

▲ **Source 9.55** In c.1480, Renaissance artist Sandro Botticelli painted Saint Augustine, who lived from 354 to 430 CE. Botticelli could not know his appearance, so he made him look like a modern Renaissance scholar. The room behind him is full of books and scientific instruments.

▲ **Source 9.56** This late fifteenth century miniature shows a scrivener copying a manuscript. The text below show the 'clear style' preferred by the Humanists.

What drove the Humanist movement?

Humanism was the intense study of Greek and Roman classic books for their own sake and on their own terms. Previously, the Catholic Church disliked ancient texts, because they were **pagan**, but the Humanists found new and wonderful ideas in them. Their greatest achievement was to create accurate copies of ancient texts. The original Roman texts had not survived, but had been copied and recopied. Inevitably, mistakes had crept in. The Humanist Niccolo Niccoli explained the first task: 'Until the ancient sources flow clear again, all efforts must be directed with single-mindedness to the task of recovering the classical languages and the genuine readings of the ancient works'.

KEY TERM

pagan referring to the worship of many gods, especially ones that are not part of the main world religions

▲ **Source 9.57** Page from a fifteenth-century Italian *Book of Hours*

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ACTIVITY 9.5

Check your understanding

1 What was wrong with the existing copies, in Latin, of the famous texts of ancient Greece and Rome?

2 How did the Humanists work to fix these problems?

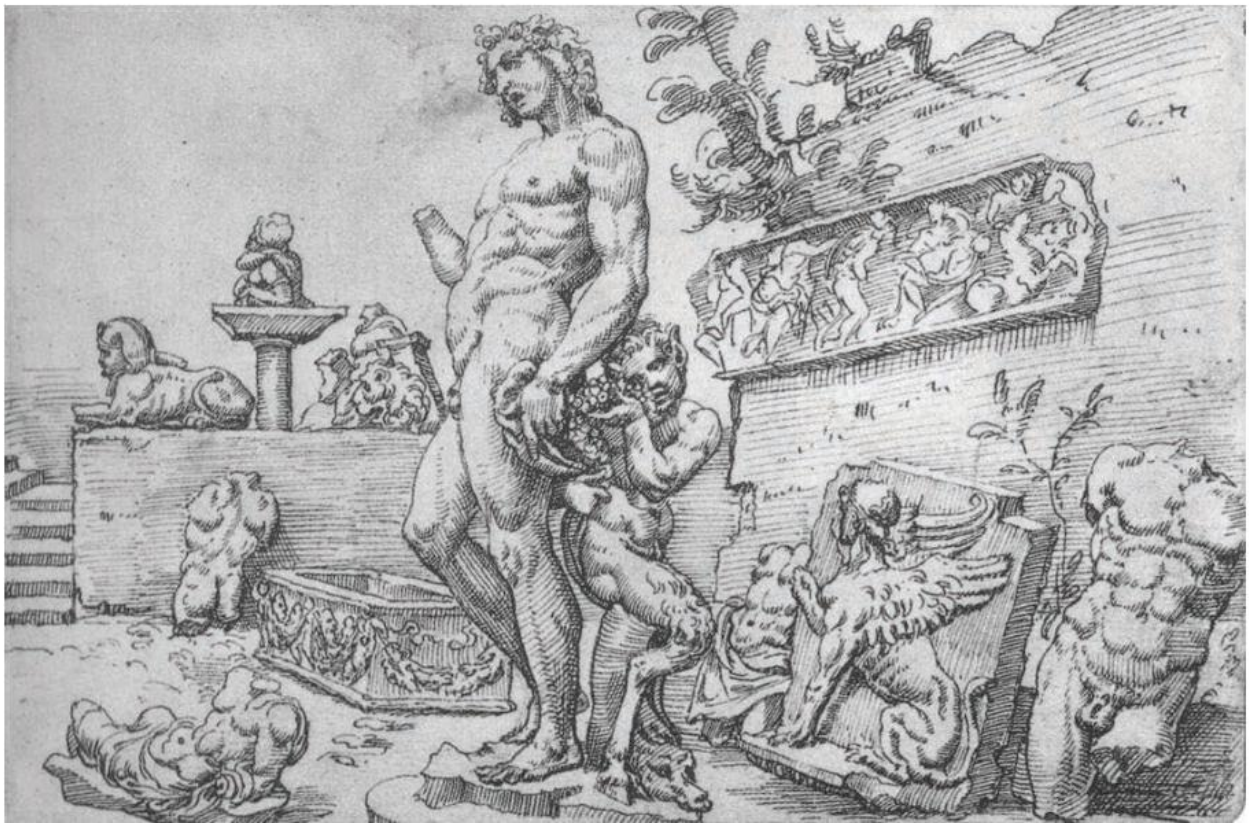
Admiration for ancient cultures

The Humanists especially loved ancient Rome, their 'Golden City'. They strongly admired the Roman Republic (510–23 BCE). They admired the ideal of the 'virtuous citizen': a good citizen who would give up his or her private interests for the general good of the whole society.

During the Renaissance, Roman ruins were always visible. More were excavated in the sixteenth century. For Renaissance Italians, the classical era was not the distant past, but very near and dear, almost 'family history'. Evidence for this is the drawing by Maerten Van Heemskerck, in Source 9.58, of a garden filled with Roman sculpture.

The main expression of Humanism was in literature. The Humanist scholars worked hard to locate and correct all known surviving classical texts. Francesco Petrarch was an early Humanist who 'discovered' the works and ideas of the Roman author Cicero. Petrarch wrote letters to Cicero like a brother, as if he knew his mind and beliefs.

The Christian Church had always encouraged people to learn examples of heroic behaviour from the Bible – such as the bravery of David fighting the giant Goliath. The Church did not believe that great ideas could come from pagan Roman texts. The Humanists disagreed. They were thrilled by stories such as the 'generosity' of the Roman general Scipio Africanus.



▲ **Source 9.58** Jacopo Galli bought pieces of Roman sculpture and filled his garden with them, making it an open-air museum, in 1532. The large figure at the centre, however, was a statue of Bacchus, made by Michelangelo in the classical style of ancient Rome.

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▲ **Source 9.59** *The Generosity of Scipio*, from the lid of a wedding chest, Florence, c.1463

The Roman historian Livy described that when Scipio attacked the city of New Carthage in Spain, he captured a beautiful young woman named Lucretia. He discovered that she was engaged to a prince called Allucius. Rather than force Lucretia to be his wife, Scipio freed her so she could marry Allucius, and gave back a large sum of money her parents had paid. This story was so popular during the Renaissance that people had it painted on the wooden boxes (*cassone*) given to women when they married. The story was so real to them that artists painted the scene as if it happened in a Renaissance city like Florence.

Greek scholars, with Greek manuscripts, arrived in Florence after the capture of Constantinople (modern Istanbul) by the Turks in 1453. The scholar Manuel Chrysoloras (1350–1415) first came to Florence in 1394 as a diplomat to the Byzantine emperor. He met the Humanist scholar Coluccio Salutati, who employed him as a professor of Greek. He stayed for only three years, but his influence was enormous.

▲ **Source 9.60** Manuel Chrysoloras, c.fifteenth century

His students included great Florentine Humanists such as Leonardo Bruni and Pier Vergerio. He taught them Greek language and classical literature and art, opening up a whole new world of ideas.

▲ **Source 9.61** In the year 1457, a scholar in Rome had a copy made of Aristotle's *Writings on Nature*. He asked the artist to paint a page showing Aristotle writing at his desk. Since Aristotle had lived more than a years earlier, neither patron not artist could possibly have known what Aristotle or his study looked like. They simply felt so excited by his ideas that they wanted some image of him at work writing down his great thoughts.

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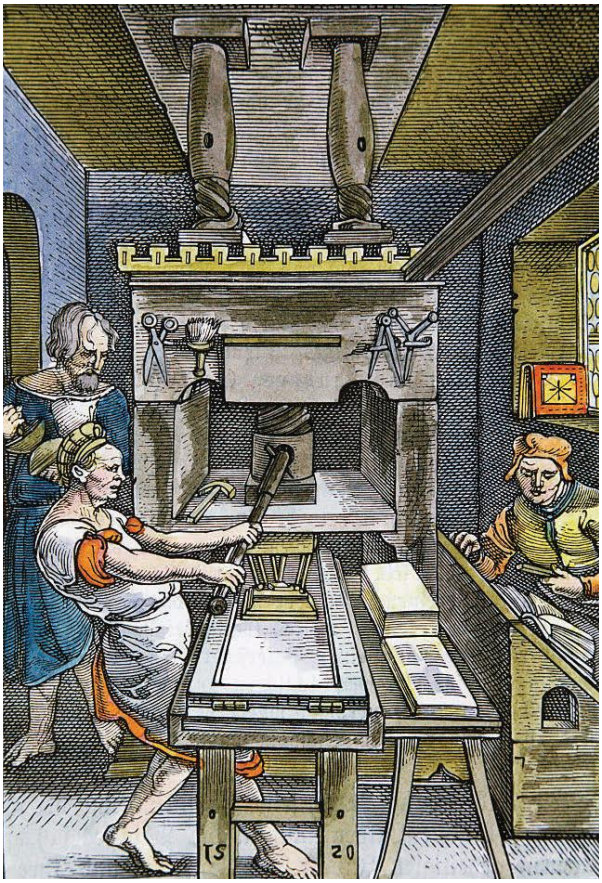
The invention of printing

The invention of the printing press in the 1450s, reaching full development by the 1480s–1500s, helped drive the Humanist movement. The printing press reached Venice in 1469, and the city quickly became a main centre for the mass printing of the classical texts that Humanists wished to study. For the first time in history, the book ceased to be a rare object, slowly copied out by hand. It could now be mass-produced and available to all.



▲ **Source 9.62** Illustration of a printing press in use from 1520

▲ **Source 9.63** A Renaissance school, late fourteenth century

▲ **Source 9.64** Vittorino da Feltre c.1474

The Humanists' role in teaching children

The Humanists applied ancient ideas to educating children. Most schools at the time were run by the Catholic Church, and taught subjects such as Christianity and Latin.

The Catholic Church also taught the concept of original sin, meaning that a baby is born with inherited sin from Adam and Eve. The Humanists were fascinated to discover that the ancient Greeks and Romans did not believe in original sin. They believed a baby was born fresh and new, and then experience would 'imprint' on them.

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They argued that it was important that children only have good experiences, so that their personalities would be imprinted with good characteristics; bad experiences were to be avoided. New 'Humanist' schools were opened up. Guarino Guarini, for example, discovered a book by the ancient Greek writer Plutarch, *On Educating Children*, and translated it into Latin. Once again, people were using ancient ideas to learn how best to shape their world in their own times.

In the city of Mantua, the Duke entrusted the education of his three children to the Humanist Vittorino da Feltre (1378–1446). This became a school of 70 pupils, some from rich families, who paid more; some from poor families, who paid little or nothing. The children were taught to be little Humanists: they studied both Greek and Latin, learning them by reading the ancient texts. From these, they also learnt history, politics, mathematics and astronomy. Vittorino emphasised a good mind and a healthy body, so he allowed games. Above all, he thought education should be a joyful experience. He banned the word 'school', which suggested strict Church schools, and instead called it 'the Place of Joy', 'the Place of Play' or 'the Place of Happiness'.

ACTIVITY 9.6

Check your understanding

1. What ideas did the ancient texts offer that could not be found in the Christian religion?
2. In what way could a Humanist scholar use his or her classical knowledge in the political life of their own city?
3. Why was the role of wealthy patrons like Lorenzo de Medici so important to this massive program of learning?
4. How did Humanism change the way young people were educated?

ACTIVITY 9.7

Using historical sources as evidence

Leon Battista Alberti wrote the following advice to parents:

> Fathers should behave the way a craftsman does when he tests the materials he is going to use. Each day, they should look carefully at their child's behaviour to see how they usually act, what they like doing most and doing least. This will give them evidence what their child is really like. Nature has given people language to communicate their thoughts and feelings. And so by watching his children carefully every day the good father will learn to interpret their every little word and gesture.

▲ **Source 9.65** Leon Battista Alberti, *On the Family*, 1432

Responding to the source

1. What is Alberti's main advice to parents regarding their children?
2. What things does Alberti recommend that a parent should observe in their child?
3. Since Alberti gives such advice, what does this suggest about the normal place of children in the Renaissance home?
4. From what you know of the Humanist movement, how does this passage match its views about human beings?

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END-OF-SECTION REVIEW 9.4

Review questions

Answer these questions on paper or in the Interactive Textbook.

Digital quiz
Please see the Interactive Textbook to access digital activities

Recall

1. How did the Humanists hope to put the great ideas of ancient Greece and Rome to use?
2. How did Humanism help the progress of diplomacy between Renaissance rulers and governments? (Hint: think about the actions of people like Tommaso Inghi.)
3. How did Humanism change the nature of teaching and education in Italy?
4. Why did the invention of the printing press and the printed book help the growth of learning and knowledge?

Interpret

5. How did the Humanists differ from the Catholic Church in their basic view of human beings?
6. If you could choose to meet one of the great Humanist scholars, which one would you choose, and why?

Argue

7. Why could it be argued that the Humanists actually saved the classical texts that we can read today?

▲ **Source 9.66** One of the greatest pictures showing the humanist movement is called *The School of Athens*, painted by the artist Raphael in 1509–10. The two central figures, beneath the arch, are the two seminal philosophers and leaders of Greek culture: Plato on the left and Aristotle on the right. Another great philosopher and one of the founders of Cynic philosophy, Diogenes, is reclining on the steps (in the blue garment). On the left, close to the front, is the kneeling figure of Pythagoras, who represents music and mathematics; the lone figure lost in thought in the centre is Heraclitus, who represents human thought. Raphael didn't know what these ancient Greeks really looked like. He has given Plato the face of the great Renaissance painter Leonardo da Vinci, and Heraclitus has the face of the painter and sculptor Michelangelo.

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9.5 Revolutions in architecture and art

FOCUS QUESTIONS

- Why do historians tell us to look carefully for the causes of the great artistic developments during the Renaissance?
- What was a patron, and why were they so important to the revolutions in art and architecture?
- Why were patrons willing to spend so much money on beautiful buildings and paintings?

The importance of the patron

For many years, it was common to see the Renaissance as an 'age of genius', in which a group of brilliant artists and scholars suddenly and miraculously appeared all at once, as if by an act of God. More recently, historians have tried to explain more logically why this eruption of talent occurred. They found that the main force driving this creativity was the role of the patron, a rich person who pays architects, painters and scholars to produce beautiful works for them.

> Emphasis on patronage has helped to undermine the importance of artists and writers in creating the Renaissance: more important than their individual talent were the patrons – institutional and private – who commissioned and paid for their work.

▲ **Source 9.67** Historian Alison Brown, *The Renaissance*, 1999, Routledge, p. 3

Soon after the Renaissance, the painter Domenico da Passignano (1559–1638) created a picture that perfectly sums up what really drove this explosion of creativity in Italy (see Source 9.68). He imagined the moment when the architect, painter and sculptor Michelangelo showed his model for St Peter's Cathedral to Pope Pius IV. Michelangelo is famous for his genius, but this might have resulted in very little production of art without the other figure shown: the patron, the person who **commissions** a work of art to be made and who pays for it. The explosion of creativity in Italy did not happen by itself: it was driven by people and organisations expressing their wealth and power through the arts.

KEY TERM
commission to pay someone to create a special piece of work

▲ **Source 9.68** Domenico Da Passigano's *Michelangelo Showing his Model for St Peter's Cathedral to Pope Pius IV*, 1619

The wealth created by trade, banking and manufacturing paid for many great works of art in Italy. We should now explore exactly how and why this money was paid to artists.

The great creative surge of the Renaissance was driven by a number of wealthy and ambitious people and organisations.

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Creative production was driven by:

- The proud governments of Renaissance cities (such as Florence)
- Wealthy citizens: merchants, bankers and manufacturers (such as the Medici family)
- Organisations (such as the guilds or trade associations)
- The Catholic Church (based in the Vatican, in Rome)
- Princes (such as the Duke of Milan)
- Military leaders (such as Federico d'Urbino).

To understand the Renaissance, we have to understand why these people wanted to spend their fortunes on scholarship and art.

◄ **Source 9.69** The *Journey of the Magi* fresco by Benozzo Gozzoli shows the scene of the three wise men travelling to see the infant Christ, but the clothing styles are those of Renaissance Italy. The faces of the main figures are members of the Medici family.

Activity 9.8

Check your understanding

1. How did having so many city-states in Italy help the great flowering of philosophy, literature, architecture, art and music in the fifteenth century?
2. How did family wealth and pride contribute to the creation of works of art?

DEVELOPING HISTORICAL CONCEPTS AND SKILLS 9.1

Visualising cause and effect

When you are preparing for an essay, test or examination, you may sometimes feel that you have a lot of fine detail, but that you do not have the 'big picture'. If you are studying a complicated historical situation, you might feel that you can explain *what* happened, but you cannot give an overall explanation of *why* it happened (cause and effect).

When you reach this point, try the powerful learning technique of the mind map. It is simple, but very effective. Take out one large piece of paper. Write down all the main people, events and historical conditions. You are working out who are your key figures on the historical stage, and where they stand. Add arrows to indicate how your historical people move and interact. By the time you have finished, you have something like an aerial overview of your historical moment, almost as if you were actually hovering overhead in a helicopter watching how it all unfolded.

There are some very good forms of blank, interactive mind-maps online, which may make your task easier.

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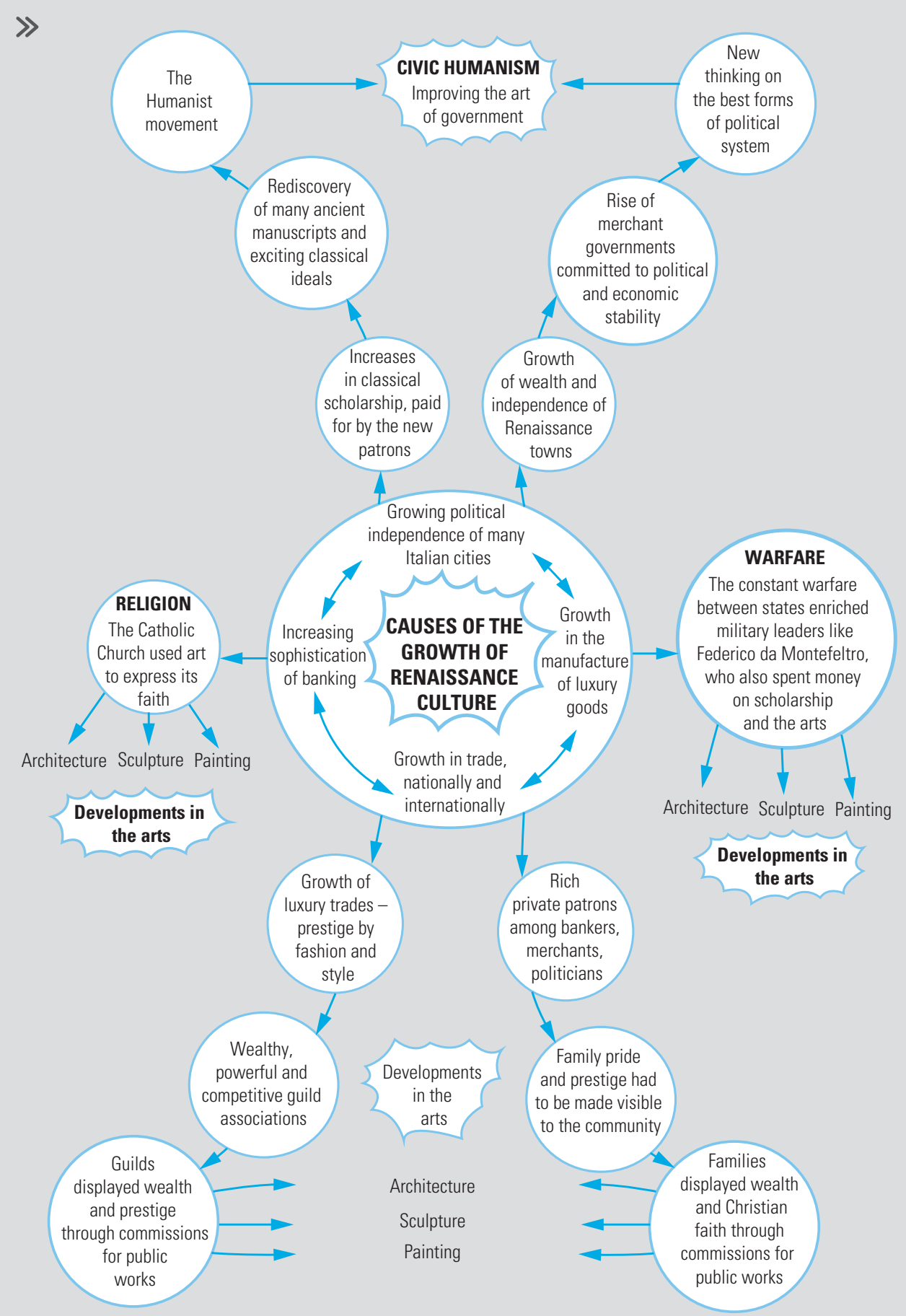

▲ **Source 9.70** Mind map of the causes of the growth of Renaissance culture

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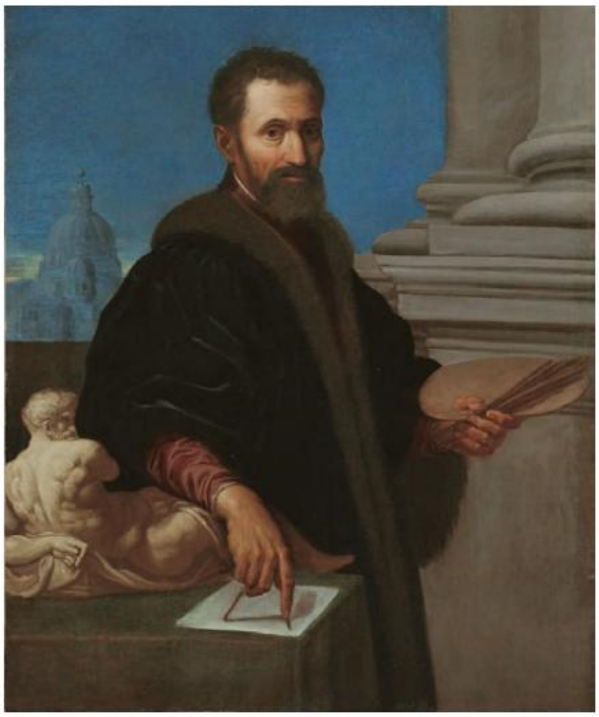
Patron and artist

In Source 9.71, the great Michelangelo, by now famous for his Sistine Chapel paintings, carefully writes a note of his agreement to do a painting of the Virgin Mary for Lionardo di Bartolini:

> I Michelangelo, son of Lodovico Simoni, Florentine sculptor here in Rome, received on this day, the fifth of June, from Lionardo di Bartolini, also a Florentine, for a portrait of Our Lady which I have undertaken to paint, 100 ducats and to certify that this is true I have written this document in my own hand 1519.

▲ **Source 9.71** Michelangelo's contract for a commission



▲ **Source 9.72** Early seventeenth century portrait of Michelangelo

These documents were central to the Renaissance world of art. Notice how carefully written it is. Michelangelo understood that art was big business in the Renaissance, and kept detailed records. He adopted the Humanist script, changing it slightly so his writing had its own style. Lionardo di Bartolini was an important man, holding the senior position of chamberlain (senior official) in the pope's administration. Despite this, there is no record that Michelangelo ever completed the promised painting – no such work has survived – or whether the patron ever got his 100 ducats back …

ACTIVITY 9.9

Using historical terms meaningfully

It is important that you, as an historian, can confidently and correctly use all the special words and key terms related to your subject. Write a paragraph in response to the question below, using all of the key terms in such a way as to show you understand what they mean.

1 How and why did the patron play such an important role in encouraging the great developments in Renaissance architecture and the arts?

