



History 7

The Ancient World

Joanna Clyne – Richard Ford – Diana Millar –
Nick Cummins – Luke Cashman

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How to use this book

The following pages show key features of Macmillan *History 7: The Ancient World*.

Quote designed as a lesson starter

Short introduction to put the chapter into context

Key terms used throughout the chapter

Digital boxes for exercises at OneStopDigital

Map showing key geographic areas and themes discussed in the chapter

Timeline showing key events, periods and dates

'Think, puzzle, explore' activities start each chapter to help students explore pre-existing understandings and gaps in their knowledge for a specific topic

A clear heading structure systematically organises content for ease of reading and learning

114 HISTORY 7: THE ANCIENT WORLD

115 CHAPTER 4: ANCIENT GREECE

Think, puzzle, explore

- 1 Draw a three-column table in your workbook.
- 2 Entitle the first column 'Think'. In this column write down anything you know about Ancient Greece.
- 3 Entitle the second column 'Puzzle'. In this column write down any questions you have about Ancient Greece.
- 4 Entitle the third column 'Explore'. In this column write down how you can find answers to the questions in the 'Puzzle' column. What topics would you like to explore?
- 5 Discuss the answers as a class.

What were the physical features of Ancient Greece?

Greece consists of a long mountainous peninsula extending into the Mediterranean Sea and hundreds of islands. But Ancient Greece, unlike today also contained the coastline of Asia Minor, an area then called Ionia, and, unlike today, Ancient Greece was not a united nation. The sea and the mountains separated Ancient Greece into hundreds of small communities. These developed into independent city-states, each with its own form of society, economy, political system, culture, currency and armed forces. The two main city-states were Sparta and Athens. The Spartans lived in five unfortified villages scattered across the plain of Laconia in the southern Peloponnese. The Athenians lived in the territory of Attica, with one main city called Athens. The Athenians traded their products and its trade-links. By the mid-5th century BCE the Athenian port of Piraeus was the greatest trading centre in Greece. Olives could be grown in Attica and the oil was exported to Egypt and southern Italy. Athenian craftsmen took pride in producing beautiful paintings to decorate the outside of the pots containing olive oil to tempt people to buy the oil. Citizens bought pottery workshops and invested in the import/export business. Money for great buildings like the Parthenon and theatre festivals often came from wealth based on sea trade on the Aegean Sea. Mountains dominate the landscape in Greece. From the mountains near Athens came marble for sculptures and temples, and silver and lead. The silver mines at Laurion were worked by state-owned slaves. The silver was used in Athenian coins to buy goods from all over the Mediterranean.

The Greek communities, confined by sea and mountains, were unable to expand at home but the sea encouraged them to found new settlements all over the Mediterranean from the Black Sea to Spain.

The Greeks called (and still do call their country) Hellas and themselves Hellenes after a founding hero Helle. It was the Romans who named Greece. Early Roman culture was enriched by contact with the Greek settlements in southern Italy and Sicily, an area they called Magna Graecia.

Climate

The clear light of Greece and the long hot dry summers created the outdoors lifestyle of the Ancient Greeks. Athenians met for political decisions on the hill of the Pnyx. The great religious festivals involving athletics, chariot racing and theatre were all outdoor activities. In the open-air marketplace, the agora, Ancient Athenians, with their slaves patiently waiting behind them, argued about the latest political and philosophical ideas. The climate was not the sole cause of Greek civilisation but it certainly stimulated it.

ACTIVITY

Check your understanding

- 1 Find Ithaca, Sparta and Athens on the map on page 110.
- 2 How did the sea help the Ancient Athenian economy?
- 3 Where did the money for Athens' Parthenon and theatre festivals come from?
- 4 What impact did the dominance of the sea and the mountains have on Ancient Greek history?
- 5 How did the climate stimulate Ancient Greek civilisation?

SOURCE 4.1 Laconia

SOURCE 4.2 Attica

SOURCE 4.1 Boats in Alipa Harbour in modern-day Greece

'Check your understanding' activities assist students to learn key concepts and test basic comprehension of information

Activities are structured under three key headings and graded throughout the chapter

'Source questions' relate specifically to a diverse range of visual and text sources and require students to use their analytical skills

Strong and powerful sources are used throughout the book

196 HISTORY 7 THE ANCIENT WORLD

Apply your knowledge

- 1 Explain the concept of the Mandate of Heaven.
- 2 Can we believe the accounts of King Zhou and King Jie? Why might they be exaggerated?

The case of King You

King You (781–771 BCE) tried very hard to please his rather sad and unsmiling wife, Bao Si. However, on one occasion she did smile when she saw that the beacon fires were burning, which were lit when an enemy was about to attack. The king's forces rushed to defend the kingdom, but it was a false alarm. This seemed to amuse Bao Si, so King You kept lighting the fires until his own soldiers stopped coming (because they thought that there was no attack). When a real attack came and the fires were lit, the soldiers, no doubt sick of false alarms, did not respond and the king was killed and his dynasty came to an end.

The First Emperor of Qin

Qin Shi Huang (259–210 BCE) was the king of the state of Qin. He was also the first ruler to defeat all the other kingdoms and declare himself the First Emperor of China. The name 'China' comes from Qin, which is pronounced 'Chin'. The First Emperor was a very powerful ruler who achieved many great things in his life, often at the cost of many people's lives. Among his achievements were the building of the first great northern wall, the building of the Lingqu canal that connected the Liang River in the north and the Xiang River in the south, the building of a national system of roads, and the standardising of weights, measures, currency, and the Chinese script. Many of these achievements were undertaken in order to make it easier for him to conquer other kingdoms and to defend his growing empire against his enemies. Other things he did were also done so as to ensure he stayed in power, but they were viewed negatively by his critics who claim he was a cruel leader. Some of these included the burning of unofficial books, harsh punishments for those that did not obey the very strict laws he introduced, and the killing of hundreds of scholars who criticised him.

How kings and emperors were portrayed in history

The histories of the dynasties were often written by official historians. There are 26 'Standard Histories' that were composed in this way. These histories follow a similar pattern of a dynasty being founded by a great and noble leader who is replaced by ever-weaker and more wicked rulers. The reason for this was that the new dynasty often needed to justify the overthrow of the previous one. The new ruler would acknowledge that the first rulers of the previous dynasty were noble and gallant and that he had overthrown a lesser ruler to uphold what the first ruler stood for.

ACTIVITY

Check your understanding

- 1 What made Bao Si smile?
- 2 Who was the first emperor?
- 3 What were some of his positive achievements?
- 4 What negative things did he do?

Source questions

- 1 Read Source 6.24. Is this a positive or negative view of the First Emperor? Explain your answer.

In the twenty-eighth year of his reign A new age inaugurated by the Emperor Rules and measures are rectified... He set forth to pacify the east. To impact officers and men; This great task accomplished He visited the coast. Took and measure are made uniform, The written script is standardized... Great is the virtue of our Emperor Who pacifies all four corners of the earth, Who punished traitors, noot out evil men, And with profitable measures brings prosperity... Whenever human life is found, All acknowledge his suzerainty, His achievements surpass those of the Five Emperors, His kindness reaches even the hearts of the field, All creatures benefit from his virtue, All live in peace at home.

SOURCE 6.23 The murder of Confucian scholars by guards of the First Emperor

SOURCE 6.24 An inscription on the tower at Mount Langze in Yong Hsiao (or an O'Yang Stone), Selections from the Records of the Historian

Who was a key figure in Ancient China?

The Duke of Zhou

The Duke of Zhou is remembered in Chinese history as being one of the fairest and most just rulers. At the end of the Shang dynasty and following the turmoil and disorder that were created, the Duke of Zhou emerged as someone who could rule in a just manner. He also established the principle of the Mandate of Heaven that remained at the heart of Chinese imperial rule for hundreds of years. Thinkers such as Confucius looked back on the Duke of Zhou as an ideal ruler figure whom all rulers should try to emulate.

197 CHAPTER 6 ANCIENT CHINA

Rich text sources are analysed using source questions

A strong focus on skills is applied throughout the book

12 HISTORY 7 THE ANCIENT WORLD

2 List the steps a historian takes to investigate the past.

Source questions

- 1 According to Source 1.7, what did Spartan soldiers wear into battle?

Now as to their equipment for battle, he arranged that they should have a red cloak and a bronze shield, on the reasoning that the former presents the greatest contrast with any female dress, as well as the most warlike appearance; the latter certainly can be polished very quickly and is very slow to tarnish. He permitted those who had reached adulthood to wear their hair long too, in the belief that they would thereby look taller and have a nobler, more fearsome appearance.

SOURCE 1.7 Xenophon, cited in *Plutarch on Sparta*

- 2 What reasons are given for why Spartan soldiers wore these items into battle?
- 3 What additional item is the soldier in Source 1.6 wearing that is not mentioned in Source 1.7?

Apply your knowledge

- 1 Until recently, historians generally used to (before Christ) and (after Christ) in the year of Our Lord) to describe events that happened before or after the birth of Christ. In this book, the terms (before the common era) and (common era) are used. Research the term 'common era' on the internet. When was the term first used? Why do historians use the BCE/CE notation?

Creating a timeline

It is very important that as students of history we understand the chronology or the timeline of events of the period we are studying. Developing a sequence of events can help us to make connections between the details that lead up to a particular point in history. This can be applied to a large event like a war or chart something like the changing design of the motor car.

Timelines are a visual tool that help us to see these connections. They can be as detailed or as brief as required by the user.

ACTIVITY

Draw by hand or use a Digital tool such as Diply to create a timeline of your own life with at least five events. Provide a visual image for each stage of your timeline. An example of a timeline is shown on page 7 of this book.

The work of archaeologists

Hiding below the surface of the earth are the remains of past human societies that have vanished. Archaeologists are historians who take a systematic and scientific approach to recovering and analysing these physical remains or artefacts. Using the artefacts, archaeologists attempt to build up an understanding of the past.

Spotlight

MUMMY OF TATTOOED WOMAN DISCOVERED IN PERU PYRAMID

Scott Norris for National Geographic News 16 May 2006

An exquisitely preserved and elaborately tattooed mummy of a young woman has been discovered deep inside a mud-brick pyramid in northern Peru, archaeologists from Peru and the US announced today.

The 1500-year-old mummy may shed new light on the mysterious Moche culture, which occupied Peru's northern coastal valleys from about A.D. 300 to 800.

In addition to the heavily tattooed body, the tomb yielded a rich array of funeral objects, from gold sewing needles and sewing tools to masterfully worked metal jewelry.

Such a complex array has never been seen before in a Moche tomb.

Surprisingly, the grave also contained numerous weapons, including two massive war clubs and 21 spear throwers.

The unusual mix of ornamental and military artefacts has experts speculating about the woman's identity and her role in Moche society.

"The war clubs are clear symbols not only of combat but of power," said John Verano, an anthropologist at Tulane University in New Orleans, Louisiana, who is part of the research team.

Peruvian archaeologists, under the direction of lead scientist Rigoberto Franco, made the discovery last year at an ancient ceremonial site known as El Brujo.

The tomb lay near the top of a crumbling pyramid called Huaca Cao Viejo, a ruin near the town of Trujillo, that has been well known since colonial times.

Verano said the finding is the first of its kind in Peru, and he believes it is the discovery of King Tut's tomb in Egypt.

"We have an entire repertoire of a very high status tomb, preserved perfectly," Verano said.

"It's as if she was wrapped up yesterday—no information has been lost."

A full account of the discovery appears in the June issue of *National Geographic* magazine.

ceremonies, and carvings finely wrought in gold, jaded copper, and silver... [She] had long braided hair and a series of intricate tattoos covering much of her arms, legs, and feet...

SOURCE 1.19 Peruvian archaeologists carefully unpick the cloth wrapped around the mummy

SOURCE 1.10 The El Brujo mummy revealed

13 CHAPTER 1 INVESTIGATING THE ANCIENT PAST

Spotlights focus on interesting facts and stories

'History challenges' offer a range of projects that show evidence of learning for each depth study including ICT

140 HISTORY 7 THE ANCIENT WORLD

History challenges

Creating an exhibit
Create five exhibits for the Mediterranean World gallery on the following themes for Ancient Greece:

- 1 Physical features
- 2 Daily life
- 3 Contact and conflict with other countries
- 4 A significant individual
- 5 The legacy of your society

Greek hero game
Working with a partner, look at the Greek hero game for primary school students on the BBC website. Go to OneStopDigital for the link.

- 1 Play the game.
- 2 Write down ideas on how to raise the level of the game to high school standard.
- 3 Create one example to show how your improvements would work.

Daily life booklet
Create a booklet suitable for a Grade 5 student, to be sold in the museum gift shop about a day in the life of Ancient Athenians. You will need to include information and pictures about houses, clothing, jewellery and a visit to the theatre. Add it to your museum scrapbook.

Wars
In a group of three make your own video on the legend of the Trojan War.
Was there really a Trojan War? Find evidence for or against and, on your video, create an interview with one of you cast as a famous archaeologist.
or
Create a diorama of either the battlefield of Marathon or the battle area of Salamis.

Art detective
The Museum of Humanity wants to buy a Greek vase showing the hero Achilles. It asks Senior Detective Frank Fake, a specialist in Ancient Greek forgeries, to check the vase.
Can you too be an art detective?

Go to OneStopDigital to view images of genuine vases from Ancient Greece. Then assess the vase in Sources 4.36 and 4.37.

- 1 What material were Ancient Greek vases made from? What material does this vase look like it is made from?
- 2 Does the painting show Ancient Greek heroes? Which one?
- 3 Is the painting done in the Ancient Greek style?
- 4 What colours are used in the five Ancient Greek vases in this chapter? What colours are used on the vase being checked?
- 5 Are the decorations on the vase Greek in style?
- 6 Are there any signs of wear and tear in the painting or on the vase to prove it came from long ago?

Give the vase a mark out of six for authenticity. Write a report recommending or not recommending that the Museum of Humanity purchase the vase. Place the report in your museum scrapbook.



Essay
Write an essay on the topic 'The 5th century ace is often described as the 'Golden Age of Athens'. Discuss some of the aspects that make it 'golden'. Use the History skills on page 42 in Chapter 1 to help you.

Go to OneStopDigital for multiple-choice questions for this chapter and an interactive crossword.

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MUSEUM OF HUMANITY

Scrapbook of <Student Name>

Enter text and images below

Welcome to your personal scrapbook for the Museum of Humanity. Please double click on the header above to insert your name. Below is listed a suggested format for making your entries. This document is fully editable.

Date
Praesent dui leo, fermentum et semper et, laoreet ac turpis. Vestibulum feugiat tempus interdum. Pellentesque elementum dolor eu ligula semper hendrerit. Duis non turpis id orci lacinia dignissim pretium iaculis tellus. Suspendisse nec egestas est.

Date
Duis non turpis id orci lacinia dignissim.
Sed libero mauris

Date
Et iaculis mauris.



Available online at OneStopDigital, this scrapbook can also be printed. The scrapbook is where students can create an electronic or hardcopy record for their answers to key questions throughout the textbook

Introduction

History 7: The Ancient World covers the Australian Curriculum History for Year 7—The Ancient World from the time of the earliest human communities to the end of the ancient period, approximately 60 000 BCE to c. 650 CE. The content provides opportunities for students to familiarise themselves with the process of archaeology, critically examine ancient civilisations and discover the legacies that the ancient world has left to modern society.

Do the textbooks cover the entire Australian Curriculum Syllabus?

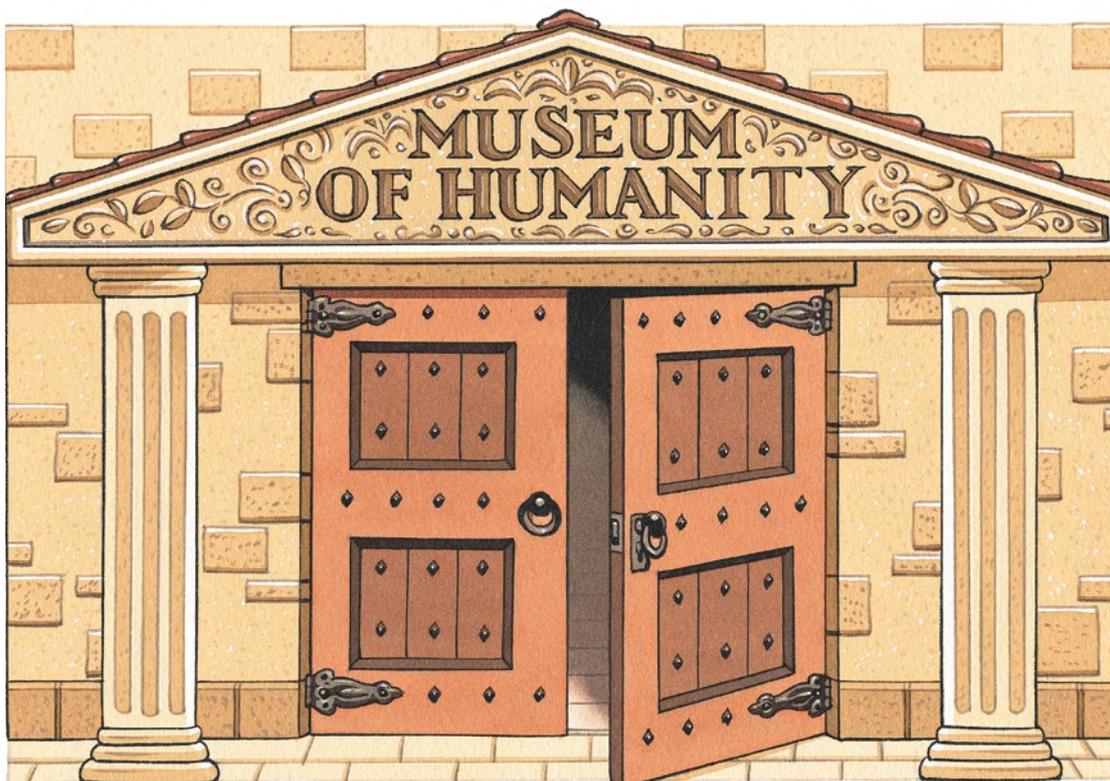
Yes. Every textbook in the series comprehensively covers both knowledge and understanding using an inquiry based approach. Notions specifically addressed include evidence, continuity and change, cause and effect, significance, perspectives, empathy and contestability. Every depth study is covered, all overview content is included, every content description and content elaboration is explored. Seven general

capabilities are interwoven throughout the activities: literacy, numeracy, information and communication technology (ICT) capability, critical and creative thinking, personal and social capability, ethical behaviour, and intercultural understanding. Three cross curriculum priorities in the Australian Curriculum are also addressed: Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia's engagement with Asia, and Sustainability.

A skills correlation grid is located in the digital material associated with this publication.

About The Museum of Humanity

Throughout this resource, students are required to record answers to specific activities in their own personal scrapbook for a project called the 'Museum of Humanity'. The scrapbook is located at OneStopDigital and is provided free to students and teachers who purchase this textbook. Each relevant activity for the scrapbook uses the following symbol:



When students begin to use the book, they initially encounter the Museum of Humanity in the first chapter. The student is the Director for the Museum. The Museum of Humanity begins as a new and empty museum, full of possibilities and waiting to be curated by the student. As they create the museum in their scrapbook, students tell the story of humanity in the Ancient World through objects, fieldwork, multimedia, ICT and educational programs. They have complete freedom to design and create an institution that their classmates would want to visit. By doing so, they learn about History, develop critical thinking skills, enhance teamwork skills and understand how they are thinking about historical content.

The Museum of Humanity also allows students to apply the knowledge and skills they have acquired through each depth study to demonstrate their understanding of the Ancient World. Their scrapbook covers the multiple intelligences because students are required to write, research, design, build, create, perform and engage with ICT. At the conclusion of each depth study, students will have completed an independent learning project and added a new exhibition to the museum. Consequently, every task in this book is meaningful and designed to help students acquire the skills and knowledge they will need to develop their museum.

How is the Overview content from the syllabus dealt with?

The overview is a device which allows students to see the 'bigger picture' of the region and time period they are studying. *History 7: The Ancient World* breaks the overview up into smaller sections through a detailed handling in each individual chapter which is again refreshed in section openers. Chapter 2 is also dedicated to the overview content.

Has the content been peer reviewed? Will the activities work in the classroom?

Yes. The content has been subjected to a national blind-blind peer review process that has ensured that the content is written for the right year level, the activities are engaging, exciting and diverse, that the content covers the requirements of the Australian Curriculum and that the sources are strong and complex. The books are full-colour with activities that encourage students to explore historical concepts and connect with past cultures and societies. The activities will work for students and teachers alike.

OneStopDigital

OneStopDigital is the place via which you will find all the digital support material for the book. Every digital object has specifically been chosen to engage students and make teaching History easy. OneStopDigital is easily accessible and includes resources that assist students to use an inquiry approach to exploring historical concepts. ICT includes virtual site studies, interactive games, digital activities, animations, podcasts from Scientific American, Hands On Activities from BBC, videos to enhance learning, drag-and-drop activities, and interactive crosswords amongst a lot more!

Every link to OneStopDigital is denoted by the following symbol:



Section 1

Investigating the ancient past >>



An archaeologist unwraps the mummy of a sacrificed Incan child

KEY TERMS

archaeologist	people who study the past by digging up and studying physical remains using scientific methods
buddhism	the religion/philosophy started by Siddhartha Gautama in India about 2500 years ago
historian	people who study the past by examining written and non-written evidence
judaism	the religion of the Jewish people that emerged in modern-day Israel more than 3000 years ago
King Tutankhamun	the boy pharaoh who ruled Egypt from c. 1332–23 BCE
sources	written and non-written items that provide information about the past

🔍 Studying the Ancient World

Be an amateur historian

At a family gathering you listen to your parents, grandparents, uncles, aunts, older siblings and cousins talk about events that occurred when you were only a baby. They even talk about things that happened before you were born! This excites your curiosity and several questions pop into your head all at once. What are they talking about? Why are these events so important? How can I learn more? Over the next few days you conduct an investigation.

ACTIVITY

- 1 In pairs, discuss how you could find out about significant family events that occurred when you were very young or before you were born. Come up with at least five different possible sources of information.
- 2 Ask your older relatives about a family event that happened when you were very young or before you were born. By relying on the sources of information you wrote down from question 1, try to find out about the event. If you have your family's permission, tell the rest of the class about the event and how you conducted your investigation.

The problems of the past

Believe it or not, asking questions is not very different from the way professional **historians** and **archaeologists** work. While the questions they ask might not be the same, historians

and archaeologists are interested in the past. They want to know about the people who lived hundreds, sometimes thousands, of years ago. Historians and archaeologists ask questions about the past: What was life like? How did they organise their societies? How did they build their magnificent monuments? In order to answer these questions, we need to locate historical sources and evidence.

Finding and protecting sources and evidence

Historical **sources** and evidence come in many different forms and they can be located in a huge variety of places. Sometimes the evidence is written. This might include newspapers, diary entries, letters or government documents. Non-written forms of evidence are called artefacts. These can range from everyday objects like clothing and eating utensils, weapons like swords and spears, and examples of architecture like houses and temples. All these different types of evidence can be found in libraries, archives, on-site and in museums. Increasingly, historians can find the evidence they need on the internet. This is a great way of sharing resources, ideas and discoveries with people all over the world.

Archaeologists need to be very careful when they search for evidence. They need to dig deep into the earth to find what they are looking for. In this process they can damage artefacts and architectural structures. Sometimes, simply exposing artefacts can damage or

destroy them completely. Archaeologists have therefore developed a wide variety of specialised techniques designed to protect the evidence they unearth. But the threats don't come only from archaeologists. Government neglect or disinterest can mean that the money needed to adequately preserve important archaeological sites is not available. Incredibly, some people or groups actively seek to destroy the traces of the past. Educating people about the importance of history is one way that we can protect our shared heritage.

Dating and analysing the traces of the past

It is very important for historians and archaeologists to date written sources and artefacts as accurately as possible. There are many different ways of doing this. Discovering the age of an artefact can help us understand how people living in different eras went about their daily lives. It also helps us understand the very important historical concept of change over time.

Not all of our questions can be answered with the evidence at hand. Sometimes, if historians and archaeologists are lucky enough, they will find new pieces of evidence that help fill in the gaps in our knowledge. Alternatively, someone might look at a source with a different perspective. This can help us arrive at a completely new understanding of the past.

Some questions will never be answered with a high degree of certainty. The lack of evidence, damaged or incomplete sources or disagreements over the analysis of evidence sometimes leads to disagreements between historians and archaeologists. Such controversies can last decades. Ever since **King Tutankhamun's** tomb was discovered by Howard Carter in 1922, people have wondered how the 19-year-old pharaoh died. Many suspected foul play. Others have pointed to an infection caused by a broken leg. More recently, scientists have discovered evidence that the boy-king suffered from malaria. Whatever the answer is, 'history mysteries' like the death of Tutankhamun show us that people are fascinated by the past and are motivated by an intense curiosity to *know*.



SOURCE S1.1 Scientists examining the remains of Tutankhamun. The boy-king, as he is often called, lived over three thousand years ago!

The Ancient World

Many of the problems that historians and archaeologists encounter are magnified when they study the Ancient World. This incredible period of human history began with the migration of anatomically modern humans from Africa in c. 60 000 BCE and ends with the fall of the Roman Empire and the death of the prophet Mohammed around 1500 years ago. This is such a long period of time that historians and archaeologists tend to specialise in one particular area.

Some choose to focus on our earliest ancestors. Paleoarchaeologists try to figure out when we evolved from primates and how 'cave man' survived in harsh environments. Other archaeologists want to know why some human societies made the gradual transition to small hunter-gatherer bands to enormous civilisations. The advent of farming, made possible by the domestication of plants and animals, was central to this process. Some historians like examining the different belief systems that emerged in the ancient world. Some of them, such as Judaism and Buddhism, are still practised by millions today.

Spotlight

For a long time it was assumed that, because of their popularity in Ancient Egyptian culture, that Egyptians domesticated the cat. However, a grave found on the island of Cyprus contained the remains of a human and a cat buried close together. Some archaeologists assume that this means the cat was a beloved pet. The remains in the grave have been dated to c. 9500 BCE.

Whatever particular era they decide to focus on historians and archaeologists face the problem of a lack of sources. Most of the remains of the ancient past have been destroyed or lost. Others are badly damaged. Writing did not appear until c. 3500 BCE so for most of the Ancient World there are no written records. Some sources are very puzzling and generate more questions than answers. This does not deter people from devoting their lives to the study of the Ancient World, and nor should it! There are still many amazing things that we can learn about our ancient ancestors by analysing the things they left behind.



SOURCE S1.2 Adherents of the Jewish faith pray at the Wailing Wall in Jerusalem. The Ancient World has had a profound impact on contemporary life.

Chapter 1

Investigating the ancient past »



An archaeologist applies fluid to the skull of a woman in an ancient tomb in Egypt

HISTORY SKILLS

In this chapter you will learn to apply the following historical skills:

- Sequence historical events, developments and periods
- Use historical terms and concepts
- Identify a range of questions about the past to inform a historical inquiry
- Identify and locate relevant sources, using ICT and other methods
- Identify the origin and purpose of primary and secondary sources
- Locate, compare, select and use information from a range of sources as evidence
- Draw conclusions about the usefulness of sources
- Identify and describe points of view, attitudes and values in primary and secondary sources
- Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged
- Use a range of communication forms (oral, graphic, written) and digital technologies.

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Inquiry questions

- 1 How do historians and archaeologists investigate the past?
- 2 What sources can be used in a historical investigation?
- 3 What methods can be used in a historical investigation?
- 4 What do sources reveal about Australia's ancient past?
- 5 Why is it important to conserve remains from the past?

Introduction

To be ignorant of what occurred before you were born is to remain always a child.

Marcus Tullius Cicero (106–43 BCE), Roman statesman, *Orator* 120

INVESTIGATING HISTORY is what historians and archaeologists do. It is both a fun and fascinating task. Without the discoveries made when we investigate history, we would have little idea as to why our world is the way it is and how we can best contribute to shaping the future.

Investigating the mysteries of the past requires a good amount of detective work. Historians have been investigating the past for more than a thousand years and archaeologists have been digging up objects from previous civilisations for about the last 200 years. Despite the vast amount of work done by generations of historians and archaeologists, there is still a great deal that we do not know about the past and many civilisations yet to be discovered. New discoveries will come as new generations of historians and archaeologists continue to ask questions about the past.

KEY TERMS

absolute dating

a general term used to describe a variety of techniques used to determine an approximate date of an artefact or site by comparing the properties of an artefact with material of a known age

archive

a place where original records are kept, usually in the order in which they were made

artefact

an object made or altered by humans

conservation

the process of preserving something in its existing state, restoring it to its original state, or adapting it to a new use to ensure that future generations benefit from its ongoing existence

dendrochronology

tree-ring dating, a method of telling the age of wood

evidence

information found within a source that proves or disproves something

excavate

to dig a hole in the ground to remove physical remains from an archaeological site

heritage

all things that we have inherited from previous generations that we value from the past, including events, traditions, influences, places and experiences

oral tradition

poems, hymns, sayings and stories that are handed down from one generation to the next by word of mouth because most people in the society don't read or write

primary sources

sources, such as diaries, letters, photographs or music, created during the time being studied

radiocarbon dating

a method of estimating the age of an object by measuring the amount of carbon-14, a chemical, left in remains such as wood, bone, charcoal or fossils

relative dating

a general term used to describe a variety of techniques, such as location and type, to determine the relative order of past events

secondary sources

sources, such as encyclopedia entries, textbooks or television documentaries, produced after the time that is being studied

strata

layers found beneath the surface of the ground in rock or earth

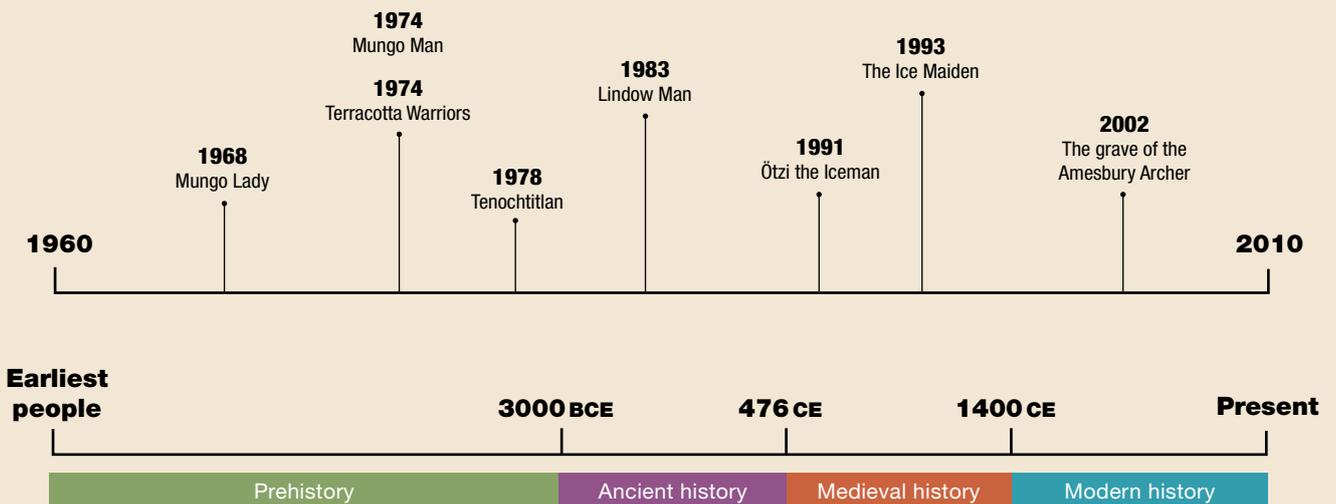
See OneStopDigital for a drag-and-drop exercise using the key terms.



Some significant archaeological discoveries from the last 50 years and other significant archaeological sites referred to in this chapter



Timeline of key dates



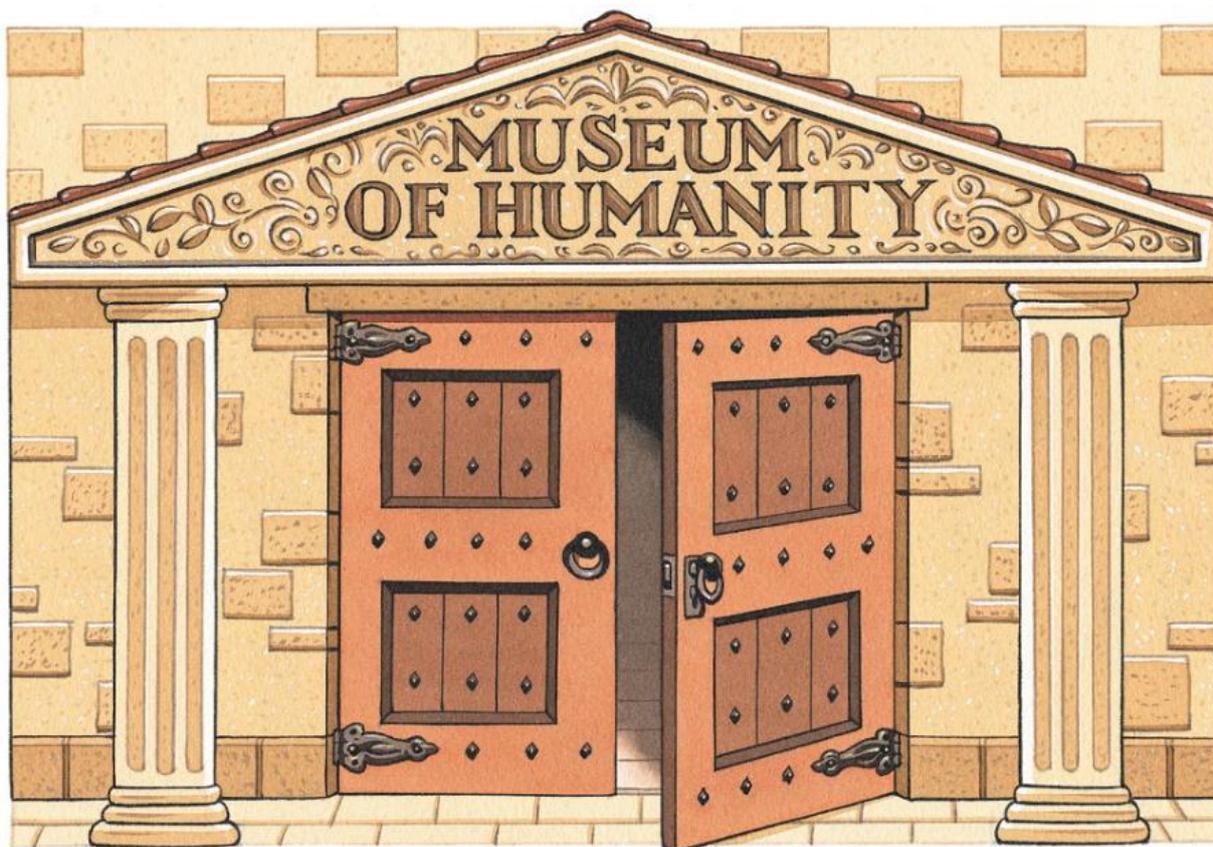
Think, puzzle, explore



- 1 Draw a three-column table in your workbook.
- 2 Title the first column 'Think'. In this column write down what you think are the three most important archaeological discoveries. You might have heard about these in the news, read about them in books or seen documentaries or films about them.
- 3 Title the second column 'Puzzle'. In this column write down the questions you have about the work done by archaeologists.
- 4 Title the third column 'Explore'. In this column write down how you can find answers to the questions in the 'Puzzle' column.
- 5 Discuss the answers as a class.

Congratulations! You have just been appointed the Manager and Head Curator of a new museum called the 'Museum of Humanity'. It will be the first museum of its kind in Australia and its purpose is to educate the Australian people, and school students in particular, about the wonders of the Ancient World.

The museum, as shown in Source 1.1, is empty with no exhibition activities or artefacts. Throughout this book you will be asked to design galleries and fill the museum with objects that will tell the stories of the rise and fall of ancient civilisation. The museum contains three galleries. The first gallery is entitled 'Investigating



SOURCE 1.1 The Museum of Humanity

the Ancient Past', and explains how archaeology has helped us learn about ancient societies. The second gallery is called 'The Mediterranean World' and will be filled with objects relating to either Egypt, Greece or Rome. The third gallery is called 'The Asian World' and you will be helping visitors discover the secrets of either Ancient China or India. These galleries reflect the three sections in this book.

Think about the museums you have visited in the past. What was interesting? What helped you remember information? What kinds of methods do museum staff use to make the past come alive?

While you are doing the research for your galleries and designing your exhibits, you can record your ideas and findings in your 'Museum Scrapbook'. A template can be found on OneStopDigital, which includes all of the digital material for *History 7: The Ancient World*. Questions throughout the text will help you develop your scrapbook to share with your friends. The questions for your scrapbook are flagged using the following symbol:  As you make your way through each chapter, consider how you will translate your learning into a museum exhibit. As the Museum of Humanity has no current artefacts in its store room, you will also need to decide which objects can best tell the story of the civilisation you are studying and whether you will be able to arrange a loan from other museums.

The new knowledge you discover while learning about the Ancient World will also need to be communicated to visitors from a range of ethnicities, language backgrounds and ages. How will you create exhibits for people who have disabilities that prevent them from seeing, hearing or understanding?

ACTIVITY

- 1 Write down some of your memories of visiting a museum and share them with the class. What did you enjoy? What did you find boring? How can you incorporate your experiences into the design of your museum?
- 2 Develop a mission statement for the Museum of Humanity and add it to your scrapbook. A mission statement is a declaration of the purpose and ideals 

of an organisation or institution. It should be no more than 100 words and include the following information.

- The purpose of your museum
- The kinds of exhibits that will be displayed
- The style of design
- Whether it will be an interactive or multimedia museum
- What you want people to think, feel and know after their trip to the Museum of Humanity.

Go to OneStopDigital to read the mission statements of the Brooklyn Museum, in New York and the Peabody Museum of Harvard University to help you craft your own.



- 3 Another important aspect of a modern museum is its logo. This will appear throughout the museum, on publications and in all forms of communication with the public. The Museum of Humanity logo is shown in Source 1.2.



SOURCE 1.2 The logo for the Museum of Humanity

- a What can you tell about the mission of the Museum of Humanity from its logo?
- b If you were asked to suggest an alternative logo, what would it look like? Draw it or find an example on the internet and include it in your museum scrapbook. 

- 3 A great way of attracting attention to your museum would be to announce its development in a newspaper advertisement. Using a wordprocessing or publishing program, design an advertisement for the Museum of Humanity. Look up some of the advertisements for museums in your local area. How do they attract people? Try to make your advertisement as engaging as possible so that you have lots of visitors when the museum opens. Pictures, slogans, an exciting layout and bright colours are a good way of doing this. Your advertisement should also include a slogan and your logo. Save your advertisement into your museum scrapbook.
- 4 Now that you have thought about the purpose and philosophy of your museum you can start focusing on the exhibition design and which artefacts you will include. The image below shows the Solomon R Guggenheim Museum in New York. Research the interior of at least two other museums. Discuss what the interior of the Museum of Humanity will look like.



The work of historians

The word 'history' comes from the Greek word *historia*, which means 'knowledge acquired by investigation'. Historians conduct their investigation by asking questions, researching, analysing sources, interpreting **evidence**, making judgements and communicating their conclusions. Sources are written and non-written items that provide information about the past. In many ways, their work is very much like detective work.

ACTIVITY

Source question

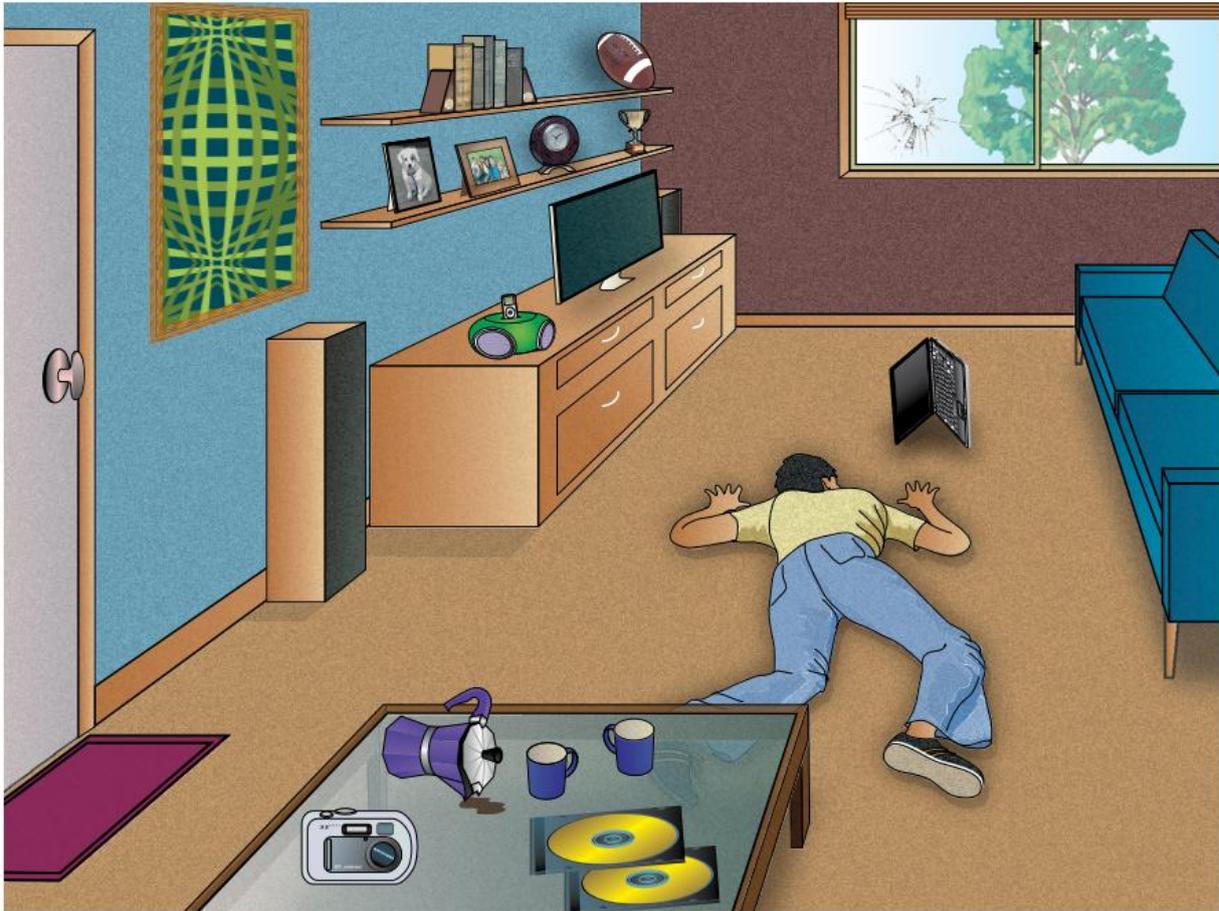
- 1 Examine Source 1.4 (the murder scene). Copy the table below and use what you can see to fill it in. You need to choose the five most important clues, rate their importance (with the most important clue as 1 and the least important clue as 5) and explain why you have chosen these clues. As a detective, what other sources would it be good to have access to for this crime investigation?

Evidence/item in room	Importance of item (rate 1–5)	Why?
1		
2		
3		
4		
5		

Sometimes historians have actual crime mysteries to solve. At other times they want to discover what life was like for people in the past. They investigate what people ate, their beliefs, the jobs they did, the leisure activities they enjoyed and even what they wore. If you were a historian who specialised in Ancient Greek history, you could decide to investigate what soldiers in Sparta, a Greek city-state, wore in battle. As part of your research, you would need to examine written and other historical sources. Sources 1.6 and 1.7 are two sources you would be likely to find as you looked for clues. After you had analysed these sources, you would use



SOURCE 1.3 The Solomon R Guggenheim Museum in New York is just as famous for its layout and design as it is for the artworks it contains



SOURCE 1.4 A crime scene. What happened here?

these and other relevant sources as evidence to make a judgement. Each investigation brings new challenges as you try to understand sources that sometimes agree but sometimes seem to disagree.

ACTIVITY

Check your understanding

- 1 Explain in your own words the quote by Henry Adams below.

History will die if not irritated. The only service I can do to my profession is to serve as a flea.

SOURCE 1.5 Henry Adams (American historian, journalist and novelist 1838–1918)



SOURCE 1.6
A bronze statuette
of a Spartan warrior

- List the steps a historian takes to investigate the past.

Source questions

- According to Source 1.7, what did Spartan soldiers wear into battle?

Now as to their equipment for battle, he arranged that they should have a red cloak and a bronze shield, on the reckoning that the former presents the greatest contrast with any female dress, as well as the most warlike appearance; the latter certainly can be polished very quickly and is very slow to tarnish. He permitted those who had reached adulthood to wear their hair long too, in the belief that they would thereby look taller and have a nobler, more fearsome appearance.

SOURCE 1.7 Xenophon, cited in *Plutarch on Sparta*

- What reasons are given for why Spartan soldiers wore these items into battle?
- What additional item is the soldier in Source 1.6 wearing that is not mentioned in Source 1.7?

Apply your knowledge

- Until recently, historians generally used BC (Before Christ) and AD (*Anno Domini*—In the year of Our Lord) to describe events that happened before or after the birth of Christ. In this book, the terms BCE (Before the common era) and CE (Common era) are used. Research the term 'Common era' on the internet. When was the term first used? Why do historians use the CE/BCE notation?

The work of archaeologists

Hiding below the surface of the earth are the remains of past human societies that have vanished. Archaeologists are historians who take a systematic and scientific approach to recovering and analysing these physical remains or **artefacts**. Using the artefacts, archaeologists attempt to build up an understanding of the past.



SOURCE 1.8 Workers removing Minoan pottery from an excavation site, Santorini, Greece

Creating a timeline

It is very important that as students of history we understand the chronology or the timeline of events of the period we are studying. Developing a sequence of events can help us to make connections between the details that lead up to a particular point in history. This can be applied to a large event like a war or chart something like the changing design of the motor car.