- Patron
- Commission
- The pope
- Guild
- Fresco
- Family chapel
- Status symbol.

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ACTIVITY 9.10

Research task

Investigate key patrons and works of the Renaissance. Conduct online research, and copy and complete the table below.

Work	Artist	Patron	Type of work
Statue of Gattamelata on horseback	Donatello		Monumental equestrian statue
Dome of Florence Cathedral		The city government of Florence	
Bronze doors to the Florentine Baptistery	Lorenzo Ghiberti		
Statue of *David*	Michelangelo		Monumental statue in marble
Madonna of the Rocks	Leonardo da Vinci		Painting
David (Bronze)			Bronze statue intended for Florence Cathedral
Facade of Santa Maria Novella			Architecture
The Procession of the Magi	Benozzo Gozzoli		
Hospital of the Innocents, Florence	Brunelleschi		
Portraits of Federico da Montefeltro and Battista Sforza	Piero della Francesca		

Who helped drive the culture of the Renaissance?

Florence: the patronage of city governments

One of the most important patrons in any Renaissance city was the city government, the *signoria*. In a wealthy city such as Florence, Rome or Venice, the government could draw on vast sums of money (from taxes) and use them to pay for massive projects. Every city was proud of its beautiful monuments, and each city competed fiercely to build bigger and better.

In Florence, for example, the Cathedral of St Mary of the Flowers was important not only for the usual religious reasons, but also for **civic pride**. Florence wanted the most splendid cathedral as a sign of its wealth and prestige.

KEY TERM
civic pride pride in one's home city

Florence, however, faced a serious problem that was both embarrassing and impossible to solve. The main body of the cathedral was so large that the proposed great dome could not be finished by existing techniques. There was not a known technique to cover such a huge space.

By about 1412 or 1413, the main body of the cathedral was complete, including the octagonal (eight-sided) 'drum' on which the great dome was to go. If completed, the cathedral would prove Florence's superiority in terms of architectural magnificence.

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Florence's jealous rivals – Siena, Pisa and Lucca – predicted that it could never be done. Secretly, Florentine architects agreed. As each architect was appointed, he started drawings, gave up, then worked on another part of the cathedral that was easier to build.

Finally, Florence employed Filippo Brunelleschi to design a special dome. Using techniques he had observed in the ancient Roman Pantheon, he designed a double-skinned dome that supported itself. Begun in 1420, it was completed in 1436. It towered over the city of Florence, and was admired as a miracle of construction even by rival cities such as Siena.

▲ **Source 9.73** The dome of the cathedral towering over Florence

▲ **Source 9.74** The interior of the dome of St Mary of the Flowers

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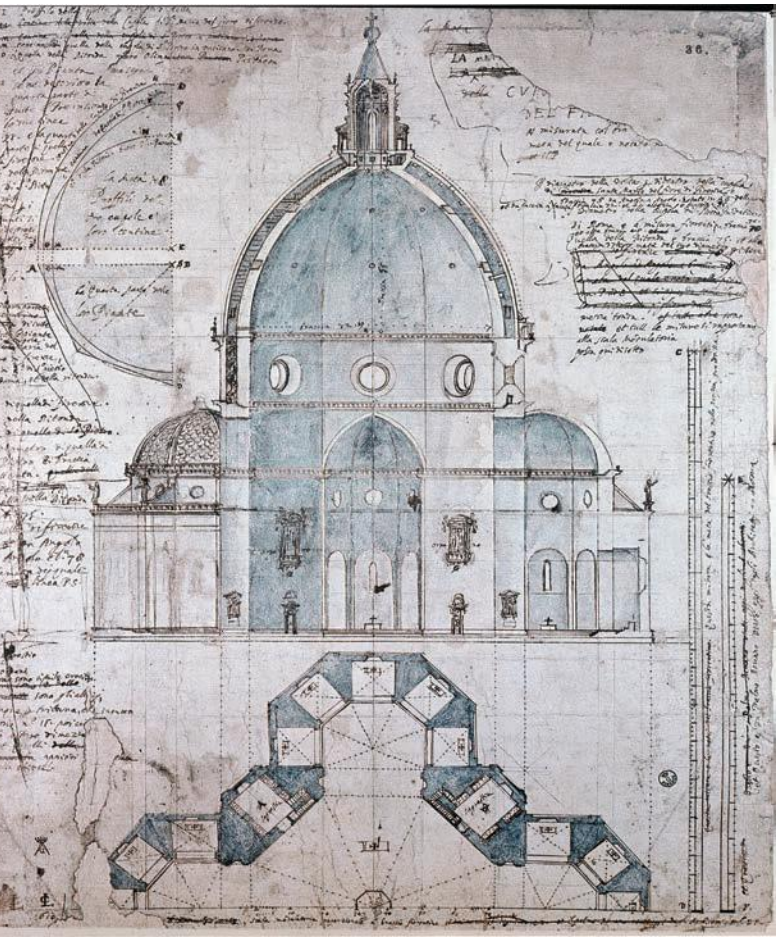
▲ **Source 9.75** The painting of the interior of the dome



▲ **Source 9.76** Renaissance drawing of the structure of the dome

Florence: the patronage of wealthy businessmen

Important patrons of the arts were the wealthy bankers, merchants and industrialists. One reason for spending money on public art was pride, or prestige. Everybody in Florence could see and admire a beautifully painted chapel and be impressed by the wealth of the family that paid for it. Today, such people might express their pride by buying expensive cars or yachts. In the Renaissance, they competed by buying statues and paintings to be displayed in public in their local church.

Some very wealthy families even paid to have a whole chapel painted. This created enormous work for artists, who had to cover every wall of the chapel with religious scenes. This in turn created whole series of scenes showing the life of a saint or of Christ. The chapel would then be named after the family that paid for the decoration.

A wealthy Florentine banker, Ridolfo de' Bardi, commissioned Giotto to paint an entire family chapel in the Church of Santa Croce, Florence; another banker, Peruzzi, also paid for a whole chapel to be painted there. Both men belonged to banking families whose companies lent money across the world, even to the king of England. Other wealthy citizens commissioned paintings to be put on the altars of the church. Bardi commissioned scenes for *The Life of St Francis*, which remain masterpieces of early Renaissance art. In all, Giotto painted four complete chapels for wealthy families, but only two have survived.

Another reason for spending money on art was religious. The Catholic Church taught people that making money by lending with interest was a sin. Men who had made fortunes in banking and money-changing were terrified that their souls might go to Hell when they died. They hoped that by making an expensive gift to a church, God might forgive them their sins.

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▲ **Source 9.77** The altar inside Santa Croce

▲ **Source 9.79** The Church of Santa Croce in Florence

▲ **Source 9.78** One of the chapels inside Santa Croce

▲ **Source 9.80** Bardi Chapel inside Santa Croce

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ACTIVITY 9.11

Using historical sources as evidence

Vespasiano da Bisticci (1421–1498) wrote in his *Life of Cosimo de Medici*:

> Cosimo had helped rule the city of Florence. Now he realised that if he wanted God to be good to him and protect him, he must do some good deeds, or he might lose all of his property. It is possible that he had made his money in ways the Church would not like, I don't know. He went to speak to Pope Eugenius, who was then visiting Florence. The pope told him that he should spend ten thousand florins improving the monastery of Saint Marco. Cosimo spent the ten thousand florins, and then spent 40,000 more florins to further improve it.

▲ **Source 9.81** Vespasiano da Bisticci on Cosimo de Medici

Responding to the source

1. Why did Cosimo want to do good deeds for the Church?
2. Why might he have feared that he had committed a sin in the past? What exactly was that 'sin'?
3. What was the purpose of a monastery such as San Marco in Renaissance society?
4. Using your research skills, discover which famous artist decorated the monks' rooms with beautiful religious paintings.
5. What do you think was the real reason for Cosimo spending four times more on San Marco than the pope had requested?

Florence: the guilds

In Renaissance cities, guilds had enormous wealth and power. Each guild was a trade association for a particular trade or profession. The most powerful of all was the wool guild, representing Florence's biggest industry. Doctors had one guild, lawyers another. Each guild had a headquarters, its own coat of arms, a constitution and strict rules regulating the quality of work done by its members.

By the fifteenth century, Florence's 21 craft guilds were the most important organisations shaping the lives of working people in the city.

They controlled who could enrol in the guild, and they could refuse people. If a guild refused you, you could not practise that trade in Florence. They conducted inspections of the quality of work being produced by each guild, ensuring high-quality crafts.

▲ **Source 9.82** Carved scene of stonemasons at work, at the Guild of Stone and Wood Masters, Florence, fourteenth century

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▲ **Source 9.83** Saint Matthew, 1422, bronze sculpture by Lorenzo Ghiberti, at the Church of Orsanmichele

▲ **Source 9.84** Donatello's statue of St George, 1416

Of these, seven guilds were the elite. They played an important political role: for a time, only members of the greater guilds could be elected to city government in Florence.

The City Council of Florence built the Church of Orsanmichele as a storeroom for emergency supplies of grain in 1336. The outside was designed with 14 empty niches for statues, so that each guild might donate one statue.

Once an empty niche was assigned to a guild, it was an embarrassment until it was filled. There was no question of a cheap purchase: it was a matter of honour to commission the best sculptor to make a statue using the finest material. In Florence, these statues became an obsession, because public opinion critically judged the quality of each new work, and this reflected on the prestige of each guild. The works of art had become a status symbol. For example, in 1416, the Guild of Armourers and Swordmakers contracted the famous sculptor, Donatello, to make a superb statue of St George (see Source 9.84). It is still admired as the ultimate Renaissance statement of the power of the individual: St George is represented as a proud, brave young man, standing to meet any threat.

Rome: the pope and his cardinals

The centre of Italy was known as the **Papal States**. They were ruled by the pope, the spiritual leader of the Catholic Church. His capital was in the Vatican inside the city of Rome.

KEY TERM

Papal States a large district in central Italy ruled by the pope

During the Renaissance, the Catholic Church was led by a number of popes who supported the Humanist movement. Pope Nicholas V believed that Rome could regain some of the importance it had enjoyed in ancient times if it became a centre of the new learning. Pope Nicholas V was followed by the Humanist Pius II (pope in 1458–64) and by Sixtus IV (pope in 1471–84), who continued the tradition of encouraging the new learning.

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▲ **Source 9.85** The main political areas in Italy during the fifteenth and sixteenth centuries, including the region of the Papal States

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In 1477, Pope Sixtus IV founded the great Vatican Library. He appointed the Humanist Platina to be the librarian. Sixtus commissioned Melozzo da Forli to paint the scene of the appointment. The popes of the fifteenth and sixteenth centuries hoped to make Rome a great city again by supporting scholarship and the arts.

▲ **Source 9.86** This sixteenth-century portrait by Raphael shows Pope Leo X. He and the cardinals (high church officials) did much to make Rome a centre of Humanist learning. Nonetheless, he is shown with a beautiful hand-illustrated Bible and a magnifying glass to see the fine details of the pictures.

Later, Julius II (pope in 1503–13) encouraged great artists such as Michelangelo and Raphael, and commissioned the painting of the Sistine Chapel. Michelangelo Buanarotti (1475–1564) was one of the great artists of the Renaissance, who worked equally well in the fields of architecture, sculpture and painting. In 1488, he trained under Domenico Ghirlandaio.

In 1508, Pope Julius II commissioned him to cover the vast ceiling of the Sistine Chapel with paintings. Julius aimed to re-energise the Christian world by making Rome a centre of beautiful religious art. Michelangelo hesitated, considering himself a sculptor; he even suggested that Raphael take on the task. When he did accept, he signed his contract 'Michelangelo, sculptor'. The pope requested a simple plan for pictures of the 12 Apostles, backed by geometric patterns.

▲ **Source 9.87** Melozzo da Forli's, *The Humanist Pope, Sixtus IV, Receives the Vatican Librarian* shows the moment when Pope Sixtus IV founded the Vatican Library and appointed Platina as librarian.

FAMOUS FACE

MICHELANGELO

An independent character, Michelangelo acquired his skills by himself. He is best known for his massive, heroic statue of the biblical figure *David*. Michelangelo was a devout Catholic, and he painted wonderful scenes from the Bible, but he also expressed his sexual identity in some figures not related to the Bible, known simply as *The Nudes*. Everything Michelangelo did was on a huge scale, and carried out with breathtaking energy and confidence. Michelangelo is most remembered for one of the most powerful images in Christian art: God reaching out to create Adam, as painted on the ceiling of the Sistine Chapel.

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But once Michelangelo started, he designed a much more complicated – and powerful – set of paintings. Between 1508 and 1512, he covered some 500 square metres of ceiling with paintings.

▲ **Source 9.88** St Peter's Square, which is the forecourt of the Vatican

▲ **Source 9.89** Interior of the Sistine Chapel, painted by Michelangelo

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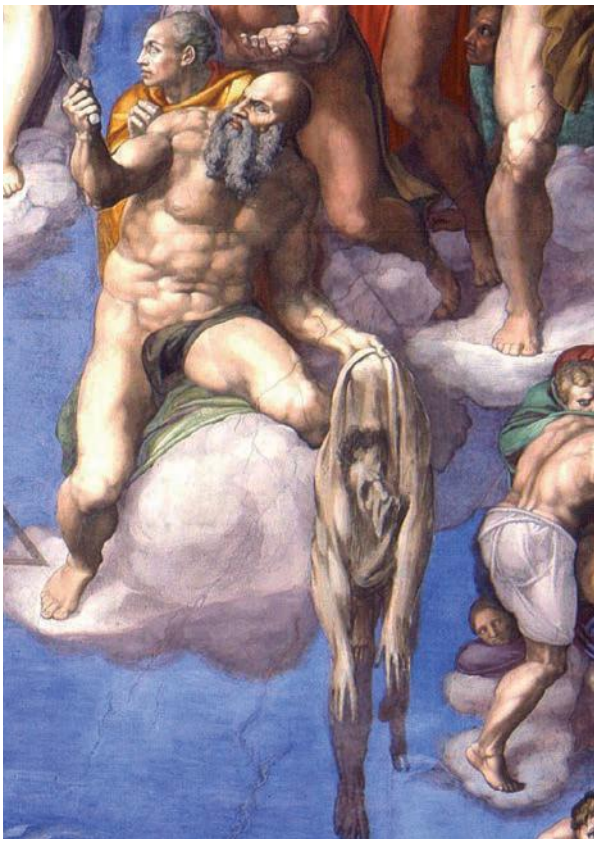


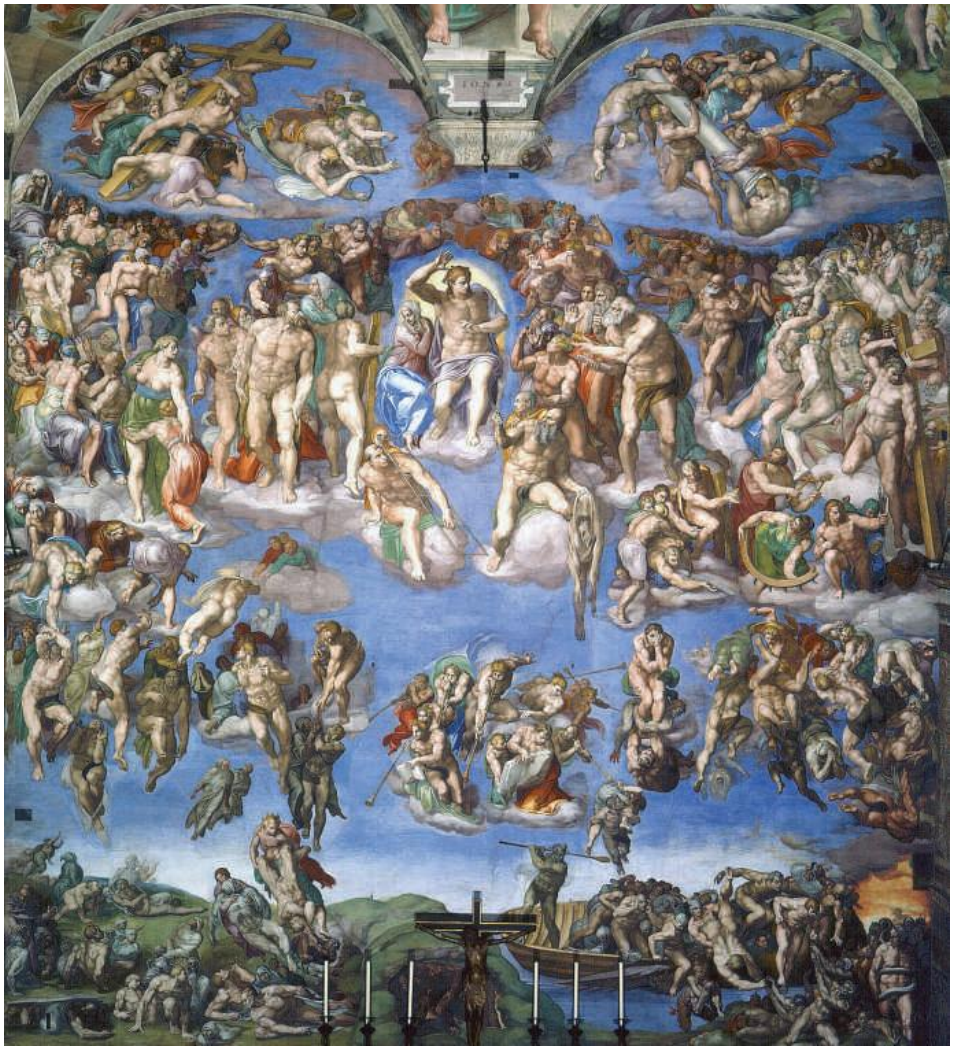
▲ **Source 9.90** Detail of *The Last Judgment* that shows Michelangelo's secret self-portrait

Amazing but true…

Michelangelo hid a self-portrait in the fresco *The Last Judgment*. But he did this in a very unusual, and gruesome way: his features are shown on flayed skin held by St Saint Bartholomew

Some 20 years later, between 1536 and 1541, Michelangelo was called back to paint scenes on the wall behind the altar of the chapel. He chose the terrifying subject of the Last Judgment, when – according to Christianity – Christ returns to earth and sends evil people to Hell and good people to Heaven. He painted some 400 figures, who seem to swirl in a whirlpool around the powerful central figure of Christ.

At the centre, Christ is shown as a large and very forceful figure, with his muscles standing out strongly. It is so realistic that the figure looks more like a statue than a flat painting on a wall.



▲ **Source 9.91** Michelangelo's *The Last Judgment* covers one wall of the Sistine Chapel

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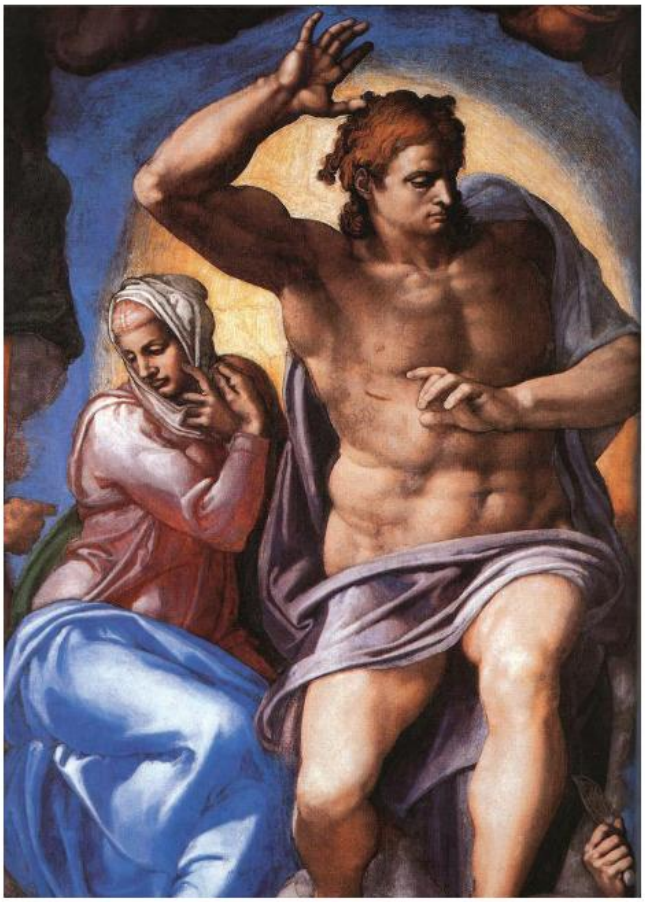

▲ **Source 9.92** Michelangelo's study of the human body can be seen in his statue of *David* (left) and his depiction of Christ in *The Last Judgment* (right).

▲ **Source 9.93** The damned destined for Hell, from Michelangelo's *The Last Judgment*

When studying to be a sculptor, Michelangelo studied the human body very closely. He even dissected human bodies to learn how the muscles worked. Finally, he mastered the movement of the human body. Many of his figures do not seem to be still, but are caught in a powerful, twisting pose, often with one foot forward.

Most dramatic are the figures of the damned, whose faces express horror and fear when they learn that they are going to Hell.

Amazing but true…

Pope Paul III was amazed by what Michelangelo had painted. A later pope, Pius V, was embarrassed by the many naked figures. He paid other painters to delicately paint little cloths over the 'rude' bits.

Milan: the Duke

A very important patron was a nobleman who ruled a city personally. Ludovico Maria Sforza, for example, was duke of the northern city of Milan from 1494 to 1499. He was famous for encouraging Renaissance culture in Milan.

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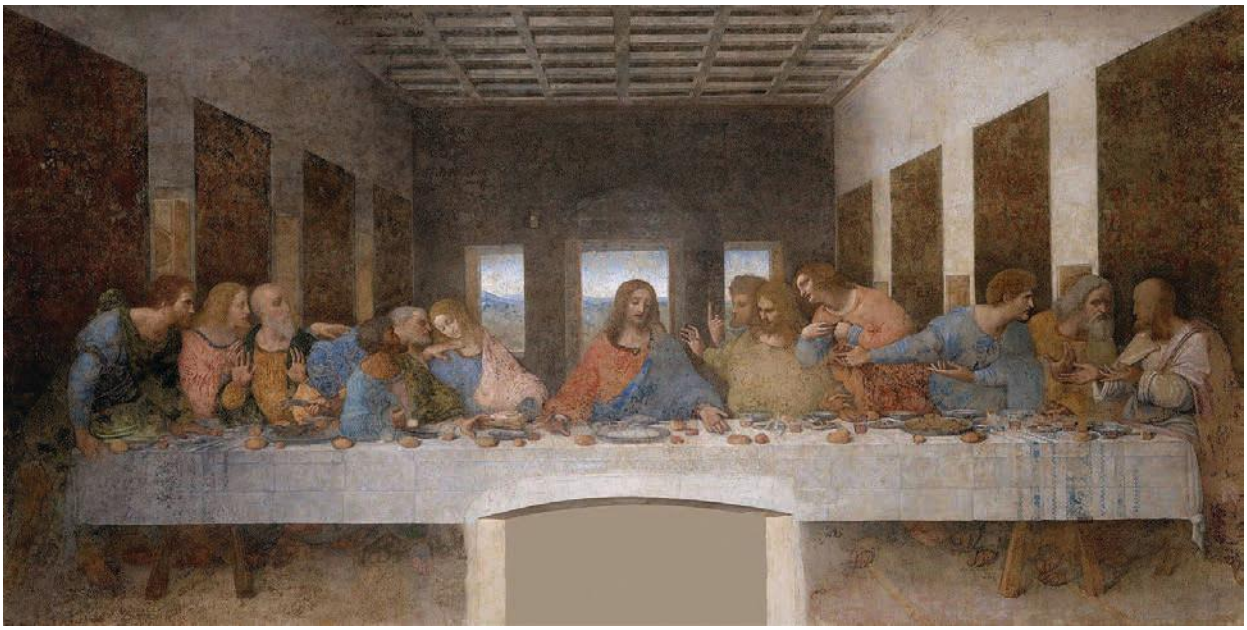

▲ **Source 9.94** Leonardo da Vinci's *The Last Supper*

He became the patron of Leonardo da Vinci, who made ingenious plans for him for military weapons such as (theoretical) submarines, tanks and helicopters. The duke also commissioned Leonardo to paint the great mural of *The Last Supper* in the dining room of the monks' convent of St Mary of Grace. This was part of a broader plan by the duke to renovate and improve the church. Leonardo painted the famous work between 1495 and 1498.

Urbino: Federico da Montefeltro

During the Renaissance, some princes commanded private armies. They were called warlords (*condottiere*). They rented out their armies to any city that needed military force. Some princes then used their great wealth to become patrons of scholars, architects and artists. Federico da Montefeltro is the best example of how much could be done by one wealthy patron who was passionate about learning and the arts. Born in 1422, he ruled the small city of Urbino from 1444 to 1482. He became a professional soldier, and helped the cities of Naples, Milan and Florence defeat the armies of the pope in 1469. He was a clever commander: he kept his troops under tight control early in a battle, and only made a bold attack when he knew his enemy was weakened. He was also trustworthy: he stayed loyal to the cities that employed him. He never tried the trick that many *condottieri* played of refusing to fight until they received higher wages.

▲ **Source 9.95** Piero della Francesca's portrait of the Duke of Urbino, Federico da Montefeltro, c.1465

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Federico had been educated in Mantua by the great Humanist teacher Vittorino de Feltre, who taught him to live simply, to learn self-discipline and to appreciate learning and the arts. Federico commissioned a painting from one of the greatest artists, Piero della Francesca (see Source 9.96). As patron, he could order that the scene should show the Virgin Mary with the sleeping Christ child on her lap, surrounded by a number of Christian saints. As a Humanist, Federico naturally wanted the scene to be set in beautiful, dignified classical architecture. Because he was a good Catholic, he also instructed the artist to show him in the foreground, as if praying to the Virgin Mary.

▲ **Source 9.96** Piero della Francesca's *Madonna with Child and Saints* c.1472 shows the direct link between Federico's profession as a general and the money he made to buy great works of art. He is shown at the front, wearing his armour and carrying a sword, reminding us how he earned the money to pay for this expensive painting.

▲ **Source 9.97** *Portrait of Federico da Montefeltro, Duke of Urbino and his son Guidobaldo*, c.1475. In this painting, Federico has put down his weapons and is teaching his son to read.

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END-OF-SECTION REVIEW 9.5

Review questions

Answer these questions on paper or in the Interactive Textbook.

Digital quiz
Please see the Interactive Textbook to access digital activities

Recall

1. Why was the city government of Florence so desperate to complete the impossible construction of the great dome of the cathedral?
2. How did the military leader Federico da Montefeltro contribute to the development of Renaissance culture?
3. To what extent can it be said that Michelangelo painted the Sistine Chapel more as a sculptor than a painter? How do his figures reveal his interest in sculpture?

Interpret

4. How did competition between proud cities help the development of great buildings and beautiful works of art?
5. What were the reasons the Renaissance popes in Rome spent so much money on art? What did they aim to achieve by being patrons of the great artists?

Argue

6. Why could it be argued that money was more important than artistic genius in driving the development of Renaissance arts?

▲ **Source 9.98** Ludovico Maria Sforza's portrait is depicted on this silver coin (a *testone*).

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9.6 Did women experience a Renaissance?

FOCUS QUESTIONS

- Were women able to join in the Renaissance?
- What is meant by 'public sphere' and 'private sphere'?
- How do we know that people during the Renaissance generally thought that women should not enter the public life of their city?

Historians know that wealthy men in Italy could join fully in the political life of a Renaissance city. However, they do question whether women enjoyed the same involvement.

Perhaps the greatest weakness of the Italian Renaissance was its failure to draw upon the skills and talents of women, who were limited to family life in the home. In the rare cases when women were allowed to enter into public life, they proved their enormous worth and ability. We can only imagine how very different the Renaissance might have been had more women been empowered to take part in the public life of their time. Some Renaissance women played significant roles in the public life of politics, diplomacy and culture, but, sadly, they were few. They succeeded because they had very strong personalities and great wealth.

KEY TERM

regent a person appointed to rule temporarily on behalf of the rightful ruler

An example of a successful woman is Lucrezia Borgia, Duchess of Ferrara (1480–1519). She was the daughter of Roderigo Borgia, who later became Pope Alexander VI. On two occasions, he left her in complete charge of the Vatican City while he travelled.

Lucrezia's father used her to help his political plans. She was married at 11 to a Spanish noble, then divorced, then re-married to a member of the Sforza family twice her age, then divorced. Her next husband was a young man she genuinely loved. He was murdered by her own family. Her father then married her to Alfonso d'Este. She moved to her new home in Ferrara in January 1502. Her husband, Alfonso, was rough mannered. Some thought him to be mad. She lived miserably in the castle, arguing with her father-in-law about servants, falling pregnant, then becoming ill with malaria and, finally, suffering a dangerous miscarriage. In 1505, her father-in-law died, and her husband became ruler. Almost immediately, there were a number of attacks and murders among the family. Now Lucrezia found her place. Her husband remained a rough man, more interested in warfare than in social graces. By the 1500s, however, all princes were expected to have stylish social gatherings and to show a sense of fashion, food, scholarship and the arts. Lucrezia set the tone of sophistication that her husband lacked. She repaired the neglected palaces of the d'Este family. She developed friendships with important writers such as Baldassar Castiglione and poets such as Ariosto.

In 1508, Alfonso left to fight with the armies of the League of Cambrai against Venice. Lucrezia stepped in as **regent** of Ferrara. Aged only 30, she proved that a woman could be an excellent ruler in times of warfare and trouble. The French knight, Bayard, explained why everybody admired the woman now known as 'the good Duchess of Ferrara':

> She is a pearl in this world. I dare say that neither in her time, nor for many years before, has there been such a glorious princess, for she is beautiful and good, gentle and amiable to everyone. And nothing is more certain than this: that though her husband is a skilful and brave prince, the gracious princess has been a great service to him.

▲ **Source 9.99** French knight, Bayard describing Lucrezia Borgia , 1527

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FAMOUS FACE

LUCREZIA BORGIA

Lucrezia's father ensured that she was given an excellent education by leading scholars of her time. She spoke French, Italian, Catalan and Spanish, and could read the classics in Latin and Greek. She became the intellectual leader of her husband's 'court', demonstrating her ability to speak intelligently to visiting writers, painters and scholars. She assumed the administrative role of conducting the correspondence of the Vatican itself, then the political role of governing the city of Ferrara for her husband.

The private sphere

Historians understand that examples of women like Lucrezia were unusual. Most women simply could not do the same. The main reason was that Renaissance cities were divided into two very different worlds: the public sphere of politics, trade, diplomacy and culture, and the private sphere of the home and domestic life. Men were permitted to act in public affairs – such as the government of their city – but women were mostly restricted to the home. This division was so strong that people accepted it without question. Leon Battista Alberti wrote intelligent reflections on marriage and the family in the fifteenth century, but even he did not doubt that the public and private spheres were two entirely different worlds.

> It would hardly win us respect if our wife busied herself among the men in the marketplace, out in the public eye. It also seems somewhat demeaning [embarrassing, humiliating] to me to remain shut up in the house among women when I have manly things to do among men, fellow citizens and worthy and distinguished followers.

▲ **Source 9.100** Fifteenth-century writer Leon Battista Alberti on men and women

'The other half of history'

Women are present in all societies and play an important role. The problem is that their lives, experiences and activities are generally not as well recorded as those of men. Feminist historians devote themselves to discovering how women lived. They also trace the **gender roles** that defined and limited their lives.

KEY TERM

gender roles the traditional expectations of women and men

Feminist historian Meg Lota Brown, for example, points out that women often did not take part in public life, but that they were very important in the private sphere.

> Women's limited opportunities, enforced dependence and exclusion from politics ensured that they did not create history or influence events in the same way that men did. Women were generally denied participation in government, universities, warfare, science, law, medicine, philosophy, banking and navigation or exploration. To locate most women in the period, one must look … in private or domestic artifacts such as wills, letters, advice books and diaries.

▲ **Source 9.101** Meg Lota Brown and Kari Boyd McBride, *Women's Roles in the Renaissance,* Greenwood, 2005, p. 1

▲ **Source 9.102** Sandro Botticelli's *Portrait of Smeralda Bandinello*, c.1470, captures the Renaissance idea of 'the private sphere', to which this woman, like most others, was restricted. It is possible that Botticelli himself wanted to free her: women were meant to be painted in profile (side on), but the painter has taken the radical step of having her look directly at the viewer, as if welcoming him or her.

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Marriage

Girls were often expected to marry as young as 14, and were taught that their main duty was to produce children, especially a male heir. This portrait was painted in Ferrara in about 1480. It shows how proud Uberto de' Sacrati was to have a son. He also displays some affection for his wife by his pose.

Running the household

This portrait was painted in Florence in about 1475. We do not know what her name was, but she can stand for so many women who took on the responsibility of running the household during the Renaissance. The greatest duty of a woman in a wealthy home was to oversee the smooth management of the house, including supervision of servants.

Fashion requirements

A woman was expected to dress in a manner that reflected the status and wealth of her husband. This lady's expensive clothes include a white chemise edged with red picot, and a gorgeous red-and-gold gown with heavily ruched sleeves. But her headdress is the latest fashion: a wire frame upon which human hair and ribbons were elegantly woven. These alone were enormously costly. Her expensive gloves complete her statement about her husband's wealth.

Protecting property

Family treasures would have been kept in a locked chest (*forziere*), with massive and complicated locks. It was a woman's responsibility to protect the contents of the house from theft, especially by servants.

▲ **Source 9.103** Renaissance women had many responsibilities in the home

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MAKING THINKING VISIBLE 9.2

True for who?

> Women cannot have experienced the Renaissance, because they were not allowed to join in public life through participation in spheres such as politics, business, learning and the arts. Virtual prisoners of the home, they could not make any meaningful contribution to Renaissance society.

Discuss: What do you know of the conditions in the Renaissance that might cause an historian to make this very negative claim?

Brainstorm: Make a list of the sorts of people – both during the Renaissance and now – who might have an opinion on the role of women in society.

Dramatise: Each person in your group should take on one persona (identity), such as a wealthy merchant, a member of Florence's government, a scholar such as Alberti, the mother of a girl about to be married, or a married woman of mature age. Each person should speak convincingly to the whole group about his or her point of view of the role of women in society.

Stem sentences could be:

My view is that women should …

My view of the historian's quote is …

Something that might make me change my view would be …

ACTIVITY 9.12

Using historical sources as evidence

In Leon Battista Alberti's book *On the Family*, a husband recorded the way he explained their married relationship to his wife. It is worth remembering that this couple would not have been like a modern couple of about the same age: the husband would usually be a businessman in his mid-thirties, while his new wife would typically have been aged between 14 and 18. A husband had a duty to show his new wife around his house and explain how she had to look after it.

> After a few days, when my wife had settled down in my home, and she suffered less from missing her mother, I took her by the hand and went with her through the whole house, showing her everything. I taught her that the grains are kept above, while below there is a cellar for wine and wood. I showed her where everything necessary for the table is kept, so that she saw every household item … learning both where it was located and what purpose it served. Then we returned to my chamber and, locking the door shut, I showed her all the valuables – the silver, tapestries, garments, jewels.
>
> If one of [the guards], by chance, falls asleep, he does not take it amiss for his companion to wake him up that he may do his duty for his country. Likewise, my dear wife, if you ever see any fault in me, I shall be very grateful to you for letting me know. In that way I shall know that our honor and our welfare and the good of our children are dear to your heart. Likewise be not displeased if I awaken you when there is need. Where I am lacking, you shall make it good, and so together we shall try to surpass each other in love and in zeal. This property, this family, and the children to be born to us will belong to us both, to you as

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much as to me, to me as much as to you. It behoves us, therefore, not to think how much each of us has brought into our marriage, but how we can best maintain all that belongs to both of us. I shall try to obtain outside what you need inside the house; you must see that none of it is wasted.

▲ **Source 9.104** Leon Battista Alberti, *On the Family*, 1432

Responding to the source

1. How can we tell from Alberti's comments that most brides were young girls rather than mature women?
2. How do we know that rich people had to guard against theft of their valuables, either by their servants or burglars?
3. In the Renaissance home, what were the most treasured and valuable items?
4. From this extract, what were some of the main duties this young woman would have in keeping the household running?
5. According to the speaker, what do a husband and wife need to protect?
6. What is the tone of his explanation of their duties to his wife?
7. Judging from this piece of writing, what was the real nature of the relationship between husband and wife at this time?
8. How reliable do you think this primary source text is as an insight into women's experiences in marriage during the Renaissance?

END-OF-SECTION REVIEW 9.6

Digital quiz
Please see the Interactive Textbook to access digital activities

Review questions

Answer these questions on paper or in the Interactive Textbook.

Recall

1. What is meant, in historical writing, by 'the private sphere'?
2. What is unusual about the way Botticelli painted the woman in *Portrait of Smeralda Bandinello*, in Source 9.102?
3. What were the main responsibilities of a typical wealthy Renaissance woman in the running of the home?
4. Why was it necessary for a Renaissance woman to dress in the most stylish and expensive clothing possible?

Interpret

5. What were the main factors that allowed Lucrezia Borgia to play such an exceptional role in public life?
6. In the Renaissance, many husbands were mature men, but their wives were often teenage girls. How might this have affected the power dynamics in a marriage?

Argue

7. Did women have a Renaissance? Evaluate the extent to which women could join in the intellectual and artistic life of the Renaissance city.

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Conclusion: why does it matter today?

Great civilisations often develop in places where the geography of the land helps people to become wealthy. Italy was 'at the crossroads of the world' because of the maritime trade on the Mediterranean Sea and the land trade across Europe to the north. Italy in the fifteenth century had many large cities, and they were some of the richest in Europe. The Italians of this time were experts in trade (moving goods) and banking (moving money). This expertise created much wealth, leading rulers and governments to commission great buildings and beautiful paintings, allowing the arts to develop very quickly. The Humanist scholars looked to the ideas of ancient Greece and Rome for guidance as to how society could best be organised. France invaded Italy in search of territory, which it did not win. However, it did gain a new sense of civilised refinement, and soon set about creating its own Renaissance.

End-of-chapter activities

1 Self-assessment

That just about wraps up this topic. How did you feel you went working through the chapter? Before you attempt the following activities, visit the Interactive Textbook to rate your confidence with this topic, either online or via a downloadable checklist.

2 Some study tips

When you are preparing for an essay, test or examination, there is one easy way to make sure that you have a good understanding of your historical period of study. You might have a mass of detailed notes in your exercise book or computer, but you may have trouble learning them. You need an instrument to make them simpler, clearer and easier to learn.

To solve this problem, draw up a table with a grid showing the date in one column, then a brief description of the event, then a note whether this was a change or continuity, and, most importantly, what the significance of the event was.

If you make this grid in hard copy, you can place it on the wall of the room where you study, and learn it by heart simply by glancing at it several times. This is called ambient learning, and is one of the most powerful learning techniques. If you do this, you will be able to explain a sequence of events in the order they happened and, more importantly, make an intelligent commentary on their significance.

A good technique is to try asking yourself some simple questions to get your thoughts going. For example, was this event a major improvement for the city/the government/the ruling family, or was it a disaster? Why?

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Sequencing chronology is one of the essential skills of history. In its simplest form, you are telling the story of events in the order they happened. This story becomes much more interesting if you also explain how and why one event led to another.

One of the most powerful ways of making a good historical argument is evaluation, which means weighing up the value of something. You can do this by thinking about an event and deciding whether it has been a change from what existed before, or a continuation of it.

When we study continuity, we are looking at things that have remained the same as time has gone on. For example, a Renaissance city might have a new ruler (a change of personnel), but the ruler might come from the same family and rule in exactly the same way.

In some cases, one event can be both a change in one sense and a continuity in another.

More importantly, it is absolutely vital to be able to explain the significance of an event. Instead of simply listing events in the order they happened, we try to explain what their significance was. What effect did the event have?

To sharpen your analysis, try asking yourself some questions. Did the event strengthen the government or weaken it? Did it give one group power or take it away? Did it increase the power of a Renaissance city or reduce it? Did it add to the prestige of the ruling family or decrease it?

3 Research task 1

The *Mona Lisa* is often cited as the most famous painting of the Renaissance. Research the work, and present your findings in a short PowerPoint or presentation of your choice. Questions you could ask include:

- Who created the painting?
- Who was the subject of the painting?
- When was it created?
- Where is the painting housed today?
- What are some famous facts about the painting?

▲ **Source 9.105** The *Mona Lisa*

4 Research task 2

Use a combination of books (such as Leon's *Uppity Women of Medieval Times*) and the internet to research the life of one of the following women.

- Lavinia Fontana: one of the first female professional painters working on large projects in Bologna and Rome
- Sofonisba Anguissola: one of a family of six girls in Cremona who studied the classics and became painters
- Artemisia Gentileschi: a professional painter who succeeded in a profession dominated by men
- Caterina Sforza: a fiery woman from Forli who fought battles and loved mixing both perfumes and poisons

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- Isabella d'Este: a woman renowned for her fine taste in fashion and in art, and also for her political skills while ruling the city of Mantua
- Deborah Ascarelli: the wife of a Jewish merchant who wrote poems in both Hebrew and Italian
- Vittoria Colonna: a friend of Michelangelo, expert on Plato and a poet in her own right.

You might like to start by asking yourself some basic questions:

- What was the family background of your remarkable woman?
- Which professional field did she wish to enter?
- What were some of the problems she would have experienced as a woman entering a male domain?
- How did she deal with these problems?
- How important do you think her contribution to the Renaissance was?

▲ **Source 9.106** *Christ and a Girl from Cana*, by Lavinia Fontana. Fontana was famous for her portraits, and became one of the first women to paint large, commissioned paintings.

5 Research task 3

One of the best ways of getting a better understanding of Renaissance culture is to see examples of Italian paintings held in museum collections. A number of Australian museums have beautiful examples of Italian art. It might be possible to visit one of these museums if it is close to your school. Otherwise, most of these museums have useful websites that you can explore.

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Choose three works of early Italian art located in Australia as the focus of your research. Using books and the internet, research these works, and investigate the following questions for each work:

- Where was your artist born and educated? How was he or she trained?
- Give a brief overview of some of the other important works that your artist has painted. (You may like to start by looking at the Uffizi Gallery in Florence.)
- Explain who bought the works the artist created, and where they were placed once they were finished.

Present your findings in a PowerPoint presentation or as a blog.

Suggested paintings are listed below. Go to the Interactive Textbook to access the websites of the different galleries.

- National Gallery of Australia, Canberra
  - Jacopo di Cione (Florence), *Madonna and Child Enthroned with Saints* (c.1367)
  - Giovanni di Paolo (Siena), *Madonna and Child Enthroned with Saints* (c.1444)
- National Gallery of Victoria, Melbourne
  - Studio of Antonio Vivarini (Venice), *The Garden of Love* (c.1465–70)
  - Annibale Carracci (Bologna), *The Holy Family* (c.1587)
  - Antonio Correggio (Parma), *Madonna and Child with the Infant St John the Baptist* (c.1514–15)
- Art Gallery of New South Wales, Sydney
  - Sano di Pietro (Siena) *Madonna and Child with Saints* (c.1450–81)
  - Prospero Fontana (Bologna), *Deposition (Bringing Christ down from the Cross)* (1563)
- Queensland Art Gallery, Brisbane
  - Tintoretto (Venice), *The Risen Christ* (c.1555)
- Art Gallery of South Australia, Adelaide
  - Bonifazio Veronese (Venice), *The Holy Family Resting During Their Flight to Egypt* (c.1550)

6 Extended-response question

Using your library and the internet, list as many reasons as you can to explain why Italy was so well suited to encouraging learning and the arts between c.1400 and c.1600. In your answer, try to decide what the most important factors were in helping the Renaissance develop first in Italy.

7 Digital resources

Visit the Interactive Textbook to access:

- Victorian Curriculum Capability Project
- Interactive chapter Scorcher Quiz
- Google Earth tour of key locations in this chapter
- Videos, image galleries and other extra materials.

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CHAPTER 12

Landforms and landscapes case study: volcanic landscapes

Setting the scene: looking into the heart of the world

After hours of trekking through thick jungle and up the steep slopes of the volcano, visitors to Mt Nyiragongo in the Democratic Republic of Congo are treated to a rare sight. The night is lit by the glow of lava, molten rock that has risen from the depths of the Earth and pooled in the bottom of the volcano's wide crater. One of only eight 'lava lakes' discovered so far in the world, Mt Nyirangong's is the oldest and currently the largest. Not only a spectacular sight, the lake provides a unique opportunity to observe magma from the heart of the world, the molten rock that the Earth's crust floats upon.

A steep-sided, cone-shaped mountain, known as a stratovolcano, Mt Nyiragongo is created by the divergence of the Somali tectonic plate from the African tectonic plate, a huge section of the Earth's crust that is slowly pulling itself apart. The massive valley created by this movement is known as the Eastern African Rift and weaknesses in the Earth's surface along the rift result in its many volcanoes, such as Mt Nyiragongo. The volcano and its lava lake are not only a magnificent natural wonder but are also a highly active and dangerous force. In 1977 an eruption split the side of the mountain, spilling somewhere between 5 and 20 million cubic metres of lava from the lake across the surrounding countryside. Travelling at speeds up to 60 kilometres per hour, the lava killed around 70 people. A similar event in 2002 destroyed around 15 per cent of the nearby city of Goma, leaving hundreds of thousands of people homeless.

The story of Mt Nyiragongo describes a landscape featuring volcanic landforms, which were created by the movement of tectonic plates and the force of volcanic eruptions. This story reflects the themes of this chapter: how geographers describe volcanic landscapes and landforms, and explain the processes that create them; how volcanoes are used by and impact humans; and the significance of volcanoes for different peoples.

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▲ **Figure 12.1** Staring into the 'heart of the world': Mt Nyiragongo's lava lake

MAKING THINKING VISIBLE 12.1

Think, pair, share

Reflect on the story of Mt Nyiragongo.

1. Think about the story.
   - **a** How would you feel about seeing magma from deep within the Earth?
   - **b** How does it convey the force and danger of volcanic eruptions?
   - **c** What does it tell you about the processes that create volcanic landscapes?
   - **d** What do you think entices travellers to make the difficult trek through jungle and up the mountainside to visit Mount Nyiragongo's crater?
   - **e** Try to explain your thinking with pictures or words in your notebook or on your digital device.
2. Share your thoughts with a partner.
3. Why do you think people continue to live near such a dangerous volcano? (Hint: if you can't answer question 3 now, come back to it after working through the rest of this chapter).

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Chapter overview

Introduction

This chapter studies the landforms found in volcanic landscapes and examines the processes that created them. It considers the human use and significance placed on volcanic landscapes and how humans are impacted by volcanic activity.

Learning goals

After completing this chapter, you should be able to answer these questions:

- What landscapes and landforms are created by volcanoes?
- What are the geomorphic processes that create different volcanic landforms?
- How do humans use volcanic landscapes and how are they impacted by volcanic activity?
- Why are volcanic landscapes significant for different people?

Geographical skills

After completing this chapter, you will be able to demonstrate the following skills:

- Identify, analyse and explain spatial distributions and patterns, and identify and explain their implications
- Identify, analyse and explain interconnections within places and between places, and identify and explain changes resulting from these interconnections
- Collect and record relevant geographical data and information from useful primary and secondary sources, using ethical protocols
- Select and represent data and information in different forms, including by constructing appropriate maps at different scales that conform to cartographic conventions, using digital and spatial technologies as appropriate
- Analyse maps and other geographical data and information using digital and spatial technologies as appropriate, to develop identifications, descriptions, explanations.

▲ **Figure 12.2** A scientist inspecting lava from the Piton de la Fournaise volcano on the French island of Réunion (in the Western Indian Ocean)

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12.1 Different types of volcanic landscapes and their distinctive landform features

FOCUS QUESTION

What landscapes and landforms are created by volcanoes?