Timelines are a visual tool that help us to see these connections. They can be as detailed or as brief as required by the user.

ACTIVITY

Draw by hand or use a Digital tool such as Dipity to create a timeline of your own life with at least five entries. Provide a visual image for each stage of your timeline. An example of a timeline is shown on page 7 of this book.



Spotlight

MUMMY OF TATTOOED WOMAN DISCOVERED IN PERU PYRAMID

Scott Norris for National Geographic News, 16 May 2006

An exquisitely preserved and elaborately tattooed mummy of a young woman has been discovered deep inside a mud-brick pyramid in northern Peru, archaeologists from Peru and the U.S. announced today...

The 1500-year-old mummy may shed new light on the mysterious Moche culture, which occupied Peru's northern coastal valleys from about A.D. 100 to 800.

In addition to the heavily tattooed body, the tomb yielded a rich array of funeral objects, from gold sewing needles and weaving tools to masterfully worked metal jewelry.

Such a complete array has never been seen before in a Moche tomb.

Surprisingly, the grave also contained numerous weapons, including two massive war clubs and 23 spear throwers.

The unusual mix of ornamental and military artifacts has experts speculating about the woman's identity and her role in Moche society.

"The war clubs are clear symbols not only of combat but of power," said John Verano, an anthropologist at Tulane University in New Orleans, Louisiana, who is part of the research team.

Peruvian archaeologists, under the direction of lead scientist Régulo Franco, made the discovery last year at an ancient ceremonial site known as El Brujo...

The tomb lay near the top of a crumbling pyramid called Huaca Cao Viejo, a ruin near the town of Trujillo... that has been well known since colonial times.

Verano said the finding is the first of its kind in Peru, and he likens it to the discovery of King Tut's tomb in Egypt.



SOURCE 1.9 Peruvian archaeologists carefully unpick the cloth wrapped around the mummy

"We have an entire repertoire of a very high status tomb, preserved perfectly," Verano said.

"It's as if she was wrapped up yesterday—no information has been lost."...

The El Brujo mummy was accompanied by numerous necklaces, nose

ornaments, and earrings finely wrought in gold, gilded copper, and silver...

[She] had long braided hair and a series of intricate tattoos covering much of her arms, legs, and feet...

A full account of the discovery appears in the June issue of *National Geographic* magazine.



SOURCE 1.10 The El Brujo mummy revealed

Early archaeologists were lone treasure-hunters. The sensational adventures of these archaeologists have been portrayed in films such as the *Indiana Jones* series. Today, archaeologists work in teams and often have areas in which they specialise. They also work closely with historians and scientists, making use of their knowledge of ancient writings and new technologies.

Archaeologists help in some ways to save the past by discovering, preserving and piecing together artefacts that could otherwise remain forgotten and unknown. But this very process, even when done carefully, also results in the past being destroyed. As we dig up sites and examine, date and display artefacts, irreversible damage takes place. The lengths that archaeologists go to in order to minimise this destruction can be seen in Source 1.9.

ACTIVITY

Check your understanding

- 1 List five artefacts that were found in the tomb along with the Peruvian mummy.
- 2 How helpful could these artefacts be in understanding Moche culture?
- 3 What are the three types of experts that make up the research team working on this archaeological discovery?
- 4 Verano said, 'Every layer, every twist of cloth was recorded'. What evidence is there in Source 1.9 that the research team was as careful as Verano has claimed?
- 5 If you examined the tomb and artefacts found with this mummy, what is one big question you would want to try to find the answer to?

Source questions

- 1 Explain, in your own words, the quotes from the Society for Historical Archaeology and David Hurst-Thomas (Sources 1.11 and 1.12).

So historical archaeology is more than just a treasure hunt. It is a challenging search for clues to the people, events, and places of the past. Archaeology's quest for the past occurs not just in far-off locations, but right in our own back yards.

SOURCE 1.11 'Explore Historical Archaeology', *Society for Historical Archaeology*

It's not what you find, it's what you find out.

SOURCE 1.12 David Hurst-Thomas, Curator in the Department of Anthropology at the American Museum of Natural History

Apply your knowledge

View at least two of the videos provided on OneStopDigital. You will hear archaeologists speaking about what they do and what they like most about their work.



- 1 What do you think you would enjoy most about being an archaeologist?
- 2 What do you think you would find most difficult about being an archaeologist?
- 3 How has the work of an archaeologist changed over time?
- 4 As the curator of the Museum of Humanity it is your job to oversee the design of the museum space. What are three ways in which the museum space can be constructed so that visitors can experience first-hand the work of an archaeologist? Add your ideas to your museum scrapbook.



Sources and evidence

Historians and archaeologists rely on finding and analysing sources that will help them with their investigation of the past. A source is anything that has survived from the past. They are likely to examine hundreds of sources during an investigation. The sources they find that are relevant to the question they are investigating are then used as evidence. Evidence is an object or information used to reach a conclusion. Until the source is used to reach a conclusion, it should only be referred to as a source and not as evidence.

For example, a historian interested in investigating what clothes Spartan women wore may start by looking for written sources. There are some, such as the descriptions by the Ancient Greek writers Euripides (Source 1.13) and Alkman (Source 1.15), but these descriptions have only a small amount of useful information. The historian would also have to examine any available archaeological sources, such as the

lead figurines of Spartan women found at the sanctuary of Artemis Orthia (see Source 1.14). Finally, the historian would also read what other historians and archaeologists have written about women in Sparta. All these sources, when used to support the historian's conclusions, will then be referred to as evidence.

No Spartan girl
 Could grow up modest, even if she wanted to.
 You never find them staying at home; no, they go out
 With bare thighs and loose clothes, to wrestle and
 run races
 Along with the young men. I call it intolerable.
 Then can you wonder that your women don't grow up
 Modest?

SOURCE 1.13 Extract from *Andromache*, a play by Euripides, written in the 5th century BCE

All our wealth of purple dye
 or the dappled snake of full gold
 about our wrist or our Lydian
 wimple that is the sweet glory
 of all these tender-eyed girls,
 no, nothing will keep them off.

SOURCE 1.15 Extract from a poem by Alkman, writing in the 7th century BCE, in which he describes Spartan women

ACTIVITY

Check your understanding

- 1 What is the difference between a source and evidence?

Source questions

- 1 Using Sources 1.13, 1.15 and 1.16, what information would you use as evidence if you were investigating what Spartan women wore?

Spartan women wore the Dorian peplos, with slit skirts, permitting freedom of movement, while Athenian women wore the confining, long Ionian chiton. This was characteristic of the Archaic period and based on the laws of Lycurgus. After the Peloponnesian War, the Lycurgan program was abandoned. Women began doing things which were formerly not permitted, such as wearing jewelry and dyed clothing, and using cosmetics and perfume.

SOURCE 1.16 Herbert A Appelbaum, *The Concept of Work: Ancient, Medieval and Modern*

- 2 What conclusions could you make about what was worn by Spartan women based on these sources?
- 3 What additional information is provided in Source 1.14 that helps you further understand Sources 1.13, 1.15 and 1.16?

SOURCE 1.14

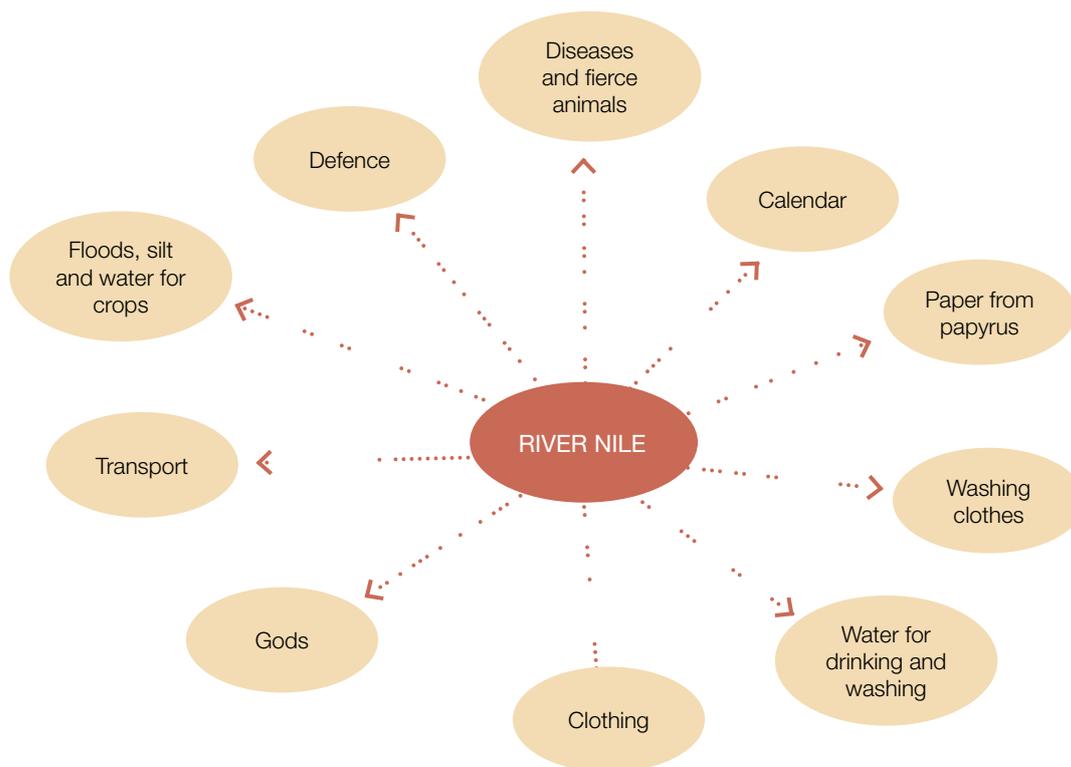
Bronze figurine of a girl, thought to be Spartan, running, about 520–500 BCE



How to create a mind map

A visual way of taking notes is to draw a mind map or diagram as in Source 1.17 below. Mind maps are particularly good for helping you to brainstorm ideas or to answer an essay question.

Create a mind map of Spartan women for the Museum of Humanity. What kinds of features will it have?



SOURCE 1.17 A mind map for an exhibit about the River Nile in Egypt

Analysing objects

Objects or artefacts are the physical remains of past cultures. They can be as large as a city like Pompeii that stretches for kilometres or as small as a coin. Either way, they can provide us with valuable information about the past—as long as you know what questions to ask about the artefacts.

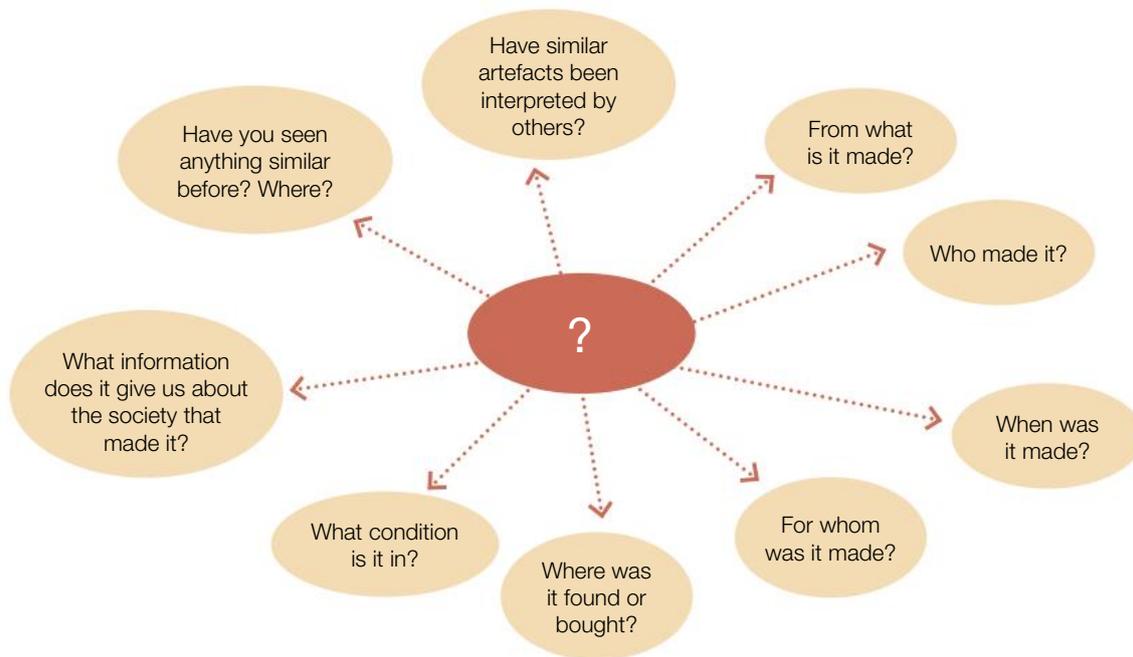
When examining an artefact, there is a series of questions that will help you make important observations that will allow you to classify the artefact and arrive at an interpretation of the artefact. To answer all of these questions, a great deal of work is usually done by a team of people. Together they aim to answer as many

of the questions as possible. Archaeologists share their answers to these questions with other archaeologists from around the world. It is common for archaeologists to have different answers to questions about the same artefact. This disagreement and debate helps archaeologists to think through their answers more and, ultimately, to improve their ideas.

Questions that are asked when analysing objects are shown in Source 1.18.

When archaeologists have answered all these questions, they are then in a good position to work out how an artefact could be used as evidence in their investigation into the past.





SOURCE 1.18 The questions to ask when analysing objects

The Five Ws



SOURCE 1.19 Detective Frank Fake

Historians use many of the same skills as detectives and, as the head of the Museum of Humanity, you may encounter many texts and images that nobody knows much about. The best way to deduce information is to ask the 'Five Ws':

Who wrote or created it? For whom was it written or made?

- Do you know anything about the author or artist?
- Was the source created for a special occasion, public event, book?

What is it?

- Is it a primary or secondary source?
- If it is written, what kind of text is it? Is it a letter, shopping list, speech, history book or something else?

Where was it created?

- Do you know the name of the town?
- Is the location important?
- Can you place the location on a map?

When was it written or created?

- Does the source have a date on it?
- What else was happening at the time?
- What was happening before and after its creation?

Why was it created?

- Was it created for a special event?
- To make a political point?
- To share an idea?
- To commemorate a person?



ACTIVITY

Source questions

- 1 Analyse the artefact in Source 1.20 using The Five Ws, the questions in Source 1.18 on page 17 and the facts below.



SOURCE 1.20 An interesting artefact in Pompeii

- The artefact is made from masonry and small pieces of reused marble.
 - There is enough room for people to stand and move about.
 - It was made for a man or a woman.
 - Similar artefacts were found fairly evenly throughout Pompeii. The exception was in the area of the amphitheatre (an ancient sports stadium).
- 2 Go to OneStopDigital to discover what Source 1.20 is and answer two more questions related to the artefact.



Apply your knowledge

- 1 Place a small object such as a piece of jewellery or an ornament on the question mark in Source 1.18 and try to answer the questions.
- 2 As the curator of the Museum of Humanity you have decided to include Source 1.20 as an image in your museum. Write a brief label (no more than 50 words) that informs visitors about what you consider to be the most important historical information.



- 3 Bring in a collection of five small artefacts from home. You will be required to show these items to a partner. Your partner will need to examine the artefacts and for each one they will need to answer the questions about archaeological sources, while you do the same for your partner's five artefacts. What conclusions can you each make about life at this home based on these artefacts? If the artefacts that you brought in got mixed up with the items that your partner brought in, how might this affect your conclusions? Try to find out what would happen if the items were to be buried in the earth. In what order would they decompose and how long would this take? What kind of environment would speed up or slow down this process?

Analysing written sources

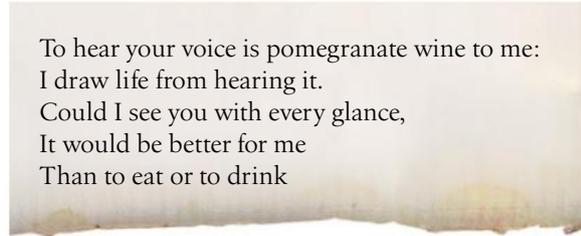
Historians have relied on written sources to investigate the past for a lot longer than archaeological sources. This is because archaeology, as we know it, did not exist before the 1800s. Written sources are *any* materials or objects that have been written on and this includes far more than just books. It is even possible that a source can be both archaeological and written. An epitaph, the message written on a tombstone, and an inscription on a statue are just two examples.

Most ancient written sources were produced for wealthy men, the elite of society. Very few people learned how to read or write, and only those who could afford to have an educated servant or employee with these skills could have their experiences recorded. As a result, many of the ancient written sources focus on what was important to these men in their public lives. They had official documents written for them, such as contracts and accounts of wars, and very little written about their everyday lives.

Ancient written sources can be found on a number of different materials. These include papyri, clay tablets, parchment (skins of cattle, sheep or goats), wooden tablets, stone and walls. The material used often depended on the length and purpose of the text.

Written sources are often divided into three groups:

- literary sources—histories, biographies, poems, oratory (speeches), plays, letters, lists of business deals, decrees, records, laws



To hear your voice is pomegranate wine to me:
I draw life from hearing it.
Could I see you with every glance,
It would be better for me
Than to eat or to drink

SOURCE 1.21 Quote from ‘The Flower Song’, M V Fox (trans) *The Song of Songs and Ancient Egyptian Love Songs*

- epigraphic sources (inscribed on clay, metal, stone or papyrus)—civic charters, official regulations, epitaphs, dedications, election slogans, even graffiti
- numismatic sources (coins)—key people, religious symbols, legends, special events, sometimes dates.

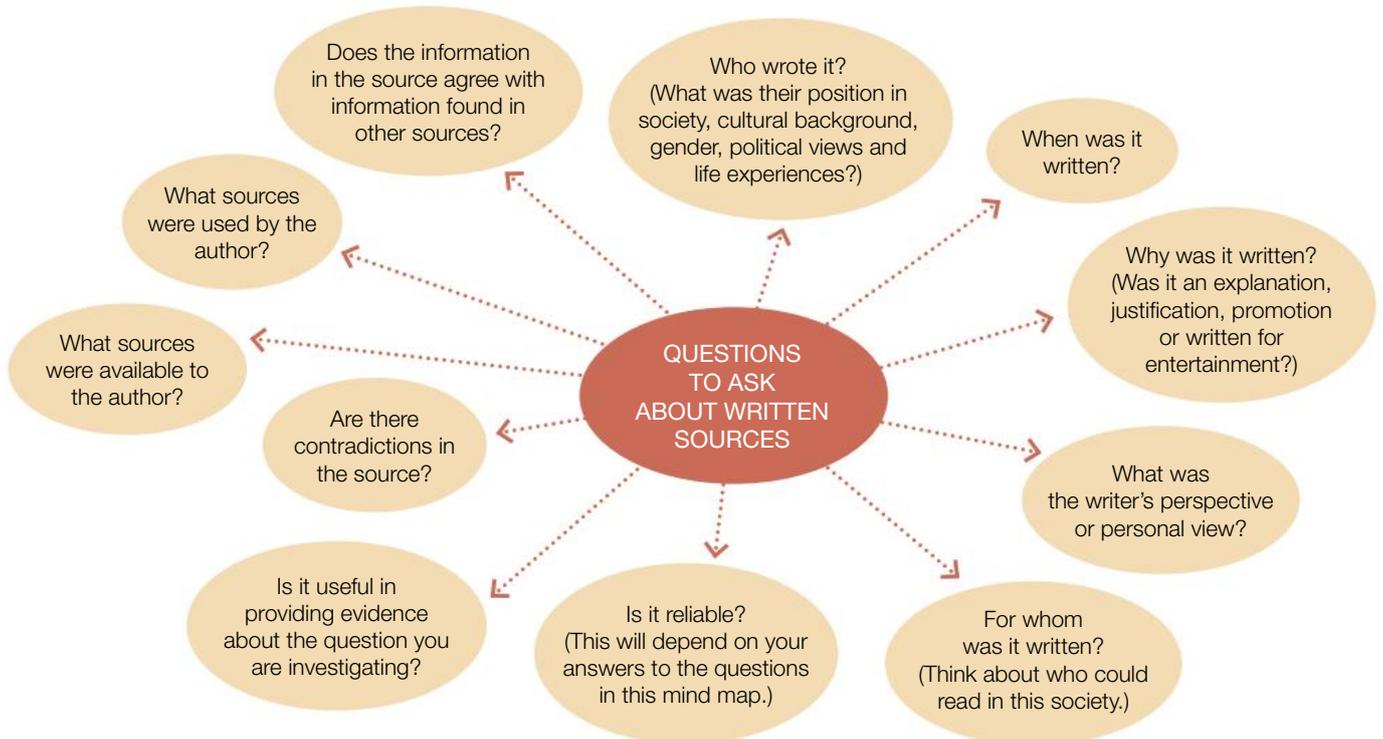
Questions asked when analysing written sources are listed in Source 1.24. Each answer provides an insight into the nature of the source.



SOURCE 1.22 A 70 CE silver coin honours the Roman Emperor Vespasian



SOURCE 1.23 Epigraph of Vettio Grato, a Roman naval engineer, on a marble slab



SOURCE 1.24 Mind map of the questions to ask of written sources

ACTIVITY

Check your understanding

- 1 What limitations are there to only using written sources to understand the Ancient World?
- 2 What limitations are there to only using archaeological sources to understand the Ancient World?
- 3 What are the three main types of written sources? Provide examples for each.
- 4 What kind of ancient written sources are likely to have been carved into stone? Why?

Source questions

- 1 Julius Caesar was a very powerful person in Ancient Rome. For a period of time he ruled Rome and did things he was not legally allowed to do. Following his illegal activity, he was placed in charge of a part of the Roman army that was fighting people called the Gauls. During this time he did not return to Rome, even when his daughter died (he was worried that he would be put on trial for the bad things he had done previously). Eventually Caesar was told to return to Rome without his army. It was expected that he would be put on trial and found guilty. In 49BCE, Caesar returned to Rome but he returned with his army! When he crossed the Rubicon River, which lay between Gaul and Italy, he started a civil war. Caesar won the civil war and took complete control of Rome. Despite his popularity, there were some people who hated his absolute power. As he entered the Senate in 44BCE, 20 armed men stabbed him to death. Before he was murdered, Caesar wrote a detailed description of his war campaigns. In these descriptions, Julius Caesar described (in the third person) why he crossed the Rubicon River. The exact date of writing is unknown but it had to be between 49BCE and 44BCE. His writing is listed in Source 1.25.

Imagine you are a historian researching why Julius Caesar crossed the Rubicon River. After reading Source 1.25 try to answer all the questions historians ask about written sources listed on page 19. There will be one or two questions that will be difficult to answer without doing some research of your own. Use the information given at the beginning of this question to help and the additional material in Source 1.26.

The tribunes immediately made their escape from the city, and withdrew to Caesar, who was then at Ravenna, awaiting an answer to his moderate demands; to see if matters could be brought to a peaceful end by any fair act on the part of his enemies...When Caesar heard what had happened, he harangued his soldiers; he reminded them 'of the wrongs done to him at all times by his enemies...he exhorted them to defend from the malice of his enemies the reputation and honour of that general under whose command they had for nine years most successfully supported the state; fought many successful battles, and subdued all Gaul and Germany'. The soldiers of the thirteenth legion, which was present (for in the beginning of the disturbances he had called it out, his other legions not having yet arrived), all cry out that they are ready to defend their general, and the tribunes of the commons, from all injuries. Having made himself acquainted with the disposition of his soldiers, Caesar set off with that legion to Ariminum, and there met the tribunes, who had fled to him for protection; he called his other legions from winter quarters; and ordered them to follow him.

SOURCE 1.25 Adapted from Caesar, *The Civil War*

Everyone knows that Caesar crossed the Rubicon because his political enemies at Rome had manoeuvred him into a position where he would soon be forced to leave his province, give up his imperium [power], and return to Rome as a private citizen, there to be put on trial, found guilty and have his political career ended. Yet over thirty years ago, Shackleton Bailey, in less than two pages of his introduction to *Cicero's Letters to Atticus*, destroyed the basis for this belief and in the three decades since, no one has been able to rebuild it.

SOURCE 1.26 CTHR Ehrhardt, 'Crossing the Rubicon: The Caesar Legend' *Anthichthon*



SOURCE 1.27 An artist's impression of Caesar crossing the Rubicon, painted in 1753 CE

ANCIENT ROMAN DENTISTRY

- 1 State of Roman Teeth
- No sugar, refined flour → fewer holes
 - But coarse bread → worn teeth

- 2 Cleaning
- Pumice (yuk!!)
 - Ashes dogs' teeth + honey

3 Extraction

4 Replacement/Preservation

SOURCE 1.28 Point-form notes

How to take point-form notes

Taking notes in point-form is very important. It means that you have to think as you read the text and write down your understanding in your own words rather than copying out what the author says. You should cut out every unnecessary word and write down the important words as numbered dot-points. You can have your own special abbreviations: for example use → for links between points.

'Roman teeth fewer holes → no sugar'.

Be careful to leave in all *important* words. For 'During and after meals the Greeks wiped their fingers on bread, which they then threw to their dogs' one student wrote 'wipe bread, throw dogs'. What words should the student have left in?

ACTIVITY

- 1 Read the paragraphs below and copy the notes shown in Source 1.28 under 'state of Roman teeth' and 'cleaning', then write your own point-form notes for headings 3 and 4.

Make sure that you make note of the *strongest* or *sharpest* points. Note that each heading in Source 1.28 relates to a particular theme. You can also add diagrams or other visual tools where appropriate.

Would you like to have gone to an Ancient Roman dentist?

The Ancient Romans had teeth that were a lot better than ours, with fewer holes. There was no sugar or refined flour in their diet. But, because of the coarseness of the bread and stones in it, teeth were often very worn down in older people.

To clean their teeth, some Ancient Romans used pumice (which would have scratched off the surface enamel) or the ashes of dogs' teeth mixed with honey. Toothpicks are frequently mentioned.

If a tooth started to rot, it was left in as long as the person could bear the pain, and then it was yanked out by the local barber. He stopped the bleeding with vinegar and spiders' webs. One hundred rotten teeth have been excavated from the site of an Ancient Roman barber's shop.

If a tooth became loose, it was attached by gold wire to the firm teeth nearby. Skeletons have been found with gold-capped teeth. In 1998 an Ancient Roman skull was found with the remains of a wrought iron implant of a right second-upper molar. The 'tooth' would have been banged into the socket with a hammer, without any anaesthetic.

Primary and secondary sources

Written sources are divided into **primary sources** and **secondary sources**. Primary sources were created during the time that is being investigated. For example, Caesar's description of why he crossed the Rubicon in Source 1.25 is a primary source because it was written during the time period in which it actually happened.

Secondary sources are produced after the time period that is being investigated. For example, Source 1.26 was written about Caesar's crossing of the Rubicon in 1995. It is relevant to our investigation but it was produced many years after the period we are studying. Secondary sources often make use of primary sources and make an attempt to interpret the primary sources.

Primary sources	
• diaries	• cartoons
• letters	• photographs
• memoirs	• audio or video recordings
• interviews	• pottery
• speeches	• clothing
• official records	• buildings
• music	• furniture
• art	• blogs
• poetry	• tweets
• newspaper articles (written soon after the event)	
Secondary sources	
• articles written by academics and other experts	
• encyclopedias	
• histories	
• internet sites, especially those for museums, universities, galleries and libraries	
• television documentaries	
• textbooks	

There are times when secondary sources can also be considered primary sources. It all depends on what you are investigating. For example, if you are investigating the history of Ancient Rome in Chapter 5 then it is very clear that this textbook was written a long time after this time period. On the other hand, if 50 years from now, you are a historian who has decided to investigate history education in Australian secondary schools in the first two decades of the 21st century, then

this textbook would be a useful primary source. Remember, to know whether something is a primary or secondary source requires you to know both (i) when the source was produced and (ii) the time period you are investigating.

Sometimes it is tempting to think that one type of source, primary or secondary, is better than the other. Perhaps you are most impressed that Source 1.25 was written by Caesar himself. Who better to help us understand why he crossed the Rubicon River? But, as you asked questions of this source, you might start to question Caesar's motive for writing or perhaps you desire to hear the perspective of someone who was less closely involved in the event you were investigating. Maybe you appreciate Source 1.26 and the opportunity Ehrhardt had to examine a large number of primary sources before making a conclusion. It is important to recognise that one type of source is not better than the other. All sources, whether primary or secondary, need to be carefully and critically analysed.

ACTIVITY

Check your understanding

- 1 Explain why a television documentary is usually a secondary source but how it could also be a primary source.
- 2 Find an unusual example of a primary source at home and include it in your museum scrapbook with a caption. 
- 3 There are advantages and disadvantages with all types of sources. Copy the table below and list two advantages and two disadvantages for both primary and secondary sources.

	Primary	Secondary
Advantages		
Disadvantages		

Searching for sources

One of the most exciting places to find primary sources is in an **archive**. An archive is a place where a large number of records are kept because they are thought to have enduring historical value to researchers. The archives

might relate to a nation, community, business, association, school, family or individual. Often you do not know what you will find when you engage in archival research and sometimes you are even the first researcher to ever look at a particular record.

Archives operate differently from libraries because their collections are usually unique and therefore any damage done to the records is more detrimental. While libraries usually contain published materials that can be replaced, archives often contain unpublished records that are irreplaceable. For this reason, visitors to an archive are not able to browse the shelves. Instead, they have to request a specific item that is brought to a supervised reading room. In the reading room there are established rules, such as having to wear gloves when handling the records, that the researcher must agree to follow.

Another difference between archives and libraries is that archives are not arranged by subject. Records are kept in the original order in which they were placed when they were created and used. The reason for preserving the order of the records is that the sequence of the records provides researchers with information about the way the organisation that created them was organised. The lack of a single subject index adds to the challenge but also to the excitement of searching archives.



SOURCE 1.29 A researcher examines entries in Aboriginal Sorry Day books at the National Archives of Australia in Canberra

Increasingly, more and more archives have been made available online. Not only does this make them more accessible to researchers, but it also saves space and minimises the chance of archives being misplaced or damaged.

Australian Screen—more than 60 film and television recordings from the National Archives of Australia.



SOURCE 1.30 Once a Moorish palace, this Spanish national archive holds more than 30 million documents dating from the 12th to the 19th century

ACTIVITY

Check your understanding

- 1 What is the difference between an archive and a library?
- 2 How do you think many archives have been destroyed?
- 3 What records would you expect to find in a school archive?
- 4 Why might businesses maintain their own archives?
- 5 Explain which of the online archives listed below you would use to research the following topics. Discuss why you think the sites you have chosen are a reliable source.

Archives

British National Archives—the UK Government's official archives, containing over 1000 years of history.

National Archives of Australia Virtual Reading Room—hundreds of original documents, photographs, maps and audiovisual material organised by topic.

Newspaper Map—access to and even translations of thousands of newspapers in many languages.

Trove—access to a variety of digitised sources, including music, sound and video, focused on Australia and Australians.

Wikipedia—an online encyclopedia that allows anyone to add or edit articles.

Topics

- Cook's exploration of the Australian coast in 1770
- the films of Hugh Jackman
- political protests in Middle Eastern countries in 2011
- Australians who flew aircraft in the Battle of Britain during World War II.

🔍 Searching for archaeological sites

Archaeological sites, which are simply places where artefacts are found, are discovered in a wide range of ways that can include human activity, chance or just being revealed over time by the action of wind or rain or other natural processes. More often than not, a great deal of expertise, time and effort goes into the discovery of a site.



SOURCE 1.31 Stonehenge

There are some archaeological sites that needed little effort to discover because they never fully disappeared, such as Stonehenge in England, Angkor in Cambodia, the Pyramid of Khufu in Egypt or the Colosseum in Rome. Other archaeological finds have been by chance. Natural forces such as wind and rain have also helped to uncover many sites. At Lake Mungo in New South Wales, hundreds of human footprints from about 2000 BCE were exposed by wind erosion.

Human activity can also lead to sites being discovered. In 2006, work on a gas pipeline in Wales had to be stopped when a 3400-year-old Bronze Age canoe was discovered. In 1599 CE, Pompeii was unearthed for the first time since Mount Vesuvius erupted when workers were building an underground drain across the site.



SOURCE 1.32 Excavation at Pompeii in 1895

Digging foundations, roads and dams, ploughing and even fishing are other human activities that have led to sites being discovered.

Archaeologists have also used ancient writings to help them locate archaeological sites. Heinrich Schliemann, who discovered Troy, did just this. Schliemann read Homer's epic poem



SOURCE 1.33 Roman theatre from the ruins of Troy

The Iliad and decided he would find Troy using Homer's descriptions of the area, even though many at the time believed Troy to be only a mythical city. For three years Schliemann's team dug until eventually he was able to prove that he had found Troy. Archaeologists have also used the Bible to locate towns and cities.

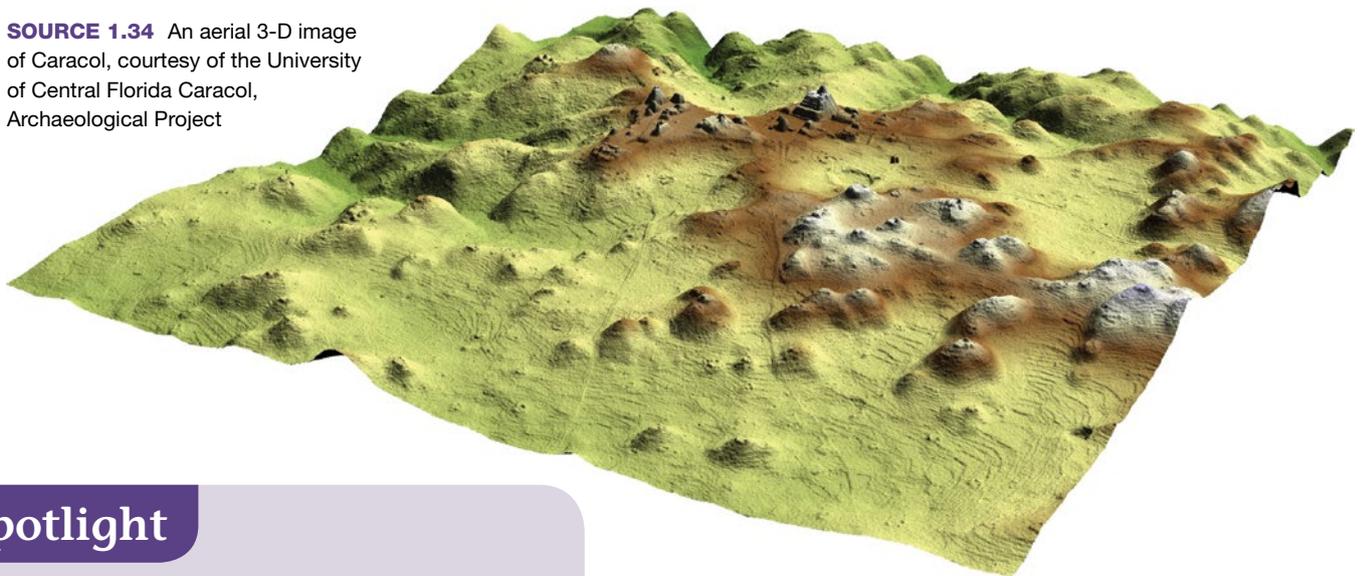
Archaeologists began to use aerial photography to help them to locate sites just under 100 years ago, after World War I. At first, archaeologists used reconnaissance photographs taken for the purposes of military intelligence. Sometimes archaeologists have relied on hot air balloons, scaffolds or even kites to gain the height needed for aerial photography. Aerial photographs reveal differences in the height of the land, vegetation or crop marks, building foundations and ancient roads.

Spotlight

A crop circle is a circle made by the flattening of a crop such as wheat or barley. Some people have assumed that crop circles are the work of aliens. In 2009, a routine aerial survey by English Heritage, the UK Government's historic-preservation agency, revealed crop circle-like formations in southern England. This led to the discovery of a large prehistoric ceremonial complex buried beneath the soil.

Recently, satellites have been used for topographical radar mapping. The satellites capture sand-penetrating radar images that reveal the location of ancient settlements. In the Amazon Basin, more than 200 geometric earthworks stretching across a distance of 255 kilometres have been identified by satellite since 1999. In 2009, a fly-over (using laser technology) of the Mayan city of Caracol revealed that Ancient Mayan culture had extended much further than historians had previously been aware. The lasers were able to pass through the thick rainforest to reveal the remains of buildings and roads.

SOURCE 1.34 An aerial 3-D image of Caracol, courtesy of the University of Central Florida Caracol, Archaeological Project



Advances in technology have made it increasingly possible to explore beneath the surface of the ground without digging. In the Valley of the Kings in Egypt, tombs have been found using ground-penetrating radar (GPR). Machines called magnetometers detect the magnetic properties of materials below the ground, while resistivity meters are used to identify structures such as walls or pits below the ground.

Go to OneStopDigital to find out more about aerial archaeology.



Spotlight

An Australian archaeologist working from his armchair in Perth has unearthed almost 2000 potential archaeological sites in Saudi Arabia.

Far and away from the Indiana Jones-style imagery archaeologists inspire, high resolution photography is allowing researchers to unearth world-changing discoveries using little more than Google Maps.

Professor David Kennedy, from the University of Western Australia, has never visited Saudi Arabia but has scanned 1240 square kilometres of the country using Google Earth and found 1977 potential archaeological sites. This included 1082 ancient tombs shaped like tear drops.

Kennedy was able to confirm the legitimacy of two of the finds by asking a friend in Saudi Arabia to drive out to the sites and photograph them. He believes they may be up to 9000 years old.

Arthur Moses, 'Aussie Desktop Archaeologist's Major Saudi Sighting', *Sydney Morning Herald*, 7 February 2011

ACTIVITY

Check your understanding

- 1 Why do you think a new city is sometimes built on the remains of an old city?

Apply your knowledge

- 1 Select one of the sites listed below. Investigate whether luck or a clue led to the discovery:
 - Tollund Man
 - Pompeii
 - the entombed warriors of Xi'an
 - the Palace of Knossos
 - Machu Picchu
 - the Rosetta Stone
 - Tutankhamun's tomb
 - Sutton Hoo.

2 Select three archaeological sites from the list below. 'Visit' the sites using Google Earth. What can you learn about these sites by viewing them in this way? What do you think would be the benefit of visiting these sites in person?



- Pompeii
- Giza Pyramids
- Stonehenge
- Acropolis of Athens
- Abu Simbel (its current site)
- Machu Picchu.

Print a screen image of one of these sites and include it in your museum scrapbook.

Excavating a site

Once archaeologists have found where a site is located, they need to **excavate** or dig it up. Ideally, archaeologists carry out an excavation thoroughly and without needing to rush but often there is great pressure on them to quickly remove artefacts from a site so that development can proceed. This was the case in 2004 when Athens was hosting the Olympic Games. Teams of archaeologists worked around the clock to ensure that sites were excavated before construction on new sports venues or highways went ahead.



SOURCE 1.35 An archaeologist shows off finds from a Sydney site where a new youth hostel was about to be built

The team

Archaeological digs are a team effort. The person in charge of the dig is usually an academic or someone employed by the government. They have to coordinate all the other members of the team, who can include people responsible for organising funding and getting hold of all the right equipment (which might include large earthmoving machinery and dump trucks) as well as photographers, illustrators, surveyors, cartographers (or map-makers), IT staff,

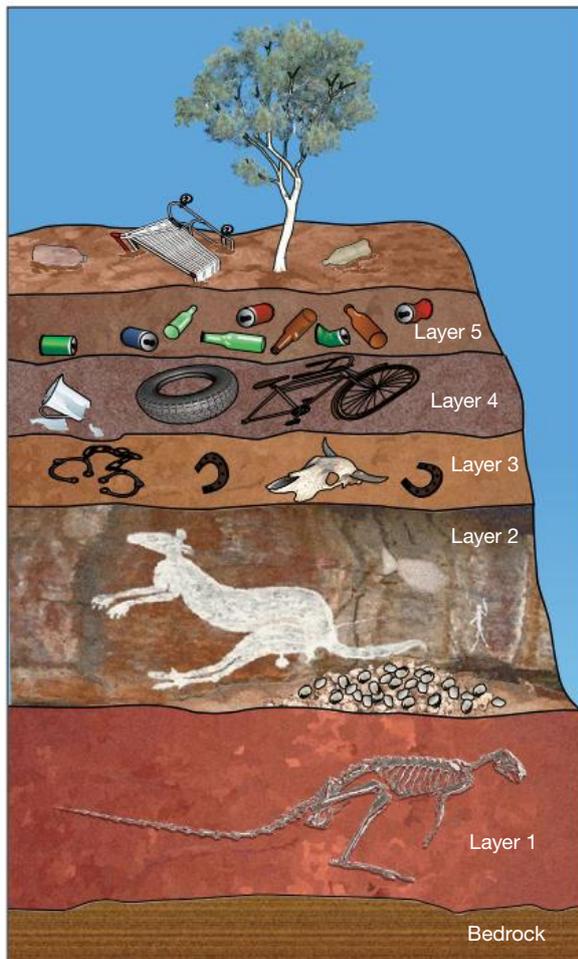


SOURCE 1.36 A team of archaeologists from the US and Italy, as well as local assistants, excavate a site at Ona Nagast, near Aksum in Ethiopia, in June 1998

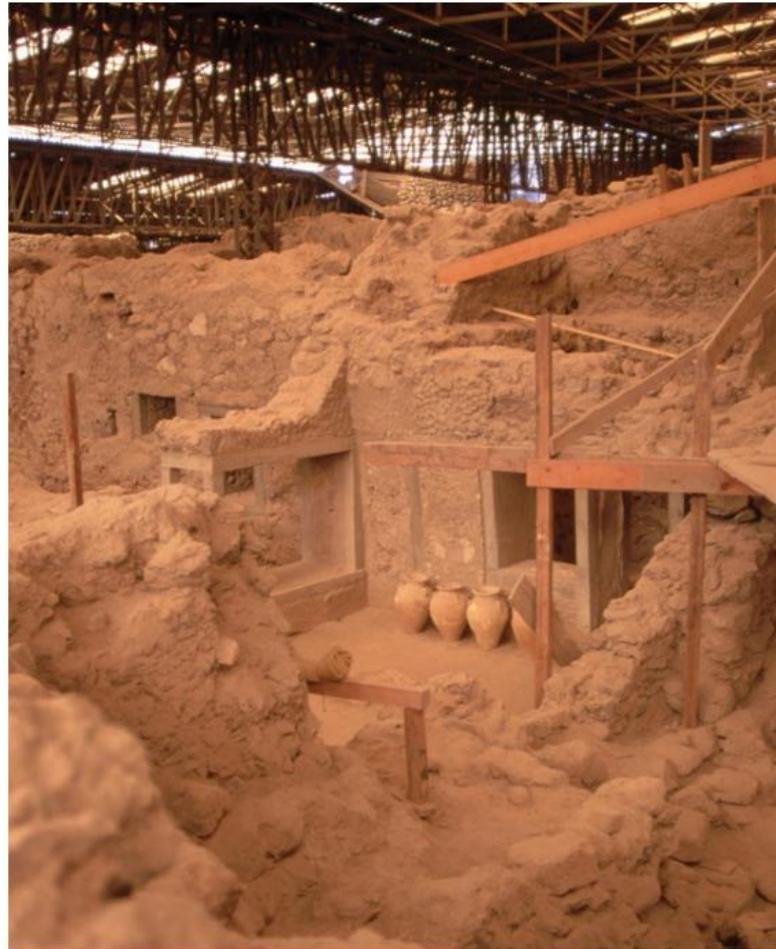
laboratory specialists—and, of course, people to do the actual digging, as well as to measure and record the artefacts. Often, the digging is done by students or members of the public who have volunteered to work on the site. If no volunteers are available, then labourers are hired.

Excavation techniques

How a site is excavated depends on the type of site and what archaeologists hope to learn from the site. To reach any artefacts, archaeologists usually have to dig through several layers of dirt that have built up over time. Archaeologists call these layers **strata**. Each layer can contain cultural remains (for example, coins and broken pottery) or natural remains (from plants and animals), or both. The strata closest to the surface are thought to be from a later period than the layers further below. Based on this logic, archaeologists are able to establish a relative chronology or timeline for a site.



SOURCE 1.37 Cross-section of an archaeological site



SOURCE 1.38 Open area excavation on the Greek island of Santorini; to protect the remains of the ancient city the archaeologists are uncovering, a huge roof has been built over the entire site

Excavation can either focus on a number of strata—a cross-section of the site over a long time—or on just one layer of the site. If archaeologists are interested in a cross-section, they use a method known as the ‘box grid system’ or ‘keyhole excavation’.

The box grid system was developed by Mortimer Wheeler in the early 20th century. It is usually used on sites when it is known that a number of people have occupied the site throughout a number of different time periods. On the surface, the site is divided into a grid of ‘boxes’, which are then dug out. The boxes are separated by ‘walls’ of earth that are left as a record of the strata that have been dug through. Each of the boxes is dug out one layer at a time. Each layer is carefully examined in case it contains significant artefacts.

Keyhole excavation usually involves digging trenches at specific points on a site. It gives archaeologists a general idea of what artefacts they might find if they were to excavate the entire site. While this technique does not let archaeologists examine a site totally, it is less costly and less destructive than digging up the whole area. Furthermore, as some countries do not have the money to keep and preserve artefacts, it is better for these artefacts to remain in the ground.

A third method of excavation is 'open area excavation'. This involves digging up a large horizontal area one layer at a time. (Very deep sites or those that are waterlogged need careful excavation to prevent cave-ins or flooding.) Open area excavation gives archaeologists a good understanding of the entire site and is best used on sites where there has been only one occupant.

An archaeologist's toolkit

The tools archaeologists use vary depending on the nature of the ground in which they are excavating. This can range from soft and sandy to hard and rocky. They often start off by using large earthmoving equipment to remove grass, foliage and topsoil. When it is no longer safe to use earthmoving equipment, the diggers come in with picks to break up the soil and spades to shovel earth into wheelbarrows and buckets. As the archaeologists are keen to ensure they do not damage any of the artefacts as they dig, they use increasingly small tools such as trowels and sometimes dental picks and tooth brushes to remove earth. Before soil is disposed of, it is often sieved to ensure that no artefacts such as jewellery or even human teeth have been overlooked.



SOURCE 1.39 An archaeological dig

Archaeologists will make use of the latest technology available to them to record and measure the artefacts they find. When an artefact is removed, it is photographed and carefully packed, while as much detail as possible about it is recorded. These days, while archaeologists may still handwrite records on the spot, they will also enter them into a computer at the end of each day. The removal of an artefact may also be filmed as well as photographed. The records that are made are highly important as the process of excavation results in the destruction of the site.

Of course, if an underwater archaeological site is being excavated, then not only does this pose new challenges, it also requires a different set of tools!

Go to OneStopDigital to conduct a virtual site study for a dinosaur dig. Find the fossil and learn more about your specimen.



Play the archaeology game in pairs on OneStopDigital.



Renowned archaeologist Frank Goddio has been recovering artefacts from the Ancient cities of Alexandria, Heracleium and Canopus. Listen to this podcast on OneStopDigital to see how he has done it.



ACTIVITY

Source questions

- Match the numbered activity with its correct letter from Source 1.39.
 - Photographing the site
 - Surveying the site and establishing new trenches
 - Sifting dirt through a sieve to locate small objects
 - Washing artefacts found on the dig
 - Drawing artefacts to scale
 - Removing soil from objects that are being dug up
 - Digging up artefacts
 - Photographing artefacts.



- Go to OneStopDigital to see inside contemporary archaeology tool shops. List the tools used by the team of archaeologists.
- For what type of artefacts would the following specialists be employed?

a ceramicist	e botanist
b anatomist	f zoologist
c architect	g volcanologist
d papyrologist	
- Using Source 1.37 on page 28, answer the following questions:
 - How many layers are there in the diagram?
 - Which layer is the oldest?
 - Which layer is the most recent?
 - Choose two layers. What can you conclude from each of these layers?

Apply your knowledge

- Prepare for a debate on the topic 'Archaeology does more harm than good'.
- Using Source 1.37 as a guide, create an archaeological strata in a fish tank that you can excavate. See OneStopDigital for an example. Bury small objects against the glass to show different layers of history. Take a photo and include it in your museum scrapbook.

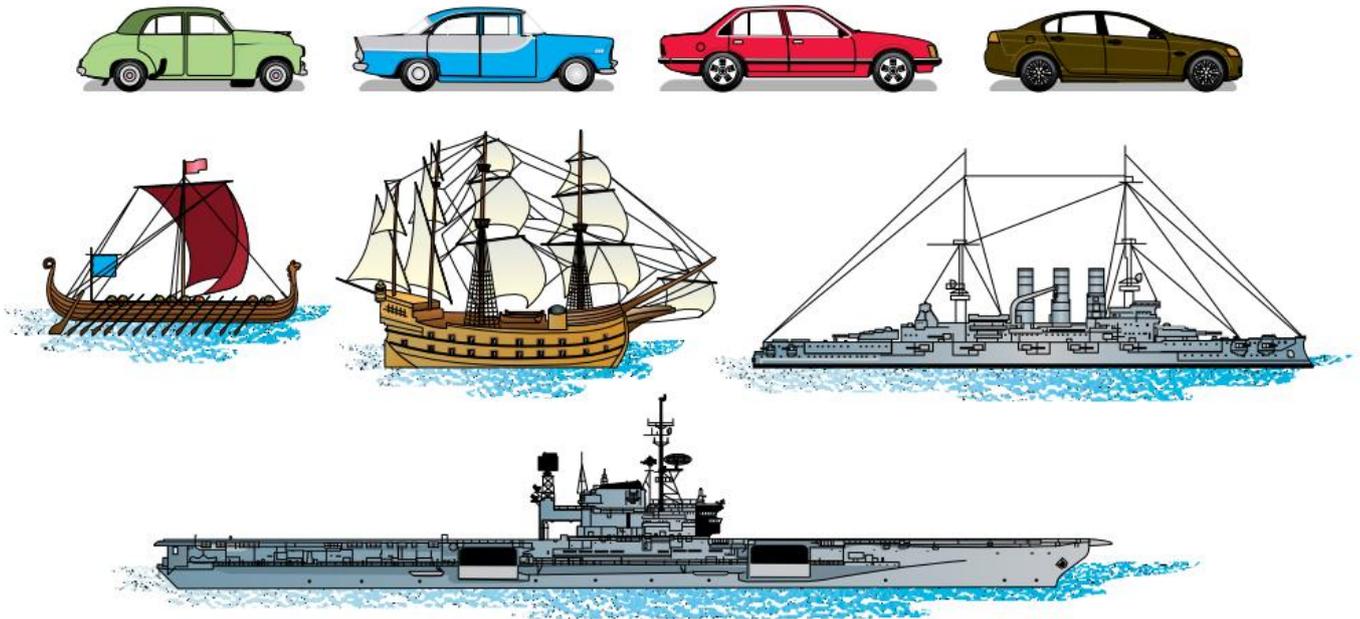


How old is it?

One question that archaeologists always ask about artefacts they find is: how old is it? Until they know the age of an artefact, its usefulness as a source is reduced. In some cases, knowing the age of the source is important in determining whether an artefact is a fake. Two methods are used for scientifically dating archaeological finds: **relative dating** and **absolute dating**. It is best to use both methods to get the most accurate information.

Scientific dating is not just a boring necessity that tides things up by providing numbers; it is vital for valid interpretation.

SOURCE 1.40 M Aitken, *Science-based Dating in Archaeology*



SOURCE 1.41 Typology—cars and boats

Relative dating

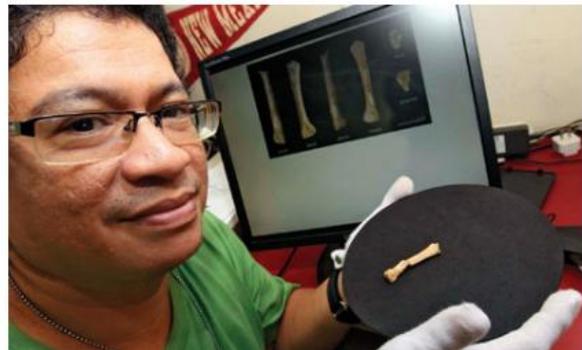
Relative dating establishes whether an artefact is older or younger than other artefacts that have been found. One way this is done is by looking at the strata in which different objects have been found and assuming that the deeper an object was, the older it is. This approach can be unreliable as the movement of earth over time can mean that objects move to layers in which they were not originally located. Another form of relative dating relies on the principles of typology, where artefacts are put into chronological order based on distinct features such as decoration, construction material or shape (see Source 1.41). In the same way you would be able to put a collection of cars or clothes made over the last century into order, archaeologists are able to date pottery or weapons.

Absolute dating

Absolute dating can be done quite easily if the date is marked on the artefact. This is often the case with coins and inscriptions but obtaining an exact date often involves analysing the atoms of an artefact. **Radiocarbon dating** measures how much carbon-14 (a radioactive form of carbon) is left in plant or animal artefacts and uses that information to determine the age of the artefact.

Radiocarbon dating is used for dating objects between 70 000 and 400 years old. From the moment of death, the amount of carbon-14 that is in the body starts to decrease at a constant rate. This means that the amount of carbon left in the artefact provides the archaeologist with an accurate date for the bone, hair, paper, shell or whatever organic (once living) matter is being dated.

Uranium-series dating works in a similar way to radiocarbon dating, except that it measures uranium instead of carbon. It is used to date rocks containing limestone, which is often found in caves. This method is able to date artefacts between 500 000 and 50 000 years old and has been used to date rock art and fossilised bones and teeth.



SOURCE 1.42 A 67 000-year-old fossil of a human foot bone discovered in a cave in the northern Philippines near Penablanca in 2007, dated using uranium-series dating

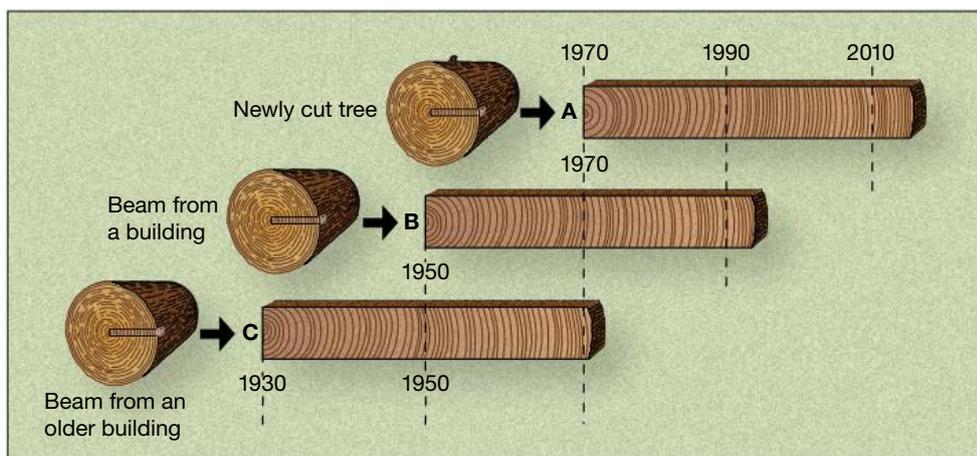


SOURCE 1.43 Rock paintings in the Eland Cave at uKahlamba-Drakensberg in South Africa have been dated using radiocarbon dating and are estimated to have been created up to 3000 years ago

Potassium-argon dating is similar again and it measures the decay of a form of potassium. Amazingly, it can date rocks that are millions of years old. It has been used by archaeologists to date volcanic rock in places like the Olduvai Gorge in eastern Africa.

Another form of dating objects is thermoluminescence dating. It measures the energy remaining in buried artefacts since they were last exposed to the Sun or heat. It is used for inorganic materials (substances that have never been alive), such as pottery. While it is less accurate than radiocarbon dating, it is able to date materials from 200 000 to 40 000 years old.

Dendrochronology is used to date wood by examining the rings in the wood. Each year, trees grow a new outer layer of bark and add a 'ring' to the trunk. The thickness of the ring varies depending on how good the climate is in any given year. Archaeologists have developed 'master' sequences of rings that go back thousands of years for different geographic regions, with which samples from wooden artefacts can be compared. Archaeologists compare the rings in wooden artefacts to the master sequence until they find rings that match in thickness, and they can therefore determine the age of the wood.



SOURCE 1.44 Dendrochronology or tree-ring dating

This technique was developed in the 1920s and is still used today. It can be particularly good for checking the results of radiocarbon dating.

Each of these techniques has its limitations, so it is best to take multiple samples, test all of them in as many different ways as possible, and based on this information, estimate the actual date.

For more information about dating artefacts, watch the video *Dating: The Radiocarbon Way* on OneStopDigital.



Spotlight

In 2000, one of Japan's top archaeologists was caught burying 'artefacts' at excavation sites so he could then dig them up. A newspaper secretly filmed his reverse archaeology and unmasked the fraudster. Shinichi Fujimura had been nicknamed 'God's hands' because of his ability to find artefacts. From one site alone he admitted to having faked 27 of the 31 pieces unearthed.

ACTIVITY

Apply your knowledge

- 1 Look up and write down a definition of 'thermoluminescence'.
- 2 What is going to be difficult about obtaining samples for thermoluminescence dating?

- 3 When museums buy items for their collections, they will often pay large sums of money for artefacts. In this context, scientific dating techniques reassure the museum that they are not spending their money on a modern fake. Match the item below with the dating method you would use.

Artefact	Dating method
A ceramic sculpture from Africa	Dendrochronology
An Egyptian mummy	Thermoluminescence
Wooden door panels from Rome	Radiocarbon dating

- 4 Cut open a Mars bar and look at the layers inside. If each layer equals one year, how old would your Mars bar be if it was a tree?
- 5 As the curator of the Museum of Humanity you want visitors to be able to experience the work that archaeologists do in dating artefacts. What are two dating methods that visitors could easily experience? Write in your museum scrapbook how this will work at your museum.



🔍 An archaeological mystery: the Iceman

On Thursday 19 September 1991, Erika and Helmut Simon were walking in the Ötztal Alps between Austria and Italy when they decided to take a shortcut. They went off the track and discovered the remains of what has become known as the 'Iceman' in a rocky gully. All that



SOURCE 1.45 The Iceman shortly after being excavated in the Ötztal Alps in September 1991

was visible were his head, shoulders and part of his back. The remainder of his body was hidden below the melted water and in the ice. After photographing the corpse, they left to notify the police, assuming that the body was no more than a few years old.

Poor weather delayed the removal of the corpse from the ice until the following Monday. A team lead by Rainer Henn of Innsbruck University Institute of Forensic Medicine extracted the corpse from the ice and filmed the process. The film is particularly important as no archaeologist was present. The body, along with numerous items, was taken to the Institute of Forensic Medicine in Innsbruck. The body, which was in remarkably good condition, must have been covered by snow and subsequently ice not long after death. The deep gully in which the corpse lay was at right angles to the glacier that had flowed over it. Consequently, the body was very well preserved.

That year and the next, archaeologists excavated the site where the corpse had been found. Excavation at 3210 metres above sea level proved to be challenging. Even when the weather was good, hot-air blowers had to be used to melt the snow so that the gully could be fully examined. Archaeologists established a detailed plan of the site and found items that included leather and hide remnants from the Iceman's kit, his bearskin cap, a section of a longbow, string, pieces of skin, muscle fibres, hair, a fingernail and grasses.

The first archaeologist to examine the Iceman was Professor Konrad Spindler from the Institute for Ancient and Early History at Innsbruck University. Based on the body and the items that were with it, Spindler estimated that the body was at least 4000 years old. The design of the axe, the blade of which looked like it was from the early Bronze Age, informed his estimate.

Carbon-14 dating was used to analyse the bone and tissue samples to more accurately date the Iceman. Results from four different scientific institutions concluded that the Iceman lived between 3350 and 3100 BCE. Chemical analysis of the blade on the Iceman's axe revealed that it was made of copper between about 4000 and 2200 BCE. Professor Spindler's estimate had been right, with the more scientific dating methods giving greater accuracy.

View the Iceman close-up and in 3-D at OneStopDigital.



Clothing

The discovery of the Iceman has provided archaeologists with an understanding of life in the Alps 5000 years ago that they never had before. While only fragments of clothing remain, a lot has been gathered from these items.

- **Leggings:** The leggings, made of goat hide, covered the calf and thigh. At the top, two laces joined each leg to the belt, while—near the feet—laces attached to the Iceman's shoes to stop them riding up.
- **Loincloth:** The loincloth was made of thin strips of leather and worn over the belt and leggings. Measuring more than a metre in length and approximately 30 centimetres wide, it was held together with animal sinew (sinew is the tough tissue that connects muscles to bones).
- **Fur cap:** The Iceman's cap resembled a baseball cap without the eye-shade. It was made of strips of fur stitched together. Two leather straps that went under the chin kept the cap in place.



SOURCE 1.46 The cap or hood found with the Iceman

- **Coat:** Only one-third of the coat made of goat hide and stitched together with animal sinews survived. It appears to have been well worn and tears in it have been repaired using grass fibres. The coat, which has an open front and is striped, could have had sleeves but nothing remains of them.
- **Cloak:** Three sections of matting made of plaited grass were found. It has been thought that these could have been remnants of a cloak that had slits for the arms. Because such a garment would not be very useful, some archaeologists have theorised that these pieces were worn over the head as protection from the rain or were part of the Iceman's backpack.
- **Shoes:** The Iceman's shoes have soles made of bearskin and outers made of deerskin, with the fur on the outside. Inside the shoes, grass netting held hay (which served as insulation) in position.
- **Belt and pouch:** The belt, made of calf hide, was long enough to go around the Iceman's waist twice. Attached to the belt was a pouch that contained flint, bone tools and tinder fungus, which catches fire very quickly and is good for starting fires.
- **Dagger:** Kept in a scabbard or sheath made of leather and grass cord, the 13-centimetre-long dagger had two cutting edges on its flint blade, which was attached to a handle made from ash wood.
- **Retoucher:** Used for sharpening flint tools, the Iceman's pencil-shaped, 12-centimetre-long retoucher was made from one piece of stag antler driven into a piece of lime branch.
- **Bow:** Made of yew wood and 182 centimetres long, the Iceman's bow, which was broken as archaeologists removed it, appears to not have been fully constructed as there is no sign of a bow string. On the other hand, evidence has been found that he shot arrows, so he must have had a working bow of some kind.
- **Quiver and contents:** The quiver—which was made of hide stitched together and supported by hazelwood rods—contained two completed arrows, 12 partly completed arrow shafts, four tips of stag antlers, two animal sinews and string.
- **Backpack:** Four pieces of hazelwood that joined together into a U-shaped rod were found along with two short boards. Grass string held together these pieces and what was most likely a fur sack.
- **Net:** Fragments of the grass net remain. It would have been suitable for catching birds or fish.

Equipment

The Iceman had many pieces of equipment with him.

- **Axe:** With a yew-wood handle and copper blade, the axe, measuring approximately 60 centimetres long, was bound together with skin.



SOURCE 1.47 The dagger and scabbard found with the Iceman, on display in South Tyrol Museum of Archaeology, Bolzano, Italy

- **Containers:** The Iceman had two cylindrical, pot-shaped containers made of birch bark. One contained maple leaves, plant remains and charcoal, while the other was empty.
- **First-aid kit:** Birch fungus, used for medicinal purposes, was attached to fur strips that could have been attached to his wrists or clothing.

View the exhibition at the South Tyrol Museum of Archaeology in Bolzano, Italy, where the Iceman and the items that were found with him are on display. Go to OneStopDigital for the URL.

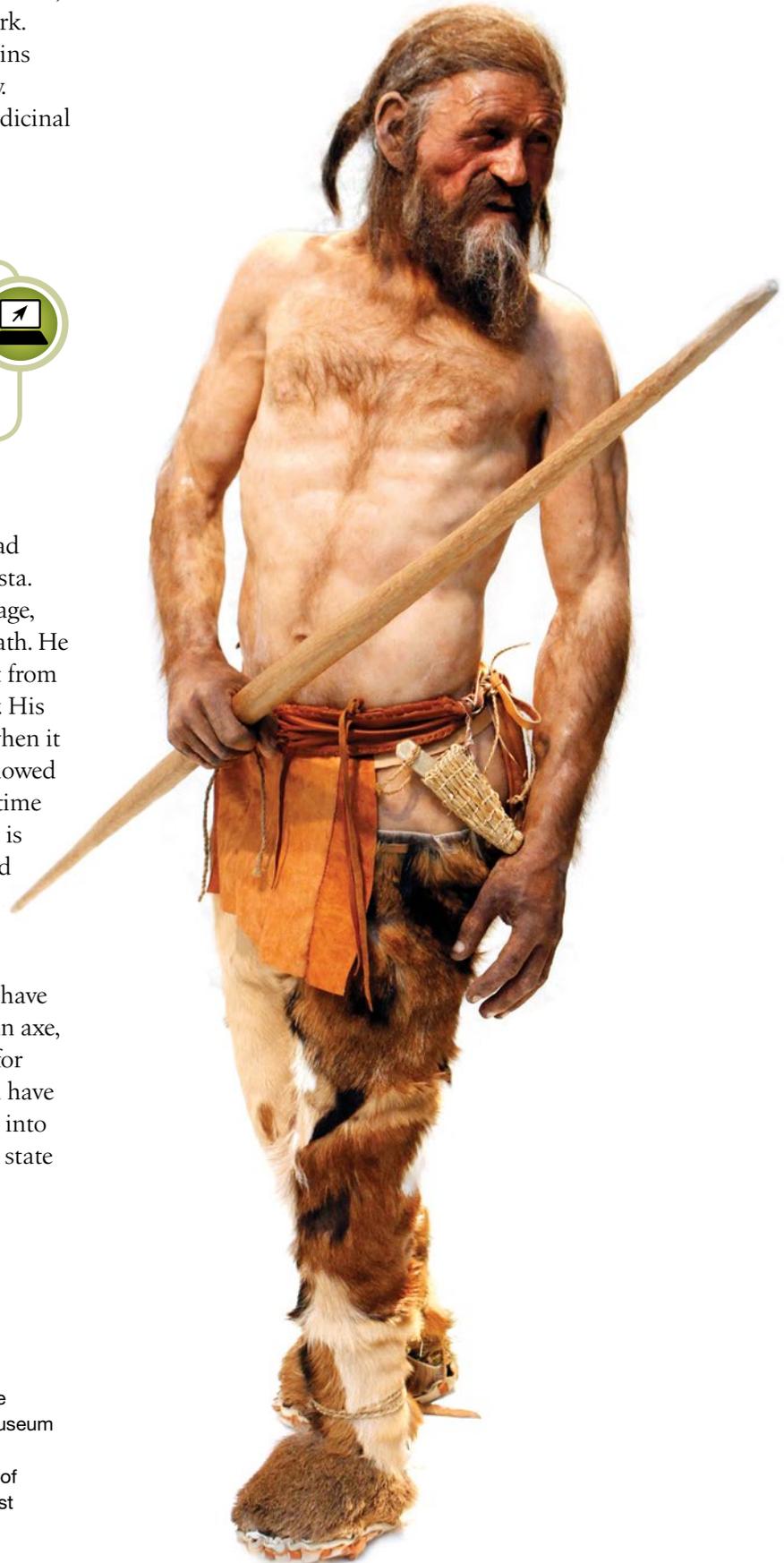


Who was the Iceman?

In 1994, Spindler decided that the Iceman had most likely been a shepherd in the Val Venosta. This conclusion was based on the Iceman's age, health, clothing, equipment and place of death. He was old enough to be a shepherd and, apart from some recent injuries, appeared to be healthy. His clothing would have kept him warm even when it was cold, and his equipment would have allowed him to survive for a considerable period of time without returning to his village. Val Venosta is only 20 kilometres from where he was found and the area in which he was found was commonly used for grazing animals.

When the Iceman was first found, some archaeologists also suggested that he could have been a metal prospector. While he carried an axe, his equipment did not seem to be suitable for prospecting. Some people thought he could have been a hunter but this theory does not take into consideration the incomplete and damaged state of some of his equipment.

SOURCE 1.48 A statue representing the Iceman displayed at the Archeological Museum of Bolzano in February 2011, created by Dutch experts and based on 3-D images of the mummy's skeleton as well as the latest forensic technology



Why did the Iceman die?

Spindler initially thought that the Iceman had been caught in a storm and that this is what had led to his death. After X-rays and CT scans appeared to reveal that several of his ribs were broken, Spindler developed his theory to explain how this had happened. Spindler concluded that, on returning to his village with his flock, the Iceman had come under attack. Whether the attack was from people within the village or an external enemy was unclear. The Iceman was able to escape from his attackers and flee to the mountains. Exhausted and injured, he stopped to rest in the gully but the cold conditions led to him developing hypothermia, from which he died.

Updated evidence

1998

Peter Vanezis, a forensic pathologist, examined the contents of the Iceman's intestines and found hop hornbean pollen. The pollen was very well preserved. Vanezis concluded that this indicated the pollen had been eaten just before the Iceman died. As the hop hornbean only flowers between March and June, the Iceman must therefore have died in the Northern Hemisphere spring.

June 2001

An X-ray, aimed at further examining the Iceman's ribs, discovered that his ribs were not broken, as had been reported initially. Instead, a shadow in the shape of an arrow near the left shoulder was revealed. This turned out to be a flint arrowhead. A small skin wound on the left side of the Iceman's back was found and confirmed that he had been shot in the back with an arrow which he had then pulled out. While the arrow did not puncture his lungs, it would have severed a major blood vessel and resulted in heavy bleeding. It appeared that he had the strength to reach the top of the mountain before the loss of blood killed him.

August 2003

Dr Tom Loy with his team from the University of Queensland's Institute of Molecular Bioscience discovered new evidence that suggested the Iceman had been in a fight with a number of

people before he died. DNA analysis of blood samples taken from his knife, axe and coat have revealed four different DNA sequences from the Iceman's. There is one on the knife blade, two different sequences on one arrow and a fourth sequence on his coat. Loy has suggested that the Iceman shot two of his attackers, possibly killing them, and retrieved his arrow on both occasions. Loy also thought that the Iceman could have carried a wounded friend on his shoulder for some distance. In addition to this, Loy and his team revealed that the Iceman had significant gashes on his right hand, wrists and rib cage that appear to be defensive wounds (defensive wounds are made when someone tries to protect themselves against an attack).

June 2007

Researchers from the University of Zurich used a CT scan to get a clear image of the wound the Iceman had received to his left shoulder. The scan revealed the exact path of the arrow and the damage that was done. The arrow tore a hole in an artery below his left collarbone that caused him to lose a lot of blood, particularly in his chest cavity. This caused him to go into shock and suffer a heart attack.

January 2009

Researchers from Ludwig Maximilians University in Munich published their findings that concluded the Iceman was attacked at least twice during his final few days of life. They had worked out that the wounds on his hand were older wounds and then, a few days later, he sustained new wounds on his back. One of these wounds came from the arrow that pierced the back of his left shoulder and the other was bruising from a blunt object.

Although the ice mummy has already been studied at great length, there are still new results to be gleaned. The crime surrounding Ötzi is as thrilling as ever!

SOURCE 1.49 *Intensive Care Medicine*, vol. 35

ACTIVITY**Check your understanding**

- 1 What conclusions could you make about the Iceman's lifestyle based on the clothing and equipment that was found with him?
- 2 How well prepared was the Iceman for life in the Ötztal Alps?
- 3 What scientific equipment was used by researchers to help them make new discoveries about the Iceman?
- 4 How do your conclusions about the Iceman's death differ from Konrad Spindler's conclusions?

Apply your knowledge

- 1 Draw a timeline for your museum on which you include the major discoveries about the Iceman from his discovery in 1991 up until 2009.
- 2 Write a news article for the museum newsletter informing the public about one of the updates to the evidence that has occurred. Your article should not only inform the reader about the new discovery but also explain how the discovery has added to what was previously known about the Iceman.



🔍 The nature of the sources for Ancient Australia

If the time scale of human occupation of Australia were represented by one hour on a clock, Aboriginal society should occupy over fifty-nine and a half minutes, European society less than half a minute.

SOURCE 1.50 Josephine Flood, *Archaeology of the Dreamtime: The Story of Prehistoric Australia and Its People*

Only two sources of knowledge exist about Ancient Australia: archaeological evidence and stories that have been passed down from generation to generation. Aboriginal culture in Australia began more than 40 000 years ago in the Ice Age of Pleistocene. This period stretches from 2 million years ago to 10 000 years ago. There are thousands of known Aboriginal sites in Australia that provide archaeologists with information about Ancient Australia.

How to write fantastic topic sentences

Topic sentences are a very important aspect of writing in history. A topic sentence is the first sentence in a paragraph. Its job is to tell the reader what the paragraph is about. A clear, well-written topic sentence can really help a reader understand your ideas and arguments. Topic sentences should not contain any specific detail. This comes later in the paragraph.

ACTIVITY

- 1 Explain why topic sentences are an important part of a paragraph.
- 2 In pairs or small groups, choose a paragraph from any page in this book. Locate the topic sentence by underlining it in pencil or highlighting the text. Discuss whether you think it is an effective topic sentence.
- 3 Copy the following sentences into your exercise book or into a Word document.

Place a tick next to the ones that you think are topic sentences and a cross next to the ones that you think are not. Discuss your decisions with the class.

The Great Pyramid of Giza is approximately 138 metres tall.

Every society in the ancient world had its own laws that everyone had to obey.

Homo sapiens sapiens left behind many different types of evidence for archaeologists to discover.

More than 900 animals are depicted in the Lascaux caves.

Religion was an important aspect of daily life in ancient societies.

- 4 Read the following paragraph and then write your own topic sentence for it. Compare your topic sentence with those written by other students in your class.



Occupation sites

These are sites where Aboriginal people lived, such as camp sites, caves and rock shelters. Camp sites, which range enormously in size, can usually be dated using the charcoal found in hearths or fireplaces. Archaeologists study the artefacts that are found at these sites, such as stone tools and food remains, to determine how the site was used. Caves and rock shelters were often used for camping and these sites are often particularly well preserved as they have been somewhat sheltered from the natural elements. Middens, often found at occupation sites, are similar to rubbish dumps and usually contain primarily shells. Located along the coast and next to inland lakes and rivers, they provide archaeologists with information about what Aboriginal people ate. While the majority of what is deposited in middens is shellfish, they also contain bone, stone and charcoal.

Burial sites

Burial sites are important for archaeologists. Large burial sites allow archaeologists to find out information about the gender, age, diet and health of the people in the community, as well as about

their social customs. Aboriginal people buried their dead in a variety of ways. Most often they were buried in the ground but sometimes they were placed in caves or a rock crevice.

Most people today are horrified by the idea of collecting other people's bones. This has not always been the case. Previously, the skeletons of thousands of Aboriginal people were taken by 'collectors'. Many were put into museums and other collections both in Australia and overseas. Over the last 25 years, many of these collections have been returned to the Aboriginal community.

Rock art

Rock art, which includes both drawings, paintings and rock engraving, is the oldest art in the world. Drawings were chalked onto the rock using dry pigments, while paintings were made with wet pigments, applied to the rock with fingers, stencilling or a brush that was no more than a chewed stick. Engravings, which are less common, were created by etching into the rock by scraping or hammering. This process in itself provides insight into the tools that Aboriginal people had available to them.



SOURCE 1.51 An ancient Aboriginal shell midden on a coastal sand dune in South Australia



SOURCE 1.52 Aboriginal rock art shows Namondjok, a Creation Ancestor, and Namarrgon, the Lightning Man

Rock art provides information about how Aboriginal people understood both their natural and spiritual world. Some rock art, like the wall of about 1500 paintings in north-west Arnhem Land, tell a story, such as the story of Aboriginal contact with outsiders. Other rock art, such as the depiction of eight roosting flying foxes on a thin branch, while far simpler, is just as interesting. In this case, there are no flying foxes in modern Australia that resemble these images, so the rock art provides us with a glimpse of a species that is likely to have existed in Australia more than 17 500 years ago.

Although no conclusions can be made from a sample of one, it at least shows that 26 000 years ago women were considered worthy of complex burial rites [ceremonies]. What emotions inspired those rites—love, fear, or religious awe—we will never know but all show a concern for the deceased, which is the essence of humanity.

SOURCE 1.53 Josephine Flood, *Archaeology of the Dreamtime: The Story of Prehistoric Australia and Its People*.

Aboriginal people also created and blew pigments from their mouths over their hands and onto walls to create silhouettes or stencils. Go to OneStopDigital to look at a documentary on rock stencil art.



SOURCE 1.54 An ancient Aboriginal engraving, in the South Australian Museum, shows a crocodile-like animal

Lake Mungo

Lake Mungo is part of the Willandra Lakes region in the far west of southern New South Wales. It is here that some of the earliest evidence of Aboriginal people in Australia has been discovered. While this region has been dry for the last 15 000 years, for 30 000 years before this, it contained 1000 square kilometres of fresh water. Lake Mungo, which was 20 kilometres long, 10 kilometres wide and 15 metres deep, is where most archaeological research has taken place.

In 1968, Jim Bowler from the Australian National University found a small midden at Lake Mungo containing mussel shells and stone artefacts. Using radiocarbon dating, the shells were dated as being between 34 000 and 31 500 years old. Bowler noticed some bones sticking out from a dune but decided to leave them for a future archaeological dig. The next year a team from the Australian National

University returned to the site and discovered human bones, 200 stone tools, and 15 patches of black deposit, which were thought to be the remains of camp-site fireplaces.

The bones, which were encrusted in a concrete-hard substance, were broken into fragments. When the team examined them, they found that the bones had belonged to a young adult woman, now known as Mungo I, who was cremated beside the lake before her burnt skeleton was smashed into small pieces. Radiocarbon dating revealed the woman had died approximately 26 000 years ago. This means that it is the oldest evidence of cremation in the world.



SOURCE 1.55 Animal bones in Mungo National Park

In 1974, Jim Bowler again discovered the bones of an Aboriginal person, only this time it was a whole skeleton. The bones were those of a tall man who has become known as Mungo Man or Mungo II. The pink stains on the bones and surrounding sands indicated that ochre powder had been scattered over the body during burial. The burial has been estimated to have taken place around 28 000 BCE which makes his the oldest skeleton found in Australia.

Oral traditions

Much of the history of Ancient Australia has been preserved in **oral tradition**. This is often the case with societies where most people do not read or write, and poems, hymns, sayings and stories are handed down from one generation to the next by word-of-mouth. In the case of Ancient Australia, archaeology has confirmed much of what is contained in stories of the Dreaming.

ACTIVITY

Check your understanding

- 1 To what extent is the length of Aboriginal occupation of Australia reflected in books on Australia's history? Why might this be?
- 2 Make a mind map of the sources for Ancient Australia.

Source questions

- 1 Using Source 1.56, what is valuable about Aboriginal rock art?

The particular value of rock art sites, for Aboriginal and non-Aboriginal people alike, is the way in which they illustrate the richness and complexity of the Aboriginal artistic and cultural tradition. This artistic legacy continues to be demonstrated in bark paintings and other mediums, but Australia's rock art has the distinction of being the longest surviving continuous cultural tradition in the world.

SOURCE 1.56 Josephine Flood, *The Riches of Ancient Australia: A Journey into Prehistory*

- 2 Using Source 1.57, explain why is rock art in danger.

Rock art is deteriorating at an alarming rate through natural agencies. Termites are building their tracks across the paintings, mud-daubing wasps and swallows construct nests in the rockshelters, cattle and other animals rub against the walls, water runs down and washes ochred art off, bushfires, erosion and exfoliation cause the rock surface to crack and crumble. Comparison of photos of a site taken 20 years ago with the same site today is a sobering experience: whole figures and even whole panels of art have completely disappeared.

SOURCE 1.57 Josephine Flood, *The Riches of Ancient Australia: A Journey into Prehistory*

Apply your knowledge

- 1 Select three archaeological sites that are located in your state or territory that provide information about Ancient Australia.
- Where is the site?
 - What has been found at the site?
 - How old is the site?
 - What information does the site provide about Ancient Australia? Go to OneStopDigital to start your research.

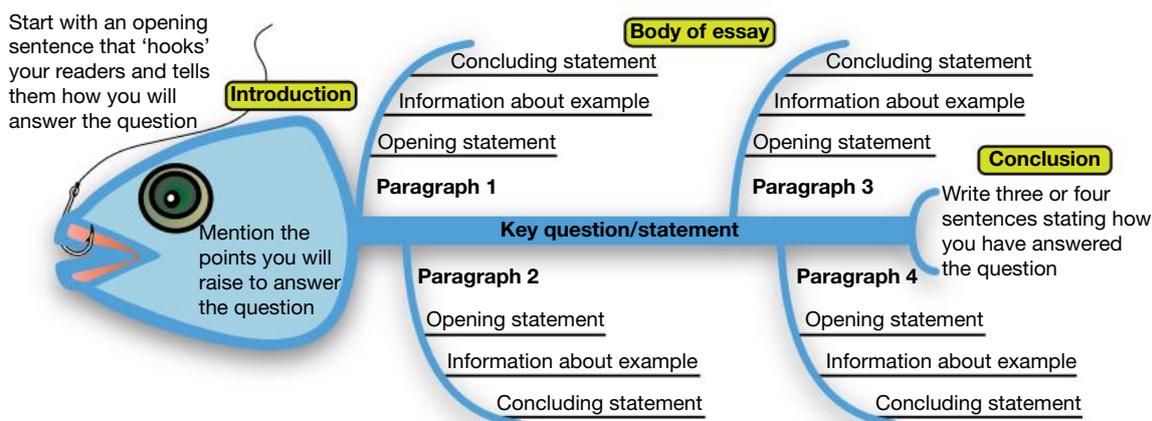


Essay writing

Essay writing is an important way of demonstrating your knowledge on a topic and showing that you can use evidence to teach or inform your reader or argue a point of view.

Step by step

- Underline the key words in the essay question.
- Allocate a paragraph to answer each key word of the question.
- Make a mind map of all your ideas.
- Make a list of sources you can use as evidence to support your ideas.
- Using Source 1.58, think about how you will put the information together in an essay. Start at the head of the fish and work your way down to the tail.



SOURCE 1.58 The bones of a good essay

❖ Conserving the past

To ensure that both present and future generations are able to learn from the remains of the past, artefacts need to be conserved.

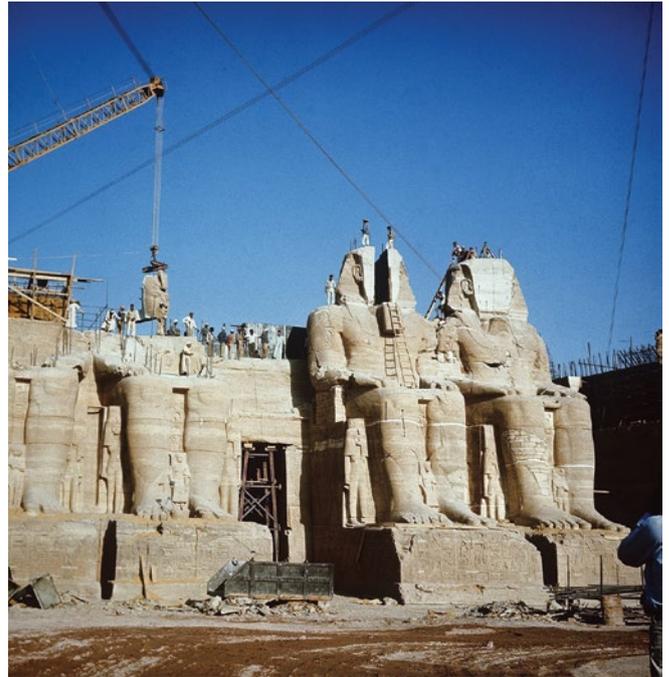
Conservation protects the remains of the past by working out from what the artefact is made, what is causing it to deteriorate and what can be done to slow the deterioration down.

The things that have been passed down to us are often said to be our **heritage**. Our heritage helps us to understand our place in a larger story, whether it be the story of our family, community, nation or world. For many people, this contributes to their understanding of who they are. Stories, special possessions, photos, traditions and sayings are what often make up a family's heritage. By making places of exceptional natural or cultural value into National Heritage sites or World Heritage sites, we try to make sure that they will be protected for future generations.

Threats to ancient sites and artefacts

Ancient sites around the world are being destroyed daily by pollution and tourism. The carvings on the Parthenon in Athens and the face of the Sphinx in Egypt are disappearing as chemicals from the polluted air eat away at these

buildings. In Egypt, the rising sewage is also causing damage as it soaks up into monuments. This is combined with the damage from the trampling feet of tourists and the moisture from their breath that fills the tombs through which they walk.



SOURCE 1.60 The Temples of Abu Simbel in Egypt as they begin the move to a new site on 1 January 1963



SOURCE 1.59 The Elgin Marbles Hall at the British Museum



SOURCE 1.61 The Parthenon, a temple in the Athenian Acropolis, is a UNESCO World Heritage site

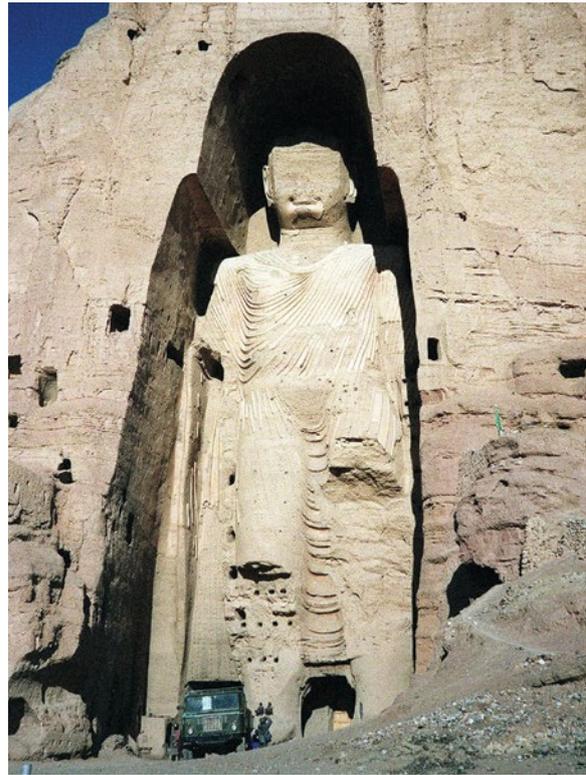
Natural disasters, theft and conflict have also led to the destruction of many sites. In 1980 a major earthquake in Italy caused severe damage to Pompeii. In 2001, two large statues of Buddha, carved into the cliffs at Bamiyan in Afghanistan in the 3rd and 4th centuries CE, were destroyed with anti-aircraft guns. This was part of an attempt by the Taliban to erase any evidence of other religions from Afghanistan. In 2003, looters ransacked Iraq's National Museum in Baghdad and stole 15 000 artefacts.



SOURCE 1.62 A damaged fresco in the House of the Ancient Hunt at Pompeii, a UNESCO World Heritage site in Italy



SOURCE 1.63 Iraqi National Museum Deputy Director Mushin Hasan holds his head in his hands as he sits on destroyed artefacts in Baghdad, Iraq, 13 April 2003



SOURCE 1.64 One of the two enormous statues of the Buddha carved into sandstone cliffs at Bamiyan that was destroyed in March 2001 by the Taliban



SOURCE 1.65 Afghan Taliban militia officials stand in front of what had been the taller Buddha statue—it took 20 days to destroy it using dynamite, rockets and tank shells

Conserving ancient sites and artefacts

Safeguarding ancient sites and artefacts is a shared responsibility that belongs to archaeologists, local authorities, museums and the international community. Archaeologists have a responsibility to think ahead and to ensure that what they dig up will be able to be kept safe.

One of the main places where artefacts are usually conserved is in museums. The British Museum is one museum that is famous for the ancient artefacts it houses. Included in its collection are the Elgin Marbles. The Elgin Marbles are marble sculptures from the Parthenon in Athens. They were taken by Lord Elgin, a Scottish diplomat, with the permission of the Turkish Government that was ruling Greece at the time. These sculptures are without doubt in better condition than the sculptures that remained. Despite this, there is much debate over whether the British Museum should return these and other artefacts to the countries from which they were taken. Greece now has a special Acropolis Museum to house the Elgin Marbles in a suitable manner if they are ever returned.

Go to OneStopDigital to find out more about the Acropolis Museum.



In 1972, an international treaty called the Convention Concerning the Protection of the World Cultural and Natural Heritage was adopted by UNESCO. This has led to 705 sites being listed as having outstanding universal cultural value. One such site is the Temples of Abu Simbel in Egypt. The temples, located on the bank of Lake Nasser, were constructed more than 3000 years ago by Pharaoh Rameses II. In the 1960s, the temples came under threat as construction began on the High Dam at Aswan. If nothing was done to protect them, then the temples would have been submerged under water. An international team of experts came together under the banner of UNESCO and worked together to save the temples. This was done by cutting the temples into blocks and transporting them to a new location where they were put back together again. The project took from 1964 to 1968 to complete.

Spotlight

POMPEII HOUSE COLLAPSES INTO RUBBLE

Sydney Morning Herald, 7 November 2010

An ancient training centre for gladiators has collapsed in the celebrated archaeological site of Pompeii, sparking sharp debate over whether it could have been saved.

Located on the main road of the ancient southern city, the House of the Gladiators lay in ruins by the time guards arrived, local authorities said in a statement.

The house was once owned by gladiator Marcus Lucretius Fronto, whose victories in battle and love had been scrawled in graffiti on its façade.

The building collapsed following 'abundant rain in recent days and the restoration in reinforced concrete' of its upper walls during the 1950s, the ANSA news agency quoted Italy's culture minister Sandro Bondi as saying.

The incident underscores the need for 'adequate resources' to conserve Italy's 'immense historical artistic heritage', he said.

But Tsao Cevoli, president of Italy's National Association of Archaeologists, expressed 'rage and concern' at what he described as 'negligence', given that millions of euros had been spent to showcase other parts of Ancient Pompeii.



SOURCE 1.66 The ruins of the House of the Gladiators at Pompeii, a UNESCO World Heritage site, after it collapsed on 6 November 2010

As decisions are made about the conservation of ancient sites and artefacts, a number of difficult problems are often faced. There is often very real tension as to whether or not to pursue conservation or preservation. Preservation goes one step further than conservation by aiming to totally protect a site or artefact from harm. This could involve simply putting up a plastic barrier or going so far as shutting off an entire section of a site. While shutting off a section of a site might help to slow down deterioration, it also means that people are no longer able to enjoy the site.

Restoration is another process that creates problems. Restoring an artefact so that it more closely resembles its original state can improve its visual attractiveness but the restoration process often requires some amount of guesswork as to what the original looked like. Good records must be kept of the restoration process, otherwise it is possible that the artefact will be thought a fake.

Go to OneStopDigital for a reconstruction of a Wetwang Chariot and an Iron Age Roundhouse.



Virtual museums

Since the early 1990s, virtual museums have become increasingly common. Most virtual museums give visitors the opportunity to view online artefacts that are also housed in a physical museum. There are also some virtual museums, such as the International Museum of Women, that only exist online.

The quality of virtual museums ranges tremendously. The most sophisticated allow

the user to travel as an avatar through a virtual museum space that replicates the physical museum. Artefacts are presented in three dimensions, allow viewers to zoom in on them and are easily searchable. High-quality virtual museums attract more virtual visitors than physical visitors and some people think visiting virtual museums is better than visiting physical museums in person.

Some examples of virtual museum exhibitions include the following. Links for each museum are found on OneStopDigital.

- At the Roman Open-Air Museum Hechingen-Stein, you can explore an Ancient Roman villa, dating from between the first and third centuries ce.
- The Global Egyptian Museum houses over 1300 artefacts from 16 museums throughout the world.
- Melbourne Museum's A Day in Pompeii allows virtual visitors to view and learn about some of the key artefacts from a physical exhibition that took place in 2009.
- Google Art Project brings together hundreds of artwork from 17 art museums, including the Metropolitan Museum of Art in New York City, the Tate Museum in London, the Palace of Versailles, near Paris, and the State Hermitage Museum in St Petersburg in Russia.
- The virtual Museum of Iraq. While some artefacts were recovered many are still missing. The museum has since been rebuilt and a virtual museum allows many more people to visit its collection.