KEY TERMS

volcanic eruption the process of lava (originally magma from the Earth's core) spilling from fissures or vents in the Earth's crust

magma molten rock under the Earth's crust

lava molten rock that has reached the Earth's surface

crater the circular depression at the top of a volcano

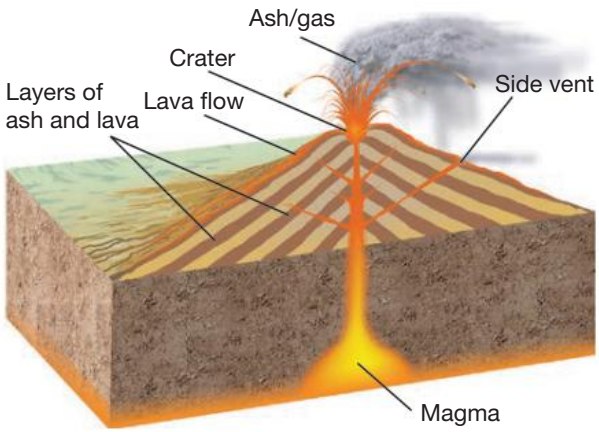
maar a broad, shallow volcanic crater formed by a steam explosion which happens when magma or lava come into contact with groundwater

caldera large cauldron-like depression forming after a magma chamber or reservoir is emptied in a volcanic eruption

Volcanic eruptions – molten rock, ash and gas spewing from gaps in the Earth's crust onto its surface – are some of the most dramatic and powerful forces in nature. The landscapes created by eruptions feature volcanic mountains, plains, plateaus and lakes.

Constructive and destructive volcanic landforms

A volcano is formed when **magma** rises through an opening in the Earth's crust and reaches the surface, becoming **lava**. The magma rises through an opening called a volcanic vent; the mouth of the vent, on the surface of the Earth, is a **crater**. During an eruption lava, rock and ash are ejected, building up on the Earth's surface and creating new volcanic landforms. This is called a constructive process as a new landform is constructed by the eruption. Volcanic landforms built this way include stratovolcanoes, shield volcanoes and cinder cones. When an eruption destroys existing landforms, it is known as a destructive process and creates landforms including **maars** and **calderas**.



▲ **Figure 12.3** This is a stratovolcano, a steep-sided volcano constructed from layers of ash and lava.

▼ **Figure 12.4** The Karymsky Volcano in eastern Russia is a typical stratovolcano, and has been erupting almost continuously since 1996.

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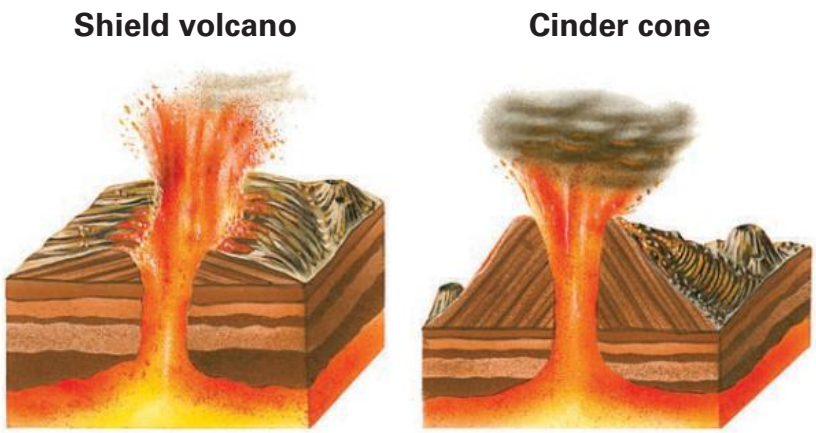
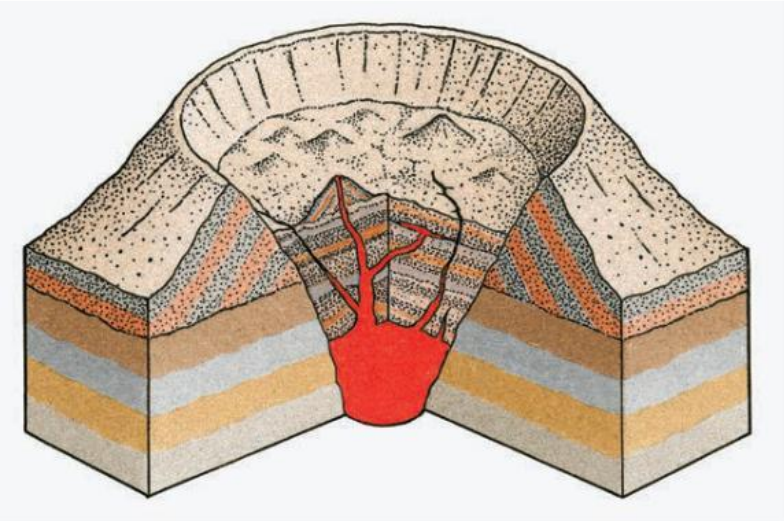
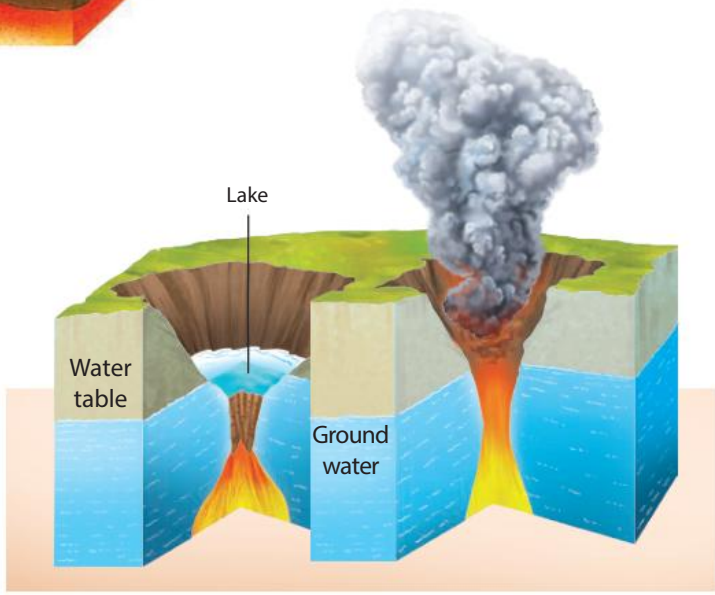


◄ **Figure 12.5** Other types of volcanoes are also created by constructive processes. Shield volcanoes (left) are large volcanoes with gently sloping sides. Cinder cones (right) are conical volcanoes made from fine material such as ash, cinder or volcanic rock.



▲ **Figure 12.6** Calderas are created by a destructive process where a volcano collapses in on itself after erupting or destroys itself in an explosive eruption leaving a low ring-shaped crater.



▲ **Figure 12.7** Maars are created by a destructive process where magma contacts groundwater and explodes, leaving a crater in the Earth's surface. The crater usually fills with water forming a lake.

KEY TERMS

volcanic neck a landform created when magma in a volcano's vent hardens and is exposed by erosion

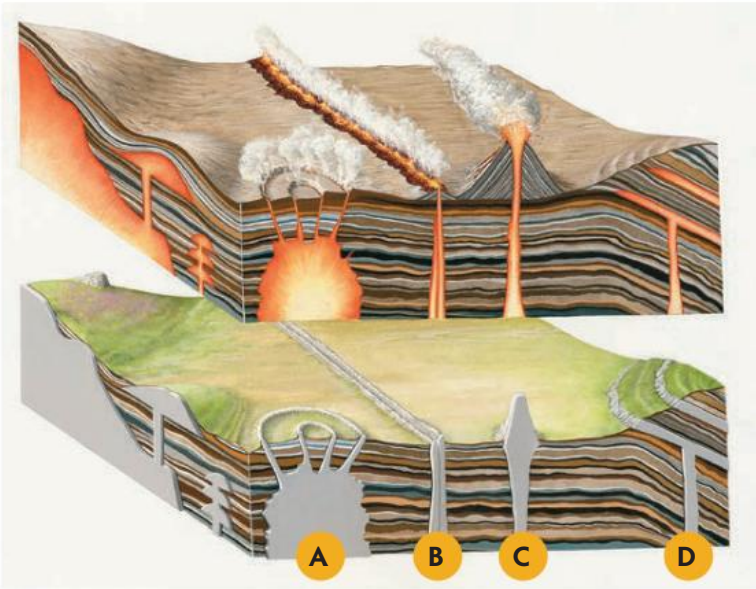
batholith a large rock mass formed when magma hardens in a magma chamber and is exposed by erosion

dyke a vertical, flat sheet of rock formed when magma hardens in a crack in existing rock

sill a flat sheet of rock formed when magma hardens parallelly between existing layers of rock

Intrusive volcanic landforms

The magma in a vent or magma chamber is not always ejected. Sometimes it hardens when the volcano ceases to be active, and is gradually exposed when the surrounding material is eroded over thousands or millions of years. This leaves landforms including **volcanic necks**, **batholiths**, **dykes** and **sills**.



▲ **Figure 12.8** Volcanic landforms created when solidified lava is exposed by erosion are known as intrusive landforms. They include (A) Batholiths, (B) Dykes, (C) Volcanic necks and (D) Sills.

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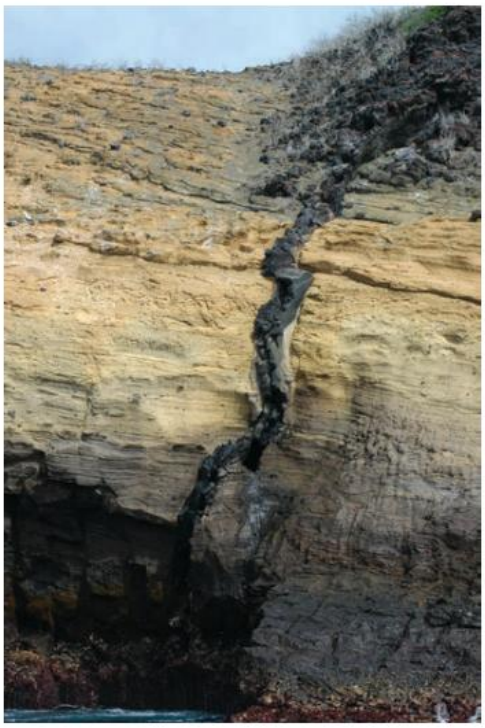

▲ **Figure 12.9** A volcanic dyke in the Galapagos Islands of Ecuador. Molten lava forced into a crack in solid rock has solidified.

▲ **Figure 12.10** Mount Coonowrin in the Glass House Mountains of Queensland is a volcanic neck.

Amazing but true…

In 2013 excited scientists announced a new discovery: a massive submarine mountain under the Pacific Ocean, the Tamu Massif, the world's largest volcano. Unfortunately, in 2019 after further research, it was determined that the mountain was created by a mid-ocean ridge and was not a single volcano. The title of 'world's largest volcano' returned to former title holder, Hawaii's giant Mauna Loa volcano.

▲ **Figure 12.11** Lava fields of Mauna Loa, the world's largest volcano

DEVELOPING GEOGRAPHICAL CONCEPTS AND SKILLS 12.1

Using geospatial technology to explore the Earth

1. Find the following volcanoes on Google Earth:
   - Mt Fuji
   - Volcán de Fuego
   - Mt Vesuvius
   - Krakatoa
   - Kilauea
   - El Chicon.
2. Zoom in to each and use the tilt function (the arrows pointed up, down, left and right) to explore the topography of the area.
3. Annotate key features of the volcano that you see in the image (crater, lava, ash, direction of lava flow, vent). You can do this by adding placemarks (click on the push pin), polygons and lines to mark the processes you observe. When you have finished your annotations, click on Save Image.
4. When you have saved an image of each volcano, create a poster that shows these volcanoes and their locations on the Earth.

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Iconic volcanic landscapes and landforms

Iconic volcanic landscapes and landforms are famous because of their beauty, uniqueness or significance to people. For example, Mt Fuji in Japan is significant as a sacred mountain and as the country's highest peak, but is also iconic for its classic shape, a perfect example of a stratovolcano. Mt Gambier's Blue Lake is famous for the vibrant blue appearance of the crater lake's water over the summer months.

▲ **Figure 12.12** Japan's Mt Fuji stratovolcano, an icon due to its beauty as well as its spiritual significance to Japanese people. Images of it are often intended to convey its perfection.

▲ **Figure 12.13** The Blue Lake in Mt Gambier, South Australia, is a maar volcano famous for the vivid blue appearance of its water over summer. It is a dormant volcano that last erupted 5000 years ago.

Digital quiz
Please see the Interactive Textbook to access digital activities

END-OF-SECTION REVIEW 12.1

Review questions

Answer these questions on paper or in the Interactive Textbook.

Recall

1. What is a volcanic eruption?
2. Explain the difference between lava and magma.
3. Where is Mt Fuji located and what type of volcano is it?
4. Where is the Blue Lake volcano? What feature of the landscape gives the volcano its name?

Interpret

5. Explain the difference between a constructive and a destructive volcanic process. Give an example of a volcanic landform created by each process in your answer.
6. Describe the process that creates intrusive volcanic landforms. Include two examples of intrusive landforms in your response.

Argue

7. Refer to the story of Mt Nyiragongo. Why do you believe people continue to live near to such a dangerous and destructive landform? Give reasons for your answer.

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12.2 Geomorphic processes that produce volcanic landforms

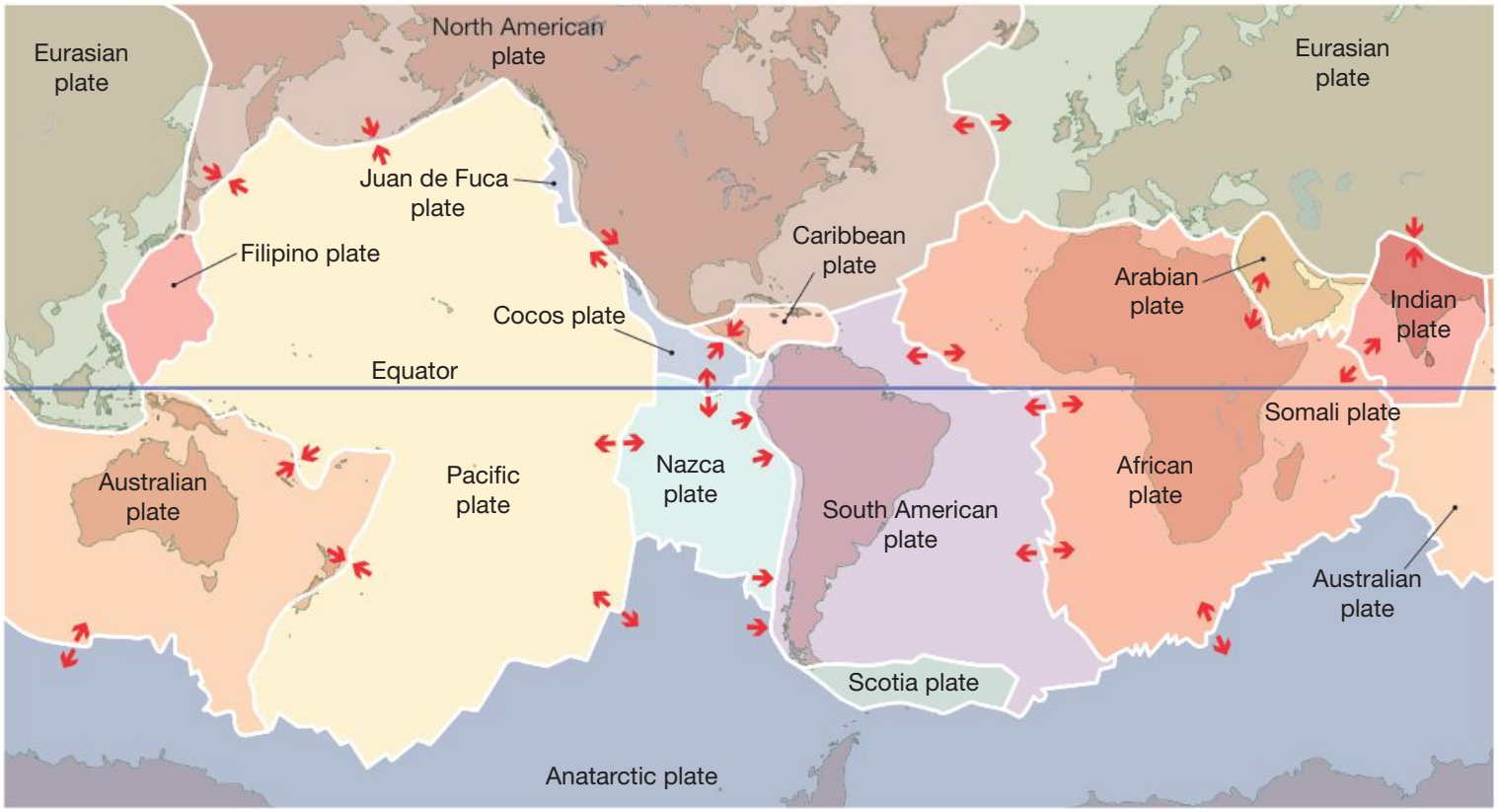
FOCUS QUESTION

What are the geomorphic processes that create different volcanic landforms?

The incredible force that is a volcano results from two main processes: the movement of tectonic plates and volcanic eruptions. This section describes how the movement of tectonic plates creates volcanoes and explains the factors that affect the nature of volcanic eruptions and the type of landforms that result.

Tectonic plates

The outer layer of the Earth, the crust, is broken into sections known as plates, which rest on magma. As the plates move, propelled by currents in the magma, they crash, pull apart and slide past each other. The weaknesses in the Earth's crust resulting from this movement is where most volcanic activity occurs, particularly in subduction zones and where plates are diverging or pulling apart.



▲ **Figure 12.14** The Earth's crust is broken into eight large sections, or tectonic plates, and several smaller plates.

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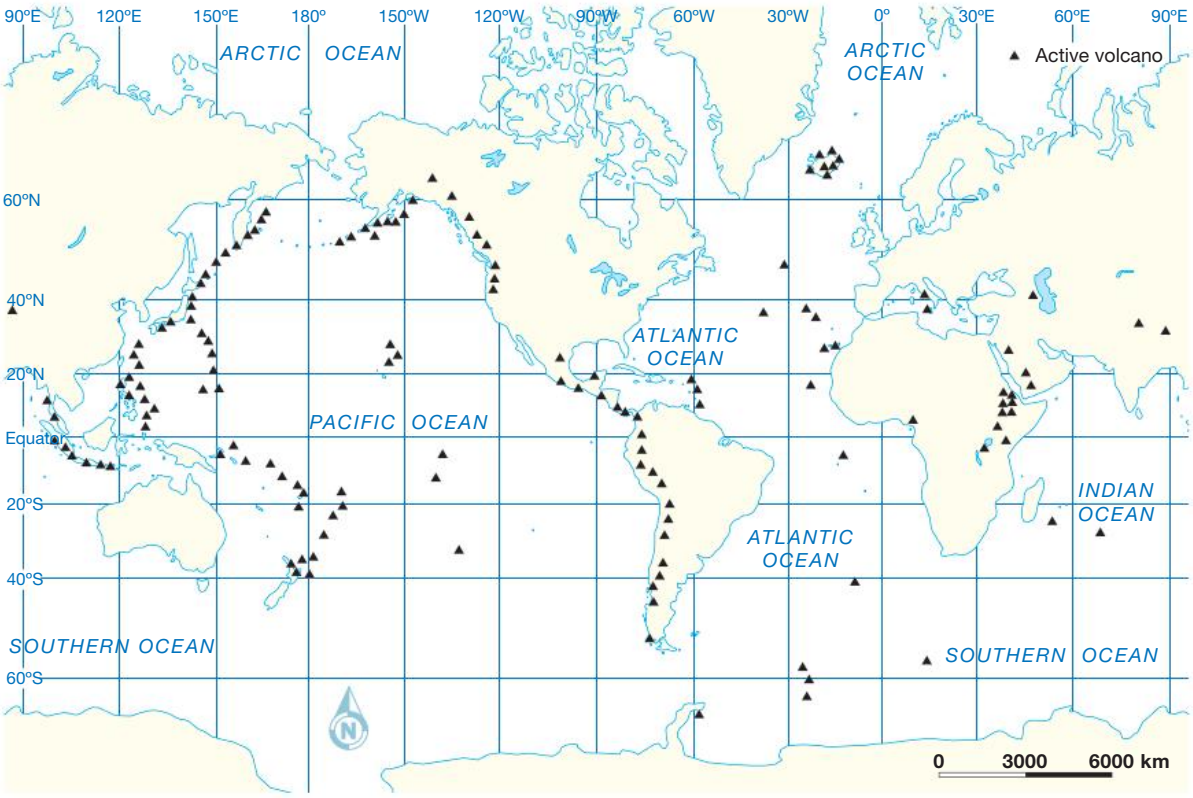

▲ **Figure 12.15** Recent volcanic eruptions

ACTIVITY 12.1

Identifying patterns

Examine Figures 12.14 and 12.15.

Identify the trends, patterns and relationships between tectonic plates and volcanic activity. Consider where volcanic eruptions occur in relation to the plates. Are there any patterns or do there appear to be some regions where the pattern doesn't apply? Do all volcanic eruptions fit the pattern? Note any general exceptions and identify specific regions where the pattern does not appear to hold.

Subduction

When an oceanic plate and a continental plate, or two oceanic plates, converge (crash into each other), an oceanic plate is forced under the other plate, into the magma of the mantle. This process is known as subduction and the location where it occurs is a subduction zone. As the oceanic plate is driven into the mantle, the extreme heat melts the rock of the plate turning it into magma. The magma rises upwards, forcing its way through weaknesses in the Earth's crust. If it reaches the surface it forms a volcano, usually a highly explosive stratovolcano. This process creates lines of volcanoes around 100 kilometres from the plate boundary, known as a volcanic arc if on a continental plate or an island arc if on an oceanic plate. The Pacific Ring of Fire, a ring of volcanoes on the edge of the Pacific Plate, is created by the process of subduction. It comprises more than 75 per cent of the world's volcanoes, including volcanic arcs in the Andes mountain range in South America and island arcs such as Japan and the Philippines.