ACTIVITY

Check your understanding

- 1 Copy and complete the table below.

Question	Family	Community	Nation	World
What things should be included in this category of heritage?				
What things in this category are particularly important to conserve?				
Who should be responsible for conserving these things?				
Are there things in this category that have been damaged or destroyed?				

- 2 Copy the table and list the reasons for and against the British Museum returning foreign antiquities to their place of origin.

The British Museum should return foreign antiquities	
Reasons for	Reasons against

Source question

- 1 Explore the artefacts at the Melbourne Museum on OneStopDigital. Select four artefacts that interest you. Sketch the artefact. Next to the artefact write two pieces of information you can learn about Pompeii from the artefact.



Apply your knowledge

- 1 Research an ancient site that is being destroyed due to poor conservation.



Go to OneStopDigital to read about 12 ancient sites in danger of vanishing.

Prepare a presentation about your site that answers these questions:

- What and where is your site?
 - What has been done to conserve the site and Why is this not working?
 - Why is this site worth saving and how could this be done?
- 2 Draw up a table listing the advantages of a virtual museum in one column and the advantages of a physical museum in a second column. You might like to think about such factors as lighting, proximity (how close things are to each other), space and conservation. Do you think the advantages of a virtual museum outweigh those of a physical museum? Why or why not?

How to create a bibliography

A bibliography—a list of all the sources you have consulted—is a very important tool and something that is good to include anytime we produce a piece of research. Creating a bibliography is helpful for us to keep track of sources we have used when we research a particular topic. It lets others know where we have found our information should they want further information about what we have written. Bibliographies are also important as they recognise the people who have created the information in the first place.

Depending on what type of source we are using, there are different ways to acknowledge a source in a bibliography.

- Books: Author's last name, author's first name. *Book Title (in italics)*. Publishing company, city of publication, year of publication, page numbers (using the abbreviations 'p.' for one page or 'pp.' for more than one page).
Ehrenberg, Victor, *From Solon to Socrates*, London, Methuen & Co Ltd, 1968.
- Articles from magazines and newspapers: Author's last name, author's first name (if there is an author). 'Article Title (in quotation marks)'. *Magazine or Newspaper Title (in italics)*, day (for newspapers), month and year of publication, the page or pages that the article was on (using the abbreviations 'p.' for one page or 'pp.' for more than one page).
Moses, Asher. 'Aussie Desktop Archaeologist's Major Saudi Sighting'. *Sydney Morning Herald*, 7 February 2011, p. 8.

- Websites: Author's last name, author's first name (if there is an author). 'Title of the page (in quotation marks)' (if the website is divided into multiple pages). The overall title of the website (usually the name of an organisation). The word 'Viewed' with the day, month and year you looked at the site, <the full URL in angle brackets (if the URL contains 'www', it is acceptable to leave out the 'http://' and just start at 'www')>.

'Clothing in Ancient Greece'. Wikipedia. Viewed 30 November 2011, <http://en.wikipedia.org/wiki/Clothing_in_ancient_Greece>.

'The Colosseum: Building the Arena of Death'. BBC: History. Viewed 30 November 2011, <www.bbc.co.uk/history/ancient/romans/launch_ani_colosseum.shtml>.

Once you have all your information for your bibliography arrange in alphabetical order, using the first word in each entry, which will usually be either the author's surname or the title of a website page.

ACTIVITY

- Choose one book, one newspaper or magazine article and one website, and format them just like the examples above.
- Complete the bibliography by arranging the sources in alphabetical order.



History challenges

Archaeological discovery: TV news report

Select an archaeological find that you have read about in this chapter that particularly interests you. Using filmmaking software or an online tool, create a TV news report about the discovery as a multimedia exhibition to be played in the Museum of Humanity. The news story should answer these questions:

- What has been found?
- When was it found?
- Where was it found?
- How was it found?
- Who made the find?
- Why is the find significant?



Exhibition design

- 1 Use a sketching program or draw by hand the layout or floorplan of your 'Investigating The Ancient Past' gallery. Add to your museum scrapbook. Create either
 - a) An archaeological mystery
 - b) An archaeological hoax
 - c) Methods of dating objects
 - d) Primary sources
 - e) Conserving the ancient past
- 2 For your gallery, create a school holiday program activity that teaches students aged seven to 10 about a topic covered in this chapter. Add to your museum scrapbook.
- 3 Create five exhibits for the 'Investigating The Ancient Past' gallery on the following themes and add to your museum scrapbook.
 - a) An archaeological mystery
 - b) An archaeological hoax
 - c) Methods of dating objects
 - d) Primary sources
 - e) Conserving the ancient past



Digging up rubbish

Wearing a pair of gloves, carefully remove the contents of a classroom or corridor bin. Keep an accurate record of the order in which items are removed from the bin. Consider the following questions and then, based on your answers to the questions, prepare a written report about your discoveries.

- What item has been in the bin the longest time?
- What item has been in the bin the shortest time?

- What can we learn about the students (for example, year level, gender, diet) who have been around the bin based on the rubbish in the bin?

The challenge of marine archaeology

Archaeologists work not only on land but also under water. Research how marine archaeologists work and draw up a table comparing the similarities and differences between land-based archaeology and underwater archaeology. Go to OneStopDigital to begin your research.



Debate

You have decided to hold a debate at the opening of the Museum of Humanity. The topic is 'Finders, keepers' is fair in the world of archaeology.

Create point-form notes in your museum scrapbook to support this topic. Create another set of point-form notes that do not support the topic. Discuss with your class.



Is this archaeology?

In a search engine, search for '1985 Pepsi Commercial—Archaeology'. View the commercial. Discuss what is accurate or inaccurate about the character of the archaeologist portrayed in this TV advertisement.

Time detective: Teamchester fields

Go to OneStopDigital to play the interactive game. You have just three days to unearth the lost story of Teamchester before the developers move in.



Hunt the ancestor

Time and money are running out and the developer's diggers are wanting to move onto the site of a dig! Experience the realities of being an archaeologist by playing the interactive game on OneStopDigital.



Go to OneStopDigital for multiple-choice questions for this chapter and an interactive crossword.



Chapter 2

An overview of the Ancient World »



A sculpture of Medusa's head at Leptis Magna, Libya

HISTORY SKILLS

In this chapter you will learn to apply the following historical skills:

- Sequence historical events, developments and periods
- Use historical terms and concepts
- Identify a range of questions about the past to inform a historical inquiry
- Identify and locate relevant sources, using ICT and other methods
- Identify the origin and purpose of primary and secondary sources
- Locate, compare, select and use information from a range of sources as evidence
- Draw conclusions about the usefulness of sources
- Identify and describe points of view, attitudes and values in primary and secondary sources
- Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged
- Use a range of communication forms (oral, graphic, written) and digital technologies.

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Inquiry questions

- 1 How can we trace the migration of humans across the world?
- 2 How did our ancient ancestors express themselves artistically?
- 3 What can historical evidence tell us about the development of human societies from small tribes to mighty empires?
- 4 Where and when did the first civilisations emerge, and what evidence do we have of their interaction?
- 5 What were the similarities and differences between the religions and philosophies that emerged in the Ancient World?

Introduction

The ABC of our profession is to avoid these large abstract terms in order to try to discover behind them the only concrete realities, which are human beings.

Marc Bloch, French historian

THE ANCIENT WORLD covers an enormous period of human history. It begins with the emergence of anatomically modern humans in Africa almost 150 000 years ago. These people eventually moved to other parts of the world and colonised Australia around 40 000 BCE. Thirty thousand years later almost every landmass on the planet was home to small groups of hunter-gatherers. These groups hunted wild animals and gathered fruit, seeds, nuts and other types of food to eat.

Eventually hunter-gatherers learned how to grow crops and raise animals. They were the world's first farmers. Settlements started to grow and societies became more complex. The first civilisations emerged along rivers that provided water for drinking and irrigating crops. These societies had many things in common: rich and powerful rulers, technology such as metal tools, monumental architecture and sophisticated belief systems.

While these civilisations have long since disappeared, they left behind evidence of their greatness. These artefacts teach us about how societies develop and what it was like to live in the Ancient World. They also remind us that the Modern World can trace its roots back to people who lived thousands of years ago.

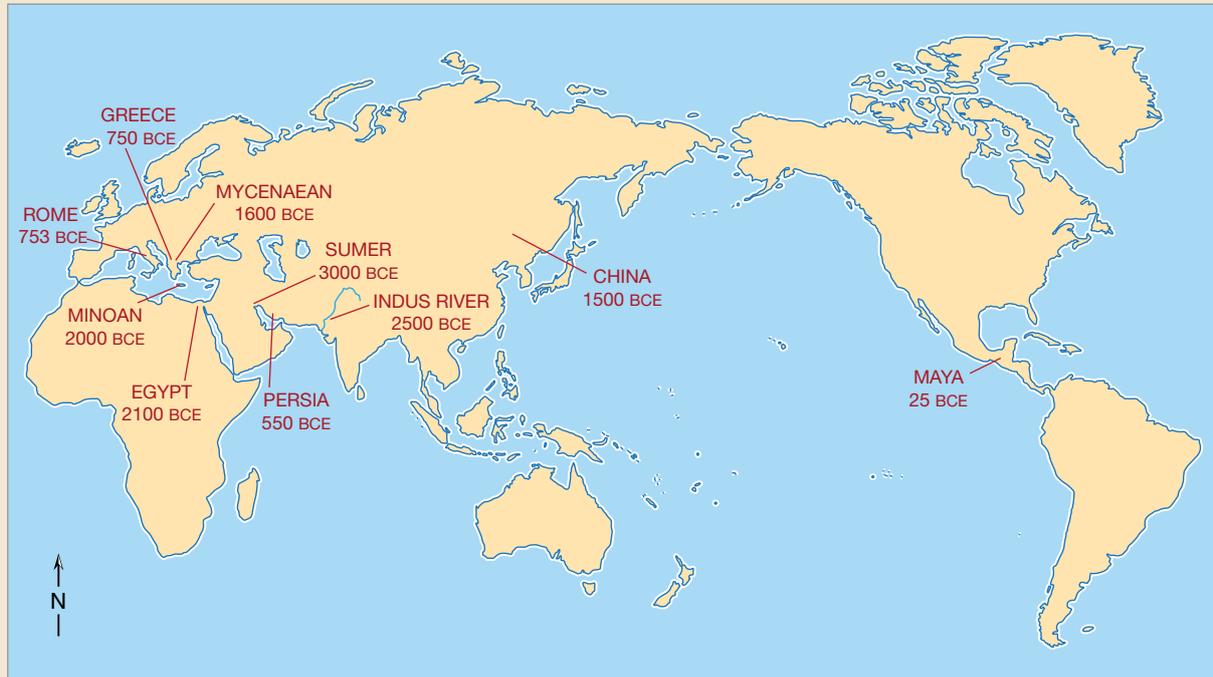
KEY TERMS

agriculture	growing crops and raising domesticated animals
civilisation	a point in the development of certain societies; civilisations tend to have a large, concentrated population, a writing system and monuments
cradle of civilisation	the land between the Tigris and Euphrates rivers in Iraq where the first human civilisations emerged (the region is also called Mesopotamia)
domestication	taming a wild plant or animal so that it is useful to humans
hierarchy	an arrangement of social layers where those at the top have more wealth and power than those at the bottom
<i>Homo sapiens sapiens</i>	the species of human beings that evolved in Africa c.135 000 years ago; we belong to this species
hunter-gatherers	people who found food by hunting for animals and gathering fruit, berries, seeds and other edible parts of plants
irrigation	providing water to crops through specially built channels, pipes or other means; this is done in areas where rainfall is low or fields are some distance from water sources such as lakes or rivers
metallurgy	using metal to make tools and other objects
prehistory	the period of human history before the invention of writing in c. 3500 BCE
primates	the order of animals that includes lemurs, monkeys, gorillas, chimpanzees, orangutans and human beings
selective breeding	allowing only certain animals with desirable characteristics to breed
stratification	the division of a society into different layers or classes

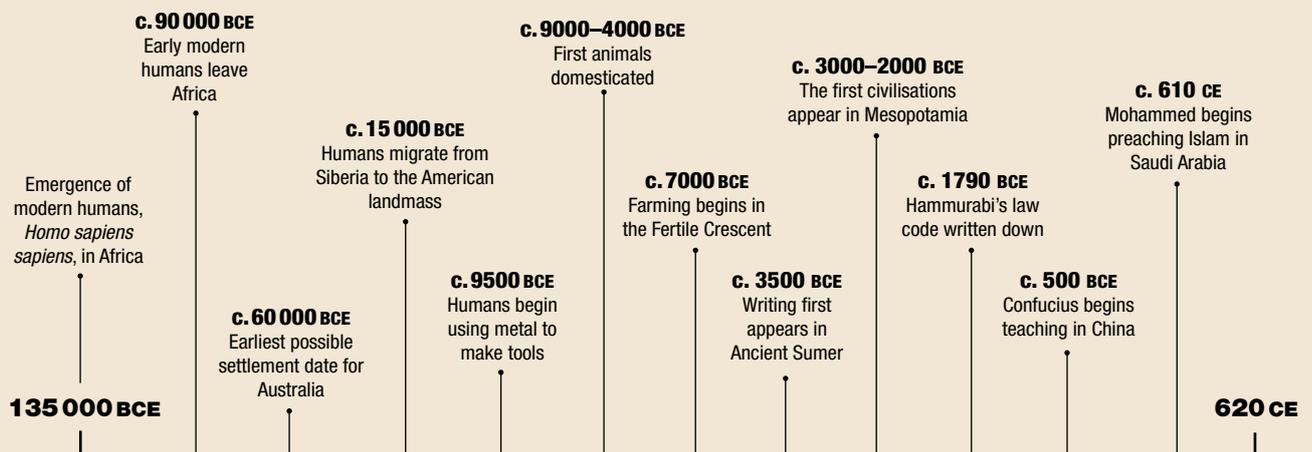
See OneStopDigital for a drag-and-drop exercise using the key terms.



Where and when ancient civilisations emerged



Timeline of key dates



Think, puzzle, explore



- 1 Draw a three-column table in your workbook.
- 2 Title the first column 'Think'. In this column write down anything you know about the Ancient World.
- 3 Title the second column 'Puzzle'. In this column write down the questions you have about the Ancient World.
- 4 Title the third column 'Explore'. In this column write down how you can find answers to the questions in the 'Puzzle' column. What topics would you like to explore?
- 5 Discuss the answers as a class.

How and when did humans populate the Earth?

Human beings now occupy every continent on the planet. From the deserts of northern Africa to the jungles of South America, people have adapted to varied and often dangerous environments. Humans did not just survive; we thrived. We have even established permanent bases in the freezing temperatures of Antarctica.

You might think that populating the planet happened fairly recently, perhaps even in the last few centuries. Actually, except for Antarctica, Madagascar, New Zealand and some tiny islands in the Pacific, people had settled most of the Earth's land surface by c. 10 000 BCE ('c.' is an abbreviation of the Latin word *circa*, which means 'about').

The story of humanity begins in Africa. Our earliest ancestors, *Australopithecus* (southern ape), evolved here from **primates** around 3.5 million years ago. Our ancestors continued to evolve until modern humans emerged in central Africa around 135 000 years ago. Anthropologists have labelled this species ***Homo sapiens sapiens***, which means 'very wise man'. This is the species to which we belong. Human history, as we understand it, began with the emergence of *Homo sapiens*. The study of human activity before the invention of writing (c. 3500 BCE) is called **prehistory**.

Listen to this podcast at OneStopDigital to learn how many of our ancestors walked the earth one million years ago.



Spotlight

One of the oldest skeletons ever found belonged to a female *Australopithecus*. It was discovered in Hadar, Ethiopia in 1974 and she was just 91 centimetres tall. She was nicknamed 'Lucy' after a song by the Beatles that was playing in the anthropologists' camp when she was unearthed. Lucy probably lived about 3.2 million years ago.

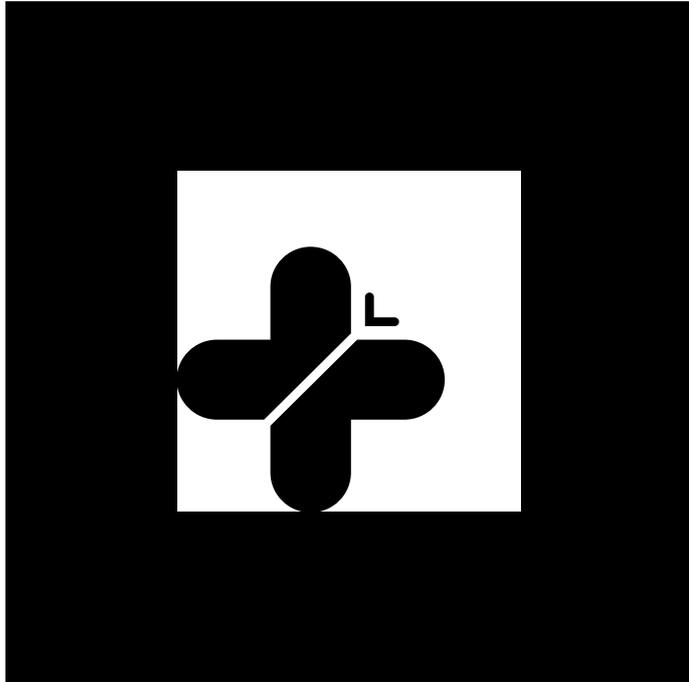


SOURCE 2.1 Lucy's incomplete skeleton at the Museum of Ethiopia

Bring Lucy to life in your own classroom or home!



- 1 Connect and turn on your webcam.
- 2 Place this page of the book on a flat surface or hold it flat, with the square marker in view of your webcam.
- 3 Go to OneStopDigital and watch Lucy come alive.



ACTIVITY

Check your understanding

- 1 When did our earliest ancestors evolve from primates?
- 2 What were the only parts of the world not inhabited by humans by 10 000 BCE?

Source question

- 1 Many ancient artefacts, like Lucy's skeleton (Source 2.1), are extremely fragile. As head curator, you need to consider this factor when choosing artefacts for your exhibits. In your museum scrapbook, write down three positive points about taking such rare artefacts all over the world. Then write down three negative points.



Apply your knowledge

- 1 You have decided that you would like to borrow Lucy for a temporary exhibition at the Museum of Humanity. Send an email to the Museum of Ethiopia requesting a loan. You should include:
 - A justification as to why she should be exhibited at the Museum of Humanity
 - A sketch of the exhibit in which she will be placed (complete with labels and interactive features).



Out of Africa

Homo sapiens sapiens migrated from Africa around 100 000 BCE. By 90 000 BCE, their descendants were living in caves in the Near East. Thirty thousand years later, *Homo sapiens sapiens* had moved across the Middle East into India and settled in South-East Asia. The people who settled here soon made seaworthy boats. No evidence of these vessels remain, but they were probably hollowed-out logs or rafts. With these boats the people of South-East Asia sailed south and settled the islands of Indonesia. Eventually, some time between 60 000 and 40 000 BCE, they discovered and colonised Papua New Guinea and Australia.

Another great migratory journey was made several thousand years later. Small bands of people migrated from Siberia to Alaska in about 15 000 BCE. They moved relatively quickly through the Americas so that, by 11 000 BCE, people had colonised the very southern tip of South America.

During the age of human migration, the Earth was experiencing an ice age. Temperatures were much colder than they are today. Some geologists think that the average temperature during the last



SOURCE 2.2 Migration routes of ancient humans

Ice Age was only 5° Celsius. Enormous glaciers stretched out from the North Pole to cover much of Europe, Asia and North America. Because so much water was frozen in these glaciers, the sea level was more than 100 metres lower than it is today. A great deal of land that currently lies deep underwater was exposed. Our ancestors were simply able to walk from Siberia to Alaska, or from Victoria to Tasmania, without even getting their feet wet!

ACTIVITY

Check your understanding

- 1 When were New Guinea, Australia and the Americas settled?
- 2 How were our ancestors able to migrate to the Americas?

Apply your knowledge

- 1 Go to OneStopDigital to use an online timeline construction tool like Dipity to create a timeline that shows key events in the global migration of prehistoric people. Copy or paste this into your museum scrapbook.



What evidence did migrating humans leave behind for us to discover?

How do we know that *Homo sapiens sapiens* eventually populated most of the planet? How can we trace their movements? Luckily for us, *Homo sapiens sapiens* left behind clues as they moved from place to place. These clues come in a number of different forms. Archaeologists try to piece together these clues in order to gain a picture of what life was like for our ancient ancestors. This evidence can also be used to find out when our ancestors colonised a particular area. For example, no traces of human activity exist in the Americas before about 15 000 BCE. This tells archaeologists that people only migrated to this landmass some time after that date.

Neanderthals are a subspecies of *Homo sapiens sapiens*. They lived about 200 000 years ago but suddenly disappeared 30 000 years ago. Go to OneStopDigital to see what you'd look like as a Neanderthal!



Skeletons

The physical remains of *Homo sapiens sapiens* can give us lots of useful information. By carbon-dating the bones, we can tell roughly what era the skeleton comes from. Archaeologists can also determine the gender of the skeleton. They can also figure out roughly how old the person was when they died by examining the teeth. Some skeletons show evidence of arthritis, a condition that causes swollen, painful joints. This suggests that life for our ancestors was hard. Occasionally we can tell how someone died. Some skeletons have been found with an arrowhead lodged in their rib cage or vertebrae, the small bones of the spine. Others have severe fractures in their skulls. Not all of our ancient ancestors, it seems, got along with each other.



SOURCE 2.3 A prehistoric human skeleton surrounded by decorative beads

ACTIVITY

Check your understanding

- 1 What can skeletons tell us about the lives of our ancestors?
- 2 How do archaeologists know that the Americas were populated *after* c.15 000 BCE?

- 3 What evidence do archaeologists have of fighting between our early ancestors?

Source question

- 1 Why do you think *Homo sapiens sapiens* placed such valuable and decorative items in the graves of those who had passed away? Write down your thoughts in three to five dot-points and include them in your museum scrapbook.



Tools and jewellery

More and more people these days have taken to doing do-it-yourself jobs and repairs around their homes. Like us, *Homo sapiens sapiens* were creative and inventive. For example, *Homo sapiens sapiens* were skilled tool-makers. They left behind many examples of their talent for making arrowheads, axes, spear points, needles and spear-throwers. Our earliest ancestors made crude but effective tools from stone. *Homo sapiens sapiens*, on the other hand, used wood and bone in creative ways. Ivory was used to make needles so that animal hides could be sewn together for clothing. *Homo sapiens sapiens* also crafted beautiful jewellery to adorn their bodies. The materials used included stone, bone and obsidian.



SOURCE 2.4 A variety of stone tools used by early modern humans

An extraordinary advance occurred around 9500 BCE with the discovery of copper. Copper can be found in naturally occurring lumps and seams. Prehistoric people in south-eastern Europe and western Asia learned how to beat this metal into jewellery, tools and weapons. By about 6000 BCE they learned to extract pure copper from ores by applying high temperatures. With even more intense heat, copper could be melted and poured into stone or clay moulds to make knives and axes. This practice is called **metallurgy**. Eventually, metal smiths worked out how to combine copper with tin to make bronze, a stronger substance than pure copper. Later, people learned how to extract iron from its ore and turn it into very strong tools, weapons and armour.

ACTIVITY

Check your understanding

- 1 What were some of the materials used by our ancestors to make tools and jewellery?

Source questions

- 1 Look at the range of tools in Source 2.4. How do you think these tools were made?
- 2 What were these tools used for?

Apply your knowledge

- 1 Search the internet for two or three images that show people today wearing modern jewellery.

Create a mind map that outlines why people wear different kinds of jewellery. Copy this into your museum scrapbook.



- 2 Why would metal tools be superior to ones made of stone or bone? Write up your response in a 100-word paragraph. Use a clear topic sentence and copy this to your museum scrapbook.



Artwork

Some of the most remarkable achievements of prehistoric people were artistic. Like tools and jewellery, artwork came in a wide variety of types and was created with many different materials.

Cave art

The earliest examples of cave art are over 30 000 years old. They are mostly simple sketches of animals and human forms. Paints were made from natural materials such as charcoal and red ochre. These were mixed with water and blown onto a cave wall by mouth or applied with sticks or fingers.

One of the most famous examples of cave art can be found in the Lascaux Caves in France. (See Source 2.5 below.) The paintings are more than 17 000 years old. There are nearly 2000 individual objects depicted at Lascaux, including more than 900 animals. Some of the images are



SOURCE 2.5 Painting of an equine from the Lascaux Caves

Spotlight

The Lascaux Caves were discovered in 1940. Four boys were playing soccer in a field when their ball fell into a cave. When the boys went in to retrieve it, they discovered artwork that had not been seen by humans for thousands of years!

very small while others are larger than life. A bull in one section is more than 5 metres long. Other animals depicted include stags, cats, birds, bears and an early ancestor of the horse known as an 'equine'.

ACTIVITY

Check your understanding

- 1 How old are the earliest examples of prehistoric cave art?
- 2 How did prehistoric artists make and apply the paint that they used?

Apply your knowledge

- 1 Search the internet for an image of Aboriginal cave art and an image from the Lascaux Caves. Create and complete a table that shows the similarities and differences between the Aboriginal artwork and the artwork from Lascaux. Add the image to your museum scrapbook and brainstorm some ideas for a virtual tour of the Museum of Humanity.
- 2 Take a virtual journey through the Lascaux Caves. In your museum scrapbook, make a list of the different types of animals depicted on the walls and the colours used to paint them.



Statues and carvings

Small statues and elaborate carvings are other common forms of prehistoric artwork. Some statues made by prehistoric humans are more than 35 000 years old. Human figures are common and almost all of them are female. The shape of the bodies—many look like heavily pregnant women—might suggest that the statues are linked to a fertility cult. By making these statues or using them in religious ceremonies, people may have believed that they would have many healthy children. They are called Venus figures by archaeologists after the Roman goddess of love and beauty. Most of the statues are made of stone, baked clay or ivory.

Along with statues, prehistoric artists also carved shapes and images into bone and ivory tools. The artists who produced these carvings possessed considerable skill. These objects, such as knives, axes, spears and spear-throwers, are too ornate to have been used for hunting.



SOURCE 2.6 This statue was carved from the tusk of a woolly mammoth about 22 000 years ago. It was discovered in France and is called the Venus of Brassempouy

They may have been used for display, trade or as gifts to improve relationships with other tribes. Horses and fish are popular images on artefacts that have been found in Europe. In Australia, kangaroos and goannas were often depicted in ancient Aboriginal art. Like cave art, this might be related to the belief that depicting these animals would lead to successful hunting expeditions.

ACTIVITY

Check your understanding

- 1 What materials were used to make prehistoric statues and carvings?

Source questions

- 1 What does the skill with which the bison in Source 2.7 was carved tell us about early modern humans?



SOURCE 2.7 Bison carved from ivory (c. 12000 BCE)

- 2 The carving in Source 2.7 is far too elaborate for everyday use. What purpose do you think it served?

Apply your knowledge

- 1 An exciting development in studies of the ancient world is 'experimental archaeology'. This is where archaeologists live, work and play like our ancient ancestors to find out what life was like thousands of years ago. To make your museum as interactive as possible, you have decided to include a space where students can make replicas of prehistoric statues out of clay. Of course, you will need to provide an example. Search for images of prehistoric statues on the internet, and then make your own using appropriate materials. Add a photo of it to your museum scrapbook and include a brief written description of how you made your statue.



Settlement sites

Another form of evidence that gives us some information about our ancient ancestors comes from settlement sites. *Homo sapiens sapiens* probably travelled in small groups or bands of about 25 to 30 closely related individuals. As **hunter-gatherers**, these bands travelled widely



SOURCE 2.8 Modern reconstruction of a prehistoric hut in the Ukraine made from mammoth bones

in search of food. They would have had no permanent 'home' but our ancestors did set up temporary camps. Caves were used when available because they offered protection from the cold and ferocious animals. The types of evidence that suggest humans once lived in a cave include skeletons, tools, artwork and ash from fires.

With the end of the last Ice Age in c. 10 000 BCE, the average temperature of the Earth rose. There were also more plants and animals. Rather than constantly moving in search of food, people could remain in one place. The first semi-permanent settlements emerged. In Europe, family-sized huts were built on a frame of wood or on the large bones and tusks of woolly mammoths. Animal hides covered the frame to keep out the cold. Piles of bones from the now-extinct woolly mammoth give us clues about the size of prehistoric huts and the materials they were made from. Stones and clumps of earth were also used to build stronger structures and protect the inhabitants from the weather.

ACTIVITY

Check your understanding

- 1 What clues about the life of early humans can be found at settlement sites?
- 2 What materials did early humans use for shelter?

Apply your knowledge

- 1 As a head curator, you want your museum to include a large-scale diorama (a model with an illustrated backdrop) of a prehistoric camp site. The construction team has asked you for a diagram of what you would like. Using the information in this chapter, draw a sketch of a *Homo sapiens sapiens* settlement site.



Label the key features of your sketch and write a brief description for each one. Add the picture to your museum scrapbook. If you have the time and materials, make a small model of the camp site. You could take photos of key stages in the construction process and write captions for them. Include these in your museum scrapbook, too.

- 2 Draw the following table. Fill in both columns with the advantages and disadvantages for early modern humans in staying put or moving about to hunt and gather food. Come up with three points for each.

	Staying put	Moving about
Advantages		
Disadvantages		

🔥 How did small settlements grow into thriving towns?

The domestication of plants

The key breakthrough in the development of human societies from small settlements into large towns was **agriculture**. One of the foods collected by hunter-gatherer bands was plant seed. When the seeds were carried back to the camp, some of them would spill on the ground. If the soil was fertile, the seeds would sprout and grow into crops. It would not have taken much thought to realise that if you planted some of the seeds, you would have a supply of food closer to your settlement. In the Near East, grains like wild rye, wheat and barley were some of the first crops ever grown deliberately.

The seeds from these grain plants were gathered off the stalk. Then they were threshed with a stick to remove the outer casing of the seed. The seeds and casings were then thrown into the air so the lighter casing, or chaff, would blow away. This is called winnowing. The remaining seed could then be ground down with rocks and cooked into a rough, grainy sort of bread.

The history of the world is the record of a man in quest of his daily bread and butter.

SOURCE 2.9 Hendrik Wilhelm van Loon, *The Story of Mankind*, 1921

The **domestication** of plants occurred independently in several places around the world. It first emerged in the Near East in c. 7000 BCE. Farming spread quickly throughout this area because of the fertile soil. The Tigris and Euphrates rivers supplied plenty of water. For this reason historians have called this part of the

world the 'Fertile Crescent'. The crescent shape of this region comes from the broad curve of the base of the Zagros Mountains, which stretch from modern-day Iran to Israel.



SOURCE 2.10 Map of the Fertile Crescent in the Middle East, where farming first began

ACTIVITY

Check your understanding

- 1 What was the key breakthrough that allowed humans to develop large, permanent settlements?
- 2 How did early farmers separate the inedible husks from seeds?
- 3 Why was the area known as the Fertile Crescent suitable for farming?

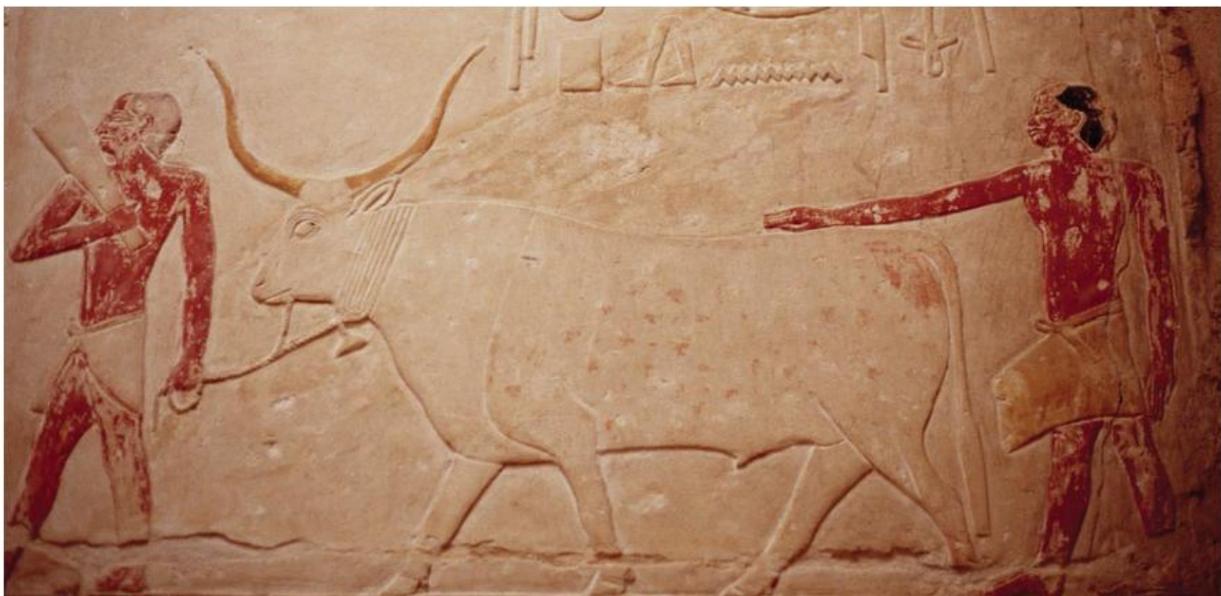
The domestication of animals

The greatness of a nation and its moral progress can be judged by the way its animals are treated.

SOURCE 2.11 Mahatma Gandhi

The first domesticated animal was the dog. Wild wolves that scavenged food at camp sites became used to people and eventually would have been tamed. They were useful during hunting expeditions and for standing guard at night. The domestication of the dog probably occurred about 15 000 years ago, although it may have happened even earlier than this.

At about the same time that farming developed, people started to domesticate other animals. Sheep were first domesticated in northern Iraq around 9000 BCE. They provided wool, hide and milk. Goats, domesticated 2000 years later in the same part of the world, also gave milk. This could be churned into yoghurt or cheese. There is evidence to suggest that pigs were raised for their flesh in eastern Turkey from c. 7000 BCE. Wild cattle called aurochs were tamed in Turkey and Greece in c. 6500 BCE. These could be harnessed to pull ploughs. This helped farmers plant seeds deeper in fertile soil so that the seeds would be protected. Horses were domesticated by humans in c. 4000 BCE.



SOURCE 2.12 An Ancient Egyptian carving of an auroch, an ancestor of domestic cattle. Aurochs are now extinct.

They were used for riding, as well as for pulling ploughs and carts. In warfare, horses were used to pull chariots and, later, for cavalry. Early farmers would have engaged in **selective breeding** to ensure that the animals were docile and to encourage other useful characteristics. Sheep, for example, could be bred to produce denser wool.

ACTIVITY

Check your understanding

- 1 Make a list of the first plants and animals to be domesticated by humans.
- 2 What products did humans obtain from domesticated animals?
- 3 Why were animals bred selectively by early farmers?

Apply your knowledge

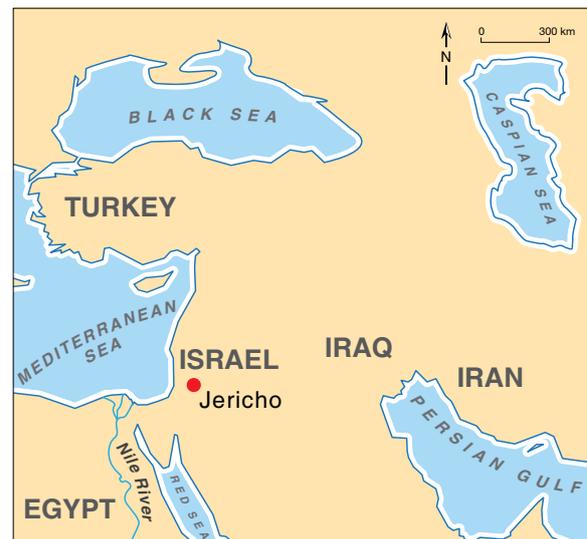
- 1 Write no more than 200 words for the Museum of Humanity on the domestication of plants and animals. Add it to your museum scrapbook.
- 2 As head curator in your museum, you have decided to hire tour guides to escort groups of visitors around the exhibits and to answer any questions they might ask. Concerned that the visitors will ask questions that they cannot answer, one of the tour guides has requested extra information on the domestication of animals. Research one animal that has been domesticated by humans and write a brief note card for your tour guides. Include information on where and when the animal was first domesticated and why this species was chosen for domestication; in other words, how has the animal helped humans?
- 3 Selective breeding has been used in Australia. Conduct your own research and make a PowerPoint presentation or poster on the origins of kelpies or Murray Grey cattle, or the work of William Farrer.



semi-permanent huts grew into permanent villages. The increased supply of food meant that the human population, and therefore the settlements they lived in, started to grow. It wasn't long before villages became small towns.

Jericho

One of the first towns in history was Jericho. Today its ruins lie near the the Jordan River in the west bank of the Palestinian territories. Jericho started as a small farming village of hunter-gatherers but by c. 8000 BCE it had a population of around 2000 people. The site was well chosen because Jericho sat over a well that produced 4500 litres of fresh water every day. This would have been more than enough for the people of the town to drink and to **irrigate** their crops. The extra grain they grew could be traded for items that the people of Jericho did not make themselves. But this wealth would have also encouraged nearby villages and bands of hunter-gatherers to attack the town. In order to defend themselves, the inhabitants of Jericho built a defensive wall out of stone. There was a tower 7 metres high at one end so that guards could see their attackers coming from a great distance.



SOURCE 2.13 The Near East, showing the location of Jericho

Archaeologists and historians have more than just the physical remains of Jericho to examine. The Book of Joshua in the Christian Bible tells the story of Joshua, the king of the Israelites.

The first villages and towns

The domestication of plants and animals was a key event in the development of human society. For the first time in history, people had access to a source of food that was nearby, easy to collect and plentiful. Since it was no longer necessary to keep moving to find food, small groups of



SOURCE 2.14 Ruins of the walls of Jericho in the Near East

The Israelites are the ancestors of the Jewish people. After the death of Moses, Joshua led the Israelites into Canaan, located in modern-day Israel and the Palestinian territories. According to the Bible, Joshua and the Israelites—with God’s help—were able to bring down the walls of Jericho and destroy the city.

The Lord said to Joshua, ‘Jericho and its king and all its mighty warriors are already defeated, for I have given them to you! Your entire army is to walk around the city once a day for six days, followed by seven priests ... each carrying a trumpet made from a ram’s horn. On the seventh day you are to walk around the city seven times, with the priests blowing their trumpets. Then, when they give one long, loud blast, all the people are to give a mighty shout and the walls of the city will fall down; then move in upon the city from every direction.’ ... So when the people heard the trumpet blast, they shouted as loud as they could. And suddenly the walls of Jericho crumbled and fell before them, and the people of Israel poured into the city from every side and captured it! They destroyed everything in it—men and women, young and old; oxen; sheep; donkeys; everything ... Then Joshua declared a terrible curse upon anyone who might rebuild Jericho, warning that when the foundation was laid, the builder’s oldest son would die, and when the gates were set up, his youngest son would die.

SOURCE 2.15 An extract from the Book of Joshua, describing the destruction of Jericho

ACTIVITY

Check your understanding

- 1 What developments enabled hunter-gatherer bands to settle into permanent towns?
- 2 Why was the site of Jericho well chosen?
- 3 Why did the people of Jericho build a wall around their town?
- 4 According to the Bible, how did Joshua and the Israelites bring down the walls of Jericho?

Source question

- 1 Do you find the explanation of the destruction of the walls of Jericho in Source 2.15 believable? Explain your answer. Provide some possible alternatives to the Bible’s account.

Apply your knowledge

- 1 Alert! Jericho is under attack! As a guard on the city wall, write an account of how you helped to fight off the invaders.

🔴 How did civilisations emerge?

Where and when did the first civilisations emerge?

Societies are constantly changing and evolving. There are many different paths that a society can take as they go through this process of change. Some societies in the Ancient World developed to a point where historians and archaeologists call them **civilisations**. A civilisation is a society that has a large population with many people living in towns and cities. There will be a leader (usually a king or a queen) and a noticeable gap between rich and poor. Instead of being involved in food production, some people will have specialised jobs such as priests or tool-makers. Most civilisations have a writing system, a distinctive artistic style and highly developed science and mathematics. They will also build enormous monuments like the Great Wall of China or the Mayan pyramids. In order to be considered a civilisation, a society must exhibit most of these characteristics.

You will see in this section that the emergence of civilisation is quite rare. It has only happened independently a few times around the world.

While the vast majority of societies did not develop in this direction, their cultures can still be sophisticated and diverse. Aboriginal Australians, for example, have complex belief systems that explain the origins of humanity and the world.

Civilisation	Approximate date founded (BCE)	Location
Sumerian	3000	Between the Tigris and Euphrates rivers in Iraq
Egyptian	2700	Along the Nile River in north-eastern Africa
Indus River	2500	India and Pakistan
Minoan	2000	The Mediterranean island of Crete
Mycenaean	1600	Mainland Greece, particularly the Peloponnese
Chinese	1500	The Hwang (or Yellow) and Yangtze rivers
Roman	753	The Tiber River in central Italy
Greek	750	Mainland Greece
Persian	550	Iran
Mayan	25	The Yucatán Peninsula in Mexico

SOURCE 2.16 The date and location of the world's first civilisations

Polynesian societies of the Pacific Ocean developed amazingly accurate systems of navigating by the stars to find tiny and remote islands. The label 'civilisation' does not mean that one society is better than another; it simply marks out a point in a society's unique pathway.

The first civilisations appeared in the third millennium BCE (3000–2000 BCE). They emerged independently; that is, they did not copy or learn from other civilisations. Later societies, such as Persia, Greece and Rome, learned a great deal from the civilisations that had emerged before them. Civilisations also appeared independently in China and Mexico.

ACTIVITY

Check your understanding

- 1 List three characteristics common to most civilisations.
- 2 True or false: 'The independent emergence of civilisations has been a common occurrence in human history'. Explain your answer.
- 3 Which civilisation was the first to emerge?

Source question

- 1 Why do you think thousands of tourists visit ancient structures like the Mayan pyramids in Source 2.17 every year?



SOURCE 2.17 A step pyramid from the Mayan civilisation in the Yucatán Peninsula, Mexico

Apply your knowledge

- 1 Create a table of four columns in a Word document or draw one. Label the columns with the names of four continents: Africa, the Americas, Asia and Europe. Using the table in Source 2.16 and the map from the start of the chapter on page 51, write down the names of the civilisations in the appropriate column. (One has been done for you already as an example—see below.) Save the table in your museum scrapbook.



Africa	Americas	Asia	Europe
		Sumerian	

What are some of the common features of ancient civilisations?

Access to water

Most ancient civilisations developed on the banks of major rivers. Sumer emerged between the Tigris and Euphrates rivers in modern-day Iraq. This region is sometimes called Mesopotamia,

which is Greek for ‘the land between two rivers’. Because Sumer was the first civilisation, the region where it emerged is known as the **cradle of civilisation**. Rivers were vital for early farmers. As rivers flow from mountain ranges, they pick up silt. When the rivers flood and subside they deposit this rich, fertile silt on farmland. This ensures a good harvest. Farmers also dug irrigation channels. These were important as they brought water to farmland that received little rainfall or was not in the flood zone of a major river.

ACTIVITY

Apply your knowledge

- 1 Why was access to water so important for the first civilisations?

Specialisation in trades and professions

Through irrigation, farmers were able to produce enough food to support thousands of people. As not everyone needed to farm, specialised trades and professions emerged. Metal smiths made tools and fine jewellery. Potters used clay to make storage vessels. Soldiers defended their cities and fought against the armies of other civilisations. Bureaucrats were appointed to run the society effectively.



SOURCE 2.18 Farmers today still irrigate their crops

They made sure that enough food was grown and that it was distributed to the right place. Lacking our scientific knowledge, people in the Ancient World believed that natural phenomena like storms, floods and earthquakes were the result of angry gods. Priests prayed to these gods on behalf of the people and led ceremonies to ensure that the gods were satisfied.

Structure and hierarchy

Two other key features of a civilisation are **stratification** and **hierarchy**. As a society grows richer, social classes begin to emerge. A minority of the people own the majority of the wealth. The lower someone is in the hierarchy, the fewer resources they have. Those with the wealth also become very powerful as they can purchase valuable goods and pay people to work for them. This group is called the noble class. In some societies, such as Sumer and Egypt, over time one noble family gathered enough wealth, power and prestige to call itself, and be considered, royal. This means that, as king or queen, the head of that family had almost total power in their society and passed on their power to their eldest son or daughter. Evidence for stratification and hierarchy comes from burial sites. Nobles were buried with jewels and expensive ornaments. Poor people were buried with nothing at all. At the lowest level were the slaves who could be bought and sold by the wealthy as property.

Spotlight

The pyramids in Egypt are evidence of the social stratification of ancient civilisations. They were built for the king (called pharaoh) to preserve his body and help him reach heaven. The people who built the pyramids were buried in simple plots.

ACTIVITY

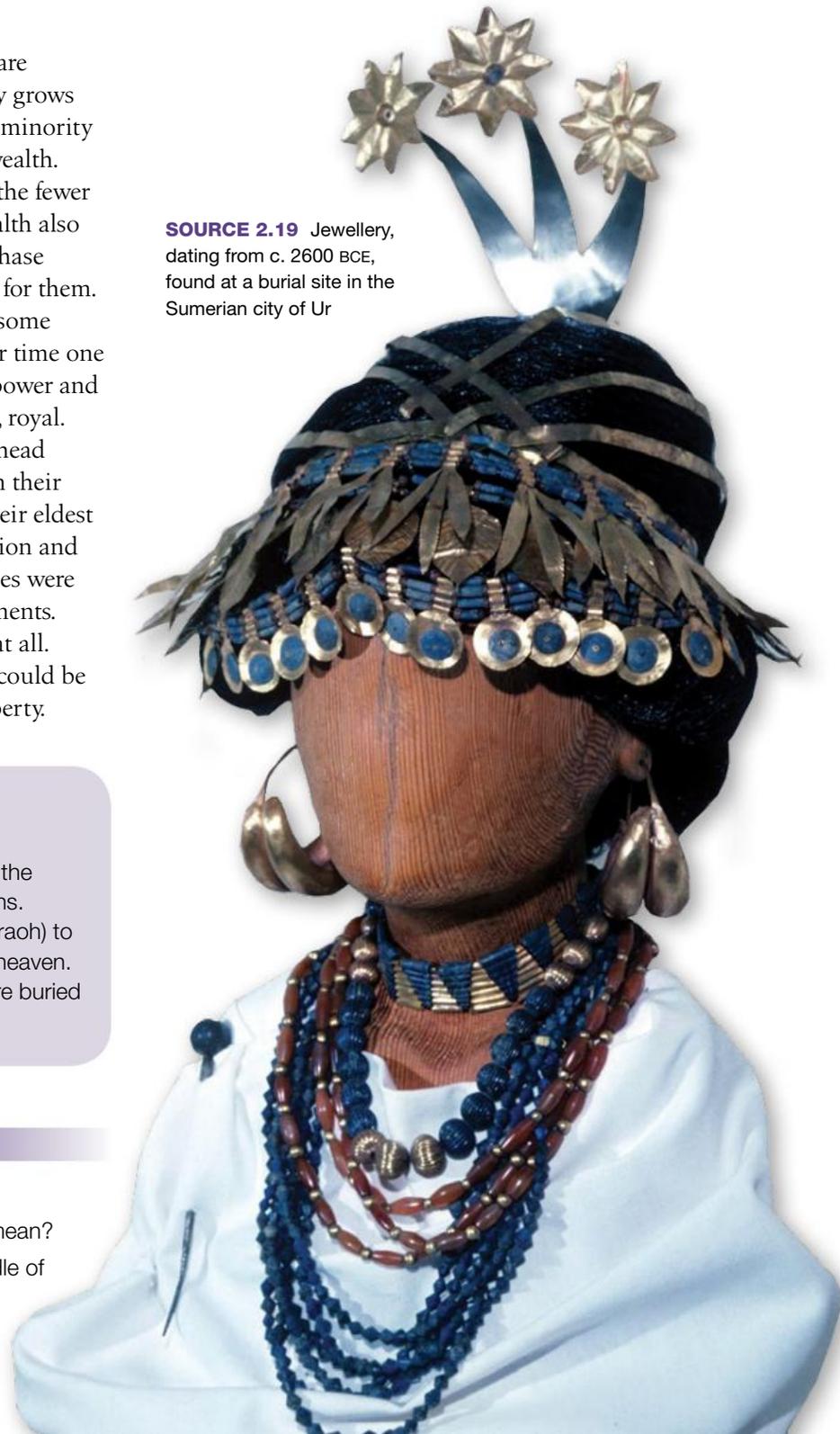
Check your understanding

- 1 What does the word 'Mesopotamia' mean?
- 2 Why is this region also called the 'cradle of civilisation'?

- 3 Why was irrigation an important development for early civilisations?
- 4 What were some of the specialised professions that emerged in the Ancient World?

Source question

- 1 How is the jewellery in Source 2.19 evidence of stratification and hierarchy in Ancient Sumer?



SOURCE 2.19 Jewellery, dating from c. 2600 BCE, found at a burial site in the Sumerian city of Ur

Apply your knowledge

- In some ways, we are very similar to people who lived in the ancient world. To communicate this idea effectively, you have decided to include a display in your museum that shows five examples of how people today display their wealth and social status. In your museum scrapbook, write down five relevant items. Accompany these with images from the internet.
- One way to help visitors to your museum to understand the past is to compare it to the present. Find three examples of representations of ancient monarchs and three examples of representations of modern monarchs. (Examples could include statues, wall engravings and coins.) Write a caption for each image, explaining who the monarch is or was, what country they rule or ruled, and the date of their reign. In dot-point form, write down three similarities and three differences between the ancient and modern representations of monarchs and add to your museum scrapbook.



SOURCE 2.20 A Sumerian cuneiform tablet (c. 2600 BCE)

Spotlight

Sumerian writing is called 'cuneiform' after the wooden wedges used to mark the clay (*cuneus* in Latin means 'wedge').

Writing

Writing first appeared in Sumer in c. 3500 BCE. Scribes drew tiny pictures that represented objects into soft clay. The clay was then baked hard to make it permanent. Initially, only business transactions were recorded. Later on, abstract symbols were used to create long narrative myths such as the *Epic of Gilgamesh*. This was written in c. 2000 BCE. Writing spread rapidly throughout the Ancient World. Egyptian hieroglyphs used pictures to represent sounds and ideas. The Phoenicians, a great seafaring people of the eastern Mediterranean, devised a simplified alphabet of 22 symbols. This was later adapted by the Greeks and Romans for their own alphabets. These in turn were the inspiration for the letters that we still use today.



SOURCE 2.21 Writing on a Roman coin from the 1st century CE

ACTIVITY**Check your understanding**

- 1 Where and when did writing first develop?
- 2 From which three ancient alphabets did our writing system develop?
- 3 What kind of work did a scribe do?
- 4 What was the *Epic of Gilgamesh*?

Trade and warfare

All ancient civilisations made contact with other highly developed societies. Generally this contact was peaceful and civilisations would trade goods and ideas with each other. This was a means of maintaining friendly relations and gaining access to items you could not produce yourself. When relations between ancient societies were not friendly, civilisations could end up at war with each other. Wars were fought over territory, natural resources or the fear that if you didn't destroy your neighbours, they would destroy you first. Some civilisations simply wanted to expand as a symbol of their power and glory.

The history of maps dates back thousands of years. See OneStopDigital to research a journey of exploration.

**ACTIVITY****Source questions**

- 1 How do you think chariots like the one in Source 2.22 were used in battle?
- 2 What advantage would an army that used chariots have over an army without chariots? Write down between three and five dot-points in your museum scrapbook.

**Monumental architecture**

One of the most fascinating features of ancient civilisations is the impressive structures they left behind. Some famous examples include the pyramids and the Sphinx in Egypt, as well as the Colosseum in Rome. Other monuments built during ancient times no longer exist. We only know about them because people at the time wrote about them. The Hanging Gardens of Babylon and the Colossus of Rhodes are two such examples.



SOURCE 2.22 Sumerian battle chariot (c. 2600–2400 BCE)



SOURCE 2.23 An artist's impression of the Hanging Gardens of Babylon

ACTIVITY

Apply your knowledge

- Everyone loves models and dioramas in museums. They help people visualise what life in the past might have been like. As head curator, you have decided to construct a model of one of the great monuments of the Ancient World. Research this topic and find an image or description of a structure that you would like to build. Draw a design on A3 paper or with a program such as Google SketchUp 8. Once you are happy with the design, use materials like icy-pole sticks, balsa wood, clay, coloured paper or building blocks to construct your monument. Take photos during the construction process and add them to your museum scrapbook. Don't forget to write a caption for your model monument. In no more than 100 words, include all the information that visitors to your museum will need to know. Save the caption in your museum scrapbook.



Laws and regulations

All societies need rules and regulations to make sure that people can live with each other peacefully. If people break those rules, they face punishment. One of the first law codes was devised by King Hammurabi of Babylon (c. 1790 BCE). Only one nearly complete version of his law code survives. The laws are inscribed in a language called Akkadian into a 2.25 metre stele, or tall stone, made of diorite. It is in the shape of a huge index finger.

Nobody has a more sacred obligation to obey the law than those who make the law.

SOURCE 2.24 Sophocles

Spotlight

A famous saying that has come down to us from Hammurabi's law code is 'an eye for an eye, a tooth for a tooth'. This is usually taken as justification for revenge. It might, however, mean that the punishment should be in proportion to the crime and no worse.



SOURCE 2.25 The law code of Hammurabi, chiselled directly into stone. The top portion shows Hammurabi sitting on his throne

ACTIVITY

Check your understanding

- 1 What would be some of the advantages of trading with neighbouring civilisations?
- 2 Why did ancient societies go to war?

Apply your knowledge

- 1 Why were the law codes of ancient civilisations written down?
- 2 Write a law code for your classroom, the playground or the sports oval. Think carefully about what behaviour you will permit and what you will forbid.
- 3 Why do you think some monuments from the Ancient World no longer exist?

Which religions and philosophies emerged in the Ancient World?

Beliefs and religions of the East

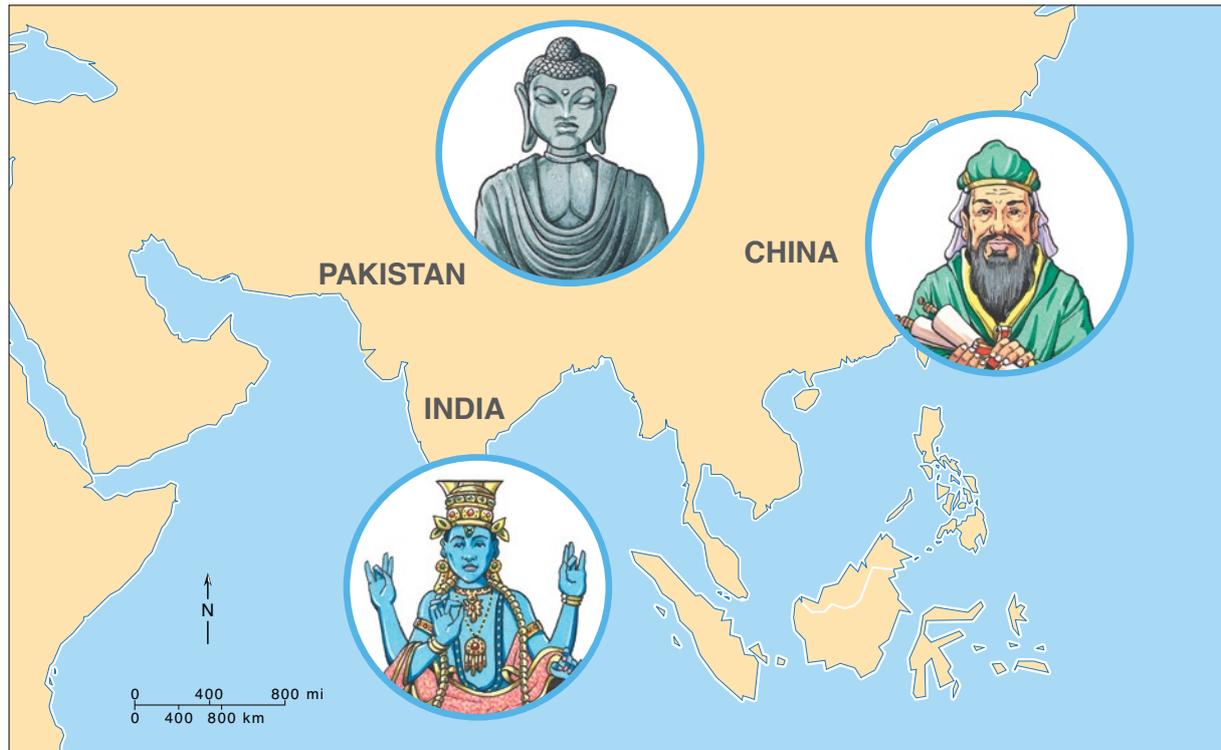
Three ancient belief systems that are still followed in Asia today are Hinduism, Buddhism and Confucianism.

Hinduism

Hinduism emerged in India more than 3000 years ago. There are many gods in the Hindu faith, including Vishnu, who has four arms and is often coloured bright blue. Hindus believe in reincarnation—the idea that when we die we are reborn into a new body.

Buddhism

Buddhism started in northern India in the 6th century BCE when a wealthy man, Siddhartha Gautama, gave up all his possessions in search of enlightenment. Upon reaching this state, Gautama took the name Buddha, which means 'enlightened one'. Statues of Buddha in temples often show him seated with crossed legs and his hands in a prayer position. The Buddhist equivalent of heaven is Nirvana. Today, Buddhist monks believe that nirvana can only be reached by rejecting all attachment to the physical world. Buddhists also believe in karma, the idea that good and bad deeds will be rewarded or punished in this life or the next.



SOURCE 2.26 Map of Asia showing where the major Eastern religions emerged

Confucianism

Confucianism is a set of ideas about how a society should be run and how individuals should behave. This philosophy emerged in China 2500 years ago. It is based on the ideas of Confucius, a government official. Confucius is often depicted as a wise old man with a long beard and flowing robes. Sometimes he carries scrolls. He opened a school where he taught his students to respect their parents, the elderly and the emperor. The teachings of Confucius became the basis of an exam that anyone wanting a job in the government had to pass. One of Confucius' famous sayings is: 'I hear and I forget. I see and I remember. I do and I understand'. This is great advice for anyone trying to learn something new.

Beliefs and religions of the West

Judaism

According to tradition, all Jews are descended from the Hebrew people who settled in Canaan (modern-day Israel) around 1450 BCE. The Jewish people had been held captive in Egypt by the pharaoh until they were led to freedom by Moses. While crossing the Sinai Desert, Moses gave his

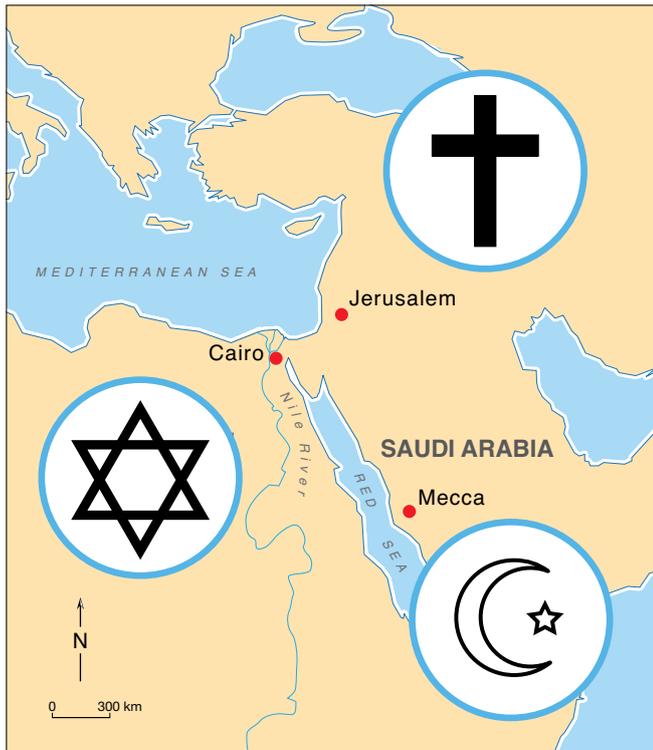
people 10 commandments to live by. These, and other traditions, still form the basis of the Jewish faith. The six-pointed star that appears on the Israeli flag is the symbol of Judaism.

Christianity

Christianity emerged from Judaism in the 1st century CE. Jesus of Nazareth was Jewish. Christians follow his example as set out in the four gospels of the Bible. He was born in the Roman province of Judea between 6 and 4 BCE and was crucified in c. 30 CE. Christianity spread rapidly throughout the Roman Empire. There are approximately 2.2 billion Christians today. The cross remains the most recognisable symbol of Christianity.

Islam

Like Judaism and Christianity, Islam teaches that there is only one god, Allah. The most important figure in the Islamic faith is the Prophet Mohammed. He was a merchant in the town of Mecca in Saudi Arabia. According to Muslim tradition, he received messages from Allah in c. 610 CE. These are recorded in the Koran, the holy book of Islam. The Islamic faith



SOURCE 2.27 Map of the Middle East showing where the major Western religions emerged

was soon practised from Spain to India. Today there are about 1.5 billion Muslims around the world. The crescent moon and a star are the main symbols of the Islamic faith. They appear on the flags of many countries, such as Pakistan and Turkey, where the majority of people are Muslims.

ACTIVITY

Check your understanding

- 1 What is the oldest religion in the world that is still followed today?
- 2 How are Hinduism and Buddhism similar?

Source question

- 1 Print out a blank world map from the internet. Mark on the map the locations shown in Sources 2.26 and 2.27. What do the images in Source 2.26 represent? What religions are linked to the symbols in Source 2.27?

Apply your knowledge

- 1 Create a brief (three to five slides) PowerPoint presentation about the life and influence of one of the spiritual or philosophical figures mentioned in this chapter. Present it to the class.

Spotlight

Jerusalem is very important for Jews, Christians and Muslims. For Jews, King David made the city the capital of the first kingdom of Israel. Christians believe that Jesus died here and ascended into heaven. Muslims believe that the holiest person

in their faith, Mohammed, also ascended into heaven from Jerusalem. Archaeologists believe that the site was first settled over five thousand years ago.



History challenges

Classroom debate

The study of history raises many issues that people hold very strong opinions on. One of the best ways to understand these issues, and why people become so passionate about them, is to engage in a debate. Form a group of six and choose one of the topics from the list below. From the six, form two teams of three. One team will agree with the topic (the affirmative side) and the other team will disagree with the topic (the negative side). Research your topic and have each team member write a two- or three-minute speech putting forward arguments for their case. Deliver your speeches in front of the class in the standard debate format.

- 1 The domestication of plants and animals was not only bad for humans, but also bad for the planet.
- 2 In an ancient battle, it would be better to fight on foot than in a chariot.
- 3 Our justice system should be based on the idea of 'an eye for an eye'.
- 4 Historical artefacts belong where we find them, not in a museum.
- 5 Experimental archaeology can tell us very little about what life was actually like in the Ancient World.
- 6 The Lascaux Caves should be reopened to the public.

Go to OneStopDigital for useful advice on how to prepare, structure and hold a debate.



Sequencing historical events and periods within history

Create three exhibits for the foyer of the Museum of Humanity with the following themes:

- The Ancient World
- The migration of humans
- The domestication of animals.

Remember that there are many ways to present information, including posters, cartoons, wall panels, diorama, touch trolleys, storyboarding, interactive displays and multimedia. Add to your museum scrapbook.



Using historical terms and concepts

Part of your job as the head curator of your museum is to travel the world looking for artefacts to put on display. In your museum scrapbook, write five to 10 journal entries describing your incredible adventures as you travel around the world looking for priceless ancient artefacts. Remember to include the names of the places you visit and a description of the artefacts you discover. Use as many relevant key terms from this chapter as possible.



Game on!

Download and play the game 'Seven Wonders of the Ancient World' from OneStopDigital. Once you have achieved your highest score, make a list of the seven monuments. Research these monuments and write a review of the game for other players. Include your thoughts on how historically accurate the game is. Post this review, (and reviews of any other games set in the Ancient World), in your museum scrapbook.

Once you have written your review, carry out some research on one of the seven wonders of the Ancient World. Find out where it was built, when, and by whom. If it is no longer standing today, find out what happened to it. Present your findings on a poster or a PowerPoint presentation.

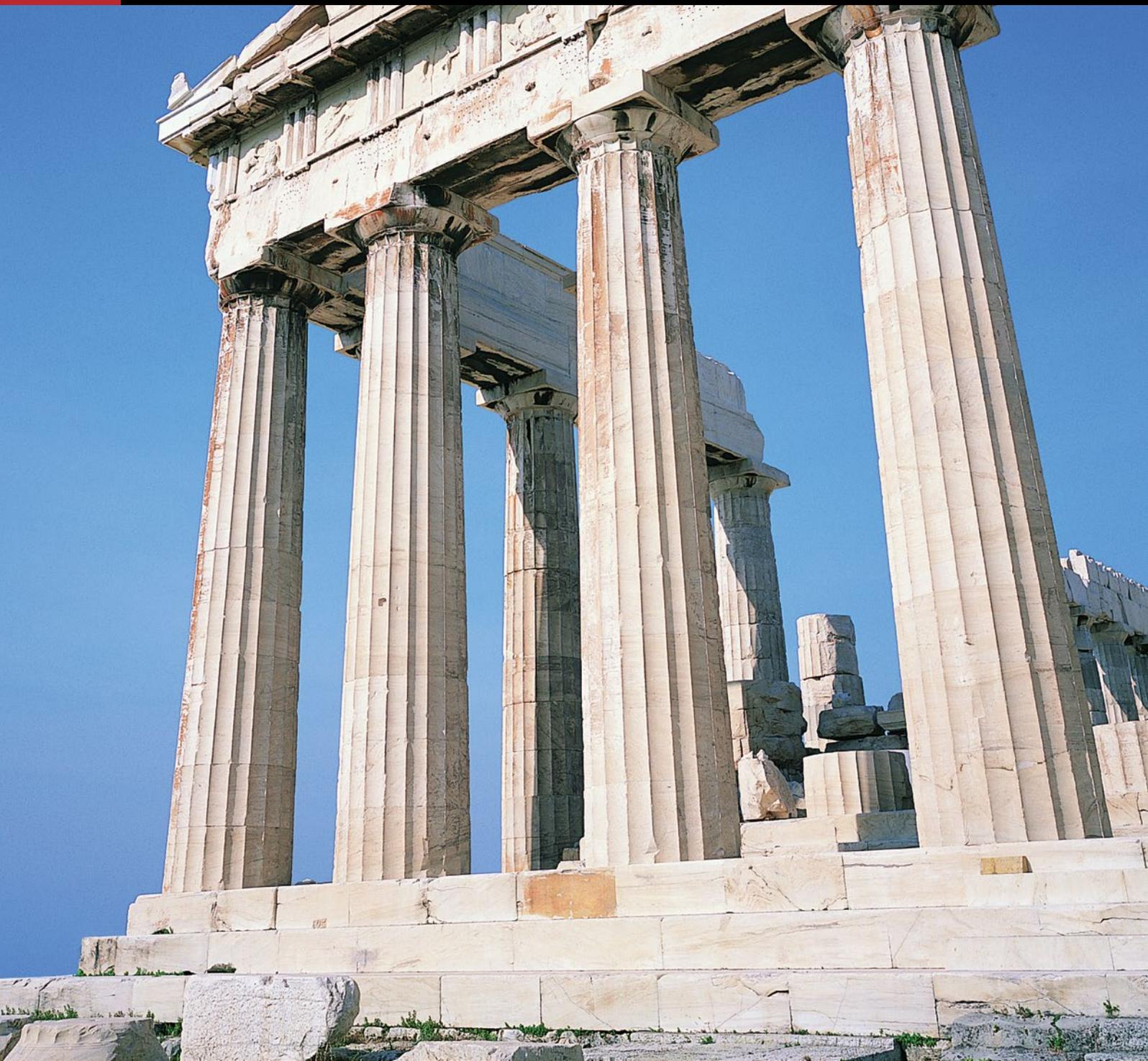


Go to OneStopDigital for multiple-choice questions for this chapter and an interactive crossword.



Section 2

The Mediterranean World >>



The columns of the Parthenon at the Acropolis in Athens, Greece

2

KEY TERMS

appease	to make someone (who can be frightening or dangerous when angry) happy, usually by giving in to their demands
citizens	those individuals in a society with political rights like voting and representation.
city-state	an independent, self-governing city and the surrounding land it controls
colony	a city or state established by explorers and settlers from an older, pre-existing society
delta	a geographic feature that forms as a river deposits silt and sediment before flowing into the sea
galley	a wooden ship powered by oars and sails
sacrifice	to give up something valuable or useful; in ancient times, bulls or other animals were slaughtered to appease the gods

The Mediterranean World

Have you ever seen the burial mask of King Tut? Maybe you have cheered runners as they cross the finish line in a marathon. Perhaps you've seen artefacts from one of the cities of Ancient Rome, such as Pompeii, in a museum. If you have, then you already know something about three ancient civilisations that emerged around the Mediterranean Sea: Egypt, Greece and Rome.

Spotlight

The name 'Mediterranean' is Latin for 'in the middle of the earth'. This is a good name for this sea. If you look at the map on the next page (Source S2.1), you will see that it is almost entirely surrounded by Europe, North Africa and the Middle East.

Geography

It was important for the people of Egypt, Greece and Rome to have access to water. Ancient Egypt developed along the thin, fertile strip of land that runs the length of the River Nile. At the mouth of the Nile, where the river enters the sea, a broad, fan-shaped **delta** formed. The rest of Egypt is a hot, waterless desert. Ancient Greece emerged as a number of separate cities on a small,

mountainous peninsula. The land is mostly unsuitable for growing grain crops like wheat and barley and there are no large rivers like the Nile. Instead, there is a rocky coastline with many natural harbours. Major **city-states** like Athens and Corinth took advantage of this feature and built fleets of transports and warships. The Greeks also established **colonies** on the Turkish coast and in the western Mediterranean. Ancient Rome grew alongside the River Tiber. Italy has few natural harbours so the Romans built artificial harbours and made roads that helped goods and soldiers move swiftly across the empire. Many roads in Europe today follow the routes of their Roman predecessors.

When in the world?

The three civilisations of Egypt, Greece and Rome cover an enormous time span. Egypt was one of the first civilisations in the world. It was unified under King Menes in c. 3150 BCE. Egypt's fortunes rose and fell several times over the centuries until it was taken over by the Greeks in 332 BCE and then the Romans in 31 BCE. Ancient Greece emerged from its Dark Age in the 8th century BCE. By the 5th century BCE, Athens and all the Greek city-states had fought off foreign invasion and entered a golden age. By 186 BCE, Greece too had been conquered by Rome. Can you see a pattern forming?



SOURCE S2.1 The Mediterranean Sea, with satellite images showing the contrast between the fertile Nile Valley and the scorching desert in Egypt (lower left), the Aegean Sea lying between Turkey in the east and Greece in the west (upper right) and the Italian peninsula (top left); the city of Rome, the heart of the mighty Roman Empire, sits halfway up the length of the Italian ‘boot’

Spotlight

The founding of Rome

The founding of Rome is shrouded in myth and mystery. The Ancient Romans believed that their city was founded in 753 BCE by Romulus. According to legend, Romulus and his brother, Remus, were abandoned at birth and raised by a she-wolf. Both wanted to found a city but they argued over the best site. Romulus killed Remus and built a city on the Palatine Hill. The modern city of Rome still sits on this site.

SOURCE S2.2 Romulus and Remus are often depicted suckling from the she-wolf that raised them



Over many centuries, the Roman Empire expanded until it became one of the largest in history. It stretched from Persia in the east to Spain in the west. In the 4th century CE, the Roman Empire came under attack from people outside its borders. In 476 CE, the last Roman emperor was forced from his throne. Guess what his name was? That's right, Romulus. What are the chances of that?

ACTIVITY

Check your understanding

- 1 What geographical features did the ancient civilisations of Egypt, Greece and Rome have in common?
- 2 Why do you think this feature was so important for these civilisations?
- 3 True or false: 'Ancient Greece conquered both the Egyptian and Roman civilisations'. Explain your answer.
- 4 How were the Romans able to travel quickly throughout their large empire?
- 5 Put the following civilisations in order according to when they ended: Greece; Rome; Egypt.

Apply your knowledge

- 1 Use a drawing program on your computer such as Comic Life to show the mythical story of the founding of Rome.

Social structure

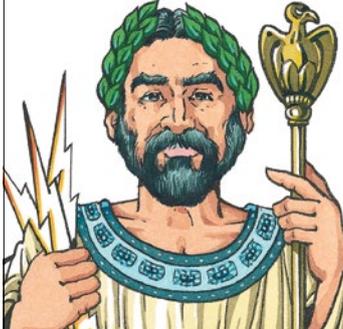
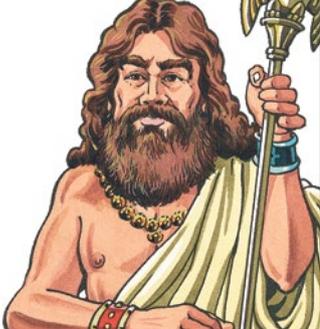
Egypt and the Roman Empire were similar in structure, having a single ruler and a society with clearly separate classes, from the very wealthy landowning nobility down to the very poor. Greece was not a single country but was broken into lots of separate states, each with its own society of **citizens** and slaves. Rome and the city-state of Athens both controlled empires. Egypt was ruled by a king; from 27 BCE, Rome was ruled by an emperor; Athens was ruled by its citizens. Most people, whether they were in Egypt, Greece or Rome, had to work hard every day. Worst off in Greece and Rome were the slaves. They had to perform any task demanded of them. They could be severely punished or even executed for the slightest mistake.

Beliefs and practices: religion

The Egyptians, Greeks and Romans were very religious people. They all believed that there were several gods and goddesses, each of whom was responsible for different aspects of nature and human society.

Spotlight

In the Ancient World, people believed that angry gods sent storms to sink ships in the Mediterranean Sea. All sailors made sure they **appeased** the gods by saying the correct prayers and making an appropriate **sacrifice** before sailing.

Name	Ra	Zeus	Jupiter
Position	Chief god of Ancient Egypt	Chief god of Ancient Greece	Chief god of Ancient Rome
Responsibility	Made the Sun rise and set every day	The sky and thunder	Laws and social order
Characteristic	Sometimes shown with the head of a falcon	Hurled lightning bolts	Declared war on his father, Saturn, to become the chief god of Rome
			

SOURCE S2.3 The chief gods of ancient Mediterranean societies

Trade and transport

Whether it was a river or the sea, waterways were the crucial link that connected the people of the Ancient World. Greece and Rome built **galleys** or wooden ships to trade goods with other societies. Sailors would sail close to the shore by day and beach their galleys at night as the ships could not travel far. The Egyptians used the River Nile as a kind of highway to transport goods from one end of their country to the other.

ACTIVITY

Check your understanding

- 1 Which group was the worst off in each of the ancient civilisations? Explain your answer.
- 2 What were galleys? What material were they made out of?

- 3 Why did sailors of the Ancient World appease the gods before they sailed?
- 4 True or false: 'Jupiter was a god from Egyptian religion and he hurled thunderbolts at those who displeased or disobeyed him'. Explain your answer.

Apply your knowledge

- 1 Experimental archaeology is trying to replicate the lives of our ancestors by trying to live like them. This includes using some of the same tools, building processes and eating the same food. Go to OneStopDigital to watch a movie clip about a trireme built in the United States. What would a project like this tell people about ancient ships? 
- 2 Other than wooden sailing ships, what would have been the only other options for transportation in the Ancient World?
- 3 Why, then, were waterways vital for ancient civilisations?

Significant individuals

Can you name five famous people from our own era? What makes them famous? Are they great athletes or beautiful movie stars? Are they incredibly wealthy or powerful? Have they used their talents to help others who are less fortunate? In ancient times, some individuals stood apart from everyone else. Some of them were warriors like Achilles or Rameses II. Others were great generals like Hannibal or Julius Caesar. Still others were famous thinkers and writers such as Aristotle and Cicero. If people 2000 years in the future know your name, what would you like to be remembered for?

ACTIVITY

Apply your knowledge

- 1 In pairs, discuss how you could ensure that people in the future know who you are. How would you preserve the evidence of your accomplishments? When you and your partner have come up with five ideas, share them with the rest of the class.
- 2 There are many paths to fame in this day and age. Make a list of 10 ways that people can use to become famous (for example, appearing on a TV talent contest or helping the sick). When you have done this, rank them in order of how important you think each one is to society (1 = the most important and 10 = the least important). Share your list with a partner and discuss any similarities and differences in your opinions.



SOURCE S2.4 Achilles, the famous warrior from Greek mythology. The only part of his body that could be wounded was his heel. To have an ‘Achilles heel’ means that you have a weakness or vulnerability. For this reason, the tendon that runs the length of the heel is called the ‘Achilles tendon’

Chapter 3

Ancient Egypt »



Portrait of Pharaoh Rameses III from the tomb of Amen-Her-Khepshef

HISTORY SKILLS

In this chapter you will learn to apply the following historical skills:

- Sequence historical events, developments and periods
- Use historical terms and concepts
- Identify a range of questions about the past to inform a historical inquiry
- Identify and locate relevant sources, using ICT and other methods
- Identify the origin and purpose of primary and secondary sources
- Locate, compare, select and use information from a range of sources as evidence
- Draw conclusions about the usefulness of sources
- Identify and describe points of view, attitudes and values in primary and secondary sources
- Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged
- Use a range of communication forms (oral, graphic, written) and digital technologies.

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Inquiry questions

- 1 What were the physical features of Ancient Egypt?
- 2 What were the key social groups and what was their daily life like in Ancient Egypt?
- 3 What were the beliefs, values and practices of the Ancient Egyptians?
- 4 What contacts and conflicts did the Ancient Egyptians have within Egypt and with other societies?
- 5 Who were the key figures in Ancient Egypt?
- 6 What legacy did Ancient Egypt leave to modern life?

Introduction

Nowhere are there so many marvellous things, nor in the whole world beside are there to be seen so many works of unspeakable greatness.

Herodotus, *The Persian Wars*, Book II

EGYPT WAS ONE of the great civilisations of the Ancient World. It dominated the area around the River Nile in North Africa for 3000 years. Ancient tourists and scholars visiting Egypt were awe-struck by the pyramids and by the medical and mathematical knowledge held in the temples and the Great Library of Alexandria. Greek and Roman writers passed that learning on to us, so Western civilisation has been influenced by the great minds of Ancient Egypt.

It is now your turn to follow in the footsteps of ancient tourists; to explore the society, government, religion and culture of a great civilisation ...

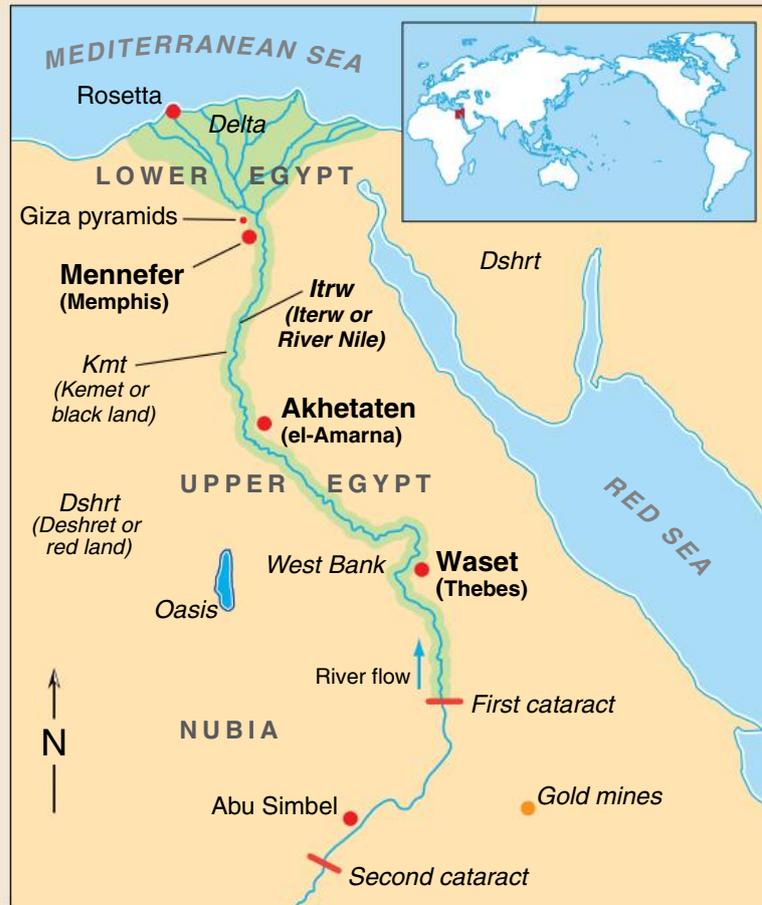
KEY TERMS

Akhet	the period of inundation
ankh	symbol of life
ankhet	that which gives life; in other words, grain
ba	the personality of a person
Book of the Dead	papyrus scroll buried with the dead giving instructions on how to pass the terrors of the underworld and face trial in the Hall of Judgement
Duat	the underworld
hieroglyphics	Ancient Egyptian writing in the form of pictures or symbols
inundation	annual flood in Egypt that brought soil to fertilise the fields as well as water
ka	life-force, the exact double of the deceased that accompanied the heart to the trial in the underworld
Kemet	'Black Land', the Ancient Egyptians' name for their country
maat	the idea of order, justice and stability
mastabas	flat-roofed platform tombs
pa-per-aa	'the material of the pharaoh', the Ancient Egyptian word for paper; our word 'paper' comes from it
Peret	when the crops began to grow
Shemu	harvest time
Sopdet	the star Sirius, which rose several days before the Nile began to rise in the south of Egypt

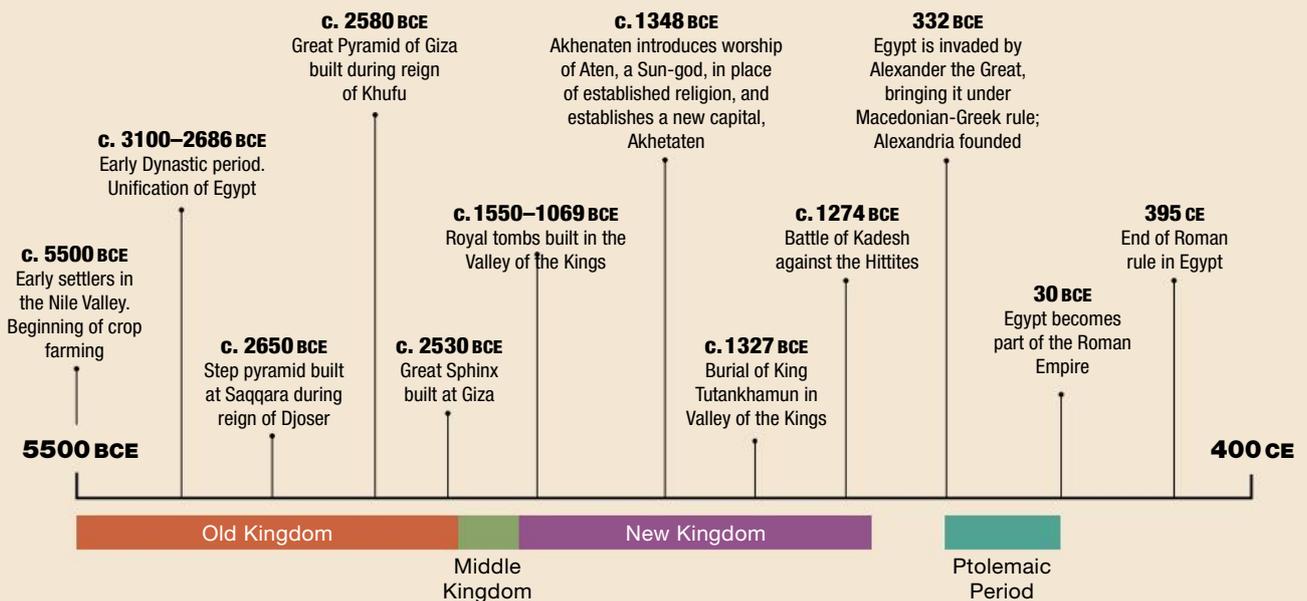
See OneStopDigital for a drag-and-drop exercise using the key terms.



Ancient Egypt



Timeline of key dates



Think, puzzle, explore



- 1 Draw a three-column table in your workbook.
- 2 Entitle the first column 'Think'. In this column write down anything you know about Ancient Egypt.
- 3 Entitle the second column 'Puzzle'. In this column write down any questions you have about Ancient Egypt.
- 4 Entitle the third column 'Explore'. In this column write down how you can find answers to the questions in the 'Puzzle' column. What topics would you like to explore?
- 5 Discuss the answers as a class.

❖ What were the physical features of Ancient Egypt?

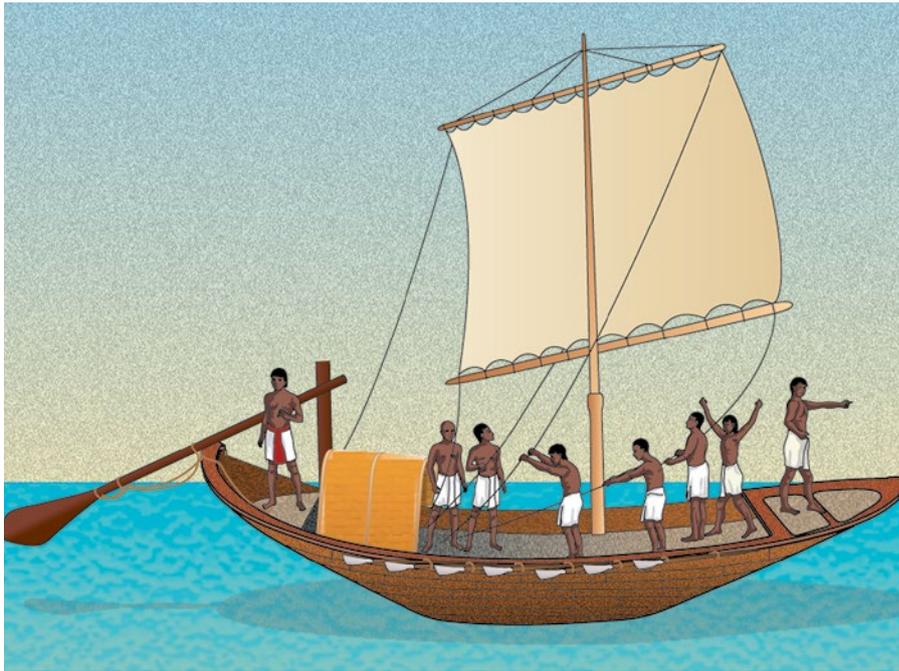
In ancient times and today Egypt is made up of scattered oases in the desert, a long thin strip of cultivable land on either side of the River Nile and a wide fertile area at the mouth called the delta where the Nile empties through marshes into the Mediterranean Sea. Egypt is in North Africa, bounded to the east by the Red Sea and to the west by Libya. The desert on either side of the river forms a protective wall around Egypt. The River Nile and the desert are the two major physical features of Egypt.

The River Nile is the heart and life-blood of Egypt. As you go through this chapter, you will find that the Nile influenced all aspects of Egyptian life, from farming to religious beliefs to clothing and health. To the Ancient Egyptians the Nile was simply 'itrw' or 'the river', as there was no other river. The river provided the only means of transport around the country except for a few local roads. Nature made it easy. Boats could sail south with their sails filled with the prevailing north wind. River flow and currents helped the rowers as they floated downstream towards the delta in the north.

Take a Google Earth tour of the River Nile, from its source to its delta in OneStopDigital.



SOURCE 3.1 River Nile showing cultivable land, desert and mudbrick houses



SOURCE 3.2 The sail is raised in this boat which means it is travelling south

If you are interested in what Australian archaeologists are doing in Egypt, go to OneStopDigital.



Up and down the river sailed boats of all descriptions: great wooden boats with canopies for king and nobles, barges laden with stones for the kings' temples and pyramids, boats carrying goods for trade along the Nile and small craft for fishing and hunting wildfowl made of papyrus reeds bound together.

Egypt receives little or no rain, so in ancient times the Nile was the main source of water for drinking, cooking, washing and irrigating the fields. Every year the Nile would flood. This was called **inundation**. The whole of Egypt depended on the annual inundation for food and the flood had to be exactly right. If the river rose more than usual it would crumble their mud-brick houses; when it failed to rise and dump its load of silt on the fields it brought famine. The inundation was so important that Egyptians called their whole country **Kemet** after the black silt washed down the river every year.

It is a wonder that Egypt could ever have been a united country. The Nile physically broke Egypt into two long narrow strips, the East Bank and the West Bank. Without the Nile the whole land would be desert, with its terrible sandstorms swirling grit into people's lungs. The West Bank where the sun sets was the place of the dead. The kings' pyramids and the rock tombs of pharaohs,

nobles and tomb builders were in the western desert and the poor were buried there in graves. But even the desert provided Egypt with minerals for trade: copper, semiprecious stones and above all, gold. Natron and other salts were used for preserving fish, fowl and human bodies. From the desert came green malachite and black galena, known as kohl, which were used by men and women around their eyes to protect them from the sun and eye disease.

Could the eyeliner worn in Ancient Egypt really ward off eye infections? Listen to this podcast on OneStopDigital to find the answer.



There were no bridges across the river between east and west banks in ancient times. Egypt was also split horizontally into two political halves by the river. Lower Egypt was centred on the delta; Upper Egypt extended from Mennefer (Memphis) up river to the first cataract. At various times in Egyptian history these two halves of Egypt, river valley and delta, became two separate kingdoms. Even when Egypt was united, the king or pharaoh was always known as the King of the Two Lands, or the King of Upper and Lower Egypt.

Spotlight

'Happy are the Nile travellers who start thus with a fair breeze on a brilliant afternoon.' Thus wrote the intrepid explorer Amelia Edwards in the late 19th century as she sailed up the River Nile with the north wind filling the sails of her boat, heading for the ancient city of Waset (Thebes), the Valley of the Kings, Abu Simbel and the second cataract in the deep south of Egypt.

In 1877 her book about her travels in Egypt called *A Thousand Miles Up the Nile* became a bestseller. Concerned about the way objects were being dug up and taken out of Egypt, she used the money from her book to found the Egypt Exploration Society, which sends archaeologists even today to work on sites in Egypt. When she died, she left hundreds of Egyptian artefacts to the Petrie Museum in University College, London, which has published them on a website. Amelia Edwards would be delighted to know that her artefacts are still being used by students from all over the world.



SOURCE 3.3 Amelia Edwards

ACTIVITY

Check your understanding

- 1 Why did the Ancient Egyptians wear eye make-up?

Source questions

- 1 Who was Amelia Edwards and why is she important?
- 2 Find Waset, Abu Simbel and the second cataract on the map of Egypt on page 81 to see how far Amelia Edwards sailed up the river.
- 3 Why might Egypt want to control the area between the first and second cataracts? For one reason, look at the bottom right of the map.

Apply your knowledge

- 1 Create an audio tour/podcast of Amelia Edwards telling visitors to the museum about places in Egypt like the Great Pyramids.