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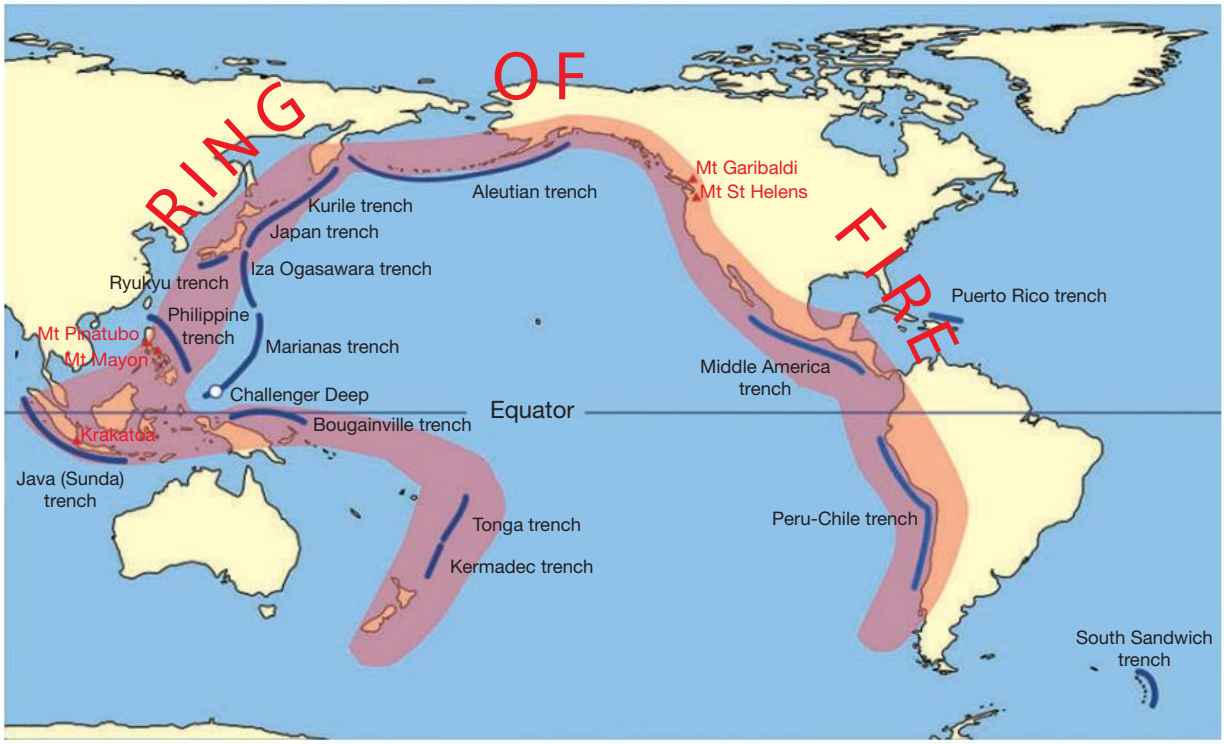
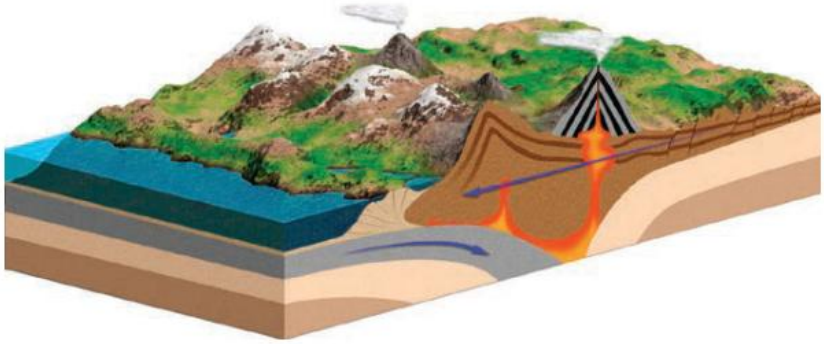


▲ **Figure 12.16** Volcanic arcs and oceanic trenches partly encircling the Pacific Basin form the Pacific Ring of Fire (shaded in pink), which is a zone of frequent earthquakes and volcanic eruptions. The blue lines mark the locations of the trenches. Volcanic island arcs are parallel to, and always landward of, the trenches. For example, the island arc associated with the Aleutian Trench is represented by the long chain of volcanoes that make up the Aleutian Islands.

Interpreting a block diagram

In geography, block diagrams are used to show a geographic process. Figure 12.17 shows a subduction zone. The different layers of the Earth appear as different colours and the arrows represent the movement of the tectonic plates. This movement creates different landforms such as mountains and volcanoes.



▲ **Figure 12.17** A subduction zone. The oceanic plate is forced under the continental plate and into the mantle. It melts then rises through weaknesses in the Earth's surface to create a line of volcanoes inland from the coastline.

DEVELOPING GEOGRAPHICAL CONCEPTS AND SKILLS 12.2

The process of subduction

Make a two-dimensional sketch of a subduction zone. It will look like the longer side of the block diagram in Figure 12.17. Use arrows to show movement of plates and magma. Identify the zone where melting occurs and where volcanoes form. Label the sketch to describe the process of subduction.

Divergence

When two plates pull apart (diverge), pressure from magma pushes the edges of the plates upward and magma rises to the surface to create new crust: a **mid-ocean ridge** if two oceanic plates are diverging, or **rift valleys** if continental plates are diverging. Weaknesses in the Earth's surface along the ridge or valley, often **fissures**, allow magma to erupt to the surface, usually forming less explosive shield volcanoes. Mt Nyiragongo, and the other volcanoes of the East African Rift, are formed by this process.

KEY TERMS

mid-ocean ridge a mountain range on the ocean floor created by the divergence of tectonic plates

rift valley a long, linear valley created by the divergence of continental plates

fissure long thin crack

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Iceland, which sits on a section of the Mid-Atlantic Ridge that has risen above the ocean, is literally being pulled apart as the North American plate separates from the Eurasian plate, making it one of the world's most active volcanic landscapes.

▲ **Figure 12.18** The Thingvellir Valley, Iceland, was created by the divergence of the Eurasian and North American tectonic plates.

CASE STUDY 12.1

Hotspots: the exception to the rule

In volcanism, like most things, there are often exceptions to the rules. Although the vast majority of volcanoes are located near the boundaries of tectonic plates, Figure 12.14 shows that this is not always the case. The East African Rift is not technically on the boundary of two plates, it is still a developing divergent plate boundary, where the African plate is slowly dividing, creating two new plates. A small number of other volcanoes, such as the Hawaiian Islands, are located in the middle of plates. These are formed by **hotspots**, weaknesses in the Earth's crust that have allowed volcanoes to form. In the case of Hawaii, the weakness was initially on the ocean floor and built up to form a chain of volcanic islands, including Mauna Kea, the world's tallest volcano. Measured from its base beneath the sea, it reaches more than 10 000 metres, also making it the world's tallest mountain.

KEY TERM

hotspot area of volcanic activity away from the boundaries of tectonic plates

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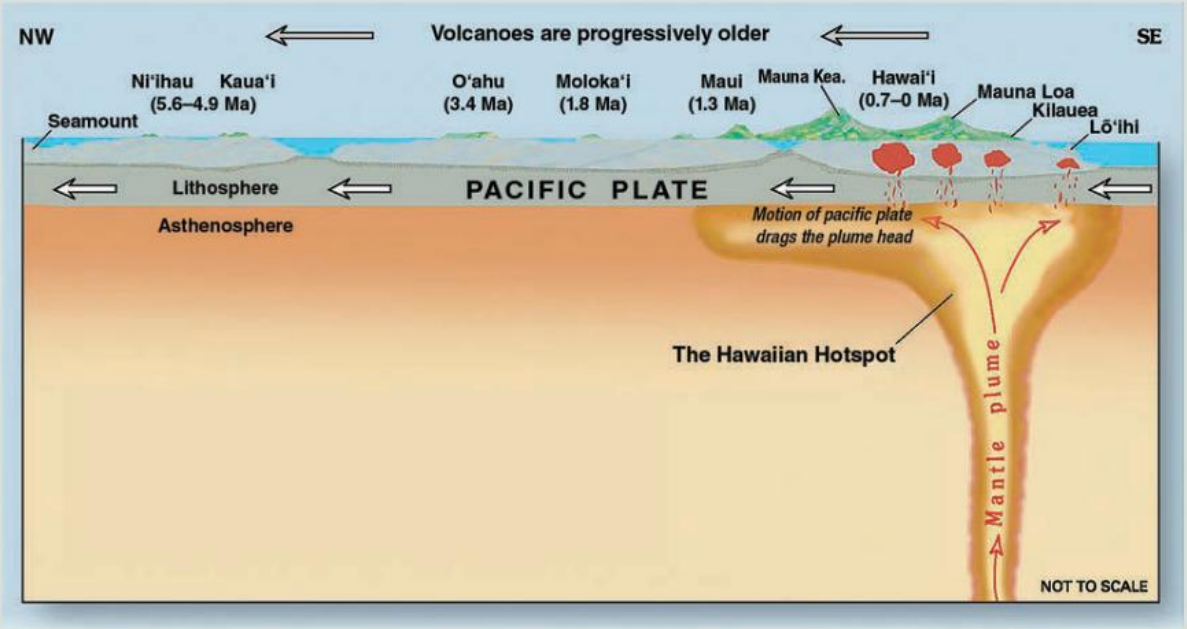

▲ **Figure 12.19** The islands of Hawaii have formed through hotspot volcanoes. How old they are is measured in Ma (mega-annum, equal to one million years).

▲ **Figure 12.20** Mauna Kea, a shield volcano on Hawaii's Big Island, is the world's tallest mountain when measured from base to peak. The height of the volcano is evident from the snow that regularly covers its summit despite its tropical location.

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Volcanic eruptions

The movement of tectonic plates explains the location of most volcanoes. However, it is the nature of the volcanic eruption that shapes the landforms featured in volcanic landscapes. Violent, explosive eruptions result in the landforms created by destructive processes. Less explosive eruptions result in the landforms created by constructive processes. The main factor determining the explosiveness of an eruption is the **viscosity** of magma. Less viscous magma is runnier, passing through a vent more easily, resulting in regular, less explosive eruptions. Highly viscous magma is thicker, building up pressure as it is forced through a vent, resulting in less regular but more explosive eruptions.

▲ **Figure 12.21** Anak Krakatoa, the 'Child of Krakatoa', in Indonesia's Sunda Strait. The Krakatoa eruption of 1883 is one of the largest and most deadly in history, killing around 36 000 people. Anak Krakatoa has been growing since it emerged roughly 40 years after the original eruption and is now a similar size to Krakatoa. Despite regular eruptions, the volcano is yet to match the explosive power of its 'parent'.

KEY TERM
viscosity the resistance to flow of a fluid

The most violent eruptions happen where there is highly viscous magma and large amounts of gas in the magma chamber, a combination responsible for the massive Krakatoan eruption in 1883.

CASE STUDY 12.2

Victoria's volcanoes

If you have ever driven north-east of Melbourne towards Ballarat or Bendigo, or westward towards the South Australian border, and thought some of the small hills rising from the flat landscape were shaped like volcanoes, your observations were well founded. The Western Plains are a volcanic landscape. The plains were formed by a series of lava flows and many of the hills are the result of more than 400 eruptions that created a series of shield, cinder and maar volcanoes. Most of this volcanic activity occurred millions of years ago and the volcanoes are long extinct. However, some are dormant, having erupted in the last 10 000 years. The most recent eruption was Mt Napier, around 7250 years ago.

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▲ **Figure 12.22** Tower Hill in south-western Victoria, a maar volcano created by an eruption around 32 000 years ago with an island formed by cinder cones in the middle of the crater lake

END-OF-SECTION REVIEW 12.2

Review questions

Answer these questions on paper or in the Interactive Textbook.

Digital quiz
Please see the Interactive Textbook to access digital activities

Recall

1 Identify the two main forces that create volcanic landforms.
2 What are tectonic plates?
3 Which ring of volcanoes forms 75 per cent of the world's volcanoes? At the edge of which plate is this ring located?
4 What is a hotspot?

Interpret

5 Refer to Figures 12.14 and 12.15.
   a Name two plates that are diverging and two plates that are converging.
   b Describe the relationship between the distribution of the world's volcanoes and plate boundaries.
   c Explain how subduction creates volcanoes.
6 What are the most common volcanic landforms located in Victoria? Are these volcanoes likely to erupt in your lifetime?

Argue

7 Is high- or low-viscosity lava more likely to create an explosive volcanic eruption? Explain the reasons for your answer.

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12.3 The impact of volcanoes on humans

FOCUS QUESTION

How do humans use volcanic landscapes and how are they impacted by volcanic activity?

Volcanic landscapes feature a variety of natural resources that are used by humans. Many of the world's most productive agricultural regions are located in volcanic landscapes, exploiting the soil rich in minerals and nutrients found in the volcanic ash. The farms in the Western Plains of Victoria are examples of this, as is the extensive agriculture located around the Pacific Ring of Fire and in the East African Rift Valley. Despite volcanic soils covering only 1 per cent of the Earth's surface (around 124 million hectares), they support more than 10 per cent of the global population. Mining exploits the material brought to the surface by volcanic eruptions, including diamonds, gold, copper and uranium. Active volcanoes are mined for sulphur, known as 'devil's gold' in Indonesia because of the terrible effect of heat and toxic gasses on miners. Geothermal power, electricity produced from the heated groundwater or rocks found in volcanically active regions, is an increasingly important source of energy in countries such as Iceland, New Zealand and Kenya.

Many people across the world live near active volcanoes, attracted by the natural resources, exposing them to the risk of volcanic activity. Lava from eruptions can destroy buildings and take lives, as was seen when Mt Nyiragongo erupted in 1977 and 2002. Even more deadly to humans are **pyroclastic flows**, clouds of ash, rock and gasses emitted during an eruption that flow down the side of a volcano. Travelling at speeds of up to 700 kilometres per hour, extremely hot pyroclastic flows devastate human and natural environments. The ancient Roman city of Pompeii was destroyed by massive pyroclastic flows produced by the erupting Mt Vesuvius in 79 CE, preserving the corpses of its citizens in layers of ash as they attempted the impossible task of hiding from or outrunning the deadly cloud that descended upon their city. When pyroclastic material mixes with water it can create **lahars**, destructive volcanic mudflows moving with great speed and force. The Columbian city of Armero was destroyed by a lahar in 1985 when pyroclastic flows from the erupting Nevado del Ruiz volcano mixed with water from melted glaciers, submerging the city in mud and killing more than 20 000 people.

KEY TERMS

pyroclastic flow a fast-moving flow of volcanic ash, rock and gas down the side of an erupting volcano

lahar a flow of mud created when volcanic material mixes with water

▲ **Figure 12.23** An Indonesian miner carries a load of 'devil's gold' (sulphur) from the bottom of a crater on the Indonesian island of Java.

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ACTIVITY 12.2

Research activity

1 Search online for information about the world's 10 most devastating volcanic eruptions in human history. A useful option is to pair these search terms with the 'National Geographic' to find Carly Cassella's article 'The world's 10 most devastating volcanic eruptions'.

2 Select three of these eruptions, and copy and complete the following table to summarise their impacts.

Location			
Date of eruption			
Death toll			
Additional impacts (e.g. changes to weather patterns, disrupted trade, disrupted air travel)			

3 Write a paragraph that explains which of the three eruptions had the biggest impact and why.

▲ **Figure 12.24** Pyroclastic flows travel down the side of the erupting Mt Sinabung in North Sumatra, Indonesia. More than 20 000 people were displaced by the 2014 eruption.

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Digital quiz
Please see the Interactive Textbook to access digital activities

END-OF-SECTION REVIEW 12.3

Review questions

Answer these questions on paper or in the Interactive Textbook.

Recall

1. What percentage of the Earth's surface is covered by volcanic soil? What percentage of the world's population does this area feed?
2. List three types of rocks or minerals mined in volcanic landscapes.
3. What is geothermal power? Name two countries that use this process to create electricity.
4. What is 'devil's gold'?

Interpret

5. Explain the difference between pyroclastic flows and lahars.
6. Describe the effects of one pyroclastic flow and one lahar on a particular human landscape.

Argue

7. 'Volcanoes are only a danger, never a benefit, to humans.' Write two arguments supporting and two arguments opposing this statement. Use examples from this section of the chapter to support your arguments.

▲ **Figure 12.25** A geothermal power plant in Iceland. Around 25 per cent of the country's electricity is produced by geothermal power.

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12.4 The significance of volcanic landscapes and landforms for different peoples

FOCUS QUESTION

Why are volcanic landscapes significant for different peoples?

The sheer power and majesty of volcanoes have inspired fear, awe and fascination in humans throughout history, making them important for different peoples in many ways.

Myths and stories

Many cultures located in volcanic regions have developed stories or myths describing the volcanic landforms surrounding them and the eruptions that created them. Often passed on orally from generation to generation, these myths provide a record of human interaction with volcanoes over thousands of years. Scientists are now finding that many of these myths describe actual events and are using them to guide their research into the Earth's volcanic history. The myth of Atlantis, the rich ancient Mediterranean island kingdom whose citizens' corrupt behaviour so enraged the gods they were punished with a barrage of volcanic fire and earthquakes, sinking the island to the bottom of the sea without a trace, is now thought to match the eruption of the Santorini volcano that caused the disappearance of the Minoa civilisation about 3600 years ago.

In Hawai'i, traditional chants (poems) made by the islanders describing the creation and eruption of its many volcanoes suggested the Kīlauea caldera was formed much earlier than initially thought by scientists, a belief now supported by more recent scientific evidence.

In Australia the story of a massive explosion leaving a huge crater, told by the Gugu Badhun people for more than 230 generations, is believed to describe the eruption of the Kinrara volcano in Queensland around 7000 years ago.

▲ **Figure 12.26** Hawaii's Kīlauea caldera

▲ **Figure 12.27** The Greek island of Santorini, a volcanic caldera created by the 'Minoan eruption' around 3600 years ago, which is thought to have inspired the legend of the lost city of Atlantis

Culture

Volcanoes are significant in both art and popular culture. For centuries, artists have attempted to capture the spectacle of volcanic eruptions in their work.

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Nineteenth-century English landscape artist J. M. W. Turner completed a number of paintings of volcanic eruptions. Perhaps more significant were his paintings of the spectacular sunsets that graced England's skies in 1815, which were caused by ash from the eruption of Mt Tambora in Indonesia, the largest eruption in recorded history, releasing enough ash into the atmosphere to encircle the Earth. Scientists are now analysing Turner's and other artists' work to estimate the atmospheric effects of this and other eruptions over the last 200 years. Volcanoes are also central to the plots of many films, including disaster movies such as *Dante's Peak* and *Volcano*, and Mount Doom in the Lord of the Rings trilogy. They have also featured in computer games, including *Minecraft* and *Fortnite*.

▲ **Figure 12.28** J. M. W. Turner's *Chichester Canal*, featuring a hazy sunset created by dust particles ejected into in the atmosphere by the Mt Tambora volcanic eruption

Digital quiz
Please see the Interactive Textbook to access digital activities

END-OF-SECTION REVIEW 12.4

Review questions

Answer these questions on paper or in the Interactive Textbook.

Recall

1. The eruption of which volcano is believed to be described in a story passed through the generations by members of the Gugu Badhun people?
2. What information about volcanoes did scientists learn from traditional Hawaiian chants?

Interpret

3. Explain the relationship between the myth of the lost city of Atlantis and the Santorini volcano.
4. Describe the volcanic eruption that is believed to have caused the colour of the sunset in Turner's painting *Chichester Canal*.

Argue

5. Research one myth or story relating to volcanoes or an example of the use of a volcano in art or popular culture. How realistic is the depiction of the volcano? Give reasons for your answer.

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End-of-chapter activities

1 Self-assessment

That just about wraps up this topic. How did you feel you went working through the chapter? Before you attempt the following activities, visit the Interactive Textbook to rate your confidence with this topic, either online or via a downloadable checklist.

2 Follow the flow of main ideas

What ideas have you learnt about volcanic landforms and landscapes? Fill in this table in the Interactive Textbook by explaining what each topic means for understanding landforms and landscapes. (One has been done for you.)

Types of volcanic landscapes and landforms	• A volcano is where magma rises through an opening in the Earth's crust and reaches the surface (becoming lava) • Constructive eruptions create new landforms, such as stratovolcanoes, and destructive eruptions destroy existing landforms and create others, such as calderas • Intrusive volcanic landforms result from magma hardening before it reaches the surface and being exposed by erosion. For example, volcanic necks
Iconic volcanic landforms	
The movement of tectonic plates	
Human use of volcanic landscapes	
Impact of eruptions on humans	
Significance of volcanic landscapes	

3 Key terms and names

For each key term or name from the chapter, write a sentence explaining its significance.

- Mt Nyiragongo
- Magma
- Stratovolcano
- Batholith
- Tectonic plates
- Rift valley
- Diamonds
- Mt Sinabung
- Atlantis.

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4 Making thinking visible

I used to think, now I think …

In this visible thinking routine, track the difference between what you knew about volcanic landforms and landscapes before starting this unit, and what new understandings you have acquired since doing this unit.

Using these stem sentences, write a paragraph explaining what you previously knew about volcanic landscapes, and another paragraph explaining what you now understand, additionally, about volcanic landscapes.

1A I used to think that volcanic landforms were …
1B Now I understand that volcanic landforms are …

2A I used to think that subduction was …
2B Now I understand that subduction is …

3A I used to think that mid-ocean ridges and rift valleys were created by …
3B Now I understand that mid-ocean ridges and rift valleys are created by …

4A I used to think humans used volcanic landscapes for …
4B Now I understand that volcanic landscapes are used to …

5A I used to think that volcanoes were significant to humans because …
5B Now I understand that volcanoes are significant to humans because …

5 Research task

Research and prepare a report on one significant volcano to present to the class. Your report must cover the following:

- The location (absolute and relative and at different scales) shown on a map
- An explanation of the tectonic plates involved and the type of plate movement
- The date of eruption/s, the type of eruption/s and the material erupted
- A description of the types of landforms that resulted from the eruption/s of the volcano
- The significance of the volcano for humans and the impact of eruption/s on humans
- Any other interesting facts, information or stories related to your volcano.

6 Digital resources

Visit the Interactive Textbook to access:

- Victorian Curriculum Capability Project
- Interactive chapter Scorcher Quiz
- Google Earth tour of key locations in this chapter
- Videos, image galleries and other extra materials.

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▲ **Figure 12.29** Casts of victims of the eruption of Mt Vesuvius in 79 CE that destroyed the ancient Roman cities of Pompeii and Herculaneum

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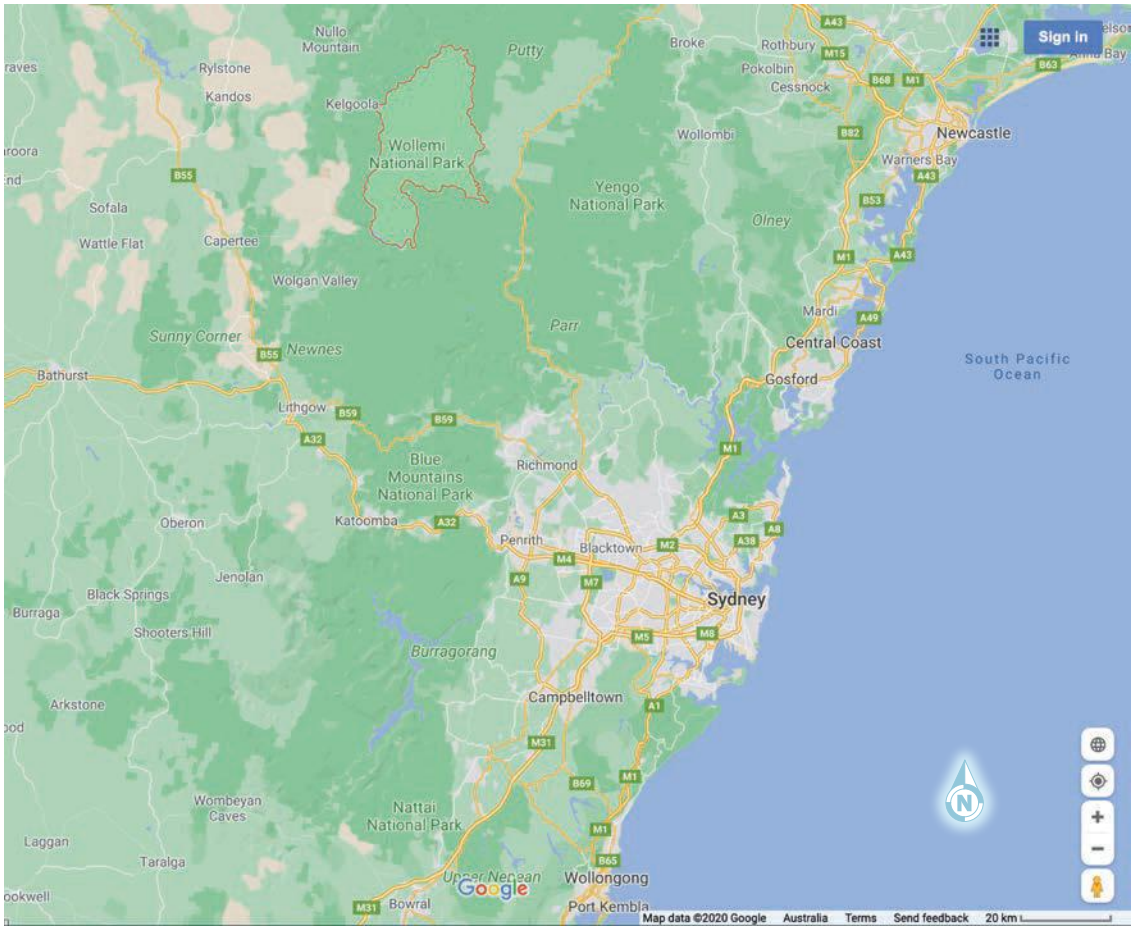
CHAPTER 13

Aboriginal and Torres Strait Islander peoples should be aware that this chapter contains images and names of people who have, or may have, passed away.