🌾 A farmer's diary

Because the River Nile rose in flood at the same time every year the Egyptians based their calendar on the inundation. The star **Sopdet** (Sirius) rose several days before the Egyptian inundation began so that day was seen as the first day of a new year (19 July in our calendar).

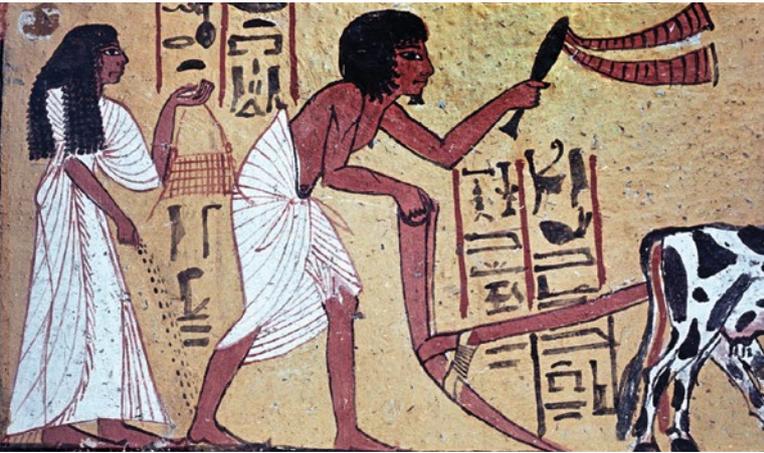
Egyptians divided the year into three seasons of four months each: **Akhet**, the period of inundation; **Peret**, when the crops began to grow; and **Shemu**, or harvest. The 365-day year consisted of 12 months of 30 days. There were three 10-day weeks in each month and 24 hours in each day. The extra five days at the end of the year were devoted to the worship of Osiris, the god of the afterlife.

Akhet

Over the time of floods the farmers could not use their fields so the Egyptian government sent them to build pyramids, tombs and temples. In return for their work the government gave them food and clothing to help them survive the inundation. So the great buildings of Egyptian civilisation like the pyramids were in part created due to the River Nile floods.

Peret

These were the months when the farmer ploughed his fields and sowed his grain seeds in the still-moist soil. Grain was so important it



SOURCE 3.4 Ploughing the fields in Ancient Egypt

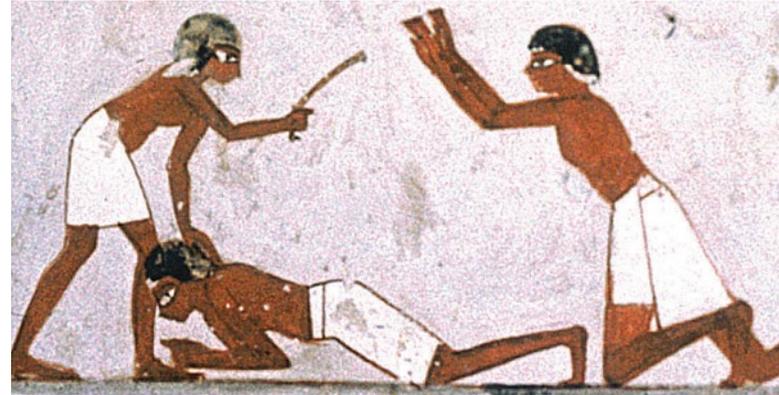
was called *ankhet*, meaning ‘that which gives life’. There was no coinage so Egyptians used the grain like money. Egyptian workers were paid in grain. They used the grain to barter for whatever they wanted; for buying other food or pottery or for education lessons for their sons.

If the farmer was lucky enough to live in the delta, bees might provide him with honey from the flowering meadows and his cow could graze the sweet new grass.

Shemu

This was the busiest time of the year. When the farmer’s grain crop had reached a certain height the Pharaoh’s scribes would assess how much tax he would have to pay once the grain

was harvested. The farmer, his wife and children had to cut the grain by hand, thresh it, winnow it and store it. If mice ate the grain or there were great dust storms that ruined the harvest he still had to pay the original tax. If he did not pay the full amount he would be beaten.



SOURCE 3.6 The scribe’s man beating a farmer who hasn’t paid his tax

ACTIVITY

Apply your knowledge

- Write a diary as if you are a farmer or a farmer’s wife in Ancient Egypt.
or
Create a calendar of your year. Go to OneStopDigital to find some images for your calendar.



SOURCE 3.5 Threshing and winnowing grain

Diseases and dangers

The River Nile mud might have brought life but it also brought disease. There were parasites living in the mud that entered the body through bare feet, invading the bloodstream and destroying internal organs. The stagnant pools left by the river after the inundation were a breeding ground for mosquitoes, causing frequent outbreaks of malaria.

Crocodiles and hippopotamuses added to the dangers of fishing, washing clothes and swimming in the Nile. Cobras and other snakes lurked in the papyrus reeds and flax plants on the river banks.

Nile gods: Hapy and Khnum

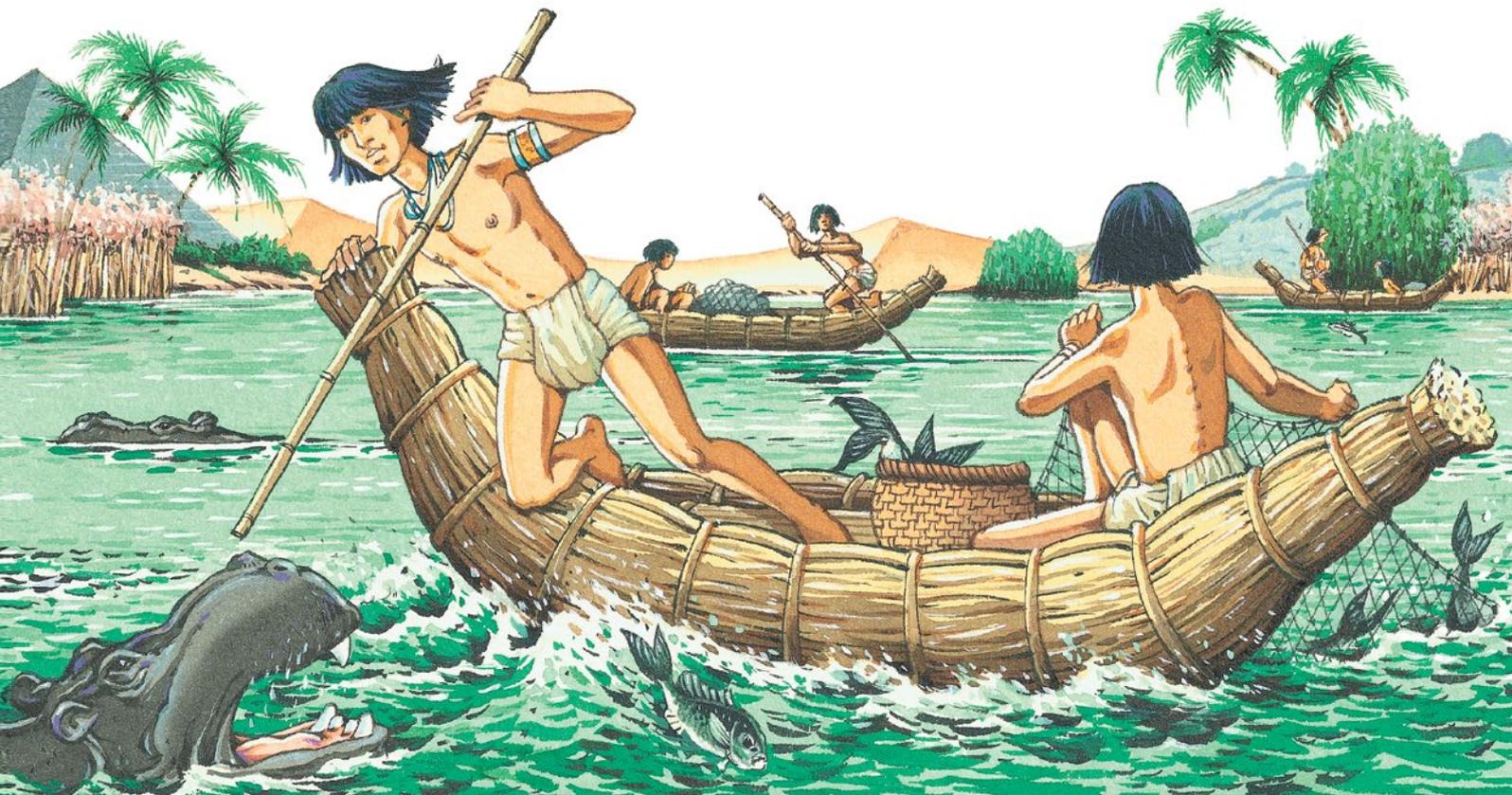
The Ancient Egyptians thought that the god of inundation, Hapy, lived in a cave on an island in the middle of the first cataract on the Nile. Another river god, Khnum, lived on the island as well. He woke Hapy up when it was time for him to flood the land.

In Source 3.9, Hapy holds a papyrus plant in his left hand, the sign of Lower Egypt. A waterlily flower, the sign for Upper Egypt, lies across the pile of food. He has two *ankhs* (a symbol used in Ancient Egypt for 'life') suspended from his arm to show that he gave life to the Egyptians, as the inundation meant they could harvest grain and other food. The Egyptians wrote a hymn to Hapy, praising him for everything he gave Egypt including the flax for their clothes.

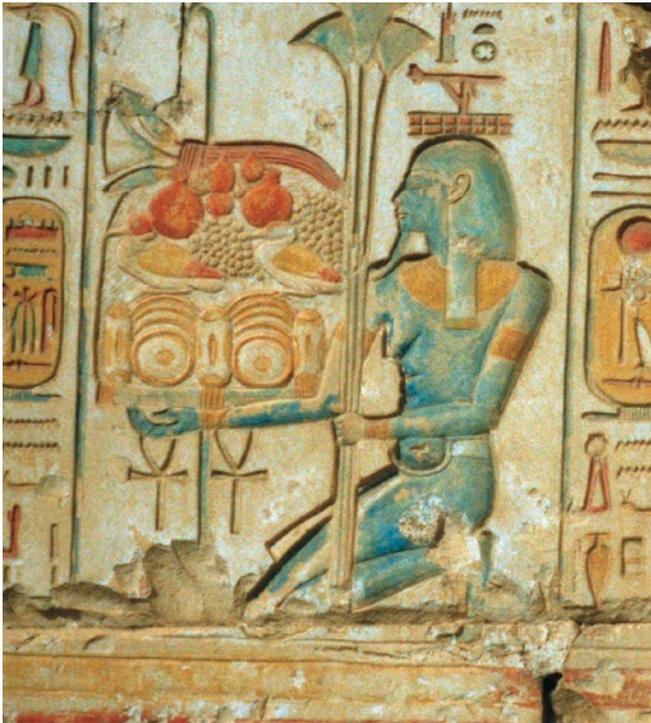
Hail to you, Hapy ...
 Who floods the fields that Ra has made ...
 Lord of the fishes,
 He makes fowl [water birds] stream south ...
 He fills the stores,
 Makes bulge the barns [with grain] ...
 Fattener of herds ...
 People are clothed with the flax of his fields ...
 Oh joy when you come, O Hapy,
 Oh joy when you come!

SOURCE 3.7

The Hymn to Hapy



SOURCE 3.8 Fishing in the Nile also had its problems



SOURCE 3.9 Wall-painting of Hapy

ACTIVITY

Check your understanding

- 1 What did farmers do in the time of Akhet?
- 2 What did farmers do in the time of Peret?
- 3 What did farmers do in the time of Shemu?
- 4 What did people use grain for apart from food?

Source questions

- 1 What did Hapy give Egypt, according to the hymn in Source 3.7?
- 2 What did Ancient Egyptians make their clothes from, according to Source 3.7?
- 3 What did Hapy give Egypt, according to the painting in Source 3.9? Why is he holding *two ankhs*?

Apply your knowledge

- 1 Draw up a table of two columns using the following table as a guide. Point-form notes on the advantages and disadvantages of the River Nile have already been set out for you. Copy these, then take point-form notes on the advantages and disadvantages of the desert in the row headed 'desert'. Include the table in your museum scrapbook.



Advantages	Disadvantages
Nile	
Water for drinking, cooking, washing, irrigation Defence through delta, cataracts Inundation Black fertile silt for grain Flax plant for clothing Boats to transport people and goods Papyrus reed for paper Building of pyramids, etc because of flood Calendar (the seasons of Akhet, Peret and Shemu) Gods (Hapy, Khnum)	Parasites destroyed internal organs Malaria Crocodiles and cobras
Desert	

- 2 Write five sentences in a paragraph using *one* of the following topic sentences.

Either

'Egypt was the gift of the Nile.' (Hint: prove that the river was more important than the desert.)

or

'Egypt was in part the gift of the Nile but there were other geographical features that were almost as important.' (Hint: write a couple of sentences on the river then discuss the desert.)

- 3 Draw a cross-section of the River Nile for your display at the Museum of Humanity. Keep a copy of the drawing in your museum scrapbook.



or

Find out what a shaduf was and how it worked. Make a model of a shaduf, taking photographs of the construction process as well as the final result, or use a computer graphics or animation program. Add the photos or a digital model to your museum scrapbook. Alternatively you can draw a shaduf and add it to your museum scrapbook.



What were the key social groups in Ancient Egypt?

At first Egypt was divided into small states, each with its own chieftain. By 3100 BCE there were two separate kingdoms: Upper Egypt and Lower Egypt. The need to have tight control over the long narrow valley of the Nile, its resources, its transport and its irrigation systems created the Egyptian political system: the rule of one man, the king (also called the pharaoh). Egypt therefore became one country, the first nation state.

Today, historians break Ancient Egyptian history into three different blocks of time: Old Kingdom, Middle Kingdom and New Kingdom. Each of these kingdoms is further subdivided into dynasties. There are gaps before, between and after the kingdoms. The gaps between are called 'Intermediate Periods'. The most famous pharaohs, such as Akhenaten, Tutankhamun and Rameses II, came from the time of the New Kingdom.

The pharaoh

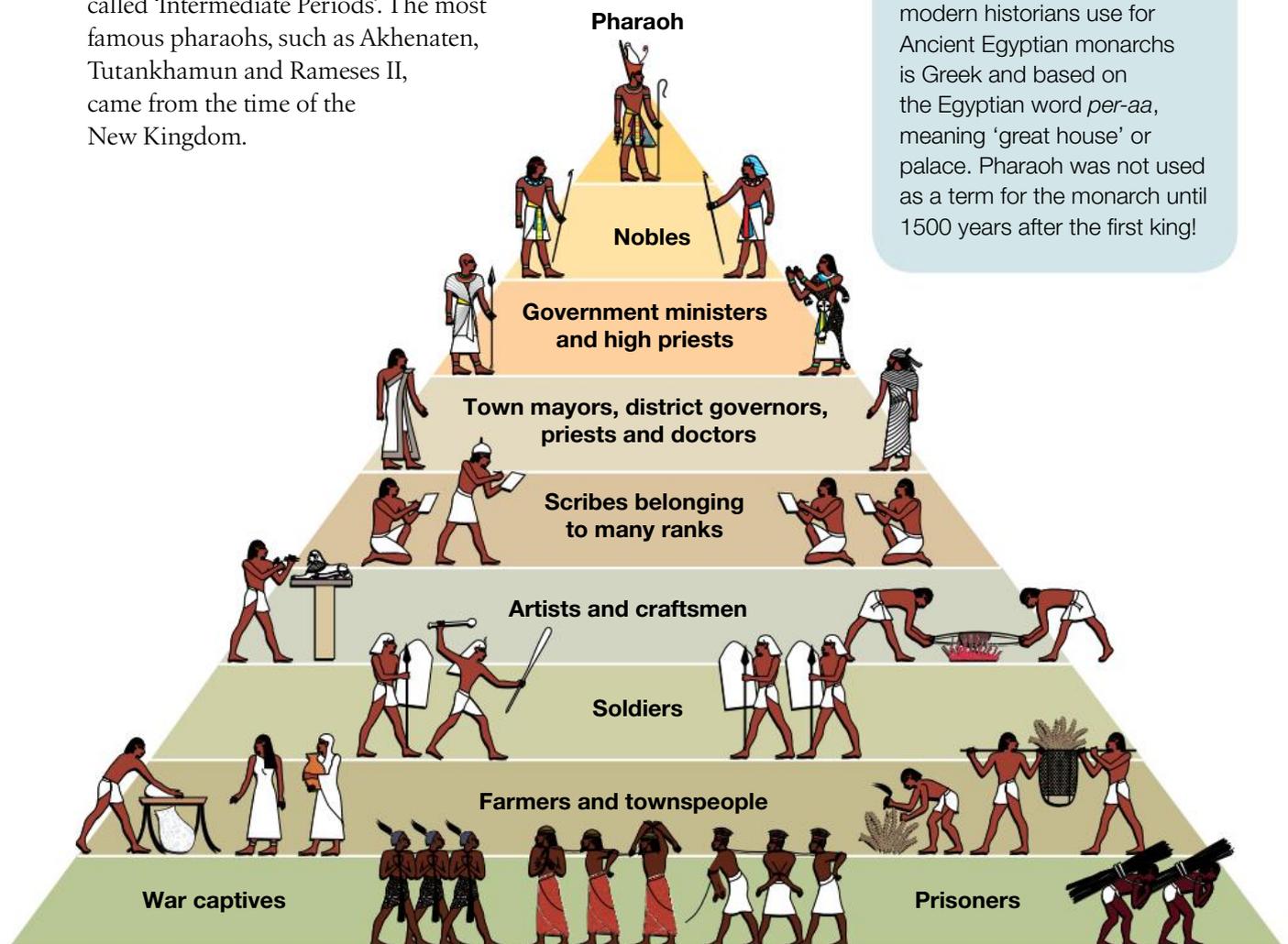
The role of the king or pharaoh was to head Egyptian society, to be in charge of the army, to run the economy, to be the chief priest and to act as the government of the country.

Nobles

There were two ranks of nobles: the *repa*, who were born to already powerful local families, and the *hatya* or officials appointed to some position by the pharaoh due to their ability. These men formed the bureaucracy that governed the country for the king. The bureaucracy organised

Spotlight

The word 'pharaoh' that modern historians use for Ancient Egyptian monarchs is Greek and based on the Egyptian word *per-aa*, meaning 'great house' or palace. Pharaoh was not used as a term for the monarch until 1500 years after the first king!



SOURCE 3.10 Pyramid of social classes

the collection of taxes, supervised building and irrigation activities, welcomed foreign ambassadors and appointed various officials.

Priests

The priests spent all day on religious rituals within the temple: washing, feeding, and dressing and undressing the statue of the gods. They did not conduct prayers for the people or visit them. Their role was to look after the gods so that they in turn would protect the pharaoh and Egypt.

Scribes

Only a small percentage of Ancient Egyptians could write, so the government, economy and religious system depended on this group of educated men. Their most important role was collecting and recording taxes.

People who could read and write were highly respected in Ancient Egypt. If anyone needed a letter or a legal document written or read out to them, they had to go to the nearest scribe.

Go to OneStopDigital for a multimedia view of a famous seated scribe.



Artists and other skilled craftsmen

Artists were important figures in Ancient Egyptian society. They were often given gifts of land, servants and cattle. Artists played an essential role as they painted the scenes that allowed a noble or king to live forever in the afterlife.

Professional soldiers

The soldier's role was to defend Egypt under his commander-in-chief, the pharaoh. If he fought well, the pharaoh would give him some of the enemy's goods and cattle. A career in the army was the only way an uneducated man could improve his family's place in society. When a soldier retired, he was granted land and livestock.

Farmers and workers

Most people in Egypt were farmers. As grain was used instead of money, farmers played a very important role in society.



SOURCE 3.11 Ancient Egyptian craftsmen at work

Other workers contributed to the way of life. There are wall-paintings in tombs depicting builders making the mud-bricks that were used in almost every building. Statues show us cooks fanning fires, women kneading bread and water carriers who brought water for washing and drinking. Written sources mention washermen, cobblers, potters, carpenters, brewers and boat crews.

War captives and criminals

There was no slave class in Egypt until the time of the Greek rulers (after 332 BCE) but some war captives might have been assigned to soldiers who had become farmers. War captives could also be sent to the gold and copper mines far south in Nubia. There they joined Egyptians who had committed crimes. The miners played an essential role in the economy as they dug up the minerals for export.

ACTIVITY

Check your understanding

- 1 Who governed Ancient Egypt?
- 2 Workers could not write, so how do we know what jobs they did in Ancient Egypt?

Apply your knowledge

- 1 In Source 3.11, craftsmen are making a beautiful necklace. Research Ancient Egyptian jewellery on the internet. Find three pieces you want to include in your museum. Write a brief description for each one and add to your museum scrapbook with a picture of the item. 
- 2 Using the information in the text and the timeline at the front of the chapter, create a digital timeline showing the four different periods in Ancient Egyptian history. See OneStopDigital for a program that can help. Add dates and images for each period. 

The influence of religion

The god-like king of Ancient Egypt was also its chief priest, the person through whom the gods spoke. As a descendant of the first king of Egypt, (the god called Horus), he sat on the Horus throne. He protected his people by making sure that Egypt was ruled in the way the gods approved—with order, justice and stability (called *maat*).

The influence of law

The king also made the laws of the land and, as supreme judge, decided death sentences.

There were two kinds of crimes in Ancient Egypt. Civil offences consisted of such crimes as stealing donkeys, stealing grain and tools, and failing to repay loans. Often cases were decided by a god. The Egyptian equivalent of *guilty* or *not guilty* would be scratched onto bits of pottery and placed on either side of the street. When the statue of the god was paraded up the street, carried by the priests, the statue was supposed to bend its head towards the right decision.

Punishment varied according to the severity of the crime. The worst thieves were flogged with 100 lashes of the cane on the soles of their feet and branded for life with a red-hot piece of metal.



SOURCE 3.12 The goddess Maat

Criminal offences were tried by higher officials and the worst cases were sent to the head of the bureaucracy called the *tjaty*. The punishments in criminal cases were severe. They might involve impalement on a stake, being burnt alive or being thrown into the Nile to be eaten by crocodiles.

ACTIVITY

Check your understanding

- 1 What was the religious role of the king?
- 2 What was the legal role of the king?
- 3 What is *maat*?
- 4 How were cases decided by a god?

What was everyday life like in Ancient Egypt?

The role of women

The most important roles for women were the roles of wives and mothers. The average age of marriage for men was between 15 and 20 years; for women it was between 12 and 13 years. The average age of death in Ancient Egypt was 36, which is why people married so young. If you were over 40, you were old!

Marriages were arranged, sometimes with a contract but with no religious or legal ceremony.

The bride left the family home within a great procession carrying items of furniture that had been given to her. The streets were crowded with people cheering the wedding party. This public display was seen as the acceptance of the marriage by the community.

After marriage, the wife became 'the mistress of the house' or *nebet per* and her main task was to bear children. As so many children died, she had to have as many children as possible. Each

time she had a child she was regarded as unclean and had to live on the flat roof of her house under a palm leaf shelter for 14 days.

The *nebet per* was also responsible for all household tasks: she had to grind flour, bake bread, cook, spin flax and weave clothes for the household. If she was the wife of a farmer, she had to help with sowing crops and bringing in the harvest.

Unlike in many other ancient civilisations, women were not confined to the home. If she was a nobleman's wife, a woman might have a position in a temple as a priestess or a singer. If she was poor, she might work in a wealthy person's house as a servant, hairdresser or beautician.

Women also sold goods in the local marketplace. There were female doctors and female overseers of other women. Women could own property. They were equal with men before the law and could even sue to protect their legal rights.

Go to OneStopDigital for the contrasting lifestyles of a nobleman's and a farmer's wife.



ACTIVITY

Check your understanding

- 1 At what age did people marry and why so early?
- 2 What was the role of the *nebet per*?

Source questions

- 1 Look at Source 3.13. What level of society do you think the young woman belongs to?
- 2 What work do you think she might do?

Apply your knowledge

- 1 A young girl has just been married to a farmer. She goes to see a scribe and asks him to write a letter to her mother about everything she has to do. Write the letter for her as if you were the scribe. Before you write the letter, discuss in class what it would be like to dictate a letter about your family to a stranger, especially as you can't read or write yourself. Add this letter to your museum scrapbook.

Children

The children's world was not separate from that of their parents. Babies were carried in a sling in front of their mothers as they worked. Until children were five, they were allowed to play freely.

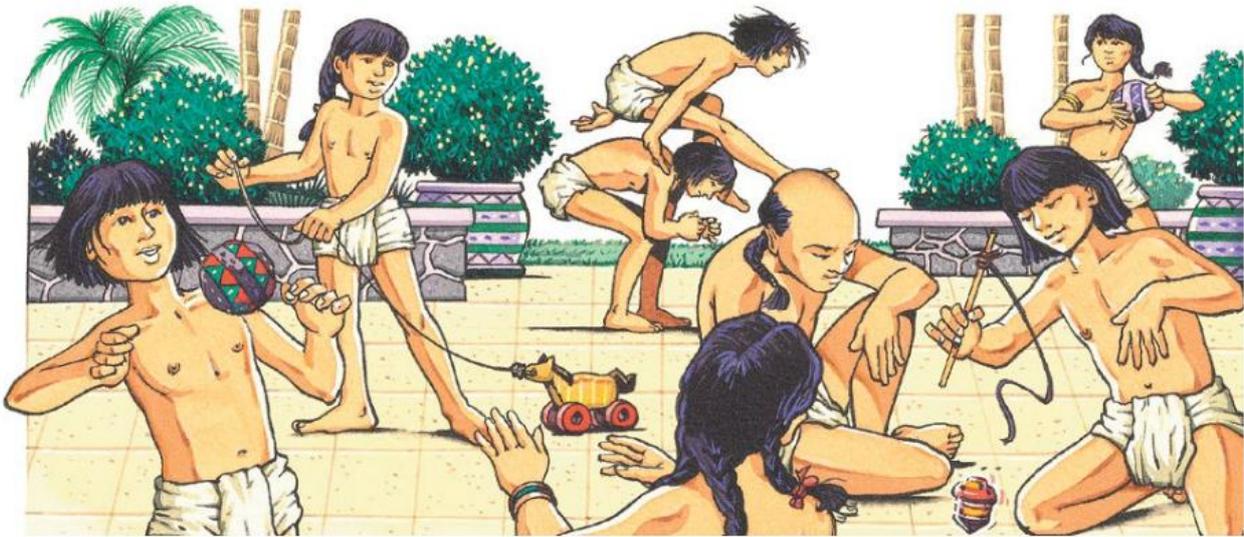
From the age of five, the children of poor families began to help their parents with their work, such as scattering seed or harvesting grain. The sons of craftsmen or scribes became apprentices to their father or were sent to school in a nearby temple.

Go to OneStopDigital to see a real model of a toy cat that a child would have played with in Ancient Egypt.



SOURCE 3.13

A young woman



SOURCE 3.14 Fun and games in Ancient Egypt

ACTIVITY

Source questions

Look at Source 3.14.

- 1 What games did children play?
- 2 What toys did they play with? What animals were made into toys?
- 3 There was no rubber or plastic, so what might the toys have been made of?
- 4 What clothes did children wear?

Education

School was only for wealthy boys from ages four to 16. They spent their days learning texts off by heart. They wrote hieratic, a simple form of **hieroglyphics** and learned to read by chanting together in class.

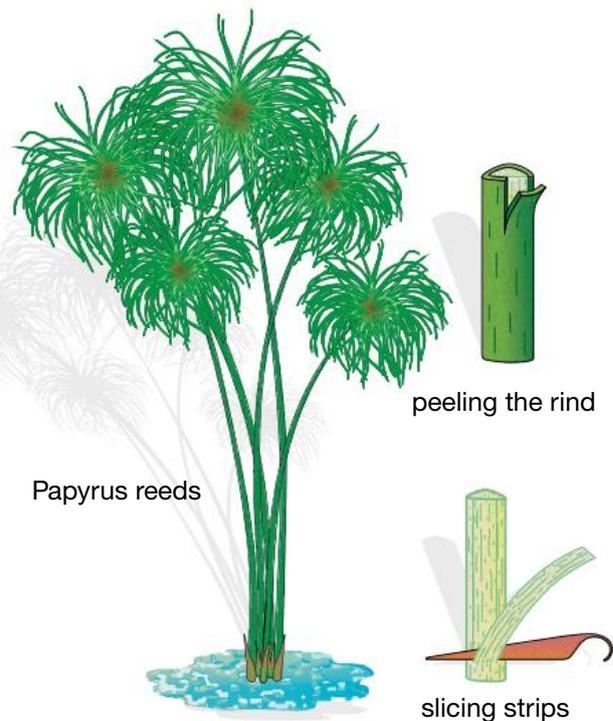
Students were expected to stand up when an older person entered the room. They were not allowed to ask questions but had to accept what they were told. Their lessons started early in the morning but finished at noon, when their mothers brought them food. If they did not learn quickly enough they would be thrashed. Another form of punishment was lines: 'I must rise earlier for lessons' or 'I must not daydream', written out many times. The lessons, as one boy wrote, 'endured forever, like the mountains'.

Go to OneStopDigital to learn about Egyptian mathematics.

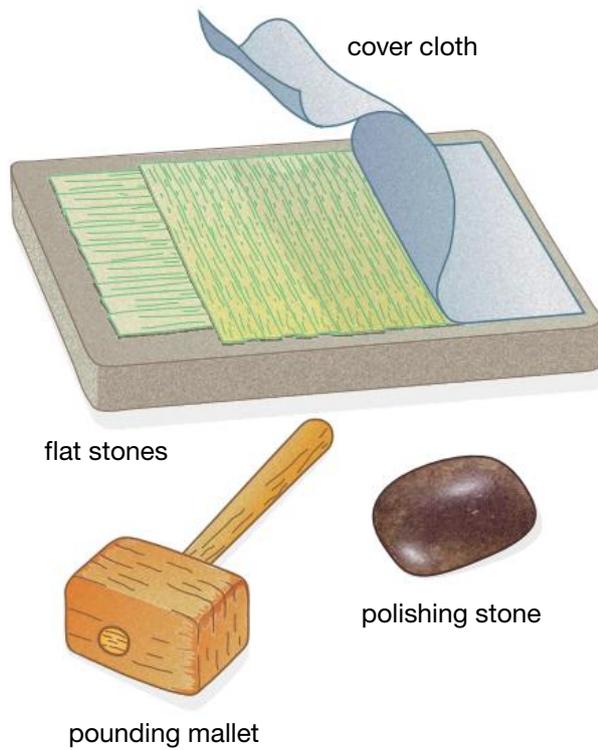


Papyrus

The delta was the main source of the papyrus reed, which was used as paper in Ancient Egypt. The reed, which grew by the side of the River Nile, was prepared in workshops attached to temples. Lengths of the white inner pith of papyrus were placed crossways over each other and beaten to release the juices and bind the



SOURCE 3.15 Papyrus cut, outer rind taken off and inner pith cut into strips



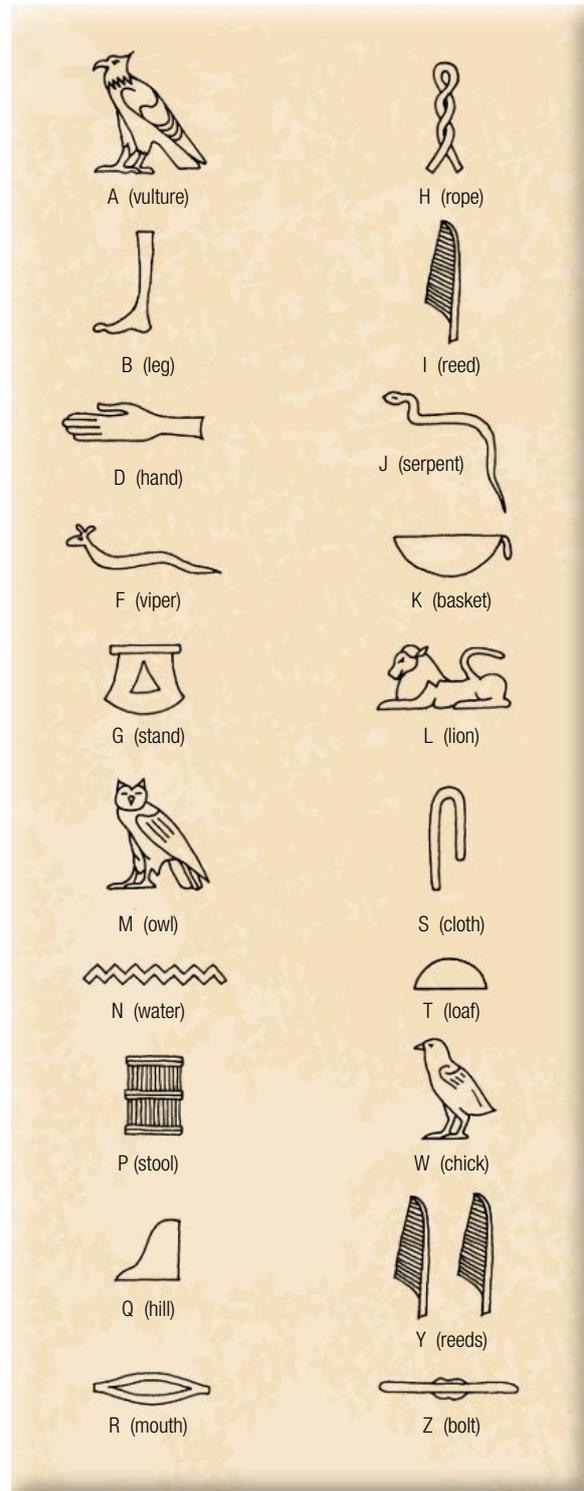
SOURCE 3.16 Pounding the papyrus

strips together. Our word ‘paper’ comes from the Egyptian word *pa-per-aa*, meaning ‘material of Pharaoh’. Egyptian scribes wrote on the papyrus with a reed from the River Nile, which they chewed between their teeth to form a brush. They dipped the brush into black or red ink ground from charcoal or ochre.

Rosetta Stone

We might not have been able to read hieroglyphics even now, if it had not been for the discovery of the Rosetta Stone in 1799 CE by a French soldier near a place called el-Rashid (Rosetta) on a branch of the River Nile. In 1801 CE when the British Navy defeated the French general, Napoleon, the stone was seized and sent to London. It was placed in the British Museum where it remains today.

Why is the Rosetta Stone so important? Because on it is both hieroglyphics, the simpler late form of the Egyptian written language called demotic, and classical Greek. This made it easier for a Frenchman called Champollion to decipher the hieroglyphs. In the Greek part of the writing, King Ptolemy is mentioned five times so



SOURCE 3.17 Egyptian hieroglyphs

Champollion linked this name to the five circles in the inscription for the Egyptian writing. He therefore used Ptolemy as the word to crack the code of hieroglyphs.

Go to OneStopDigital to visit the Rosetta Stone up close.



In 1822 CE Champollion published a list of Egyptian hieroglyphs. Later he drew up a system of Egyptian grammar. Reading hieroglyphs can help with *names*, but to read *texts* you need to know how the grammar of the language works. It is due to Champollion that today we can read the names in inscriptions on Egyptian monuments *and* the ancient Egyptians' letters, love poetry and stories.

ACTIVITY

Check your understanding

- 1 What values did well-off Ancient Egyptian boys learn at school?

Apply your knowledge

- 1 The Ancient Egyptians spoke words with vowels but when they wrote the words down they left out most of the vowels. Write your full name without vowels, in English. Write that form of your name in hieroglyphics, using the letters in Source 3.17 closest to the *sound* of your name.
- 2 Research the Rosetta Stone and find out about cartouches. Why were they so important on the Rosetta Stone and what names apart from Ptolemy were inside the cartouches? Create a podcast or videocast about how the Rosetta Stone was found. Save point-form notes from your podcast/videocast in your museum scrapbook.



Food

People grew food for themselves in vegetable gardens. They caught fish by driving them into nets in the shallow waters near the banks of the river where they scooped them out by hand or speared them. The fish were then slit down the backbone, flattened and dried in the hot Egyptian sun.

On the eastern and western borders of the delta, herds of goats, sheep and cattle browsed on flowery meadows. Large vineyards grew grapes for the pharaoh's wine. We know about what the Ancient Egyptians ate from lots of different sources.

Food	Evidence from primary sources
Garlic, cucumbers	Clay or wooden models found in tombs; a real bunch of garlic with the stems still tied together was found in one tomb
Lettuce	Wall-paintings in tombs; written medical advice
Radishes, melons, dates	Seeds and date stones found on many sites
Leeks	The Bible (Numbers 11:5)
Lentils	Found in stomachs of excavated bodies
Beans	Stores found in step pyramid
Figs	Dishes shaped like fig leaves found in graves; wall-paintings in tombs showing men and monkeys competing to pick figs
Grapes	Found in a basket in Tutankhamun's tomb
Mandrake fruit	Jewellery shaped like the fruit found in tombs
Almonds	Jars of almonds found in Tutankhamun's tomb; also found in a workers' village at Amarna
Pork, fish	Large quantities of pig bones found at a workers' village at Amarna; fishbones at various sites

SOURCE 3.18 Ancient Egyptian food

ACTIVITY

Apply your knowledge

- 1 List the sources in the second column of Source 3.18 that depict food.
- 2 List the sources in the second column of Source 3.18 that write about food.
- 3 Imagine you are an archaeologist. Which primary source would you prefer to find? Why? Which primary source would you prefer not to find?
- 4 Using Source 3.18, draw up a menu for a nobleman's feast for your museum scrapbook.



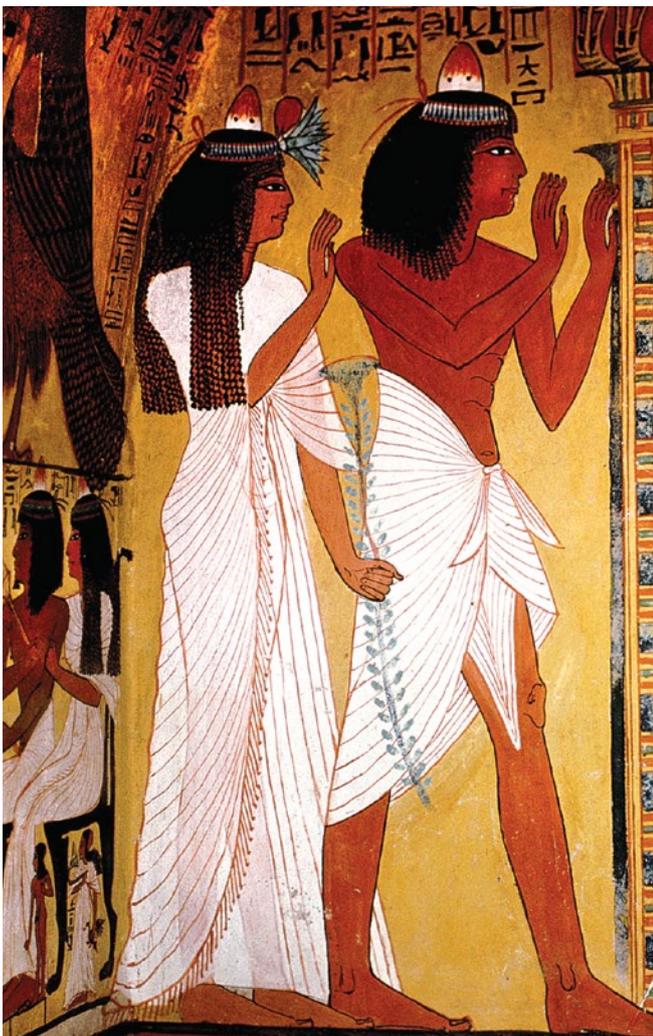
On a quiet night, the nobleman and his wife might play Senet. Go to OneStopDigital to play this game in pairs.



Clothing

Everyone wore clothes made of linen from the flax plant, grown in the Nile Valley. Men and women from the wealthy classes liked to wear long, pleated robes. Farmers, craftsmen and labourers wore loincloths; women in the lower classes wore a plain long dress with straps on the shoulders.

The wealthy, both men and women, wore eye make-up. They shaved off surplus hair with bronze razors or rubbed on a mixture made of the boiled and crushed bones of a bird mixed with fly dung, oil, sycamore juice, gum and cucumber to get rid of hairs—often they wore wigs. Most people went barefoot, although sandals, made of papyrus, were sometimes worn by nobles.



SOURCE 3.19 A couple dressed up in their best linen and wigs ready for a feast

Egyptian houses

Even the kings' palaces were made out of the rich mud brought down by the Nile floods. The mud was mixed with straw for bricks, which were then dried in the sun. Roofs were thatched with papyrus reed.

Houses of the workers and farmers

The workers' village discovered at Deir el-Medina and first excavated between 1905 and 1909 gives us some idea of the size of ordinary people's houses. Deir el-Medina was a crowded township with one main street. The street and the floors of the houses were covered with the well-trodden droppings of goats, sheep and pigs.

The houses were small, with a front room for visitors and a shrine to Bes, an Egyptian god worshipped as the protector of households, mothers and children. There was a second room with sleeping platforms, a third room for storage and a small courtyard where the cooking was done. There were no separate quarters for the women and children.

Narrow staircases went up to the roof at the back of houses; in the heat of summer, people slept on their roofs, where it was cooler. The toilet was generally a wooden stool with a cup half-filled with sand underneath. Otherwise, there was no furniture in the house—everyone sat on the sleeping platforms or on the floor.

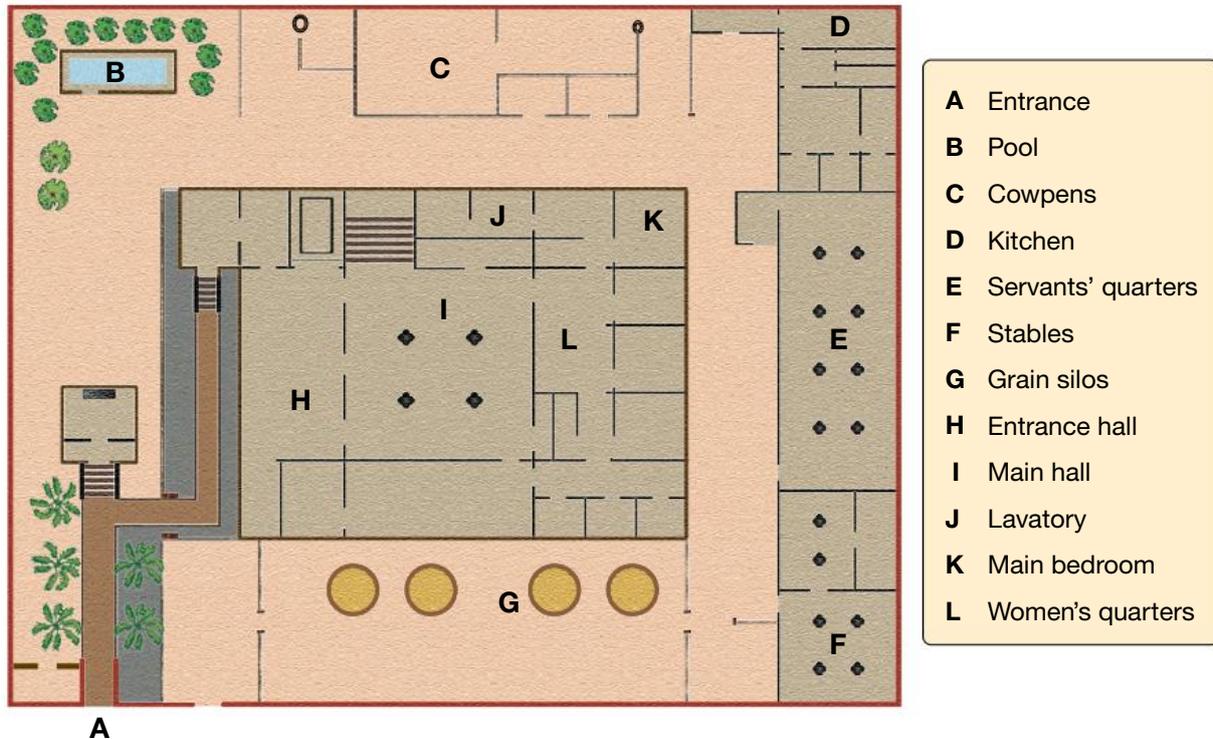
Go to OneStopDigital for more information about Deir el-Medina.



Houses of the nobles

Nobles' houses were surrounded by great walls. Behind these walls there was a large garden full of palm trees and flowering plants. Scattered around the edge of the garden were kitchens, storehouses and workshops where craftsmen produced goods for the house.

The bathrooms had walls made of stone tiles. The floor consisted of a stone slab sloping down to a large jar that collected waste water. The water for washing themselves, as for everything else, must have been carried up by servants from the



SOURCE 3.20 The floor plan of a typical noble's house

Nile, or from one of the few wells. No water was used in the toilets. As with the poor people, a bucket of sand was used, although the wealthy might have had stone seats to sit on. A servant would have emptied the bucket outside in the street.

ACTIVITY

Check your understanding

- 1 How did the Ancient Egyptians get rid of surplus hair?
- 2 What materials were used in all houses in Ancient Egypt?
- 3 How did all levels of society deal with toilet waste?

Apply your knowledge

- 1 How did people manage if they did not have a refrigerator or a corner store?
- 2 Would it have been better to have been the wife of a worker in Deir el-Medina or a servant in a noble's house? Give your reasons.
- 3 Draw a floor plan of a worker's house, labelling all the rooms. Add your floor plan to your museum scrapbook.



Everyday beliefs

The Ancient Egyptians' daily lives were affected by their belief in taboos such as priests not being able to enter a temple unless they had washed themselves and shaved all the hair off their body. Walking upside down was also taboo (forbidden in case of bad luck).

Each day was seen as either lucky or unlucky. There were calendars that set out such days so people would know if, for instance, it was a good day for a magician to cast a spell on someone. The five days at the end of the year were called the 'days of the demons' as they were the days on which the five great gods had been born and that the day of Seth was particularly dangerous.

Magic or *heka* was central to everyday existence. Magic amulets were placed around the necks and wrists of newly born children to protect them from harm; magic bricks were placed on the four sides of tombs to protect the dead. Magic might involve using special gestures, such as pointing an index finger and thumb at points of the body, to get rid of the demon that was making the person ill. Mothers used magic spells if their milk ran dry when they were breastfeeding their babies.

ACTIVITY

Check your understanding

- 1 What activities were taboo?
- 2 What were the 'days of the demons'?

Source question

- 1 Find the upside-down figure in source 3.21. Suggest why walking upside-down would have been taboo.



SOURCE 3.21 Walking upside-down

Apply your knowledge

- 1 In groups of four, research information about the role of magic in Ancient Egyptian daily life and present your findings to the class.
- 2 Using Comic Life or drawing by hand, create a comic strip showing how magic affected an Ancient Egyptian's daily life. Add your comic strip to your museum scrapbook.



Go to OneStopDigital to find more information on Ancient Egyptian magic.



What were the beliefs, values and practices of the Ancient Egyptians?

Religious beliefs

There was no single religious text or one group of gods for Ancient Egypt. Each local community had its own set of gods and myths.

The main gods of Egypt

Many Ancient Egyptian gods originally took the shape of the animals that lived in the Nile valley or in the desert. Gradually the gods became human in form but some retained their animal heads.

Six of the main gods of Ancient Egypt were:

- **Osiris:** king of the underworld
- **Horus:** sky god and protector of the pharaoh
- **Anubis:** in charge of the burial of the dead and guide to the underworld
- **Isis:** protector of women, especially wives
- **Maat:** goddess of justice
- **Thoth:** god of writing and knowledge.

We know that these gods were important gods that were worshipped due to their being listed in the Ancient Egyptian text, *The Book of the Dead*. The Book of the Dead was created from funerary manuscripts throughout Egypt and lists spells to help dead people move to the afterlife. It was used widely throughout Ancient Egypt.

The creation myth

According to most Ancient Egyptians, everything was water in the beginning. This was the world of Nun, the world of nothingness. One day the Sun-god Ra called himself into being, rising from beneath the stagnant water onto a hill of mud. Ra brought life into the world; around the base of the hill in the water sprouted new plants, blue waterlilies and papyrus reeds. Ra sneezed and from the sneeze came the god of air and the goddess of moisture. They in turn produced Geb (Earth) and Nut (Sky).

Geb and Nut had four children: Osiris, Isis, Seth and Nephthys. The god Osiris became the first king of Egypt. Seth was jealous. He enticed Osiris into a coffin, shut the lid and hurled him

into the Nile. Isis found the coffin after many adventures. As Osiris had died, Isis mummified him and then restored him to life as the king of the underworld. Osiris' son Horus then became king of Kemet, and Seth was sent to rule Deshret.

ACTIVITY

Check your understanding

- 1 How did the Ancient Egyptians explain air and moisture?
- 2 To which yearly event does this myth of the creation of the world refer?

Apply your knowledge

- 1 Find out who the following gods were, how they were portrayed and what they stood for: Amun, Bastet, Hathor, Khnum, Ra, Seth.
- 2 Go to OneStopDigital to find and download pictures of the six gods on page 97. Label the pictures and save them in your museum scrapbook, as they are essential for you later (in your work as an art detective and for your museum display).



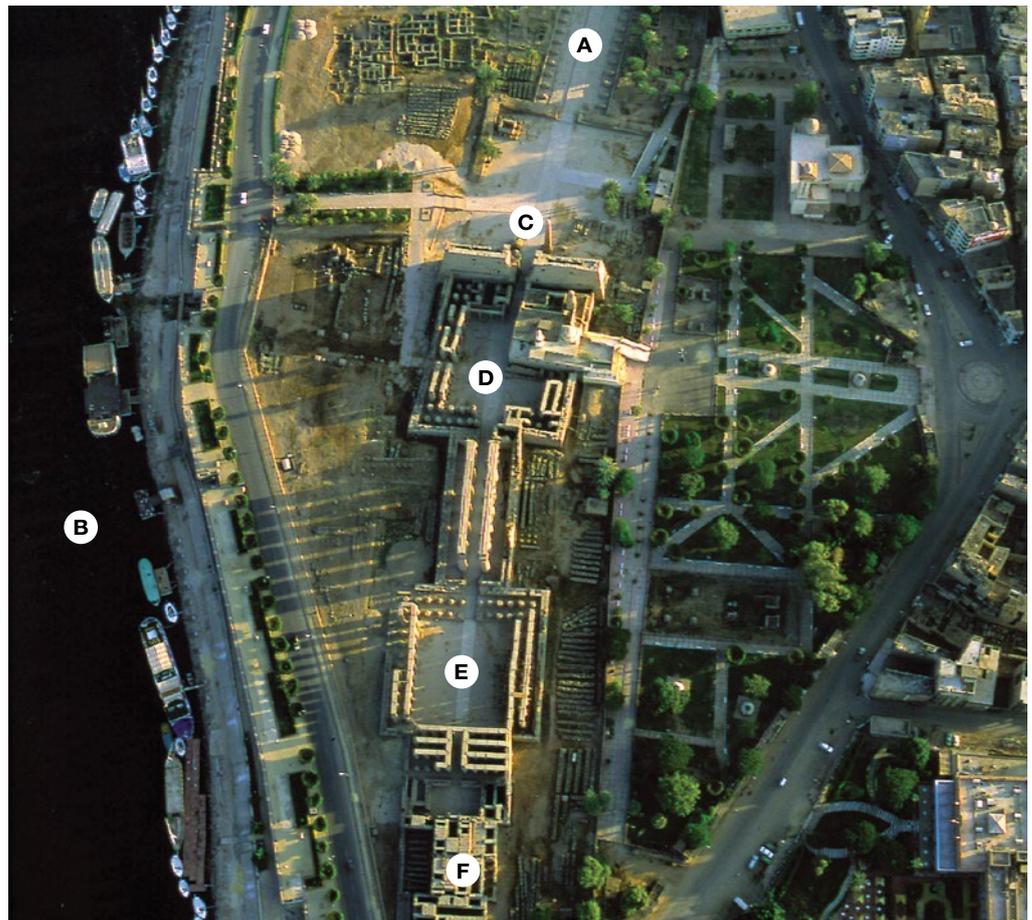
Religious practices and the king

Temples were at the centre of Ancient Egyptian culture. No-one except the king and the priests could enter a temple as it was thought of as the god's house. In the temple, the king entered a series of rooms that became smaller and darker as he walked through them. The floor gradually rose under him as if he were walking up the hill of creation. Only the chief priest and the king could go into the last room, which housed the statue of the god, the inner sanctuary. The king offered the god incense and food before asking him or her for a good inundation and blessings for the land of Kemet. An aerial view of the ruins of the Luxor Temple in modern day times in Source 3.22 shows the series of rooms walked through by the king.

Religious practices for most Egyptians

Ordinary Ancient Egyptians could worship the temple god when the statue emerged from the sanctuary at festivals. The statue of the god was placed in a small portable shrine, shaped like

- A Sphinxes lining the path
- B River Nile
- C Two pylons form the entrance
- D Great courtyard
- E Inner courtyard
- F Inner sanctuary



SOURCE 3.22
Luxor Temple

a boat. People then asked questions as the shrine passed by. The questions had to be framed to receive a ‘yes’ or ‘no’ answer. The god answered through the priests bearing the shrine. If the priests moved forward rapidly the answer was ‘yes’; if they moved back a couple of steps, it was ‘no’.

Ancient Egyptians could seek help from the god at other times. On the wall at the back of some temples, directly behind the inner sanctuary, were sculpted or painted ears. The petitioner would kneel and pray and the god in the inner sanctuary would hear their prayers through the ears.

What Ancient Egyptians believed happened to them after death

Ancient Egyptians thought that each person was made up of five parts: the body; the *ka* (life-force); the *ba* (personality); the shadow; and the name. The body could not journey to the underworld so the *ka* took its place. The *ba* would die if the body did not survive, so the body had to be mummified. Some body organs were placed in the tomb with the mummy in canopic jars. Statues and wall-paintings of the deceased were placed in the tomb as extra security and to enable the *ba* to visit.

Mummification

After a person died, relatives took the body to a special purification place on the west bank of the River Nile. There it was washed in a mixture of water and dried in a mineral called natron. It was then taken to the embalmers.

The first step was to remove the internal organs, starting with the brain. A long hook was inserted up through the nose. The brain was shredded and the remains washed out with palm wine. The Egyptians thought the heart was the centre of life, so it was left in the body to speak for the dead person at the Trial in the Afterlife. The rest of the organs were removed through a cavity cut in the left flank. The liver, the lungs, the stomach and the intestines were preserved in natron and placed in four canopic jars. These four containers each had a different top in the shape of a god’s head and held a different body part: Imsety (human), the liver; Hapy (baboon), the lungs; Duamutef (jackal), the stomach; and Qebehsenuf (falcon), the intestines. Palm wine was poured in to dissolve the rest of the organs.

After 40 days the body was black, its arms and legs like matchsticks, with flabby skin and a bloated abdomen. The embalmer had to make it look human again—this was the sign of his skill. New linen stuffing, heavily resinated, was pushed into the body to restore its shape. The body was wrapped in linen bandages, which took 15 days, due to the care with which each part of the body was wrapped.

Go to OneStopDigital to learn how to prepare a mummy for burial!



SOURCE 3.23

Four canopic jars with the heads of Horus’ sons

Spotlight

The Australian Institute of Archaeology owns the head of a mummy of an Egyptian child. The Institute asked some dentists to examine the very dead patient. The dentists found, after looking at the developmental stage of the teeth, that the child was about eight at the time of death. The child had lots of holes and a number of teeth missing. Some might have disappeared in the mummification process, but not all the missing teeth could be explained that way. The dentists concluded that some teeth had been deliberately removed because they were very overcrowded. Teeth extraction would have been very messy and dangerous, with no anaesthetics or antibiotics available. Complications could cause death—and indeed that could be precisely what happened to the child.

The Afterlife

Seventy days after death, the body was reborn in the Opening of the Mouth Ceremony conducted outside the tomb. This ‘opened’ the five senses so the body could see, hear and eat in the afterlife.

The Ancient Egyptians believed that eternal life was exactly like life in this world. Paintings in the tombs show the dead owners reaping grain or hunting in the marshes in the afterlife. Little figures called *shabti* were placed in the tomb to help the dead with their tasks in the Field of Reeds (Heaven).

The most important item of all, the Book of the Dead was placed in the coffin. This was supposed to help the dead person survive the monsters of **Duat** and their trial in front of the gods in the Hall of Judgement. The *ba* joined the *ka* after the judgement to become an *akh* or eternal blessed spirit.

ACTIVITY

Check your understanding

- 1 Draw a flow chart to show the steps to mummify a body.

Pyramids

The most famous buildings in Egypt are the pyramids, which were built in the time of the Old and Middle Kingdoms. More than 87 pyramids still exist today and more are still being found.



SOURCE 3.24 The step pyramid

The very first kings built tombs called **mastabas** that had flat roofs. King Djoser built six mastabas one on top of the other, as if the king were climbing a stairway to heaven.

The pyramids of Giza

During the time of the fourth dynasty, the stony plateau of Giza was full of life for more than 60 years as three large pyramids were built. The largest pyramid, called the Great Pyramid, built by King Khufu, is as tall as a 30-storey building. The king's *ba* was supposed to float out to the stars through two shafts built over his burial chamber. The other two pyramids were built by his successors Khafra and Menkaura.

Also at the pyramid is a large limestone statue called the Great Sphinx of Giza. A sphinx is a mythical creature with a lion's body. It is the largest statue in the world created from a single piece of rock and is the oldest monument sculpture in the world.

Go to OneStopDigital to find out more about the pyramids. Look inside one and learn about the mystery of the sphinx.



How were the pyramids built?

The Ancient Egyptians were able to build enormous pyramids at Giza without any mechanical devices like pulleys and levers. They used wooden set squares to measure levels and corners. The pyramid floors were levelled using

these set squares. To quarry the stones for the pyramids, workers would cut holes in the rock with copper chisels. They used stone hammers to drive wooden stakes into the holes. The stakes were soaked with water. The rapid changes of temperature in Egypt from freezing desert nights to hot days caused the wet wood to expand and split the stone into blocks.

As well as building the pyramids, workers had to build a mortuary temple in front of each pyramid for priests to hold services to honour the dead king and smaller pyramids for the queens.

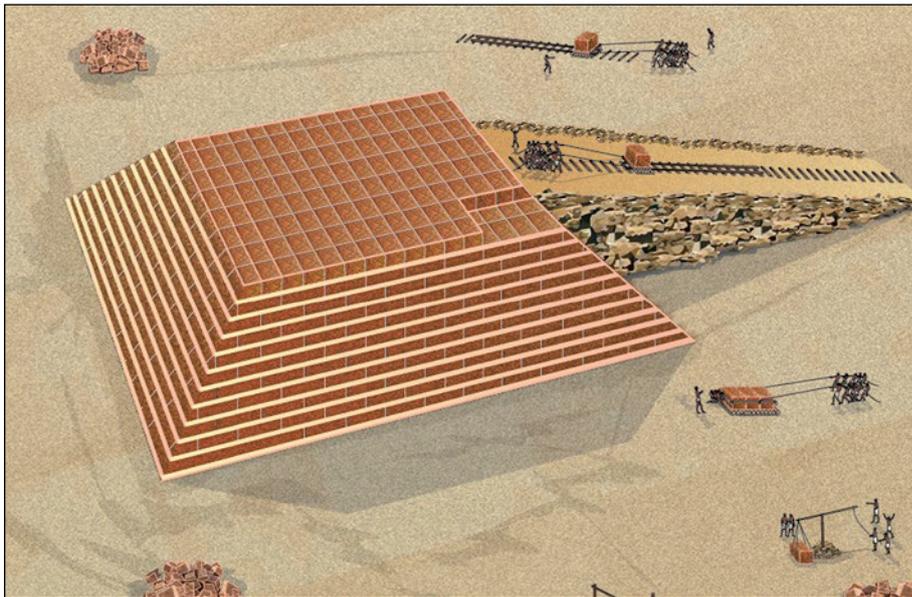
There were neat streets of mastabas for the nobles, a great cemetery for workers and

craftsmen, a workers' village, houses for craftsmen and officials, and areas for the production of food.

There have been many views about the way the pyramids were built.

Theory One: one large ramp. We now know that this theory is impossible, due to the height of the pyramids. The ramp for the last section would have been too steep.

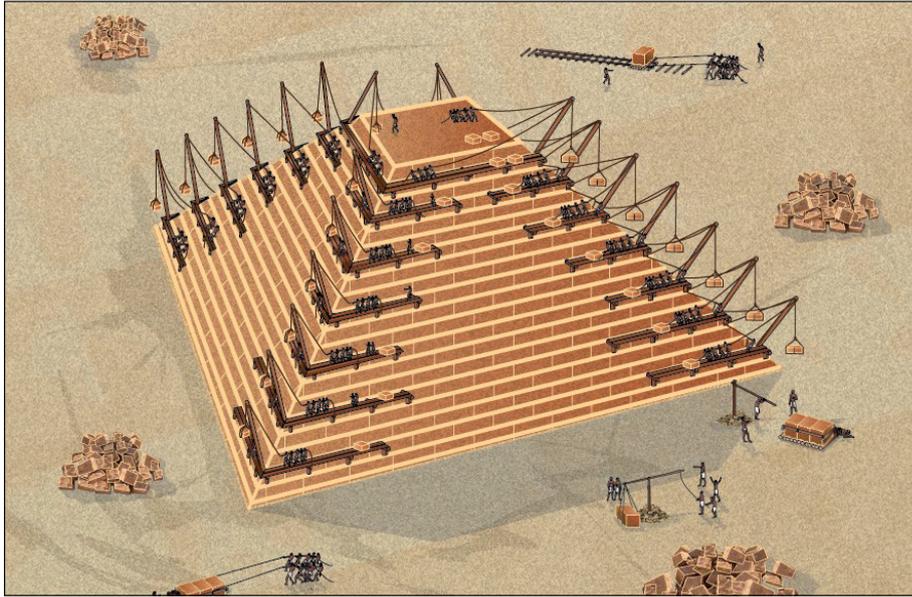
Theory Two: a ramp that winds around the pyramids. This is quite a good idea as it solves the problem of the steep sides, but the ramp would have blocked any view of the corners, making the pyramid difficult to build.



SOURCE 3.25
One large ramp



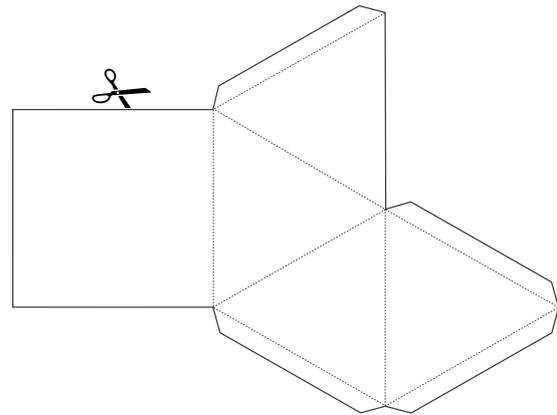
SOURCE 3.26
A ramp that winds around the pyramids

**SOURCE 3.27**

A series of cranes swinging the stones up

Theory Three: a series of cranes from the bottom swinging the stones up. Today this method is considered too slow and dangerous. The Ancient Greek writer Herodotus suggested that this is how the pyramids were built. The problem is that this type of crane (a shaduf) was not created until the New Kingdom, and the pyramids were built in the Old Kingdom.

Theory Four: combination theory. The latest theory combines a number of methods. A straight ramp was used to build the lowest section and then a ramp around the pyramid enabled workers to build the highest levels. Finally a series of levers were used to lift the stones to the top. The facing of white limestone was put on from the top downwards, with the ramps gradually being demolished as the workers went down.



Do not forget to put the tags on the sides so the pyramid sticks together.

- 3 Create a tourist pamphlet about the Great Pyramid of Giza.
- 4 In pairs, interview a pharaoh about his pyramid. Think carefully about the questions you want to ask. Write down both your questions and answers and add to your museum scrapbook.

ACTIVITY**Check your understanding**

- 1 Why would the pyramids not have been built using theories One, Two or Three?
- 2 Can you see any problems with Theory Four?

Apply your knowledge

- 1 Suggest other ideas for how the pyramids could have been built.
- 2 In a group of four, create a pyramid out of paper or cardboard. Use the shape below as a model for how to design your pyramids.

Artistic values

Ancient Egyptians had very different artistic values from ours today. Wall-painting and sculpture *deliberately* did not change over time. Art, like politics, was controlled by *maat*, so the function and style of art could not, indeed must not, alter in any way.

Figures in paintings were sized according to their position in society, the taller the better. All parts of the body had to be shown in full detail,

in case the mummy of the person was damaged. If paintings and statues were damaged, the *ba* visiting the tomb and inhabiting the paintings could not survive either in this world or in the afterlife. Paintings and statues of some pharaohs were deliberately scratched out or beheaded to prevent them from having eternal life.

Only the well-off were represented perfectly. Paintings and objects in the tomb depicting the lower classes in society were definitely not perfect and showed them kneading and baking bread, preparing drinks and ploughing fields in all kinds of different poses.

Sculpture

In Ancient Egypt all statues were sculpted to be seen from the front only. This was because the statues were either of gods who were supervising their worship, or kings and nobles accepting the offerings brought to them. There were only three forms of sculpture for the upper classes: standing, sitting or kneeling.

It was important for *maat* and for the king (as a god-like being who joined the gods after death) that the pharaoh be created in sculpture in a divinely perfect form, without a single blemish in proportions or features.

ACTIVITY

Check your understanding

- 1 Why didn't wall-paintings change over time?
- 2 Why was the whole body shown?

Apply your knowledge

- 1 Research a primary source and a secondary source about Ancient Egyptian wall paintings. Using the two sources and information in this chapter, create a mind map for Ancient Egyptian art. Write 'wall-paintings' in the centre and add eight main points about the art (four from the secondary source and four from the primary source) in circles around the centre.



SOURCE 3.28 A wall painting from the tomb of Nebamun, an Egyptian scribe

What contacts and conflicts did the Ancient Egyptians have within Egypt and with other societies?

At the very beginning of Ancient Egyptian history, the king of Upper Egypt fought other chiefs to control the Nile valley. His army was made up of volunteers. Egyptian territory subsequently expanded and so did the army. As threats from outside became stronger, the army increased to include conscripts and foreigners.

The foreign volunteers were experienced soldiers, the backbone of the Ancient Egyptian army. The conscripts, who were mostly farmers, were a very different group. Where possible, they disappeared into a neighbouring area when the officers came to collect men of fighting age, or quietly left when no-one was looking. They did not want to leave their fields or their families and did not want to be buried outside Egypt.

Throughout its history Nubians invaded Egypt from the south and Assyrians and Persians from the east. Greeks under Alexander the Great attacked from the north and the Romans from the northwest. Ancient Egypt was conquered by one invader after another from the 9th century BCE onwards.

The Egyptians had contact with other societies through military expeditions to defend their country from attack and to protect vital resources and trade routes. It was during the reign of Thutmose III that Egyptian influence extended as far east as Syria. By the time of Rameses II, Nubia down to the fifth cataract was also under Egyptian control.

Like all pharaohs, Rameses II wrote inscriptions on temple walls boasting of military achievements, but he also concluded with the Hittite King 16 years after the Battle of Kadesh one of the earliest recorded peace treaties in history, so important that a copy now hangs in the United Nations. The treaty was in two versions: one in cuneiform claiming that the Egyptians had asked for peace, and one in hieroglyphs claiming the Hittites had.

Battle tactics

In the Old and Middle Kingdoms, warfare was simple. Archers advanced first, firing into the enemy from a distance. They were followed by the foot soldiers, who fought hand-to-hand with

their sticks and clubs. Battle tactics improved once chariots were introduced by the Hyksos. The chariots were light and could be manoeuvred easily, turning rapidly and darting all over the battlefield. The pharaoh always fought from a chariot.

Armour

In the Old Kingdom, soldiers were given a short kilt, a shield and a not-very-helpful feather to wear in their hair. They had no helmets or other protective armour and no shoes or sandals. In the more professional army of the New Kingdom, some troops were given helmets made of leather or bronze and shirts that had leather strips sewn onto them.

Weapons

Infantry weapons consisted of sticks, maces (clubs), battleaxes and copper-tipped spears. In the New Kingdom, the best soldiers drove or fought with long bows from chariots. The king wore a dagger at first but by the time of Rameses III the pharaoh carried a curved or scimitar-shaped bronze sword.

ACTIVITY

Check your understanding

- 1 What armour did Ancient Egyptians wear?
- 2 What weapons did they have?



SOURCE 3.29 Rameses II charging at the enemy in his chariot at the Battle of Kadesh

Apply your knowledge

- 1 Investigate the battles of Megiddo or Kadesh on the internet. Which battle was more successful and why?
- 2 Create diagrams or graphics on a computer for your museum to demonstrate the battle moves in



one of the two battles. Save your work in your museum scrapbook.

- 3 Create a PowerPoint presentation for the Museum of Humanity that shows the development of battle tactics, armour and weapons over time in Ancient Egypt.



SOURCE 3.30 Ancient Egyptian resources, contacts and trade routes

Contact with other societies

Egypt's position on the Mediterranean Sea linked it to various countries. Minoan ships from the island of Crete brought olive oil to Egypt and Lebanese ships brought tall timber. During the time of the Ptolemies (rulers of Ancient Egypt from 305 BCE to 30 BCE), fine linen produced from flax plants was exported to Greece and Rome. Grain was exported to places like Lebanon. Cyprus sent Egypt copper.

Egypt was also on trade routes overland. From the Middle East, came silver and incense. Trade routes went through the Red Sea to India and its spice trade.

The region of Nubia was very important to Ancient Egypt due to its mineral resources and its position on the African trade routes.

Some Nubian kings adopted Egyptian dress, gods, language and burial customs. Egyptian-style temples and pyramids were built in Nubia.

From further south along the Nile in Africa came goods like ivory, gold, ebony, giraffe tails, leopard skins and live baboons.

Who were the key figures in Ancient Egypt?

Key figures in Ancient Egypt tend to be pharaohs. This is mainly because they liked boasting about their achievements and had them sculpted or painted, whether true or not, over the walls of their temples, obelisks and statues. Although we have writings by individual scribes in the form of poetry and medical works, we do not know much about them as people.

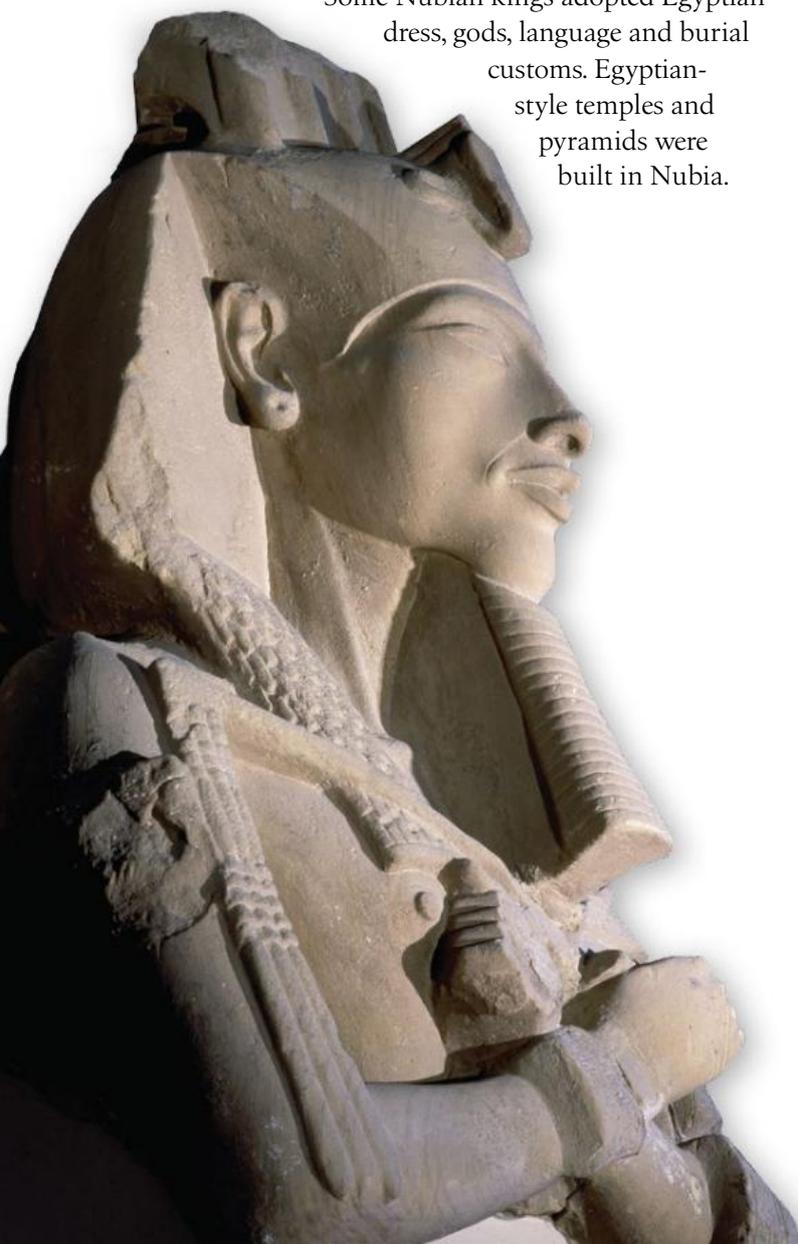
Two of the most famous pharaohs are Akhenaten, who temporarily changed Ancient Egyptian religious beliefs, and poor 19-year-old Tutankhamun. The two are actually related and Tutankhamun ruled Egypt soon after Akhenaten. Tutankhamun's main claim to fame is having his tomb found intact by Howard Carter rather than him achieving anything spectacular for his country.

Pharaoh Akhenaten

Amenhotep IV, who later called himself Akhenaten and ruled from 1352 BCE to 1336 BCE, married a beautiful woman called Nefertiti. At first he seemed 'normal', worshipping the Ancient Egyptian gods and living with his court at Mennefer. Soon changes began, first to the style of art, then to religious beliefs. Akhenaten began to worship one god only, called the Aten or Sun-disk. Only he could speak to the Aten, so there was no need for priests.

Akhenaten built a new capital city at a place now called el Amarna, which is why this time in Egyptian history is called the Amarna period. He called his city Akhetaten or 'the horizon of the Aten', as it was in a place where the Sun's rays appeared at dawn through a dip in a cliff, the 'horizon'.

In Akhetaten the pharaoh built temples that were completely new in style. Instead of the temple becoming increasingly dark as the king



SOURCE 3.31 Sculpture of Akhenaten

walked through it, it became full of light—the central court was packed with altars open to the blazing light of the Sun.

Akhenaten's new religion also changed the appearance of tombs. There were no more paintings of the afterlife in tombs; they were now adorned with paintings and sculptures of the Aten giving its life-giving rays to the pharaoh, his wife Nefertiti and their children, and through the royal family to the people. Art became naturalistic, depicting the pharaoh playing with his children or riding in his chariot with his wife and family.

Akhenaten sent his soldiers out to smash all statues of the gods. Many Ancient Egyptians thought the destruction of the gods' images and the closure of their temples caused the great plague that devastated Egypt towards the end of Akhenaten's reign.

After Akhenaten's death, Tutankhaten, as he was first called, moved the court back to Mennefer, re-opened the temples to the old gods and changed his name to Tutankhamun.

Akhenaten's religious revolution had ended, and his name and those of his successors (like Tutankhamun) were cut out of the lists of kings. It is ironic that today more people know about Akhenaten, Tutankhamun and Nefertiti than almost any other pharaoh—despite Ancient Egyptian attempts to wipe them out of history.

ACTIVITY

Check your understanding

- 1 In what ways is Akhenaten different from other Ancient Egyptian rulers?

Apply your knowledge

- 1 Mystery one: were Akhenaten and Nefertiti the parents of Tutankhamun?
- 2 Mystery two: have their bodies ever been found? For help in answering these questions, go to OneStopDigital.
- 3 Draw up a family tree, showing Tutankhamun's grandparents, parents, wife and children. Go to OneStopDigital to find a website that might help you to present this information. Save your work in your museum scrapbook.



Pharaoh Tutankhamun

In 1922, Howard Carter and his financial backer, Lord Carnarvon, made their way down a stairway, through a door and along a passageway to a sealed door. Carter had first found the tomb on 4 November, but he had to wait 17 days until Lord Carnarvon reached the Valley of the Kings before he could open the tomb.

Take a virtual 3-D tour of Tutankhamun's tomb on OneStopDigital.



Carter feared that the tomb had been robbed, as there were signs that robbers had been along the corridor and the tomb door had been resealed. With trembling hands, he cut a small opening in the door and put a candle to the opening to see what might be behind the door. At first he could see nothing, because the candle flickered in the hot air. Then when it stopped flickering, he could see gold everywhere and piles of strange objects. He was struck dumb with amazement. When Lord Carnarvon asked him what he could see, all Carter could reply was 'Wonderful things'.

In the burial chamber there were four huge gilt boxes, one inside each other. Inside the smallest, innermost box was a stone coffin or sarcophagus, and inside that were three coffins, the innermost one made of solid gold. Tutankhamun's mummy lay inside the final gold coffin, his head covered with a mask made of gold set with precious stones. Lying on the lid of the second coffin was a small bunch of flowers: blue lotus and cornflowers probably left there by Ankhesenamun, his young wife, her farewell gesture to him.

What was Tutankhamun really like?

There were 131 walking sticks in Tutankhamun's tomb. Various images show him sitting down while hunting or leaning on a stick. Buried with Tutankhamun were herbs to help him with his medical conditions in the afterlife.

The results of a DNA test and CT scan done on Tutankhamun were published on 17 February 2010 in the *Journal of the American Medical Association*. These medical checks reveal



SOURCE 3.32 Tutankhamun and his wife Ankhesenamun as shown on the back of his throne

a very different Tutankhamun from the one on the gold throne in Source 3.32. They seem to show that Tutankhamun had a deformed foot and died due to an infection from a broken leg.

An article in *KMT*, a journal on Egyptian archaeology, maintains that due to all the spears, bows and arrows found in his tomb, he must have been an active young man who died when he was fighting an enemy.

Unfortunately, we will probably never know what Tutankhamun was really like. Howard Carter mistreated the mummy as he was so eager to grab all the ‘wonderful things’.

The autopsy was brutal. Once the mummy’s decayed wrappings were removed, his neck was severed, his body cut in two and his limbs separated at almost every joint. Bracelets were pulled from his arms and a golden mask, stuck fast with resin, was prised from his face. His ears were destroyed...and a hole was punched through the bottom of his skull. When the team was done, they rearranged his fragmented skeleton in a tray of sand... and returned him to his tomb. Cause of death: unknown.

SOURCE 3.33 An extract from *New Scientist*, 15 January 2011

Even more happened to the body after 1926 in later ‘scientific examinations’ in 1968 and 1978. When archaeologists examined Tutankhamun in 2005, they found that the ribs of his frontal rib cage had been sawn off to take a beaded collar and strand of gold beads that had stuck to the resin on his body.

Today all that is left of Tutankhamun lies slowly disintegrating within his golden coffin in his tomb in the Valley of the Kings.

Did Tutankhamun also suffer from bone disease and malaria? Listen to the podcast on OneStopDigital to find out more.



ACTIVITY

Check your understanding

- 1 What do the medical checks say about Tutankhamun?
- 2 What was found in his tomb that supports those claims?
- 3 What does the *KMT* article say about Tutankhamun?
- 4 Why is it almost impossible for modern scientists to find out what Tutankhamun was like physically and how he died?

Apply your knowledge

- 1 With a partner prepare for your museum a podcast (using a program such as Audacity) or vodcast (using a program such as Movie Maker) on Tutankhamun, giving a brief account of his life.



Hand in your podcast or vodcast with a bibliography of the books and the internet sources you have used. Add a copy of your podcast or vodcast to your museum scrapbook.

- 2 Present your own theories on what Tutankhamun was like and how he died in a 5 minute presentation to your class.

❖ What legacy did Ancient Egypt leave to modern life?

In the early to mid-19th century, a new craze struck Europe—Egyptomania. The Ancient Greeks and Romans had been fascinated by Egypt, but after the fall of Rome, Europeans gave little thought to Egypt for centuries. In the 16th century, a certain curiosity was stirred due to the latest health fad—powdered mummy.

But it took the invasion of Egypt by the French general Napoleon with his army and accompanying French scholars to awaken real interest. The discovery of the Rosetta Stone and the bringing back of vast numbers of strange-looking objects to the Louvre Museum in Paris inspired an interest in all things Egyptian.

The Ancient Egyptian sense of style inspired a fashion parade by the House of Dior in January 2004. Go to OneStopDigital for details.



Today, a pyramid is instantly recognisable around the world as a symbol of Ancient Egypt. The entrance to the Louvre Museum in Paris takes the form of a pyramid (see Source 3.34 below). There is also an inverted pyramid letting light into the ticket hall below.

Over the last 30 years, Australian archaeologists have contributed to our knowledge of Egyptian history. Christiana Köhler from Macquarie University announced in January 2002 that she had found three tombstones with hieroglyphs on them that date to 2900 BCE, 400 years before the Great Pyramids were built. These are some of the oldest examples of hieroglyphs ever found and could change the way historians look at the development of writing. Ancient Egypt continues to fascinate and to amaze.



SOURCE 3.34 A modern pyramid is the entrance to the Louvre Museum, Paris

History challenges

Creating an exhibit

Create five exhibits for the Mediterranean World gallery on the following themes for Ancient Egypt:

- 1 Physical features
- 2 Daily life
- 3 Contact and conflict with other countries
- 4 A significant individual
- 5 The legacy of your society



Computer game

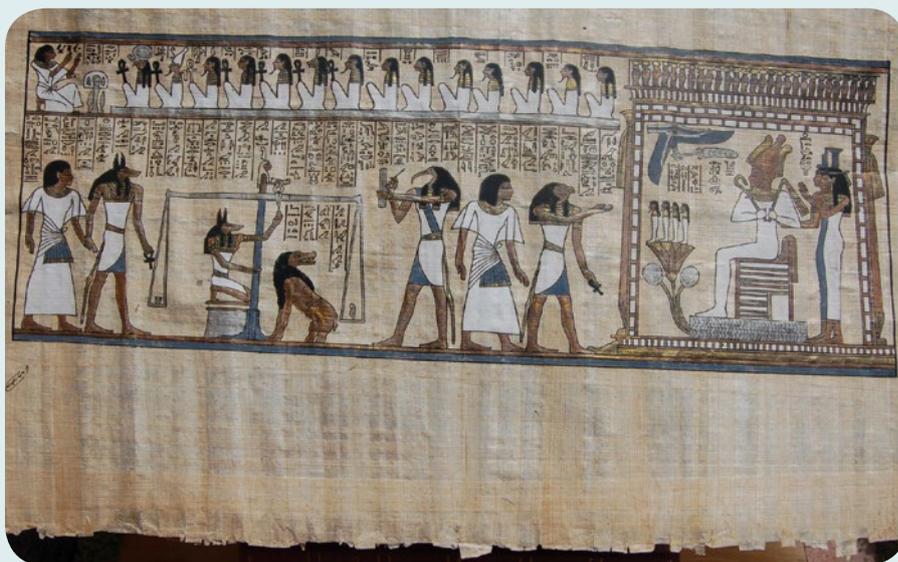
Go to OneStopDigital for a list of both ancient games like Senet and a collection of modern games. Working with a partner, choose a computer game.



- 1 Play the game.
- 2 Write a review, suggesting ways to improve the game, including correcting its historical facts and adding other historical facts.
- 3 Hand in your review.

Being an art detective

The Museum of Humanity wants to buy an Egyptian papyrus showing a scene from the Book of the Dead supposedly found in a tomb in the Valley of the Kings. It asks Senior Detective Frank Fake, a detective specialising in Ancient Egyptian forgeries, to check the papyrus. The gallery asks the detective, is it Egyptian and is it ancient?



Can you too be an art detective?

Look carefully at the British Museum papyrus, then the image below of the papyrus offered to the Museum of Humanity and answer the questions.

- 1 Does the material in Source 3.35 look like modern paper or is it papyrus?
- 2 Does the painting show Ancient Egyptian gods? Which ones? (Name three.)
- 3 Is the image painted in the Ancient Egyptian style, with people's hands, legs and feet in profile and the eye and upper part of the body straight on?
- 4 What colour are the *ka*'s clothes? How fine is the material?
- 5 What colours are used for the hands and feet of Osiris in the painting?
- 6 Are there any signs of wear and tear on the painting (not the paper) to prove it came from long ago?

Give the painting a mark out of six for being genuine (or not).

Essay

Write an essay on the topic 'Was Akhetaten a great or bad pharaoh?'. Use the History skills on page 42 in Chapter 1 to help you.

Go to OneStopDigital for multiple-choice questions for this chapter and an interactive crossword.



SOURCE 3.35

A valuable ancient papyrus or a fake?

Chapter 4

Ancient Greece »



A vase showing Odysseus sailing safely past the sirens

HISTORY SKILLS

In this chapter you will learn to apply the following historical skills:

- Sequence historical events, developments and periods
- Use historical terms and concepts
- Identify a range of questions about the past to inform a historical inquiry
- Identify and locate relevant sources, using ICT and other methods
- Identify the origin and purpose of primary and secondary sources
- Locate, compare, select and use information from a range of sources as evidence
- Draw conclusions about the usefulness of sources
- Identify and describe points of view, attitudes and values in primary and secondary sources
- Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged
- Use a range of communication forms (oral, graphic, written) and digital technologies.

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Inquiry questions

- 1 What were the physical features of Ancient Greece?
- 2 What were the key social groups and what was their daily life like in Ancient Greece?
- 3 What were the beliefs, values and practices of the Ancient Greeks?
- 4 What contacts and conflicts did the Ancient Greeks have within Greece and with other societies?
- 5 Who were the key figures in Ancient Greece?
- 6 What legacy did Ancient Greece leave to modern life?

Introduction

Future ages will wonder at us, as the present age wonders at us now.

Pericles' funeral oration

WESTERN CIVILISATION OWES a great deal to the creative minds of the Ancient Greeks, particularly to Athens. Athens was the economic and cultural hub of the Greek world in the 5th century BCE. When we say 'Greek' art or ideas it is mostly Athenian; there were more great playwrights, painters, sculptors, architects, philosophers, astronomers, mathematicians, scientists and historians there than anywhere else in Greece.

Ancient Athens was the first democratic state in the world and our words 'democracy' and 'politics' originate from there. Athenian political and social life encouraged discussion and active involvement. Religious festivals had poetry reading and plays as well as dance and music. Physical education inspired a belief in the beauty of the human form, in turn inspiring wonderful sculptures. Athens' rich economy stimulated its craftsmen and enticed the finest artists and the best minds from elsewhere in the Ancient Greek world.

It is now time for you to travel to Ancient Greece to experience this incredible civilisation.

KEY TERMS

Acropolis	the rock of the city, the high point for the sacred buildings in Athens
agora	marketplace
Ekklesia	assembly
frieze	a band of decoration along a wall
gymnasium	a gymnasium or indoor exercise place
Hellas	Greece
hubris	excessive pride
nemesis/Nemesis	punishment of those who have offended the gods by doing wrong: also a goddess
orchestra	place for music (and dancing) in Ancient Greek theatres
phalanx	soldiers attacking in a tight body
polis (poleis)	city-state(s)
Pythia	a woman through whom the gods were supposed to speak
symposium	in Ancient Greece, a banquet (the word now means a meeting to discuss ideas)

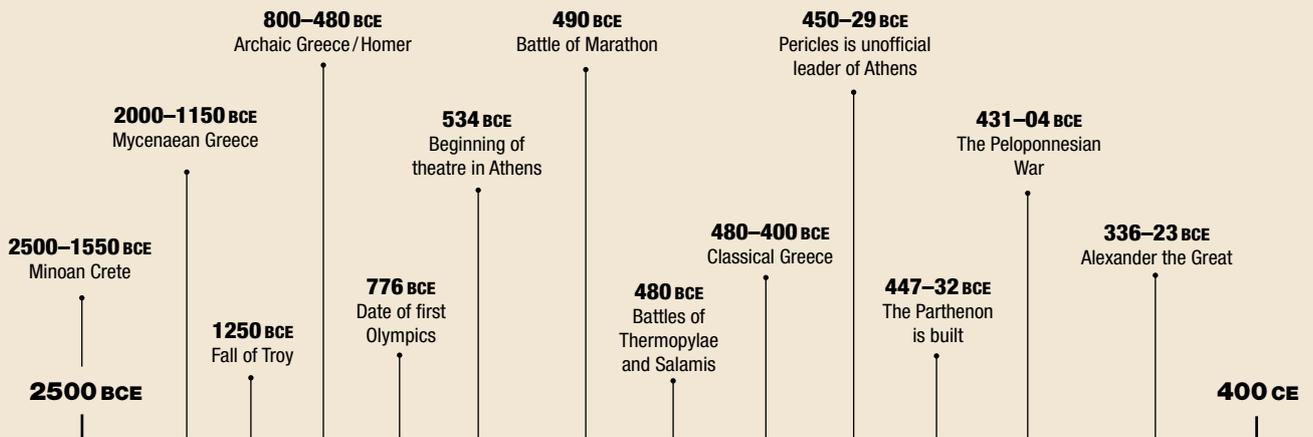
See OneStopDigital for a drag-and-drop exercise using the key terms.



Ancient Greece



Timeline of key dates



Think, puzzle, explore



- 1 Draw a three-column table in your workbook.
- 2 Entitle the first column 'Think'. In this column write down anything you know about Ancient Greece.
- 3 Entitle the second column 'Puzzle'. In this column write down any questions you have about Ancient Greece.
- 4 Entitle the third column 'Explore'. In this column write down how you can find answers to the questions in the 'Puzzle' column. What topics would you like to explore?
- 5 Discuss the answers as a class.

What were the physical features of Ancient Greece?

Greece consists of a long mountainous peninsula extending into the Mediterranean Sea and hundreds of islands. But Ancient Greece, unlike today, also contained the coastline of Asia Minor, an area then called Ionia, and, unlike today, Ancient Greece was not a united nation. The sea and the mountains separated Ancient Greece into hundreds of small communities. These developed into independent city-states, each with its own

form of society, economy, political system, culture, currency and armed forces. The two main city-states were Sparta and Athens. The Spartans lived in five unfortified villages scattered across the plain of Laconia in the southern Peloponnese. The Athenians lived in the territory of Attica, with one main city called Athens.

The Ancient Greeks lived off the sea, its products and its trade-links. By the mid-5th century BCE the Athenian port of Piraeus was the greatest trading centre in Greece. Olives could be grown in Attica and the oil was exported to Egypt



SOURCE 4.1 Laconia



SOURCE 4.2 Attica



SOURCE 4.3 Boats in Alipa Harbour in modern-day Greece

and southern Italy. Athenian craftsmen took pride in producing beautiful paintings to decorate the outside of the pots containing olive oil to tempt people to buy the oil. Citizens bought pottery workshops and invested in the import/export business. Money for great buildings like the Parthenon and theatre festivals often came from wealth based on sea trade on the Aegean Sea.

Mountains dominate the landscape in Greece. From the mountains near Athens came marble for sculptures and temples, and silver and lead. The silver mines at Laurion were worked by state-owned slaves. The silver was used in Athenian coins to buy goods from all over the Mediterranean.

The Greek communities, confined by sea and mountains, were unable to expand at home but the sea encouraged them to found new settlements all over the Mediterranean from the Black Sea to Spain.

The Greeks called (and still do call) their country *Hellas* and themselves *Hellenes* after a founding hero *Helle*. It was the Romans who named Greece. Early Roman culture was enriched by contact with the Greek settlements in southern Italy and Sicily, an area they called *Magna Graecia*.