Landforms and landscapes case study: forest landscapes

Setting the scene: the dinosaur tree

Despite being only 150 kilometres north-west from Sydney, the Wollemi National Park is a largely untouched landscape. The rugged, steep cliffs of the Blue Mountains make the area's valleys and canyons accessible only by climbing and abseiling. Exploring the park in 1994, David Noble and his friends hoped to find previously undiscovered canyons, but they made a much more remarkable discovery. At the bottom of a cliff, Noble noticed an unusual tree he was unable to identify, so he took a sample to his work at the NSW Parks and Wildlife Service. It turns out Noble had found one of the world's rarest and oldest trees.



▲ **Figure 13.1** Location of Wollemi National Park

The Wollemi pine was previously known to botanists only through fossils. It is thought that 100–200 million years ago, in the time of the dinosaurs, these trees covered all of Australia. As temperatures changed and the continent became hotter and drier, the Wollemi pine died out in most areas, until only a few remnant trees were left in the

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canyon in the Wollemi National Park. Noble's discovery was kept secret for months while scientists confirmed the identity of the tree. The exact location of the canyon is still a closely kept secret. There are now fewer than 100 mature trees in the wild. Scientists discovered how to propagate the tree and, in order to protect the species, samples were sent to botanical gardens in Australia and across the world. Wollemi pines can now even be bought from nurseries and we can all help to preserve this amazing tree by growing a 'dinosaur tree' in our gardens.

The Wollemi pine is so rare and significant that in the 2020 NSW bushfire emergency, a specialist team of firefighters was sent in to defend them against the fires that burnt most of the rest of the park.

The story of the Wollemi pine describes a type of tree, located in a specific landscape and given special significance by humans. This chapter looks at how geographers describe the different types of forest landscapes and the processes that create them, how forests are used and sometimes degraded by humans, and the different values humans place on them.

▲ **Figure 13.3** The discoverer of the Wollemi pine, David Noble, with propagated trees at Sydney's botanical gardens

▲ **Figure 13.2** The unique leaves of the Wollemi pine

▲ **Figure 13.4** The rugged mountains, cliffs and canyons of the Wollemi National Park, NSW

MAKING THINKING VISIBLE 13.1

Think, pair, share

Reflect on the story of the Wollemi pine.

1. Think about the story.
   - **a** What might have enabled the trees to survive unchanged since the time of the dinosaurs?
   - **b** What is the significance of their discovery?
   - **c** Try to explain your thinking with pictures or words in your notebook or on your digital device.
2. Share your thoughts with a partner.
3. Why has the location of the Wollemi pines been kept a close secret?

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Chapter overview

Introduction

This chapter studies forest landscapes and their features and examines the geographical factors and processes that create different types of forests. It considers the impact of human activities on forest landscapes and the significance of forests for different peoples.

Learning goals

After completing this chapter, you should be able to answer these questions:

- What are the features of forests and what type of landscapes do they create?
- What are the processes that create different forest landscapes?
- How do humans impact forest landscapes?
- Why are forest landscapes significant for different peoples?

Geographical skills

After completing this chapter, you will be able to demonstrate the following skills:

- Construct bar and climate graphs and interpret the information shown
- Identify, analyse and explain spatial distributions and patterns, and identify and explain their implications
- Identify, analyse and explain interconnections within places and between places, and identify and explain changes resulting from these interconnections
- Collect and record relevant geographical data and information from useful primary and secondary sources, using ethical protocols
- Select and represent data and information in different forms, including by constructing appropriate maps at different scales that conform to cartographic conventions, using digital and spatial technologies as appropriate
- Analyse maps and other geographical data and information, using digital and spatial technologies as appropriate, to develop identifications, descriptions and explanations.

▲ **Figure 13.5** Rainforest of the Otway Ranges, Australia

► **Image:** A heavily forested area in Hainich National Park, Germany

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13.1 Different types of forest landscapes and their distinctive features

FOCUS QUESTION

What are the features of forests and what type of landscapes do they create?

Forests – landscapes dominated by trees – cover more than 30 per cent of the Earth's surface. They are complex ecosystems comprising many components including trees, other plants, animals, insects, and landforms and other natural features found in the landscape.

KEY TERMS

biome a zone or region with a similar vegetation type, climate and collection of ecosystems

tropical forest dense jungle forest located in tropical regions; these are the world's most biodiverse environments

temperate forest tall forest located in the milder climates north or south of the tropics

boreal forest (taiga) coniferous forest located in the subarctic regions just south of the Arctic Circle

coniferous evergreen trees with needle-shaped leaves and seeds that develop in cones that may be woody

In order to study forests, geographers categorise them based on the climates they are located in and the features of their trees. The three main types of forests based on climate are tropical, temperate and boreal. These categories or types are also known as **biomes**.

Tropical forests are dense jungle forests found in the warm, wet climates around the equator, such as the Daintree Rainforest in Far North Queensland. They are incredibly biodiverse, featuring a variety of trees and plants that are home to a wide range of animals and insects. **Temperate forests**, widespread in south-eastern Australia, are found in milder climates with distinct seasons. Many of them, but not all, are tall forests and feature the world's tallest trees. Compared to tropical forests, they are usually less thick, and though they feature a variety of animals adapted to live in the seasonal climates, they have less biodiversity. **Boreal forests (taiga)** are slow-growing **coniferous** forests with limited undergrowth, found in the cool climates of the subarctic regions of the northern hemisphere – mainly Russia, Alaska, Canada and Scandinavia. 'Boreal' comes from Boreas, the Greek god of Winter; 'taiga' is the Russian name for this kind of forest. There is no southern hemisphere equivalent. The current hypothesis for this is that in the southern hemisphere, the land masses are generally too close to the sea for the climate to be cold enough for this specific biome.

▲ **Figure 13.6** A tropical forest, such as the Daintree Rainforest, has thick and lush vegetation with high levels of biodiversity.

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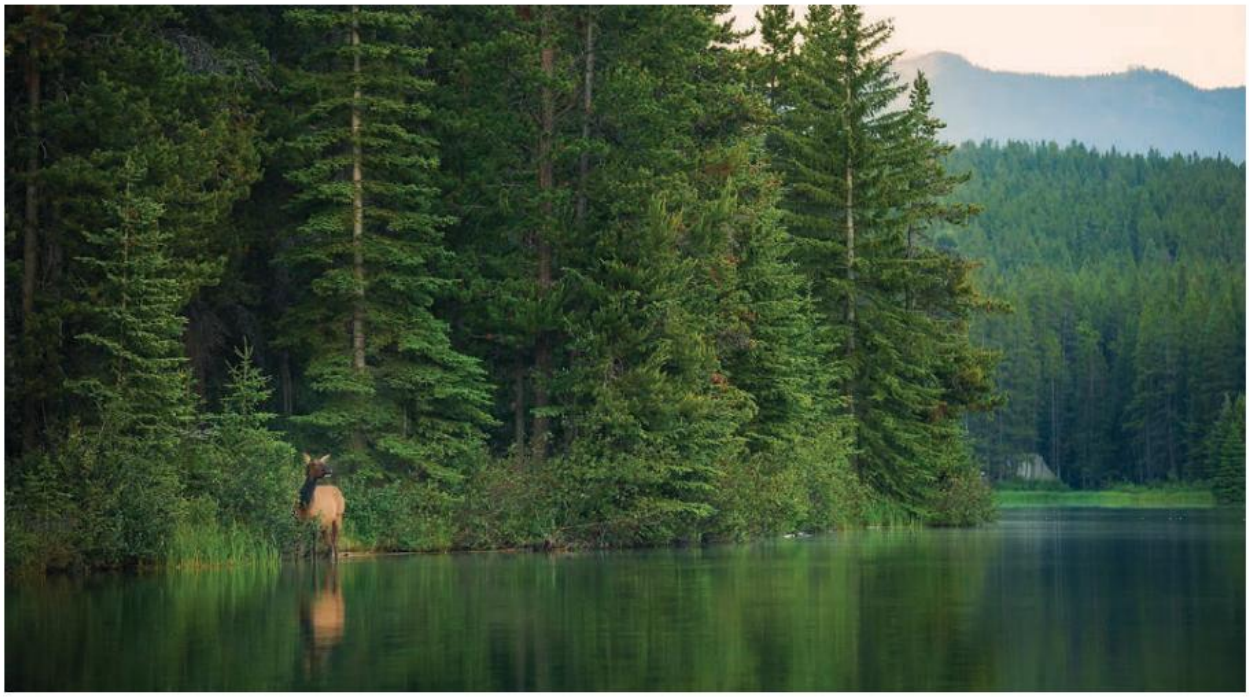
▲ **Figure 13.7** Temperate forest in the Tarra Valley of South Gippsland



▲ **Figure 13.8** Boreal forests grow in subarctic regions of the northern hemisphere, such as Siberia

ACTIVITY 13.1

Comparing types of forest

Examine Figures 13.6 to 13.8. Describe and compare the characteristics of each type of forest in these images. Search for images and descriptions of other forests of these types, and add any extra details you can find to your descriptions and comparison.

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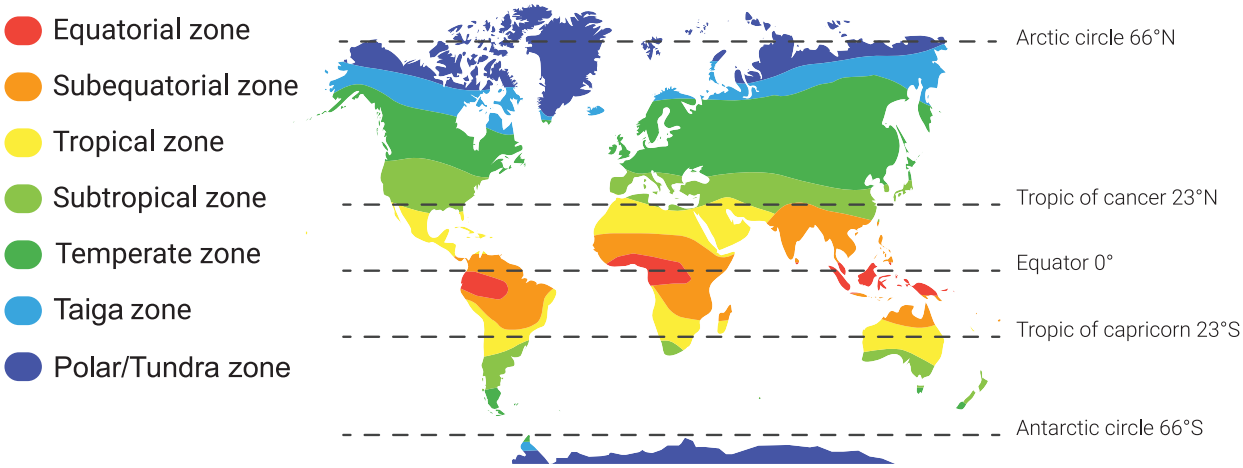
Distribution of world climate zones

The Earth's climate can be divided into the broad zones shown in Figure 13.9, which are based on average temperature and rainfall. The main characteristics of these zones are shown in Table 13.1.



▲ **Figure 13.9** World climate zones . There are five general types of climate; tropical, subtropical, temperate, subpolar and polar zones.

▼ **Table 13.1** Characteristics of climate zones

Zone	Annual average rainfall	Annual average temperature	Notes
Tropical	Over 1000 mm, often over 2000 mm	Over 20°C, often over 35°C	Either side of the equator. Sun at noon is close to overhead all year round, so does not get cold (no frost) except at high altitude. Rain all year round or with a short dry season. Not much variation in temperature, so there aren't marked seasons.
Subtropical	100–1500 mm	15–35°C	The sun at noon is never very low. Seasonal with cool winters, hot summers, long dry seasons, some deserts, prone to both droughts and floods.
Temperate	100–1000 mm	0–20°C	Strongly seasonal, sun at noon is very low in winter, and never right overhead in summer. Temperature is highly variable, with freezing winters and hot summers.
Subpolar	50–400 mm	–10–10°C	Very strongly seasonal, very cold winters with short, mild summers
Polar	0–200 mm	Below 0°C	Polar day and night (sun does not rise in all or part of winter, does not set in all or part of summer)

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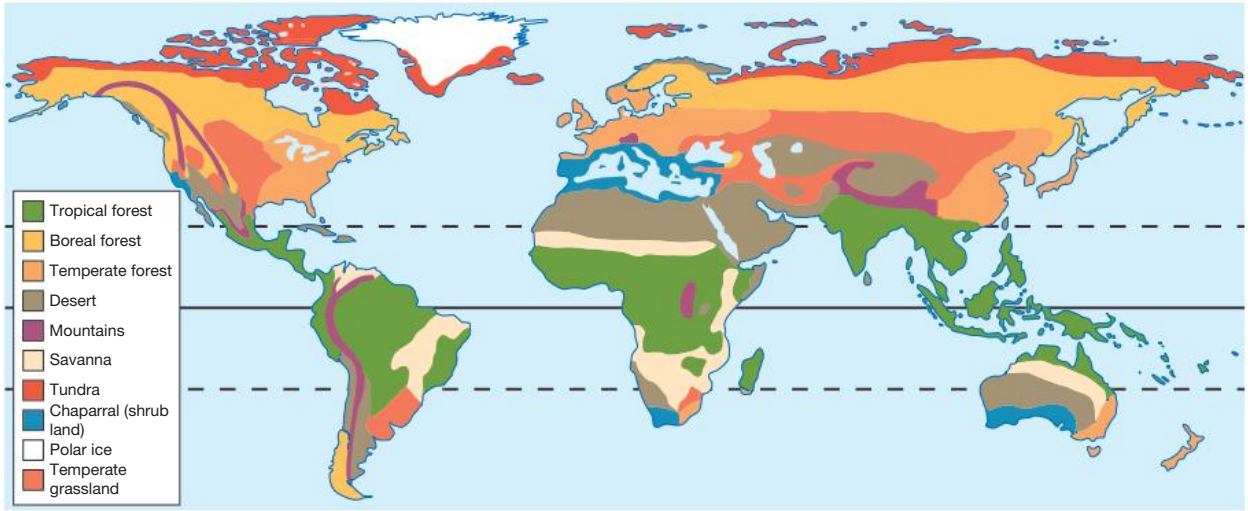
Distribution of world forest zones

For comparison, the distribution of the forest zones are shown in Figure 13.10. There are a number of different ways of classifying forest types, and different sources may show slightly different distributions, but the overall picture is the same.

The dominant tree species in these forest types have evolved to survive and thrive in certain ranges of rainfall and temperature that are typical of the climate zones. Table 13.2 gives a rough guide to these.

However, seasonality also plays a part in determining the type of vegetation found in a region. For example if there are marked wet and dry seasons, then grasses and shrubs that survive drying out in the dry season and grow quickly at the beginning of the wet season may predominate over trees. Grasslands or shrublands may be the dominant type in such areas. Conversely where there are icy winters and warm summers, woody trees may survive better than grasses and shrubs. This is related to how they survive temperatures that cause their leaves to freeze, and make liquid water unavailable to them.



▲ **Figure 13.10** The distribution of the world's forest zones and other land cover. These are the areas where forest is the natural dominant vegetation type, before land use for agriculture, industry and urbanisation modified the landscape. (You can zoom in on this map in the digital versions of the book.)

▼ **Table 13.2** Forest types related to approximate annual average rainfall and annual average temperature ranges

Type of forest	Annual average rainfall range	Annual average temperature range
Tropical forest	Over 1000 mm	20–33°C
Temperate forest	500–3000 mm	7–20°C
Boreal forest	200–2000 mm	0–7°C

ACTIVITY 13.2

Do climate factors determine the distribution of forest types?

Refer to Figures 13.9 and 13.10.

1. For each forest type, match its distribution to the climate zones, describing which climate zones each appears in.
2. Note whether each forest type appears in all, most or some of each climate zone.
3. Use Tables 3.1 and 3.2 to provide more detail; for instance, does a particular forest type only appear in wetter areas, or warmer areas, of a climate zone?
4. Write a conclusion about the extent to which climate determines distribution of forest types.

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DEVELOPING GEOGRAPHICAL CONCEPTS AND SKILLS 13.1

Constructing a climate graph

To construct a climate graph, follow these steps:

1. Study the data to identify the wettest month and the highest and lowest mean monthly temperatures. Use this information to select a suitable scale for both temperature and precipitation.
2. Place the precipitation scale on the left-hand side of the graph and the temperature scale on the right-hand side of the graph.
3. Plot the rainfall figures and then colour the columns blue.
4. Plot the mean temperature data, making sure each dot is placed in the centre of each month. Join the points with a smooth curve.
5. Add a heading that includes the name of the place being graphed and its latitude and longitude.

Construct a climate graph for Susanville, California, using the data in Table 13.3.

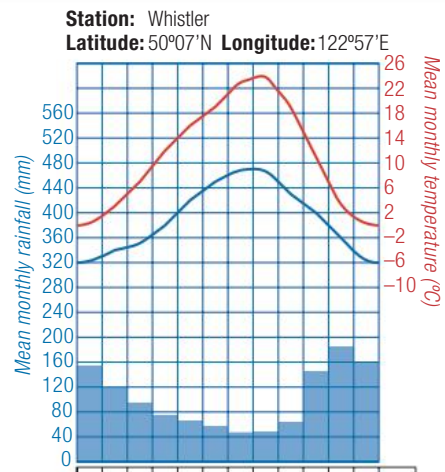
▼ **Table 13.3** Climate data for Susanville

	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Average high (°C)	5	7.9	12.4	16.1	21.3	26.3	31.5	30.8	26.1	18.8	10.3	5
Average low (°C)	–4.9	–3.2	–0.5	1.6	5.2	8.6	11.8	10.9	7.1	2.6	–1.7	–4.9
Average precipitation (mm)	50	45	39	16	18	11	6	3	9	25	44	37

Based on this climate graph, what type of forest do you think would be found in Susanville?

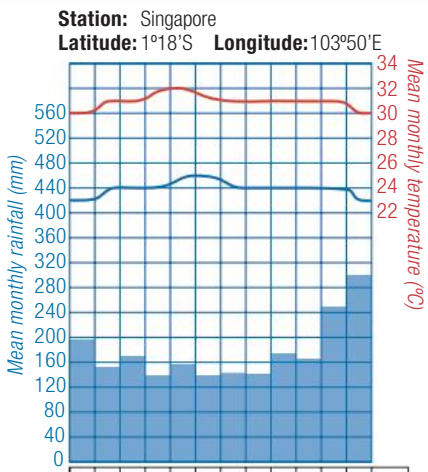
ACTIVITY 13.3

Matching forest type and climate graphs



	J	F	M	A	M	J	J	A	S	O	N	D	Year
Max. temp. (°C)	0	3	7	12	16	19	23	24	19	11	3	0	11 av.
Min. temp. (°C)	–6	–4	–3	0	4	7	9	9	5	2	–2	–6	1 av.
Rainfall (mm)	157	120	96	75	66	58	48	48	64	147	188	162	1229 total

Whistler, Canada



	J	F	M	A	M	J	J	A	S	O	N	D	Year
Max. temp. (°C)	30	31	31	32	32	31	31	31	31	31	31	30	31 av.
Min. temp. (°C)	23	24	24	24	25	25	24	24	24	24	24	23	24 av.
Rainfall (mm)	198	154	171	141	158	140	145	143	177	167	252	304	2150 total

Singapore

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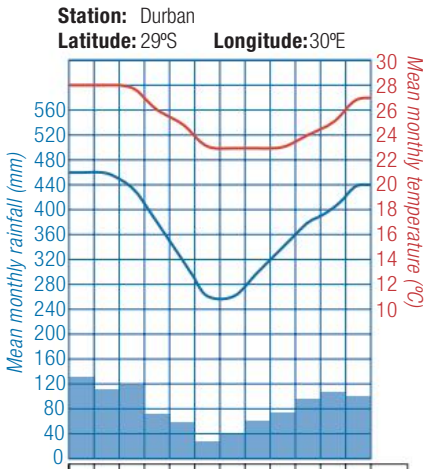

	J	F	M	A	M	J	J	A	S	O	N	D	Year
Max. temp. (ºC)	28	28	28	26	25	23	23	23	23	24	25	27	25 av.
Min. temp. (ºC)	21	21	20	17	14	11	11	13	15	17	18	20	17 av.
Rainfall (mm)	134	113	120	73	59	28	39	62	73	98	108	102	1009 total

Durban, South Africa

▲ **Figure 13.11** Climate graphs for three different locations

1 For each climate graph, explain what climate zones they are most likely to fit.
2 Predict which forest type is most likely to be dominant in each location. Give reasons for your choices.

ACTIVITY 13.4

Matching forest type and climate

1 For each of the three forest types (tropical, temperate and boreal), find an image of the forest in a named location.
2 Find the locations on a map and compare to Figure 13.10. Write down the location in the expected climate zone for each forest type.
3 Search for a climate graph at or close to each location. Write down whether the climate graph fits the climate zone.
4 If the answers you found do not fit the expected pattern, attempt to find an explanation by finding out what you can about the geography at the locations. For example, the location's climate might be affected by local wind patterns or altitude, or the location could be on the border between two climate zones or dominant forest types, or human activity may have modified the forest type.
5 Conclude whether your findings fit the hypothesis, 'The main determinant of forest type is climate'.

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Features of the trees of different forests

The three types of forests can be further categorised based on the features of their trees, including whether they are **evergreen** or **deciduous** and **broadleaf** or coniferous. Evergreen trees are those that keep their leaves year-round, while deciduous trees shed their leaves annually. Broadleaf trees have flat, wide leaves, while coniferous trees have needle-shaped leaves and their seeds develop in cones that may be woody. Coniferous forests, such as those found in Japan, are always evergreen. Broadleaf forests can be either evergreen, such as in tropical forests and Australia's temperate forests, or deciduous, such as in the temperate forests of central Europe.

KEY TERMS

evergreen type of tree that keeps its leaves year-round

deciduous type of tree that sheds its leaves annually in the cold or dry season

broadleaf type of tree that has flat, wide leaves; can be evergreen or deciduous

The deciduous habit in broadleaf trees in regions with cold winters is to conserve water and nutrients when temperatures are too low for metabolism (the processes in living cells). Frozen water is not available to the plant, so freezing conditions are the same for it as very dry conditions.

▲ **Figure 13.12** Coniferous evergreen cedar forest, Japan (left); broadleaf evergreen forest, Tasmania, Australia (centre); and broadleaf deciduous forest, Poland (right)

With a few exceptions (such as holly bushes), broadleaf trees in northern hemisphere temperate forests are deciduous. In tropical and subtropical climates that don't have a freezing winter, the deciduous habit is to conserve water in long dry seasons or occasional droughts, and usually only some of the broadleaf trees in tropical forests are deciduous.

The needle leaves of conifers are adapted to reduce their moisture content in winter, storing it in the woody parts, so the leaf tissue does not freeze solid. The moisture in the wood does not freeze because it has a high concentration of sugars and other substances that reduce its freezing point.

Forests have four different layers: the emergent, canopy, understory and forest floor.

- Emergent: the tallest trees, towering above the canopy and therefore receiving the most sunlight, but also exposed to the harshest conditions, such as wind and changes in temperature.
- Canopy: the roof of the forest, made from the leaves and branches of the majority of the forest's trees, and shading the layers below; in a rainforest this layer is home to the greatest variety of plants and animals
- Understory: smaller and younger trees and leafy shrubs adapted to grow in the shady conditions found at this layer
- Forest floor: the darkest layer, receiving little sunlight; home to small, hardy plants and shrubs and the decaying leaf litter that falls from the upper layers and is quickly broken down by the many insects found here.

Geographers study the types of plants and animals found at the different layers to compare forests.

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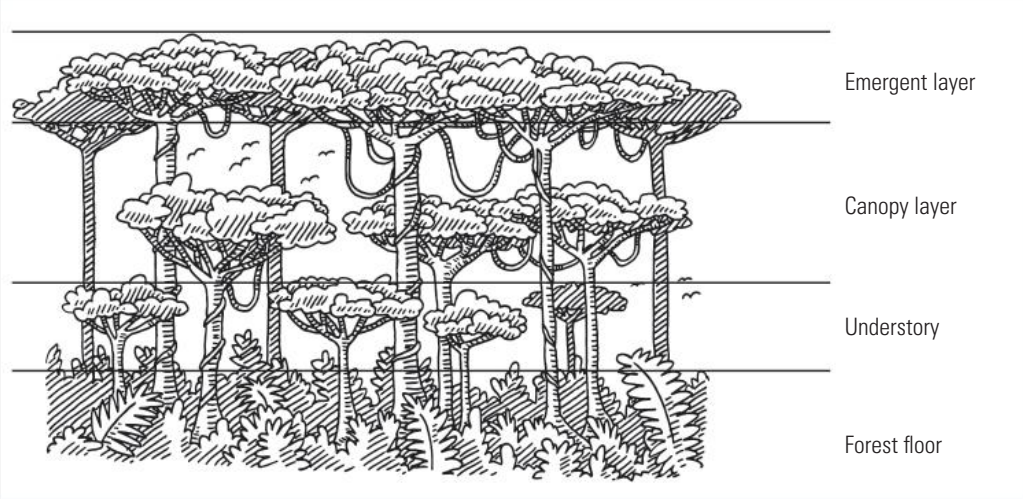
ACTIVITY 13.5

Layers in a forest

1. Find images of forests showing different layers. Make copies of the images and label the different layers. Provide a caption for the image stating the type of forest and its location if known.
2. Find images of forest animals (including birds, insects) in their habitats. Make copies of the images and label with the type of animal, type of forest and location if known. Describe which layer of the forest each animal is usually found in and write brief notes about its way of life.



▲ **Figure 13.13** The layers in a forest

Iconic forest landscapes

Iconic forest landscapes are those that are the most famous because of their beauty, uniqueness or significance to people. For example, the redwood forests in the Pacific Northwest region of United States are renowned as the home of the world's tallest (coast redwoods) and largest (giant redwoods) tree species. The tallest tree ever recorded is Hyperion, a coast redwood measured at 115.85 metres in 2006.

Australia's mountain ash is the world's tallest flowering plant. Found in forests in south-eastern Australia, the tallest living mountain ash tree is Centurion, a 100 metre giant growing in Tasmania's Huon Valley.

▲ **Figure 13.14** Redwoods in California's Redwood National Park and an 87-metre-tall mountain ash growing in Tasmania's Styx Valley.

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Amazing but true

A sign near the town of Thorpdale in Victoria's Strzelecki Ranges points to the 'World's Tallest Tree'. Intrigued visitors who follow the directions are met not with a towering giant of a tree but with another sign claiming that this *was* the site of the world's tallest tree. At the end of the 1800s, the tree was cut down by a local farmer and *then* measured at 114 metres. It is not certain if this was the tallest tree in the world, but it is clear that in the 1800s many massive trees, in both height and girth, were felled in the mountain forests of Victoria's Great Dividing Range, Otways and Strzeleckis. It is possible that if left to grow, the tallest trees in the world would now be in Victoria not California.

▲ **Figure 13.15** A timber mill in the Victorian town of Warburton in 1909. The double circular saws were designed to cope with the large-diameter trees logged in Victorian forests at the time.

Digital quiz
Please see the Interactive Textbook to access digital activities

END-OF-SECTION REVIEW 13.1

Review questions

Answer these questions on paper or in the Interactive Textbook.

Recall

1 List the three main types of forests.
2 Explain the difference between evergreen and deciduous trees.
3 What is the difference between broadleaf and coniferous trees?
4 Which types of forest are the dominant ones found in these climatic zones:
   a Tropical climate zone
   b Subtropical climate zone
   c Temperate climate zone
   d Subarctic climate zone.

Interpret

5 Relate the types of trees in questions 2 and 3 to the types of forests in question 1, listing which kinds of tree are found in which types of forests.
6 Describe features of the four layers in a forest.
7 Refer to Figure 13.10.
   a Name the continents that contain the largest amounts of tropical, temperate and boreal forest.
   b Use an atlas to identify three countries that contain tropical forests, three that contain temperate forests and three that contain boreal forest.

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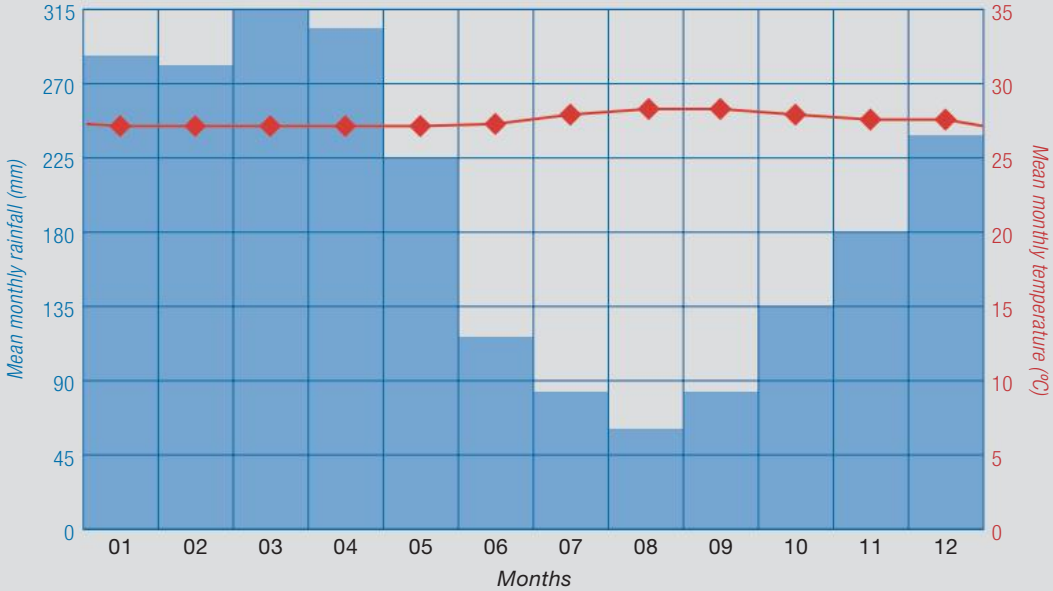
Argue

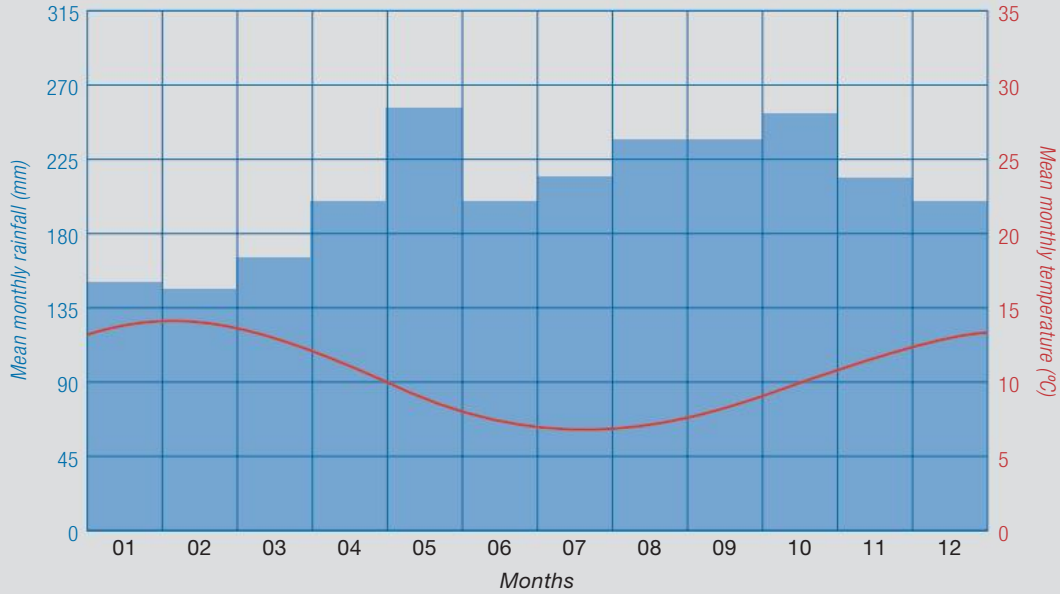
8 Explain which type of forest you would expect to be the dominant type in locations with these climate graphs:

a



Manaus, Brazil

b



Dandenong, Victoria

9 Refer to the story of the discovery of the Wollemi pine. Do you believe that the location of the trees in the Wollemi National Park should be revealed, allowing the public to see these unique plants in the wild? Give reasons for your answer.

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13.2 Geographic factors that produce different forest landscapes

FOCUS QUESTION

What are the geographic factors and processes that create different forest landscapes?

The different types of forest landscapes, where they are located, and their distribution, are all determined by a range of factors. These include climatic conditions such as temperature and rainfall, the type of soil and amount of sunlight. The diverse vegetation and wildlife found in tropical rainforests requires high temperatures and consistent rainfall throughout the year. The large trees found in temperate broadleaf forests result from distinct seasons, with long warm summers and moderate rainfall providing perfect conditions for trees such as California's redwoods and Australia's mountain ash to reach their massive sizes. The coniferous trees found in boreal forests are adapted to grow in harsh conditions with long dark winters, below freezing temperatures, low rainfall and short summers.

Latitude

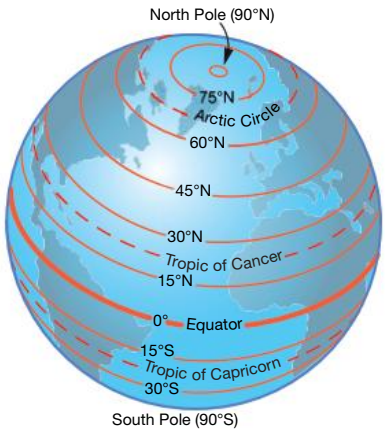
One of the main factors determining these climatic conditions is **latitude**. Latitude is shown by the horizontal lines on a globe or map known as **parallels**. The equator is the parallel circling the middle of the Earth, dividing it into the northern and southern hemispheres, and is known as zero degrees latitude. The degree of latitude increases as you move north or south until the poles are reached, with the North Pole representing 90 degrees north and the South Pole representing 90 degrees south. Other significant parallels of latitude are the Tropic of Cancer and the Tropic of Capricorn, and the Arctic and Antarctic circles. These are shown in Figure 13.16. Latitude determines the amount of daylight received by a location at different times of the year, and how high the sun is at noon each day. In turn, these determine how much solar radiation a location gets. Along the equator, daylight is consistent throughout the year, resulting in year-round hot temperatures, with seasons classified as dry and wet. As you move north or south of the equator, the amount of daylight decreases in winter and increases in summer, creating longer and colder winters the closer you are to the poles. The parallels between the Tropic of Cancer and Tropic of Capricorn receive the most consistent sunlight.

KEY TERMS

latitude a measurement of a location's distance north or south of the equator

parallels horizontal lines on a map or globe representing latitude

As a result the world's climate zones form rough bands parallel to the equator, as shown in Figure 13.16. The strong relationship between latitude and the distribution of the world's forests can be seen in Figure 13.10. Most tropical forests are located between the two tropics, temperate forests are located north or south of the tropics, and boreal forests are in the region just south of the Arctic Circle.



▲ **Figure 13.16** Parallels of latitude, labelled in degrees (°). These indicate the angle formed by an imaginary line drawn from the parallel of latitude on the surface, to the centre of the Earth, and from there to the equator.

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ACTIVITY 13.6

Climate bands, and latitude and forest types

1. Make a copy of Figure 13.9, including the horizontal lines to indicate rough climate bands.
2. Using Figure 13.16 as a guide and any other research you need (you could use a globe or Google Earth), label each of your dashed lines with their approximate latitude in degrees.
3. Are the climate bands symmetrical on either side of the equator? Describe the extent to which they are, and any band that isn't symmetrical.
4. Try to explain any variations between continents at the same latitudes that you found.
5. Describe how well the distribution of forest types in Figure 13.10 matches your map of climate bands. Do you think it is justified to say that the world also has bands of forest types?

Landforms also influence climate and the type of forests found in a location. For example, the higher elevations found in mountainous landscapes result in cooler climates. In tropical regions, forests located in landscapes with elevations greater than 1000 metres are known as **montane tropical forests**. Tropical forests with the height of trees and variety of plants and animals less than 1000 metres are called **lowland tropical forests**.

In the subtropics, there can be considerable differences in climate and forest between, for example, lowland areas such as near the coast, and plateaus above 1000 metres such as on the southern African plateau.

In temperate regions there may be temperate forests in valleys and lowland plains, while coniferous forest like boreal forests are found on the higher slopes of mountains at the same latitude.

The shape of a landform also determines its **aspect**, the direction a slope faces. In Australia, northerly aspects receive the most sunlight, which significantly effects the growth of trees and can even result in different types of forest growing on either side of a valley or ridge.

KEY TERMS

montane tropical forest tropical forest located in landscapes with elevations higher than 1000 metres

lowland tropical forest tropical forests located in landscapes with elevations less than 1000 metres

aspect the compass direction a slope faces

▲ **Figure 13.17** Montane tropical rainforest in Sri Lanka (left). The covering of mist means these forests are also known as cloud forests. The lowland tropical rainforest in Sri Lanka (right) is home to Sri Lankan elephants.

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CASE STUDY 13.1

Boreal forest

It is hard to imagine, but the world's largest forest biome is located in one of the harshest environments. Taiga, derived from the Russian word for forest, and boreal forest refer to the same forest type located in the subarctic regions of Europe, Asia and North America.

The Russian taiga is the largest, stretching for more than 5800 kilometres across the country's north. Conditions in the region are harsh. Winter temperatures average below zero and feature only snow, not rain. Summers are warmer, but the increased temperatures attract swarms of insects. The forest is made up of coniferous trees that have adapted to the harsh conditions, such as pines and spruce, with few plants in the understory, and moss and lichen covering the forest floor. The forest is home to a variety of animals that have learnt to live in the extreme cold, including hares, wolverines, wolves, moose, bears and the rare Siberian tiger, the world's largest cat species. The hostile, inaccessible conditions have helped to protect the taiga, which form some of the world's largest areas of untouched wilderness. However, increased logging and the effects of climate change threaten the continued sustainability of the forest.

▲ **Figure 13.18** The Russian taiga forest

▲ **Figure 13.19** The endangered Siberian tiger. Only around 500 of these magnificent cats remain in the wild.

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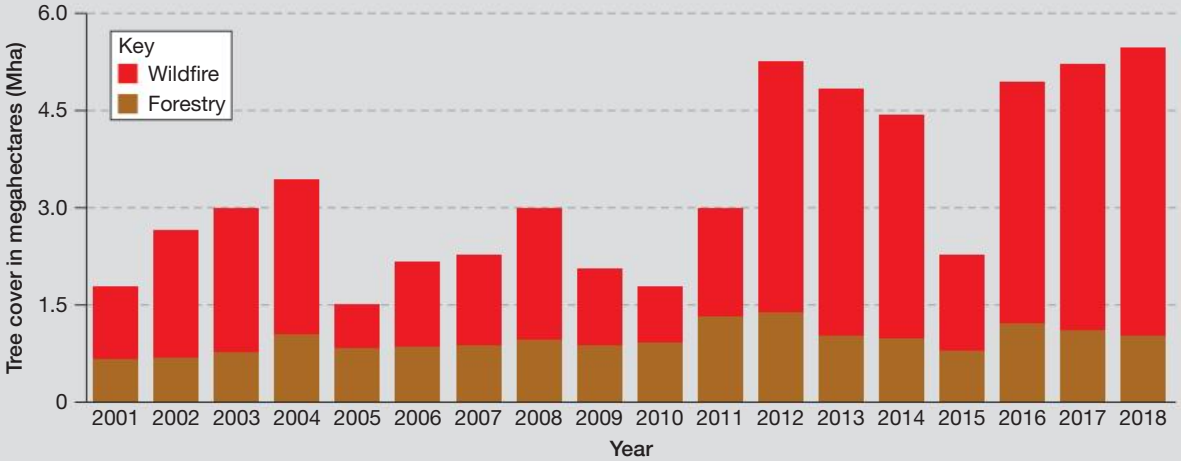
ACTIVITY 13.7

Tree-cover loss



▲ **Figure 13.20** Causes of tree-cover loss in Russia, 2001–18. Russia has 882 megahectares of tree cover, so a loss of 4.4 megahectares represents 0.5 per cent of the total.

1 Describe the general trend of tree-cover loss in Russia between 2001 and 2018. In your answer, ensure you use quantities to explain the trends you observe and identify anomalies.
2 Describe the trends related to the causes of tree-cover loss in Russia. In which years were those causes most significant?

END-OF-SECTION REVIEW 13.2

Review questions

Answer these questions on paper or in the Interactive Textbook.

Digital quiz
Please see the Interactive Textbook to access digital activities

Recall

1 Define 'latitude' and 'parallels of latitude'.
2 Describe the climatic conditions of locations where tropical forests grow.
3 What is meant by aspect? How can this affect the types of forest growing in a landscape?
4 Recall the main type of trees found in taiga forests. List three animals that make their homes in these forests.

Interpret

5 Explain the relationship between latitude and the distribution of the different types of forests. Refer to specific examples in your answer.
6 How does a location's elevation affect the characteristics of forests? In your response refer to montane and tropical rainforests.

Argue

7 What physical attribute of the environment varies with latitude and influences the climate zones found at different latitudes?
8 What geographical characteristics have the greatest influence on the distribution of the three main types of forest? Explain the reasons for your answer.

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13.3 Human causes of landscape degradation and their effects

FOCUS QUESTION

How do humans impact forest landscapes?

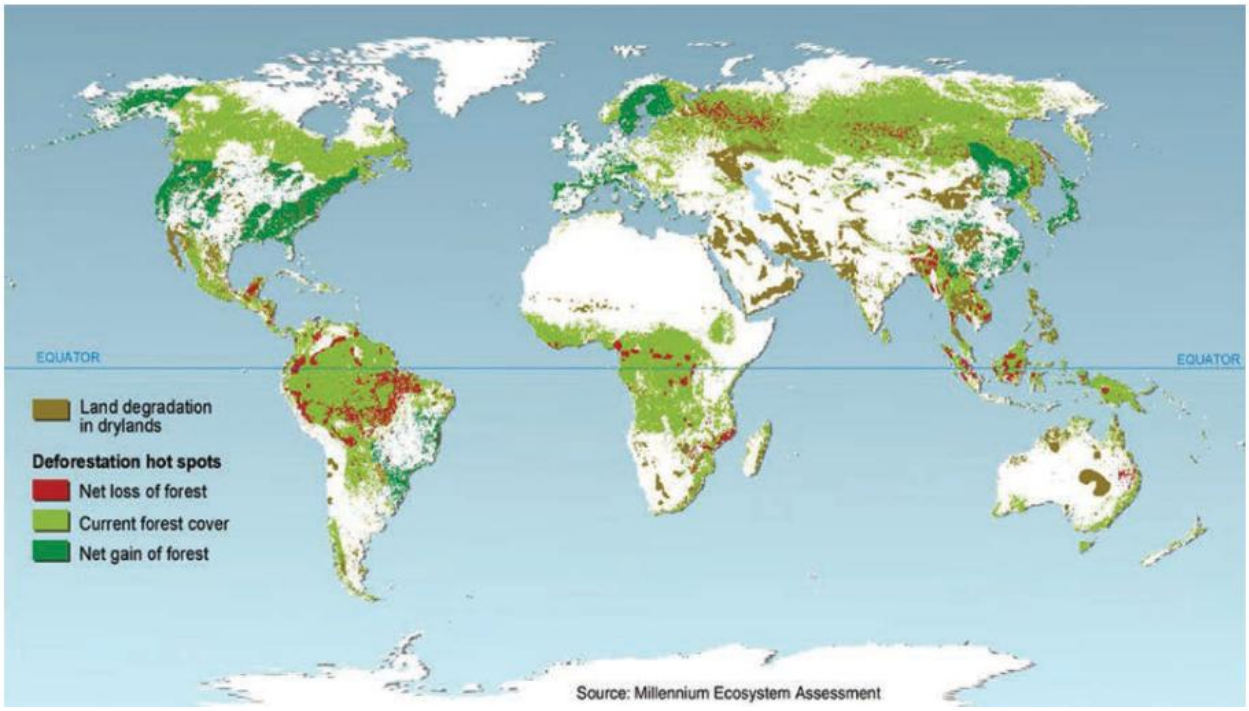
Forest landscapes have been used by humans throughout history, providing a source for food, medicines, timber, land and other resources, as well as a location for recreation. This interaction with people means that few of the world's forests are truly pristine – untouched in some way by humans. In many cases, human use has degraded forest landscapes, with the greatest impact being **deforestation**.

KEY TERM
deforestation the permanent clearing of a forest and use of the land for another purpose

It is estimated that more than half of the world's original forest cover has been lost to deforestation. Between 2001 and 2018, 361 million hectares of tree cover was removed across the globe, with an area roughly four time the size of Tasmania lost each year. The main causes of this loss are conversion of the land for agriculture, in particular for grazing cattle, farming soy and palms for oil, and harvesting of timber for domestic consumption or export. Fire is also a significant cause, both natural bushfires and fires deliberately lit in order to clear the land.

▲ **Figure 13.21** Ginseng is a medicine used to lower cholesterol, and boost energy and immunity. It grows in the woodland of north and central America.

▼ **Figure 13.22** Changes in world forest cover, 1992–2012



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ACTIVITY 13.8

Check your understanding

1. Name three major regions of the world with major net loss of forest (where more forest has been lost or destroyed than has been grown) as shown in Figure 13.22.
2. Describe where net loss of forest was greatest in Australia and neighbouring countries.
3. Which continents saw the greatest net gain of forest? Suggest a reason why forest cover in an area might have increased.

▲ **Figure 13.23** Examples of loss of forest cover (left to right): Washington State, USA (deforestation); Brazil, South America (wildfire); Queensland, Australia (deforestation)

Where is deforestation most severe?

Between 1992 and 2012 the largest areas of forest loss were in the tropical rainforests of South America, South-East Asia and Africa, and Russia's taiga forest. The causes vary.

However, human impacts on forests ought to be considered since the invention of agriculture, and that goes back some 10 000 years. Figure 13.10 shows the zones in which each of the three types of forest would grow if there were no human impact on forests. These are a guide to original forest cover before large-scale farming and ranching. Figure 13.22 shows 2012 forest cover. As you can see, some parts of certain forest zones do not currently have forest cover. Compare the forest zones and current forest cover, and consider how much human impact there appears to have been on forests using this method.

It may be that in the last 20 years, countries such as Brazil and Indonesia have been catching up with what had already been taking place in Europe, China and India for centuries, if not millennia. Research shows, for example, that extensive forest clearing for farming and grazing started 5000 years ago in Great Britain, and by the time the Romans arrived in 55 BCE, in some areas half of the forests had gone.

Although the major cause of tree-cover loss in Australia is wildfire, deforestation is also a significant contributor, with 4.45 million hectares cleared between 2001 and 2018, an 11 per cent reduction in tree cover. The vast majority of this deforestation occurred in Queensland, where huge tracts of forest have been bulldozed to allow for cattle grazing and cropping. Other reasons for deforestation include urbanisation, using wood for building materials, and the economic benefits of exporting wood to other countries.

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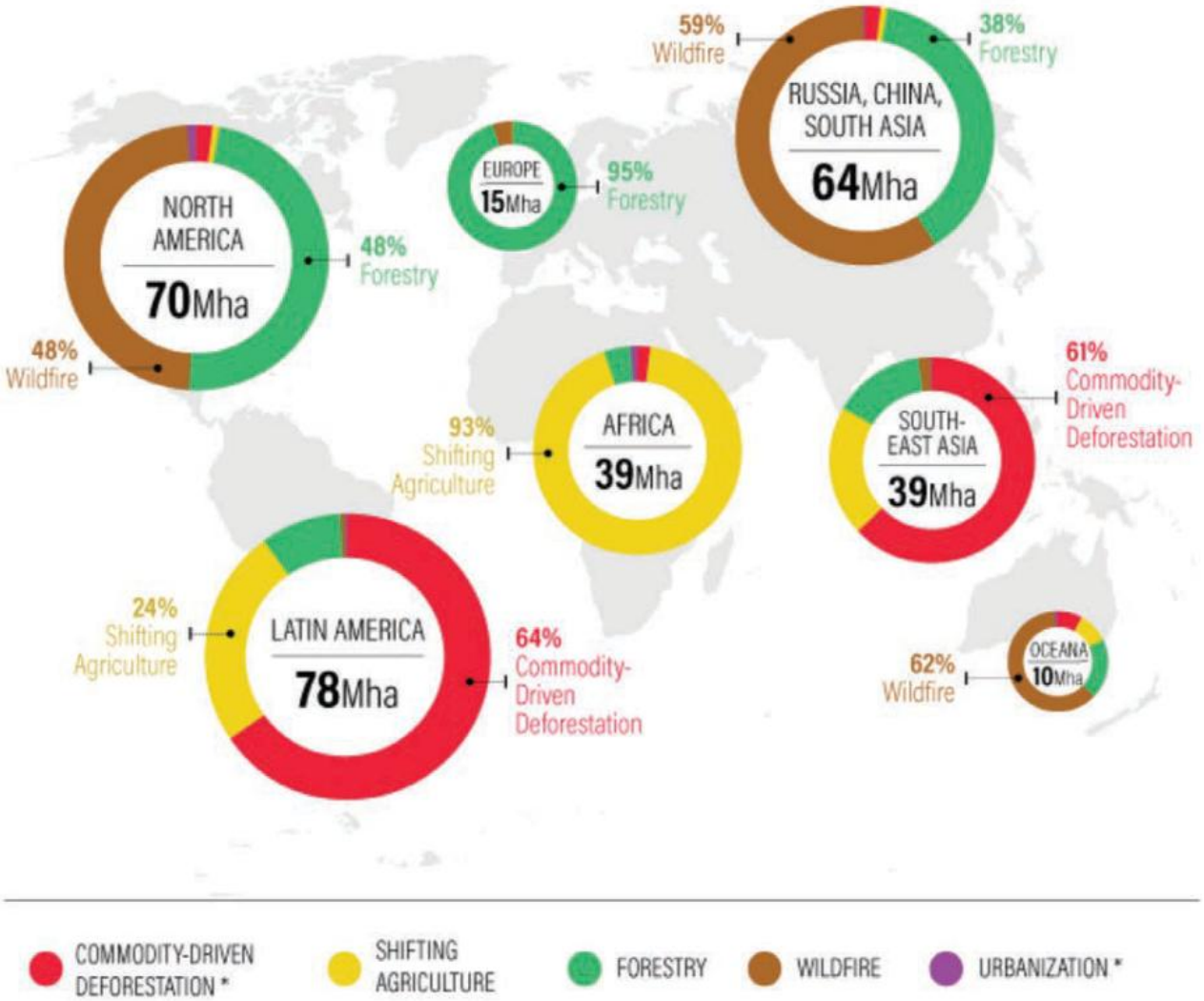

▲ **Figure 13.24** The different drivers of tree-cover loss around the world, 2001–15

DEVELOPING GEOGRAPHICAL CONCEPTS AND SKILLS 13.2

Constructing bar graphs

To construct a simple bar graph, follow the steps below:

1. Select the set of information to be represented on the horizontal axis; this will be the quantifiable variable in the case of bar graphs.
2. Select the variable to be plotted on the vertical axis. It is usually the non-quantifiable data; for example, the year, country or age group.
3. Decide on the width and spacing of the bars.
4. Draw the axes, ensuring they can accommodate the range of data to be graphed. Label each axis and give the graph a title.
5. Draw in the bars in pencil, making sure the value of each is accurately plotted.
6. Colour each bar and label if appropriate.

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Use the data in Table 13.4 to complete the activity.

▲ **Figure 13.25** A bulldozer clearing native eucalypt and cypress forest in Queensland's Brigalow Belt region

1. Create a bar graph using the information in Table 13.4.
2. Describe the pattern of change in land clearing from 2009 to 2017.
3. In what year was the rate of vegetation clearing in Queensland highest?
4. Between which two years was the greatest increase in vegetation clearing? Approximately how much was this increase?

▼ **Table 13.4** Vegetation clearing in Queensland

Year	Hectares
2009	83 000
2010	92 000
2011	155 000
2012	261 000
2013	295 000
2014	296 000
2015	390 000
2016	356 000
2017	392 000

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The impact of deforestation on both the natural environment and humans is significant. More than 80 per cent of terrestrial plant and animal species live in forests. Deforestation lessens biodiversity and threatens many species with extinction, including Sumatran tigers, orangutans and Victoria's leadbeater's possum. Around 750 million people also live in forests, including 60 million indigenous people, with a further 1.25 billion people reliant on forests for resources such food, water and energy, and for their livelihoods. Increasing rates of deforestation threatens the sustainability of these people's standard of living and quality of life.

Deforestation is also a major contributor to climate change. Trees absorb carbon through the process of photosynthesis, with the world's forests storing massive amounts of carbon. When forests are burnt, stored carbon is released into the atmosphere, mainly as carbon dioxide. According to the Climate Council of Australia, the 2015–17 global loss of tropical forests contributed about 8–10 per cent of human emissions of carbon dioxide. However, this is a complex issue and any analysis has to look very carefully at exactly what the deforested areas are subsequently used for.

▲ **Figure 13.26** A leadbeater's possum

Amazing but true …

While deforestation has dramatically reduced the size of the world's forests, reforestation – the regrowing of forests destroyed by deforestation – is also occurring. Countries such as Costa Rica, Germany and India have increased their forest coverage through combinations of tree planting and protecting existing forests. Since 1978 China has planted more than 66 billion trees to create the Great Green Wall, a 4500 kilometres forest barrier intended to stop the spread of the Gobi Desert. Perhaps the most unusual example of reforestation is in Ukraine, where forest and wildlife have reclaimed the towns and villages abandoned after the meltdown of the Chernobyl nuclear reactor in 1986.

▲ **Figure 13.27** Forest growing in the town of Pripyat, abandoned after the Chernobyl nuclear power station (in the background) went into meltdown

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END-OF-SECTION REVIEW 13.3

Digital quiz
Please see the Interactive Textbook to access digital activities

Review questions

Answer these questions on paper or in the Interactive Textbook.

Recall

1 Define the term 'deforestation'.
2 Identify two causes of deforestation.
3 List four different human uses of forests.
4 Outline the main way in which deforestation contributes to emissions of carbon dioxide.

Interpret

5 Use Figures 13.10 and 13.22 to answer these questions.
   a List the two types of forest you think have had the greatest net loss of forest.
   b Which forest zone do you think has had the greatest net gain of forest?
6 Figure 13.10 shows the zones in which each of the three types of forest would grow if there were no human impact on forests. Figure 13.22 shows the 2012 levels of forest cover. Some parts of certain forest zones do not currently have forest cover. Compare the forest zones and current forest cover for these countries or regions, and describe how much human impact there appears to have been on forests:
   a Europe
   b USA
   c Australia
   d Brazil.
7 Where did most of the deforestation in Australia occur in 1992–2012, as shown by Figure 13.22? Why do you think this might be?

Argue

8 Explain what is meant by reforestation. Include two examples of reforestation in your answer. Despite the massive reforestation projects taking place in different countries, why do you think the overall level of the world's forest cover continues to decrease?

◄ **Figure 13.28** Cleared jungle burning in Sumatra, Indonesia

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13.4 The significance of forest landscapes for different peoples

FOCUS QUESTION

Why are forest landscapes significant for different peoples?

Forest landscapes are special places that have significance for different peoples in many ways. We have seen that forests are home to millions of people and relied upon as a resource by a billion more. This section describes some of the other ways that forests are significant for different peoples.

Spiritual

The age, beauty and mystery of forests mean they have long formed a part of the spiritual and religious beliefs of many different peoples. In Japan's Shinto religion, the sakaki tree is considered sacred and is planted at shrines to separate the sacred areas from the outside world. The **shamans** of Peru's Shipibo people use ingredients from the Amazon forest to create hallucinogenic potions used in their spiritual ceremonies. The shamans' knowledge of the forest's plants and their healing properties is so extensive it has been used by scientists and pharmaceutical companies to help identify and create new medicines. In Australia, forests and trees are central to the lives and beliefs of many Aboriginal and Torres Strait Islander peoples. In Far North Queensland, there are 18 rainforest Aboriginal peoples, including the Kuku Yalanji, whose traditional lands cover the wet tropical rainforest stretching south from Cooktown to Port Douglas. The Kuku Yalnaji have an intimate understanding of the rainforest passed down the generations for thousands of years through their oral culture. In Victoria, the significance of trees for the Djab Wurrung people has resulted in an ongoing blockade of roadworks on the Western Highway to prevent the removal of 260 sacred trees, including an 800-year-old 'birthing tree'.

KEY TERM

shaman a person thought to have special abilities such as healing, seeing the future and speaking with good and evil spirits

Tragically in October 2020, the Victorian government felled a 350 Directions Tree, which was sacred to the Djab Wurrung people, to make way for a highway. The destruction of these sacred trees has been likened to the desecration of a church, and protesters continue to fight to protect the remaining revered trees in the area.

▼ **Figure 13.29** Aboriginal peoples in the wet tropics of northern Queensland

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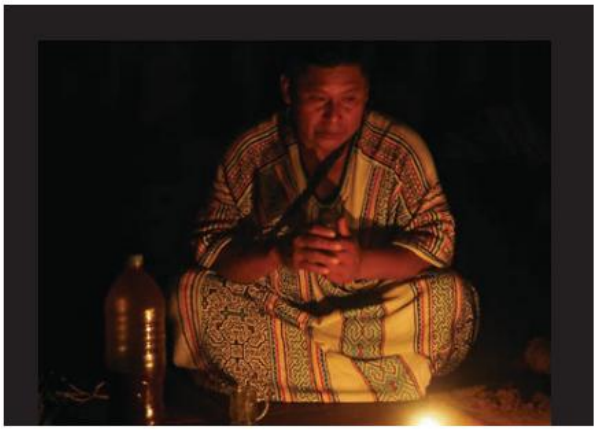
▲ **Figure 13.30** Some trees, such as the Djap Wurrung tree shown here, are up to 800 years old and have been used for approximately 50 generations as a place for Aboriginal women to give birth.



▲ **Figure 13.31** A Shipibo shaman taking part in ceremonial drinking of the hallucinogenic brew *ayahuasca*

Culture

Forest landscapes, both real and imagined, have long featured in art and popular culture. Many works of fiction are set in or feature forests, including the '100 Aker Wood' in *Winnie the Pooh*, inspired by the Ashdown Forest in England's East Sussex; the Forbidden Forest in the *Harry Potter* books; and the many mythical forests in Tolkien's *Lord of the Rings*. The film *Avatar* featured the fantastical forest planet of Pandora, while in *Apocalypse Now* the main character journeys deep into the jungle of South-East Asia's tropical rainforest. Many painters have attempted to capture the beauty of forest landscapes. In Australia, images of the Australian bush were represented in works by the Austrian artist Eugene von Guerard between 1852 and 1882, and later in the nineteenth and early twentieth centuries by the impressionist artists of the Heidelberg School, such as Tom Roberts and Frederick McCubbin. Forests have even featured in computer games, including the Redwood map in Call of Duty and the different forest biomes in Minecraft.

▲ **Figure 13.32** The Forbidden Forest in *Harry Potter and the Deathly Hallows*

▲ **Figure 13.33** Frederick McCubbin's *The Pioneer*, painted in 1904

ACTIVITY 13.9

Reflection activity

Write a paragraph about a forest that is important to you. You could choose a forest you have been to, or one that you have seen in a film, painting, on TV or in a book.

In your paragraph you should:

- Describe the forest
- Explain why it is important to you
- Identify the sense of place you have when you think about this forest.

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Digital quiz
Please see the Interactive Textbook to access digital activities

END-OF-SECTION REVIEW 13.4

Review questions

Answer these questions on paper or in the Interactive Textbook.

Recall

1. What is the name of the sacred tree in the Shinto religion? How is it used in Shinto shrines?
2. How many rainforest Aboriginal peoples are there in Far North Queensland? Name one of the groups and describe the location of their traditional lands.
3. What is the name given to the Australian school of impressionist artists, including Tom Roberts?

Interpret

4. Describe how the shamans in Peru use the forest.
5. Refer to McCubbin's painting *The Pioneer* (Figure 13.33).
   - a Describe the forest shown in the painting.
   - b Do you believe it is a tropical, temperate or boreal forest? Why?
   - c How have the humans shown in the painting impacted the forest landscape?

Argue

6. Research the Djab Wurrung's attempts to block the removal of sacred trees along the Western Highway. Have they been successful or has the road been built? Should the significance of trees to Aboriginal people prevent their removal for road projects like this? Explain your answer.

◄ **Figure 13.34** A Yirrganydji woman explains how Aboriginal peoples use the fruit and seeds found in the rainforests of Queensland's tropical north.

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End-of-chapter activities

1 Self-assessment

That just about wraps up this topic. How did you feel you went working through the chapter? Before you attempt the following activities, visit the Interactive Textbook to rate your confidence with this topic, either online or via a downloadable checklist.

2 Follow the flow of main ideas

What ideas have you learnt about forest landforms and landscapes? Copy the diagram below and fill it in by explaining in a few points what each topic means for understanding landforms and landscapes. (One has been done for you.)

Types of forest landscapes and their distinctive features	• A forest is a landscape dominated by trees. • The main types of forest are tropical, temperate and boreal. • Evergreen trees keep their leaves year-round, while deciduous trees drop their leaves in the cold season. • Broadleaf trees have flat wide leaves and can be evergreen or deciduous; coniferous trees have needle-like leaves and are evergreen. • The four layers in a forest are emergent, canopy, understory and forest floor.
Iconic forest landscapes	
Latitude	
Deforestation	
Significance of forest landscapes	

3 Key terms and names

For each key term or name from the chapter, write a sentence explaining its significance.

- Wollemi pine
- Tropical rainforest
- Hyperion
- Latitude
- Taiga
- Deforestation
- Climate change
- Shaman
- Djab Wurrung.

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4 Making thinking visible

I used to think, now I think …

In this visible thinking routine, you are asked to track the difference between what you knew about forest landscapes before starting this unit, and what new understandings you have acquired since doing this unit.

Using these stem sentences, write a paragraph explaining what you previously knew about forest landscapes and another paragraph explaining what you now understand, additionally, about forest landscapes.

1A I used to think that forest landscapes were …
1B Now I understand that forest landscapes are …

2A I used to think that deciduous trees were …
2B Now I understand that deciduous trees are …

3A I used to think that deforestation was …
3B Now I understand that deforestation is …

4A I used to think humans used forest landscapes for …
4B Now I understand that humans use forest landscapes for …

5A I used to think that forests were significant to humans because …
5B Now I understand that forests are significant to humans because …

5 Research task

Research and prepare a report on one famous forest to present to the class. Your report must cover the following:

- The location (absolute and relative and at different scales) shown on a map
- Identification and description of the type of forest
- An annotated display showing the types of flora/fauna found at the different levels in the forest
- A description of one animal, insect or fungi that is unique to the forest environment
- The significance of the forest for humans and the impact of humans on the forest
- Any other interesting facts, information or stories related to the forest.

6 Digital resources

Visit the Interactive Textbook to access:

- Victorian Curriculum Capability Project
- Interactive chapter Scorcher Quiz
- Google Earth tour of key locations in this chapter
- Videos, image galleries and other extra materials.

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Glossary

Please note that this glossary is for the digital-only chapters.

History

Althing the assembly of freemen that governed Viking communities

Anglo-Saxons Germanic inhabitants of Great Britain (and their descendants) following their arrival in the fifth century

artisan someone who does skilled work with their hands

avatar the incarnation of a god

baray enormous reservoirs holding millions of cubic metres of water

barbarian person who lived outside the limits of the society and was believed to be uncivilised and primitive

bas-relief pictures carved in stone so that they stand out slightly against a flat surface

Bayeux Tapestry a long, embroidered cloth created in the 1070s that depicts the events leading up to the Norman Conquest of England, the invasion and the Battle of Hastings

bazaar a central marketplace of a city

besiege to surround a city with an army and attempt to capture and control it

Brahmin the Hindu caste (class) of priests and teachers

bund a low earth bank used to create shallow ponds for growing rice

caravanserai roadside inn

carbon dating also known as radiocarbon dating, a chemical method of estimating the age of carbon-bearing materials or artefacts

castrate remove a man's testicles

Christianity a religion that is based on the life and teachings of Jesus Christ

civic pride pride in one's home city

clan an extended family

commission to pay someone to create a special piece of work

commodity an item that is bought and sold, especially a raw material or something that is manufactured, for which there is a commercial demand

concubine a female companion of lower status than a wife

constitution set of rules for governing

contest challenge

convert a person who has chosen or been persuaded to change their religion or beliefs

corvée compulsory work done by peasants for the king or local officials

cremation to reduce to ashes by burning

currency a unit of money used by the people of a country or land for buying and selling goods and services

Danelaw the parts of Anglo-Saxon England that came under Danish law and where Danish customs were observed, particularly in the late eighth and early ninth centuries

democracy a form of government where members of the community take part in decision-making through voting

dharma the Hindu and Buddhist idea of good order and harmony being maintained in the world

diplomacy management of relationships between governments

dowry money a bride brings into her marriage, usually gifted by her parents/guardians

dynasty a succession of rulers from the same family

economy the system of how money is made and used within a particular country or region

exiled to be expelled or banished from one's homeland

expedition a purposive journey undertaken by a group of people

fief an estate of land

gender roles the traditional expectations of women and men

guild an organisation of people who do the same job

harem literally 'forbidden'; the area of an Ottoman household where the wives and mistresses lived

hearth a brick or stone lined fireplace or oven used for cooking and heating

hierarchy a system of organisation in which individuals or groups are ranked one above the other

indentured servitude when someone is forced to sign a contract to work a certain number of years, often in exchange for food, clothes and shelter, but little or no pay.

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Indianisation the adoption of religion, culture and ideas from India by other cultures

Indochina the part of mainland South-East Asia comprising present-day Thailand, Cambodia, Laos and Vietnam and sometimes Myanmar.

invoke to call on someone or something for help

Janissary elite soldier of the Ottoman army

karma the effects of one's actions in life, be they good or bad; the natural consequences of actions

khan a ruler or a chief; used by the Mongols

Khmer the people, language and culture of historic Angkor and modern-day Cambodia

kinship people related by blood

knarr a Viking cargo ship capable of open sea travel

kumis a drink with a low alcohol content produced by fermenting mare's milk

laterite a type of reddish soil and rock found in the tropics

letter of exchange a note promising to pay money; a cheque

lintel a stone that spans the top of a doorway, stopping the weight of a building falling into the doorway

lithic mulching spreading rocks and pebbles across fields to prevent soil from being blown away by the wind; as the rocks are blown, small particles fall off into the soil, adding nutrients

loot to steal, usually during a violent event involving great numbers of people

mana inherited supernatural power that gives authority

manslaughter the crime of killing a person when the killer did not intend to do it or cannot be responsible for their actions

mebon a temple built on an artificial island in a *baray*

mercenary a soldier who fights for payment rather than political interests or patriotism

meritocracy a society where people are chosen for positions based on their abilities, skills or achievements

mien a person's appearance or manner

millet a system under which religious groups in the Ottoman Empire were able to live by their own religious laws

monotheism a religion that believes in only one god

monsoon the season of heavy rain during the summer in hot Asian countries

mythology a collection of stories that belong to a particular people or culture and tell about their history, ancestors, heroes, gods and other supernatural beings

nirvana a state of freedom from all suffering that Buddhists believe can be achieved by removing all personal wishes

nomads people who do not live in one city, town or village but move from place to place depending upon the season

Old Norse the old form of the Norwegian language common to the lands of Scandinavia

pagan someone who worships many gods, especially ones that are not part of the main world religions

pagan someone who worships many gods, especially ones that are not part of the main world religions

pantheon the group of gods of a particular culture

Papal States a large district in central Italy ruled by the pope

patron person who supports an activity by giving money

polytheism a belief system with more than one god

primary source a source created at the time it refers to

prior an official

prophecy a message, usually involving the future, that is claimed to be from a god or deity

province a region of a larger country or empire

regent a person appointed to rule temporarily on behalf of the rightful ruler

saga a long, narrative epic written in Old Norse that tells stories of the Vikings who lived between 930 CE and 1030 CE; written between the late twelfth and early fourteenth centuries

samsara cycle of rebirth or reincarnation

shaman a person thought to have special abilities such as healing, seeing the future and speaking with good and evil spirits

shaman a person thought to have special abilities such as healing, seeing the future and speaking with good and evil spirits

Silk Roads the series of trade routes that stretched from China all the way to Europe

silt rich, fine soil carried in the waters of canals or rivers

stele a vertical piece of stone with writing cut into it, often used in the past as a gravestone

steppes a large area of grassland that is flat and has almost no trees

subsistence farming a family or group grows enough crops to feed themselves

supply train wagons to transport food, weapons and medicine with an army going to battle

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Trimurti the Hindu Trinity, made up of the three most significant gods, Brahma, Shiva and Vishnu

usurper someone who claims to be the rightful ruler, but isn't

Uyghur a tribe of people who lived in Mongolia and in what is modern-day China and Turkestan

vassal a person who owes allegiance and service to another person within the feudal system, who received land in return for their service

Yassa Mongolian law, literally 'order' or 'decree'

yurt a large circular tent traditionally made from felt or animal skins

Geography

aspect the compass direction a slope faces

batholith a large rock mass formed when magma hardens in a magma chamber and is exposed by erosion

biome a zone or region with a similar vegetation type, climate and collection of ecosystems

boreal forest (taiga) coniferous forest located in the subarctic regions just south of the Arctic Circle

broadleaf type of tree that has flat, wide leaves; can be evergreen or deciduous

caldera large cauldron-like depression forming after a magma chamber or reservoir is emptied in a volcanic eruption

coniferous evergreen trees with needle-shaped leaves and seeds that develop in cones that may be woody

crater the round hole at the top of a volcano

deciduous type of tree that sheds its leaves annually in the cold or dry season

deforestation the permanent clearing of a forest and use of the land for another purpose

dyke a vertical, flat sheet of rock formed when magma hardens in a crack in existing rock

evergreen type of tree that keeps its leaves year-round

fissure long thin crack

hotspot area of volcanic activity away from the boundaries of tectonic plates

lahar a flow of mud created when volcanic material mixes with water

latitude a measurement of a location's distance north or south of the equator

lava molten rock that has reached the Earth's surface

lowland tropical forest tropical forests located in landscapes with elevations less than 1000 metres

maar a broad, shallow volcanic crater formed by a steam explosion which happens when magma or lava come into contact with groundwater

magma molten rock under the Earth's crust

mid-ocean ridge a mountain range on the ocean floor created by the divergence of tectonic plates

montane tropical forest tropical forest located in landscapes with levations higher than 1000 metres

parallels horizontal lines on a map or globe representing latitude

pyroclastic flow a fast-moving flow of volcanic ash, rock and gas down the side of an erupting volcano

rift valley a long, linear valley created by the divergence of continental plates

shaman a person thought to have special abilities such as healing, seeing the future and speaking with good and evil spirits

sill a flat sheet of rock formed when magma hardens parallelly between existing layers of rock

temperate forest tall forest located in the milder climates north or south of the tropics

tropical forest dense jungle forest located in tropical regions; these are the world's most biodiverse environments

viscosity the resistance to flow or thickness of a substance

volcanic eruption the process of lava (originally magma from the Earth's core) spilling from fissures or vents in the Earth's crust

volcanic neck a landform created when magma in a volcano's vent hardens and is exposed by erosion

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