Climate

The clear light of Greece and the long hot dry summers created the outdoors lifestyle of the Ancient Greeks. Athenians met for political decisions on the hill of the Pnyx. The great religious festivals involving athletics, chariot racing and theatre were all outdoor activities. In the open-air marketplace, the **agora**, Ancient Athenians, with their slaves patiently waiting behind them, argued about the latest political and philosophical ideas. The climate was not the sole cause of Greek civilisation but it certainly stimulated it.

ACTIVITY

Check your understanding

- 1 Find Ithaca, Sparta and Athens on the map on page 113.
- 2 How did the sea help the Ancient Athenian economy?
- 3 Where did the money for Athens' Parthenon and theatre festivals come from?
- 4 What impact did the dominance of the sea and the mountains have on Ancient Greek history?
- 5 How did the climate stimulate Ancient Greek civilisation?

Apply your knowledge

- 1 Create an interactive map of Ancient Greece for the entrance to the Mediterranean gallery in the Museum of Humanity. Find information about six different places in Ancient Greece like Olympia.



The Australian Archaeological Institute in Athens does a number of excavations. Go to OneStopDigital to watch a video of the archaeologists at work on an Ancient Greek theatre excavation on the island of Cyprus.



Environmental damage in Ancient Greece

Wood was the main material used in pre-classical times for boats of all sizes, the first temples and houses. By the 5th century BCE, the trees had all been cut down and used, and the hills and mountains of Greece were already bare and eroded. Flocks of sheep and goats that provided wool, milk and cheese added to the damage: the intense heat of summer scorched the grass so sheep and goats were moved to the high country to graze on shrubs and young plants. Greece has been ravaged by bushfires for centuries, and these added further to the erosion of the thin topsoil.

What is amazing is that Greek thinkers of the 4th century BCE were already looking at the impact of human activity on the environment. Plato, the philosopher, said this about the state of the Greek landscape:

You are left ... with something rather like the skeleton of a body wasted by disease; the rich, soft soil has all run away leaving the land nothing but skin and bone. But in those days the damage had not taken place. The mountains were covered by thick woods, of which there are some traces today. For some mountains which today will only support bees produced not so long ago trees which when cut provided roof beams for huge buildings whose roofs are still standing ... The soil benefited from an annual rainfall which did not run to waste off the bare earth as it does today.

SOURCE 4.4 Plato, *Critias*

ACTIVITY

Check your understanding

- 1 What was the main building material in Ancient Greece and what was it used for?
- 2 List the results of using the material mentioned in both the text and Source 4.4 for the Greek environment.
- 3 What animals provided the Ancient Greeks with wool and cheese and what effect did these animals have on the landscape?
- 4 Draw up a table showing the similarities in environmental degradation between Ancient Greece and Australia today.

What were the key social groups in Ancient Greece?

Differences between Sparta and Athens

The word *politics* comes from *polis*, the Greek word for city-state. From the diverse collection of little Greek states came some of the political systems in use today; in particular, socialism and democracy.

In a socialist state the community as a whole rather than an individual owns and controls land, industry and other economic needs. Education, health and welfare systems are run by the state. The socialist ideal is for people to be financially and therefore socially equal. To socialism Sparta added militarism, with the state being geared for constant warfare and boys trained from childhood to fight for the state. No foreigners were allowed to live in Sparta as it was what we call a 'closed' society, very like North Korea today.

In comparison, Athens was a democracy. In a democracy people are politically and legally equal. Individuals own their own land, businesses and other economic needs but wealth is unevenly distributed, creating wealthy and poor social classes. Due to Athens' pride in its democracy, its vibrant economy and its open society, people came from all around the Mediterranean to live and work there and to take part in cultural activities.

Sparta and Athens were both so different in their politics and lifestyle that they could not get on with each other and fought a war that lasted for 30 years.

Sparta

According to archaeological records, before 600 BCE, Sparta was developing like any other Ancient Greek state. In the 6th century BCE, the Spartans developed a political, economic and social system named after Lycurgus (a Spartan king who may or may not have actually existed), which was completely different from the other Greek states. Art, poetry and other forms of written expression faded away so there is no visual or written evidence about the Ancient Spartan way of life.

Because the Spartans cut off contact with other states and allowed only rare visitors, all our written information comes from sources outside Sparta. Archaeological discoveries are also limited because, apart from the remnants of the temple of Artemis Orthia, there are no Spartan buildings left from the Greek classical period.

Society

Spartan society consisted of three main groups. The ruling class was called the Spartiates; when historians talk about ‘Spartans’ these are the people they mean. The Laconian plain around

Sparta was divided into state-owned farms. When a Spartan boy was born, he was given a piece of land with a farm and Spartan slaves called helots to be the farm workers. Both land and slaves went back to the state on the Spartan’s death. Spartiates were financially and socially equal, which is why Sparta has been called a ‘socialist state’. Spartiates spent their days doing war exercises and eating together in the wooden mess-halls. They slept in the mess-halls, creeping out in the dead of night to visit their wives on the distant farms. They did not see their wives in daylight until they turned 30!

The second class were free non-citizens called the perioikoi. They were merchants, craftsmen and farmers and lived in villages outside Sparta proper. They had no say in the government and were regarded as socially inferior.

The third class were the helots or state-owned slaves and were by far the largest group. They worked the land for the Spartans and were not allowed to leave that land. In time of war they were forced to go with their master to fight. Some historians have estimated that there were seven helots to each Spartiate.



SOURCE 4.5 The plain of Laconia

Spartan concepts of freedom

Spartiates saw themselves as 'free' as they did not work but spent their days training for war. The helots did the farming for them and the perioikoi did the craftwork and trading. Every aspect of a Spartan's life from birth to death was controlled by a group of five men called the Ephors. There was a Spartan Assembly but it met only for 'yes' or 'no' decisions. The secret police controlled by the Ephors watched everyone, particularly the helots.

No one was permitted to live as he pleased ... They viewed themselves absolutely as part of their country, rather than as individuals ... Abundant leisure was unquestionably among the wonderful benefits which Lycurgus had conferred upon his fellow citizens ... [A Spartiate visiting Athens was amazed when an Athenian was penalised by a court for refusing to work] The Spartiate requested those who were there with him to point out this man who had been penalised for his freedom.

SOURCE 4.6 *Lycurgus*, Plutarch

ACTIVITY

Check your understanding

- 1 What are the major problems with trying to work out what classical Sparta was like?
- 2 What were the three groups in Spartan society?
- 3 Who formed the citizen class of Sparta? Describe their way of life.
- 4 Which was the largest group in Sparta? What did they do?

Source question

- 1 What were the Spartan ideas of freedom according to Plutarch?

Apply your knowledge

- 1 Why can Sparta be called a socialist state?

Athens

We have an abundance of archaeological, visual and written remains from Athens. Two famous historians, Herodotus and Thucydides, wrote

about Athenian history. Vase paintings and comedy give us a lot of information about the daily lives and attitudes of the Athenians.

Society

Athenian society consisted of three main groups: citizens, metics and slaves. To be an Athenian citizen, you had to be male and have a free Athenian father and mother. Athenian craftsmen were citizens or belonged to the second class called metics. These were free foreigners who had decided to live in Athens.

Athenian citizens could be old land-holding nobility, wealthy shopkeepers, craftsmen or poor workers. They were politically but not socially or financially equal.

Metics

Metics consisted of two groups in Athenian society; freed slaves and citizens of other Greek states who chose to live in Athens because of its economic, educational and cultural opportunities. They could take part in religious festivals, and serve as hoplites in the army and as oarsmen in the navy. The wealthy metic, like the wealthy citizen, was proud to pay for the chorus in the production of a play. They had the same access to courts as citizens and could own factories, merchant ships and slaves. However, they were not allowed to buy houses or land, nor could they take part in the political life of the city or act as jurors in court. They had to pay an extra tax and they had to have a citizen sponsor.

Slaves

The third class were slaves. These were divided into two groups: those who worked in households or shops and those who worked for the state. Some of the household slaves were educated and served as tutors to Athenian children. Other slaves worked in shops for the same wages as free Athenians. They gave half their earnings to their master, but could keep the other half. They could, therefore, eventually buy their freedom.

The state slaves had the worst jobs. They worked long hours underground in almost pitch-darkness and choking dust in the silver mines way down at Laurion. Many died after a few years.

ACTIVITY**Check your understanding**

- 1 Why do we have more evidence from Ancient Athens than from Sparta about their way of life?
- 2 What were the three groups in Ancient Athenian society?
- 3 What work did the third class in Ancient Athenian society do? Were they better or worse off than helots?

Apply your knowledge

- 1 Draw up the table in Source 4.7 and add point-form notes under Athens 'society' alongside the notes on Sparta set out for you.

	Sparta	Athens
Society	Spartiates: ruling class <ul style="list-style-type: none"> • all Spartiates socially and financially equal Perioikoi: traders <ul style="list-style-type: none"> • socially inferior to Spartiates but free Helots: slaves <ul style="list-style-type: none"> • worked land for Spartiates 	

SOURCE 4.7 Society in Sparta and Athens**The rights of citizens**

Athens was a democracy—for the citizens of Ancient Athens. The Greek word *demos* means 'the people', thus *democratia* means 'rule by the people'. Metics, slaves and women were not included in 'the people'.

The most important body in the Athenian political system was the *Ekklesia*, consisting of about 35 000 citizens. Decisions, such as whether to go to war, were voted on by the very people who had to do the fighting. Heralds gave a staff (a special stick) in turn to anyone who wished to speak from a raised platform at the front of the *Ekklesia*.

There were about 2000 official positions that Athenian citizens could work in every year. Any Athenian citizen, no matter how poor, could be president of the state—for one day! By the time he was 60, the Athenian citizen had a thorough personal knowledge of how his state worked.

ACTIVITY**Check your understanding**

- 1 Who took part in the *Ekklesia*? What did the *Ekklesia* do?
- 2 Who decided whether to go to war and who fought in that war?
- 3 Who could be president of the state and for how long?

Apply your knowledge

- 1 Was Athens really a democracy? Discuss in class the reasons for and against.
- 2 Every three to four years, we elect people to act for us in parliament. Why would the Ancient Athenians see that as undemocratic?

Influence of law

The playwright Sophocles called Athens the 'City of Justice' in one of his plays. It is certainly true that Athenian citizens both made the laws and upheld them. Citizens, chosen by lot from a panel of 6000 citizens, served on the jury of various law courts. There were no lawyers. Usually the accuser spoke first and suggested a penalty like a heavy fine, exile or death: the defendant spoke second and suggested the lightest punishments possible. The speeches were timed by a water clock.

The Athenians employed Scythian slaves as 'police' as they felt no free Athenian should lay violent hands on another free Athenian. They believed that executing people polluted and hardened the soul of the executioner, so the accused had to put himself to death. A Scythian slave handed a bowl of poison to the condemned man who was supposed to commit suicide by drinking the poison.

In one of Aristophanes' comedies (see Source 4.8), there is an account of an old man who was addicted to serving on juries.

He moans like anything if he can't get a front seat at every trial ... He's so used to clutching his voting pebble that he wakes up with his thumb and two fingers glued together ... And mean! He's so mean that he scratches the long line on his tablet every time they get a conviction—full damages; honestly, he comes home with enough wax under his fingernails to furnish a bee-hive. He's so afraid of running out of voting pebbles that he keeps a whole beach of them inside the house.

SOURCE 4.8 Aristophanes, *The Wasps*



SOURCE 4.9 A water clock

ACTIVITY

Apply your knowledge

- Using both the primary source and the secondary source (Sources 4.8 and 4.9), draw up a table showing differences between the Ancient Athenian courts and Australian courts today and add the table to your museum scrapbook.



- What do you think of the idea of the condemned man suiciding rather than being put to death by someone else? Give reasons for or against that idea.



- Make a water clock out of two ice-cream containers or similar containers. Film how it works and add the footage to your museum scrapbook. Alternatively, make a clay model with some drawings to show how it worked. Photograph your model and save all the images in your museum scrapbook.

Influence of religion

Religion was part of the state. Religion and law became one in the person of the goddess Dike, the goddess of justice. The state ran the religious festivals. The months of the year were even named after the religious festivals that took place in that month. The year began in midsummer or July with Hekatombaion or the Month of the Great Sacrifice, where 100 cattle were sacrificed to the god Apollo. The sacrifices weren't wasted: they were eaten by the assembled citizens.

Athenian concepts of freedom

Athenians believed in freedom of speech, legal and political equality, toleration and freedom for their citizens. These are the basic beliefs that have been handed down to us in Australia from Ancient Greece. They are expressed brilliantly in Pericles' funeral speech of 430 BCE in honour of those who had died in the first year of the war. He wanted the Athenian citizens listening to him to love Athens and to fight for their way of life like the heroes who had just given their lives.

Our constitution is called a democracy because power is in the hands not of a minority but of the whole people ... We are free and tolerant in our private lives; but in public affairs we keep to the law ... each single one of our citizens, in all the manifold aspects of his life, is able to show himself the rightful lord and owner of his own person ... Make up your own minds that happiness depends on being free; and freedom depends on being courageous.

SOURCE 4.10 Pericles' funeral oration
The Peloponnesian War, Thucydides

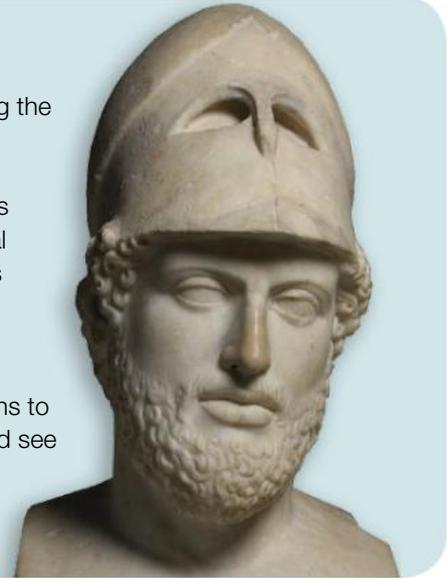
Spotlight

Ancient Athens was at the height of its glory and achievements during the 50 years from 480 to 430 BCE. These years are often called 'The Golden Age' or 'The Age of Pericles'.

Pericles (495–29 BCE) was of noble birth. Both his parents' families had played significant roles in Athenian history. Pericles was a general continuously from 443 BCE to 429 BCE. He had one vote, the same as everyone else, and as a general he had to carry out the policies laid down by the assembly, even if he did not agree with them.

It was his superb speech-making, his genuine love of Athens, his integrity, his intelligence and his foresight that persuaded the Athenians to do what he saw was necessary for their city. In 431 BCE Pericles could see that war with Sparta was inevitable, so he led the Athenians into war.

SOURCE 4.11 Pericles wearing his general's helmet



ACTIVITY

Check your understanding

- 1 In what month did the Athenian year begin?
- 2 When and why did Pericles give his famous speech?
- 3 Which ideas have the Athenians given to us?
- 4 Who was *not* free in Athens?

Source question

- 1 What were the Athenian ideas of freedom according to Pericles?

Apply your knowledge

- 1 Imagine you are an Australian visiting Ancient Athens and Sparta. Send a tweet or a short email to your friends (the class) giving your thoughts on Athenian and Spartan ideas of freedom.

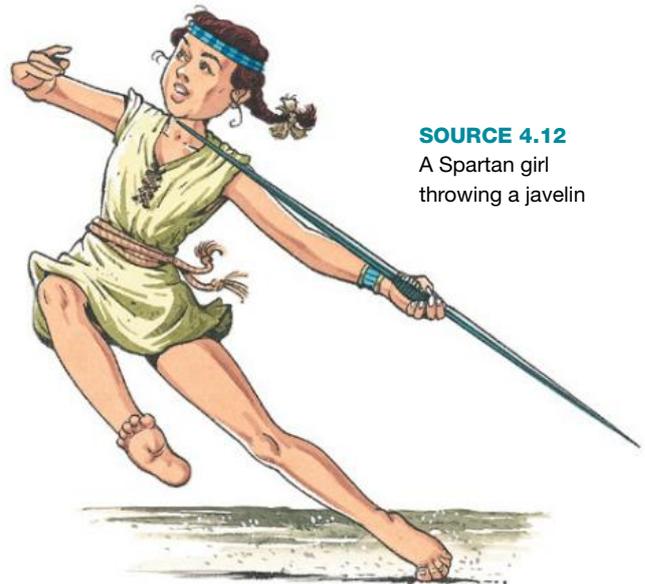
What was everyday life like in Ancient Greece?

Spartan women

Spartan girls lived at home until they were 18 years old. Like the boys, girls did physical exercises. They were taught dancing and music, wrestling, running, throwing the discus and javelin. They learnt to ride horses and to drive chariots, even competing in special games. The aim of the girls' education was to make them fit and healthy so that they would have

healthy children. But above all, girls were taught total unquestioning obedience to the state.

Wives had to run the farm, supervise the activities of the helots, look after children and make sure the monthly allowance of food was sent to the mess-hall. No wonder Spartan women were known for their independence.



SOURCE 4.12
A Spartan girl
throwing a javelin

Athenian women

The daughters of Athenian citizens were educated in household tasks by their mothers. Girls helped their mothers make clothes for the entire household. They wove the blankets for the beds, curtains for the doorways and decorations for

the walls. Every day, the water for all household cleaning and washing was carried in great jars from public fountains to the house.

Athenian girls married at 14 years of age. Their husbands were usually over 30 years old. A girl's father arranged the marriage and paid the dowry. After the wedding feast, the bride was taken in a great procession to her husband's house. Rice was thrown over her head as she entered the house—the same ceremony that new slaves were given when they were brought to the house.

Wives prepared the meals for their husbands when they entertained friends at a **symposium** held in the *andron* or men's room. Women, unless they were entertainers such as dancers or musicians, were not invited. When there were no visitors, a wife was allowed to bring her chair and footstool into the *andron* to converse with her husband.

Provided she was accompanied by a male relative, a wife could leave the house to attend religious festivals or to visit the cemetery. Her husband represented her in court. She had no political rights and could not own property, and only the son of an Athenian-born woman could be a citizen.

Not every woman in Athenian society was kept indoors. Female slaves and priestesses were allowed out and non-respectable women such as the wives of metics could run market stalls.

ACTIVITY

Source questions

- 1 Read Source 4.14. Why does the extract from the play *Medea* say women have 'bought' a husband?

Surely, of all creatures that have life and will, we women
Are the most wretched. When, for an extravagant sum,
We have bought a husband, we must then accept him ...
Then the great question: will the man
We get be bad or good? ...
If a man grows tired
Of the company at home, he can go out, and find
A cure for tediousness.

SOURCE 4.14 *Medea*, Euripides

- 2 Why does the speaker, Medea, think women are 'the most wretched' of creatures?

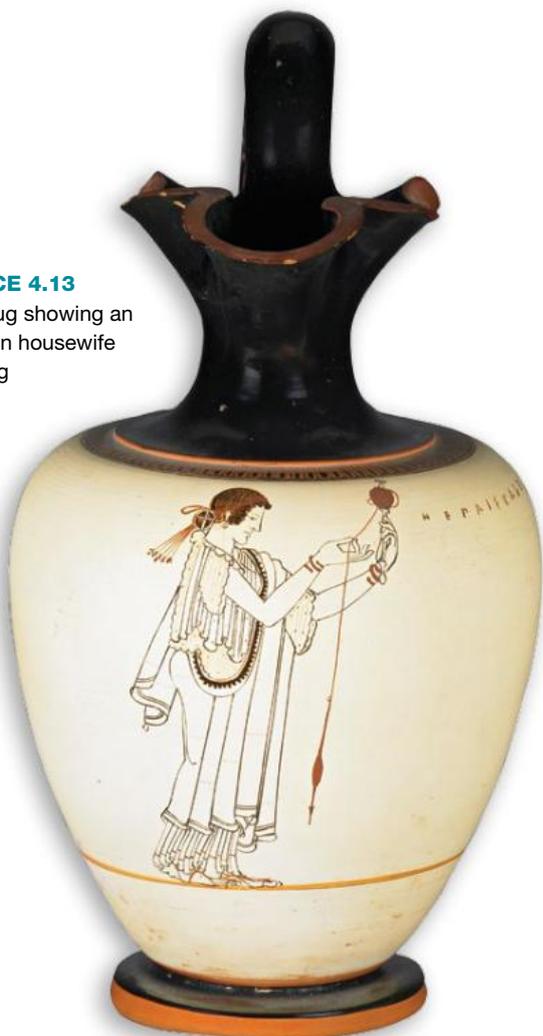
Apply your knowledge

- 1 Make point-form notes on the life of women in Ancient Sparta and Athens.
- 2 Write a paragraph for your museum scrapbook on *one* of the following topics.
 - 'I would rather be a Spartan girl and wife than an Athenian girl and wife.'
 - or
 - 'I would rather be an Athenian girl and wife than a Spartan girl and wife.'
 - or
 - 'I would rather be a helot in Sparta than a slave in Athens.'
 - or
 - 'I would rather be a slave in Athens than a helot in Sparta.'



SOURCE 4.13

White jug showing an Athenian housewife spinning



Spartan boys

Spartan boys were brought up by their mothers until the age of seven, when they were sent to live with 14 other boys in a large wooden hut, a sort of barracks. Boys were taught basic reading and writing skills, but their main education was physical. The aim of the education was to train disciplined soldiers. At the age of 12, the Spartan boys were given only a cloak to wear and no tunic. They had to go barefoot to toughen their feet. They plucked reeds from the River Eurotas with their bare hands to use as beds. They were given coarse black bread dipped in wine for breakfast. For their main meal, they had soup made out of boiled pig's blood, a piece of pork boiled in the soup, and bread. The boys had to carry out all the tasks they were required to do or be flogged. At some time during this period they were sent to live for two years on Mount Taygetus. There they had to catch or steal any food they could find.

Athenian boys

Throughout their education, Athenian boys lived at home. At the age of seven, they went to school where they learnt reading, writing and arithmetic. They learnt the works of Homer off by heart as these poems were seen as teaching boys the moral values they should live by.

When Athenian boys were about 12, they were taught music, which consisted of learning to play the lyre and the flute, and singing. Music was believed to create harmony in a person's life. Boys also had physical training, as the Athenians thought that a good mind needed a good body.

ACTIVITY

Check your understanding

- 1 Describe the education received by Spartan and Athenian boys in your museum scrapbook.
- 2 Who had the better education? Give your reasons.



SOURCE 4.15 A music lesson in Athens; the boy is playing the *aulos* or double flute

Apply your knowledge

- 1 Find a copy of the Greek alphabet on OneStopDigital or in a dictionary. Translate these *real* ancient Greek words into English.



πολιτικά	δημοκρατία
αθλητικοί	θεατράκιον
γεωγραφία	φιλοσοφία
μαθηματική	ορχήστρα
ἱστορία	μουσική

- 2 Write your full name in Greek.
- 3 We use some of the Ancient Greek letter names in English. Which letter names do you recognise in the world 'alphabet'?

Clothing

In Ancient Athens and most Greek cities, wool and mohair were clipped from the animals and then taken to the women of the household who washed the wool in hot water to remove the grease. They carded the wool, spun it and



SOURCE 4.16 Women in *peplos* and two wearing *himation*, collecting water from a fountain

wove the thread into cloth on simple looms. Dyeing was done outside the house. The dyed cloth was stored in chests with peppercorns to protect it from moths.

Sometimes the lengths of cloth were stitched along the sides for women but mostly men and women held the cloth together over the shoulders with elaborate pins and tied a belt around the waist. This simple tunic was called a *chiton*. Women also wore a long dress or *peplos*. When they went out, they threw a cloak, called a *himation*, over the top.

ACTIVITY

Apply your knowledge

- 1 Create an exhibit on clothing in Athens. How will you make it interesting and informative? Include your design in your museum scrapbook.



Houses in Athens

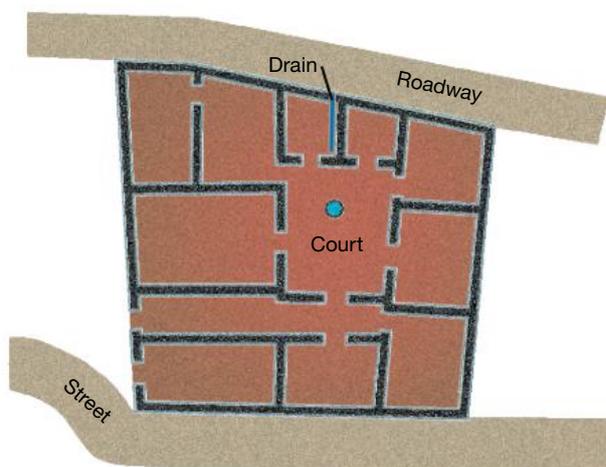
Ancient Athens was a city of secretive houses set on narrow winding streets. The blank outside walls had just one door and no windows. Inside the houses all rooms faced onto a small courtyard, the only source of light and air; in some households the courtyard also had a well at its centre.

There was sometimes a kitchen where the food could be prepared, but quite often the cooking was done in the courtyard. The slaves

slept in the courtyard, along with a couple of hens, the dogs and a pig. The toilet was a chamber pot tucked into a tiny room off the courtyard. Ancient Greeks used either a hipbath or a kind of wash-basin on a pedestal and a sponge to wash themselves.

The roofs of the houses were tiled or thatched. Quite often there was a second storey where the women of the household slept; they had to clamber down a narrow, rickety ladder each day, children in their arms, to supervise the household tasks. The women did their weaving in the women's room, the second-largest room in the house.

There were only two pieces of furniture in an Ancient Greek bedroom: a bed and a



SOURCE 4.17 An Ancient Greek house plan

chest for clothes. The couches, beds and chairs were not very comfortable. The beds and couches had no mattresses, only cushions and a blanket.

The *andron* was the largest room of the house and it held the most furniture. Like the rest of the house, its floors were of beaten earth, but its walls were sometimes decorated. On the walls were hooks that held jugs, wreaths for the diners and sometimes containers for the food that the diners had brought with them. The

andron generally had about six or seven couches on which the men lay while dining. Their finger food was placed on small three-legged tables.



SOURCE 4.18
Reconstruction of a couch in an *andron*

ACTIVITY

Apply your knowledge

- 1 You are an archaeologist who has just dug up the house (Source 4.17) near the Athenian agora.



Write an account of your excavation. Copy the plan of the house, and using the description in the text label all the rooms. Explain what each room was used for and what the plan tells us about social attitudes in Ancient Greece. Save a copy of the plan and report in your museum scrapbook.

Food

In the mountains lived wild deer, hare and boar, which were hunted for food. The Ancient Greeks trapped and ate wild birds of various kinds. Hardy sheep and goats scrambled around the hillsides eating whatever they could find. Sheep provided meat for special religious occasions and both sheep and goats gave milk from which the Greeks made cheese. Honey, which was the only sweetener, came from wild bees.



SOURCE 4.19 Olive trees provided olives and oil in Ancient Greece as they still do today

Ancient Athenians grew olives, grapes and barley. They mostly ate vegetables and seafood. Meat was too expensive and eaten only at religious feasts. There were a few unusual dishes like grasshoppers and cicadas served in interesting ways, roasted peacock and roasted camel, but they were for the very rich. Poorer families ate bulbs of wildflowers stewed with lentils, stuffed vine leaves, and simple, flat, coarse barley bread.

Fish—sardines, smoked and pickled fish, shellfish and molluscs—and bread were the basics of the Ancient Greek diet.

Food	Evidence from primary sources
Olive oil	Coins with pictures of olive leaves; oil remains inside storage jars
Black broth made of pig boiled in its own blood (Sparta only)	The Ancient Greek writer Plutarch's biography of Lycurgus
Fish	Fish plates with paintings of fish; fishhooks
Bread	Grain stalk in grave; clay figure of woman kneading dough
Cheese	Writings by the Ancient Greek writer Xenophanes about Spartan society
Deer, hare, wild boar	Prayers to Artemis and Apollo for good hunting
Lentils, coriander, sesame seeds, grapes, figs, almonds, vinegar	Auction lists
Blackberries, acorns	The Ancient Greek doctor Galen's book, <i>On the Wholesome and Unwholesome Properties of Foodstuffs</i>
Wine	Vases specially made to cool wine; drinking cups
Pork	Vase paintings
Roasted thrushes	A poem by Homer
Mashed beans, nuts, raisins, seed-cakes, honey-cakes, pigeon, black pudding, eels and fried cicadas	Plays by the Ancient Greek comic playwright Aristophanes

SOURCE 4.20 How we know what the Ancient Greeks ate



SOURCE 4.21 Sheep and goats still provide milk, cheese and yoghurt in Greece today as they did in Ancient Greece

ACTIVITY

Source questions

- List all the sources in the second column of Source 4.20 that depict food.
- List all the sources in the second column of Source 4.20 that write about food.

The agora

The agora was the economic, political, social and legal heart of Ancient Athens. Early in the morning, the well-off Athenian male headed to the agora. He would wander from stall to stall, chatting to the sellers and selecting the freshest items for the day or for his symposium that night. Similar goods were grouped together in different sections of the market, where they were set out on tables.

Olive oil was the most prized everyday item to be bought at the agora. Athenians used the first pressing for cooking; they mixed oil from the second pressing with perfume and rubbed it on their bodies after exercise; and they poured

oil from the third pressing into little clay lamps that had a kind of spout at one end in which a lit wick floated. This was the only light in their houses, so Athenians went to bed early—except on symposium nights.

Go to OneStopDigital to find maps, sketches and an interactive guide to the agora.



ACTIVITY

Apply your knowledge

- 1 Find a picture of a clay lamp and either draw it or make a model (photographing the modelling process along the way) for a display case in your museum. Write an explanation of how it worked and save your work in your museum scrapbook.
- 2 You and a partner are a well-off husband and wife in Ancient Athens. Write and act out a short dialogue



for the two of them in which you describe the shopping, preparations and menu for a symposium. Save your script in your museum scrapbook and turn it into a podcast or vodcast for your museum.

What were the beliefs, values and practices of the Ancient Greeks?

Religious beliefs

Their geography and opposing political and social ideas might have split the Ancient Greeks, but religious beliefs revolving around the gods whom they thought lived on Mount Olympus in northern Greece, and shared myths brought them together in numerous athletic and theatrical festivals.



SOURCE 4.22 Looking across the remains of the agora in Athens today, to the temple of Hephaistos, the god of fire. Nearby, in Ancient Athens, smiths forged swords, shields and armour

The Twelve Gods on Mount Olympus

Zeus: the chief god and god of thunder

Hera: his wife, in charge of marriage

Poseidon: the god of the sea, earthquakes and horses

Hades: the god of the underworld, in charge of the dead

Apollo: the god of light, creativity, prophecy and healing

Aphrodite: the goddess of love

Ares: the god of war

Artemis: the goddess of the Moon and hunting

Athena: the goddess of wisdom

Dionysus: the god of wine and theatre

Hephaistus: the god of fire and metalworking

Hermes: the god of messages

ACTIVITY

Apply your knowledge

- 1 Go to OneStopDigital to learn about the myths of Ancient Greece. In pairs, choose a myth and retell it to the class in your own words.

or

Using Comic Life or drawing by hand create a comic strip of your myth. Add it to your museum scrapbook.



SOURCE 4.23 This sculpture depicts the myth of the Golden Apples of the Hesperides, one of the 12 labours of the hero Herakles (Hercules)

Spotlight

The Parthenon was the temple on the Acropolis dedicated to Athena Parthenos, meaning Athena, the maiden goddess of wisdom. The Parthenon served as her 'house' but it had another purpose. It was intended to show the Ancient Greek world the wealth, power and status of Athens.

Religious practices

Outside the Parthenon was an altar with a statue of Athena. It was here that Ancient Athenians gathered in crowds on feast days. Sculptural decorations are therefore only on the outside of the temple, except for the great statue of the goddess, which was in the *cella* or inner room and visited by individuals with private requests.

The Parthenon was built between 447 and 442 BCE by the architect Iktinos and the sculptor Pheidias, who was the general supervisor of the building. The baseline of the building is curved upwards to the centre and all columns curve and incline inwards to create the illusion that what you are actually *seeing* is perfectly straight.

Because the **frieze** is up high on the walls of the *cella*, the sculpture is carved deeper at the top than at the bottom so all parts of the frieze can be seen. The frieze describes the Panathenaic festival, the great festival held every four years in Athena's honour. The frieze is remarkable because it was the first and only one in Ancient Greece to show real human beings in action, not gods. When Athens lost the Peloponnesian War, some Ancient Greeks saw the defeat as an act of **nemesis** for Athens' **hubris** in depicting Athenians, not gods, on the frieze.

The building was not originally the pure goldish-white marble building it is today. All its sculptures and some of its architectural features were painted. Horizontal lines were red and vertical lines were blue. The colours were not garish and the paint was applied thinly so the marble could still be seen underneath the paint.

Go to OneStopDigital for a walk-through experience of the Parthenon.





SOURCE 4.24 The front of the Parthenon; the frieze was inside the columns. The frieze was on the outside wall of the inner room that housed the statue of the goddess

ACTIVITY

Check your understanding

- 1 Why is it called the Parthenon?
- 2 Why was it built?
- 3 Why is most of the sculpture only on the outside of the Parthenon?
- 4 What was the subject of the frieze? Why is this remarkable?

Apply your knowledge

- 1 Find photographs, drawings or plans of the outside and inside of the Parthenon and label the various parts using information from this chapter. Save the labelled images in your museum scrapbook.



Everyday religious practices

Most houses had a little statue of Hermes outside the door, to protect the house against thieves, and an altar in the courtyard on which the householders made offerings to Zeus and Apollo. The main household fire was protected by Hestia, the goddess of the hearth (or fireplace), who also received daily offerings of specially baked cakes.

When the men held a symposium, the first of the wine was dedicated to Zeus; the last of the wine was poured on the ground as an offering to Hades.

There was no priest class in Ancient Athens. Some individual families could be called upon to provide a priest or priestess for special occasions but normally that person lived in the community. The most important position of the priestess of Athena was held for life by a married woman belonging to a particular clan.

Oracles

The Ancient Greeks thought oracles were the main way the gods communicated with human beings. The most famous oracle of all was at Delphi, at the temple of Apollo, the god of prophecy. The **Pythia** would enter the innermost sanctuary, slipping behind a curtain at the far end. There she would sit on a sacred tripod and chew laurel leaves to inspire her. When the chief priest put a question to the Pythia, Apollo was supposed to answer through her. Usually no-one understood the god's words, so the priest wrote the answer down in verse.

The verse was deliberately vague, so it would always be right. When the Persians were attacking Athens, the Athenians were told by the Delphic oracle to 'seek the protection of their wooden walls'. At that stage there were wooden walls around the Acropolis, but one of their leaders said it meant their ships. Their fleet defeated the Persians and thus the oracle was right. (Athenians who sheltered behind the Acropolis walls were killed when the walls were set on fire by the Persians. They had obviously not understood the oracle, the priests at Delphi would say!)

ACTIVITY

Check your understanding

- 1 Where and when did an Athenian worship the gods?
- 2 Who was the Delphic Pythia and how reliable was she as an oracle of the gods?

Go to OneStopDigital and let the oracle decide *your* future!



Two great religious festivals

Olympic Games

The Olympic Games were created to honour the gods, particularly the chief god Zeus. The first day of the festival was devoted to the swearing-in ceremony for competitors and judges before the altar and statue of Zeus of the Oaths. On the morning of the third day, there was a procession and a sacrifice of 100 oxen at the altar of Zeus outside his temple. On the last day victors went in another procession to the temple of Zeus where they were crowned with wreaths of wild olives.



SOURCE 4.25 The theatre and temple at Delphi



SOURCE 4.26 A reconstruction of the Altis or sacred area with the temples of Zeus and Hera at Olympia

Great Dionysia

There were performances at theatres throughout Ancient Greece but the most famous one was the Great Dionysia in Athens. This was a religious festival, just like the Olympic Games, but dedicated to the god Dionysus. Dionysus brought the vine and the gift of wine to the Greeks. He was linked to the fertility of the Earth, so the Great Dionysia was in March, when the plants started to push through the earth.

The actors performed on the stage in masks. The chorus danced and chanted verses, accompanied by music, in the circular flat area in front of the stage called the **orchestra**.



SOURCE 4.27 The mask of tragedy and the mask of comedy with an *aulos* or double flute, which was used to accompany the chorus at the Great Dionysia

ACTIVITY

Apply your knowledge

- 1 What is the major difference between the Olympic Games and the theatre in Ancient Greece and the Games and theatre today? Extra information is available at OneStopDigital.
- 2 In fours, find information about the ancient Olympic Games festival or the theatre performances at the Great Dionysia. Start your investigations at OneStopDigital.



- 3 Using Comic Life or drawing by hand, create a comic strip on the ancient Olympic Games or the Great Dionysia. Save your comic strip in your museum scrapbook. You might like to add more information on the Games and theatre.
- 4 Write a display panel for the museum on either the Olympic Games or 'Great' Dionysia using no more than 100 words and three images.



Everyday values and practices

Hospitality to strangers or *xenia* was one of the most important values in Ancient Greek times. An example can be found in Source 4.28. When Odysseus finally returns to his home on the island of Ithaca, Athena disguises him as a beggar so he is 'old sir'. He visits his swineherd who does not recognise him.

Come, old sir, along to my shelter, so that you also
first may be filled to contentment with food and wine,
then tell me
where you come from, and about the sorrows you have
been suffering
... All vagabonds
and strangers are under Zeus.

SOURCE 4.28 The words of the swineherd as he welcomes the disguised Odysseus to his hut; Homer, *The Odyssey*

ACTIVITY

Check your understanding

- 1 What does *xenia* mean?

Source questions

- 1 In Ancient Greece when a stranger visited, what did you do before you even asked him his name or where he came from?
- 2 Which god protected strangers? Why is this significant?

Values of the *polis* of Athens

Between the age of 18 and 20, Athenian youths could volunteer for military training held by the state. Until the age of 60, any Athenian citizen could be called up to defend Athens.

All Athenian children, including girls, attended performances of tragedies at drama festivals. It was there they learned the values that were to guide them throughout their lives: divine law, justice and morality.

The city educated its citizens and they in turn gave everything back: whether it was fighting for it, writing for it, serving on a jury, decorating

it with beautiful buildings, or using their wealth to pay for a chorus in a Greek tragedy or for a warship.

ACTIVITY

Check your understanding

- 1 What education did the Athenian *polis* provide?
- 2 What did the citizens of Athens give back to the state?

Artistic values



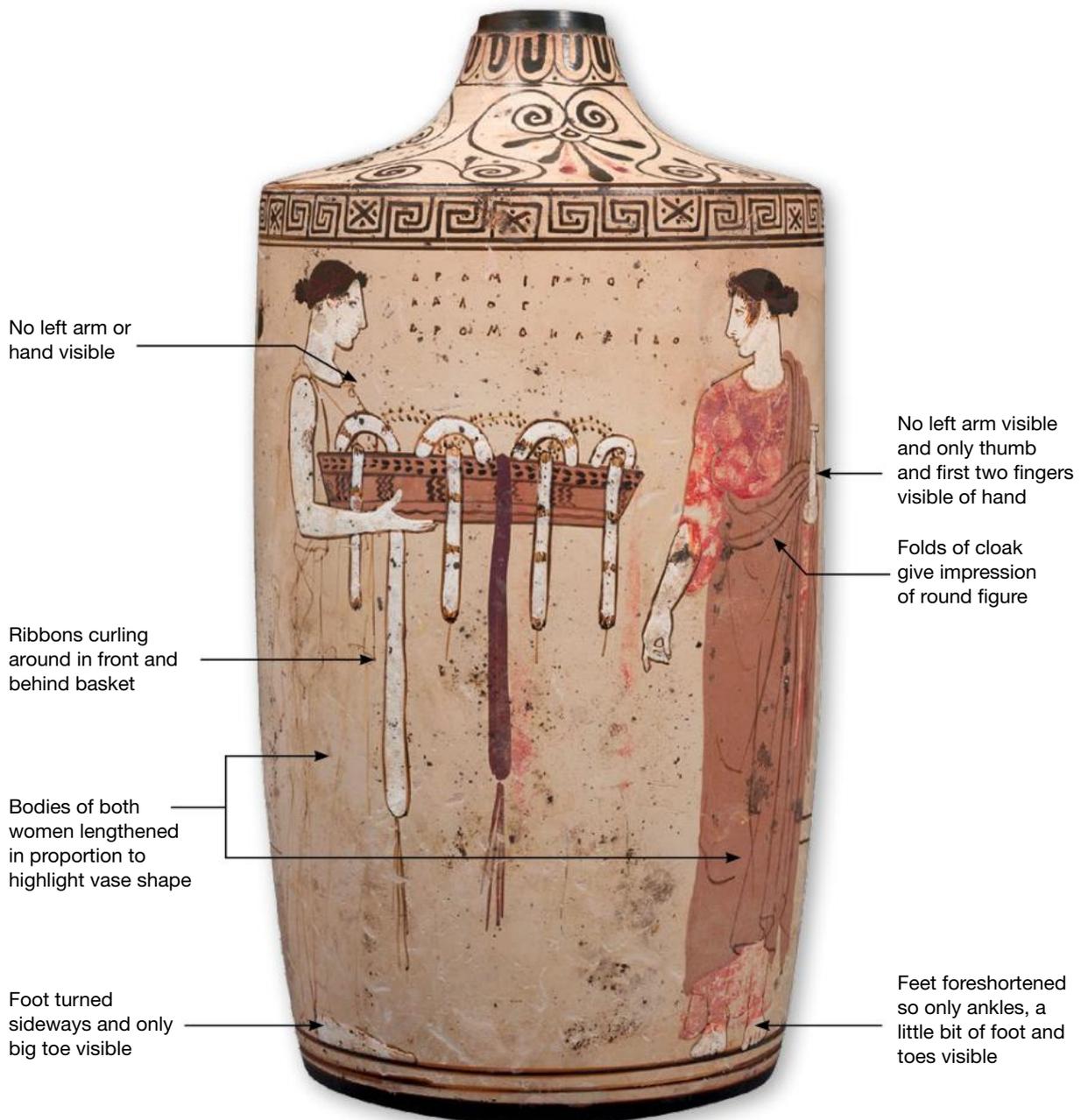
SOURCE 4.29 The Greek artistic revolution begins: the first attempts at depth using shields

Athenian sculptors and artists had plenty of chances to observe the human body. Citizens exercised naked in the **gymnasium** and athletes wore no clothes at the Olympics and other sporting events. The body was seen as beautiful and painted and sculpted as such. Like Pheidias with his curved lines on the Parthenon, painters used the human mind as well as the eye to create the illusion of depth in a painting. This is called the Greek artistic revolution.

ACTIVITY

Source questions

- 1 What does the artist do to create an illusion of depth in Source 4.29?
- 2 What does the artist do to create an illusion of depth in Source 4.30?
- 3 Which artist is more successful in creating an illusion of depth, and why?



SOURCE 4.30 A vase from the Classical Period using various techniques to create the illusion of depth

What contacts and conflicts did the Ancient Greeks have within Greece and with other societies?

Contacts with other countries

The Ancient Greek states, hemmed in by mountains and sea and unable to grow enough crops to feed their expanding populations, joined in a race to create colonies all around the Mediterranean and the Black Sea. The city-state of Megara was one of the first, founding Byzantium (now Istanbul). Other states sent their people to North Africa, the coastline of Sicily and southern Italy, and even as far as southern France to Massilia (today Marseilles) or to Spain. Pompeii was a Greek colony, as was Naples, originally called Neapolis or ‘new city’.

The Ancient Athenian philosopher Plato described the gradual Greek settlement of the

coastline of the Mediterranean Sea as ‘frogs squatting around a pond’. The new settlements were always on the coast, never inland, as if they were still tied with an invisible cord to their mother country. They kept their original culture and their language, and sent competitors to the Olympic Games.

Trade with Egypt

In the 7th century BCE, the Ionian city of Miletus founded a trading port called Naucratis on one of the branches of the Nile in the delta in northern Egypt. Miletus was soon joined in Naucratis by 11 other island states wanting to trade with Egypt.

Trade with Western Europe

Corinth in Ancient Greece was a great trading city in the 7th and 8th centuries BCE. Corinth dominated the western trade to the Greek cities of southern Italy, Spain and France and to Etruria in northern Italy.



SOURCE 4.31 Ancient Greek settlements around the Mediterranean before 480 BCE and where objects made in Ancient Greece have been found



SOURCE 4.32 An Ancient Greek temple in southern Italy

Trade with the East

Once Alexander the Great had conquered the Middle East, Ancient Greek trading links expanded as far as Afghanistan and western India. Individual enterprising Greeks settled on the coast of southern India, opening up trading posts. Another Greek called Alexander may even have sailed as far as southern China.

Explore the history of maps with a merchant in Ancient Greece on OneStopDigital.



ACTIVITY

Check your understanding

- 1 Why did Plato describe the Greek settlement of the Mediterranean as ‘frogs squatting around a pond’?
- 2 What famous towns were founded by the Greeks?
- 3 How far east did Greek traders go?

Apply your knowledge

- 1 Create a mind map about Ancient Greek expansion around the Mediterranean and further east. Key or write ‘Greek expansion and trade’ in the centre. In six other circles around the centre, insert the six main cities or trading posts founded by the Ancient Greeks.

Conflicts with other countries

By 520 BCE, Persia had defeated and controlled all the Ionian cities on the coastline of Asia Minor. In 499 BCE, the cities revolted against Persia and regained their independence. When Persia tried to retake Ionia, Athens sent a force to help its Ionian cousins but Persia regained control in 494 BCE. Persia never forgave Athens and it was one of the reasons for Athens in particular being attacked in the Battle of Marathon in 490 BCE.

Pheidippides, an Athenian messenger, ran to Sparta to ask for help. He then ran back from Sparta to the battlefield of Marathon, where he fought all day. After all that effort, he ran over the hills to Athens where he dropped dead after

announcing that Athens had won. Today the marathon is a long foot-race, named after the battle, but it also commemorates Pheidippides' run from Marathon to Athens.

The second Persian invasion in 480 BCE was the only time Athens and Sparta fought on the same side. Spartan bravery at Thermopylae and Athenian skills in the sea-battle of Salamis led eventually to the Persian defeat.

Go to OneStopDigital to find out about Australians fighting at Thermopylae in 1941.



Conflicts within Greece

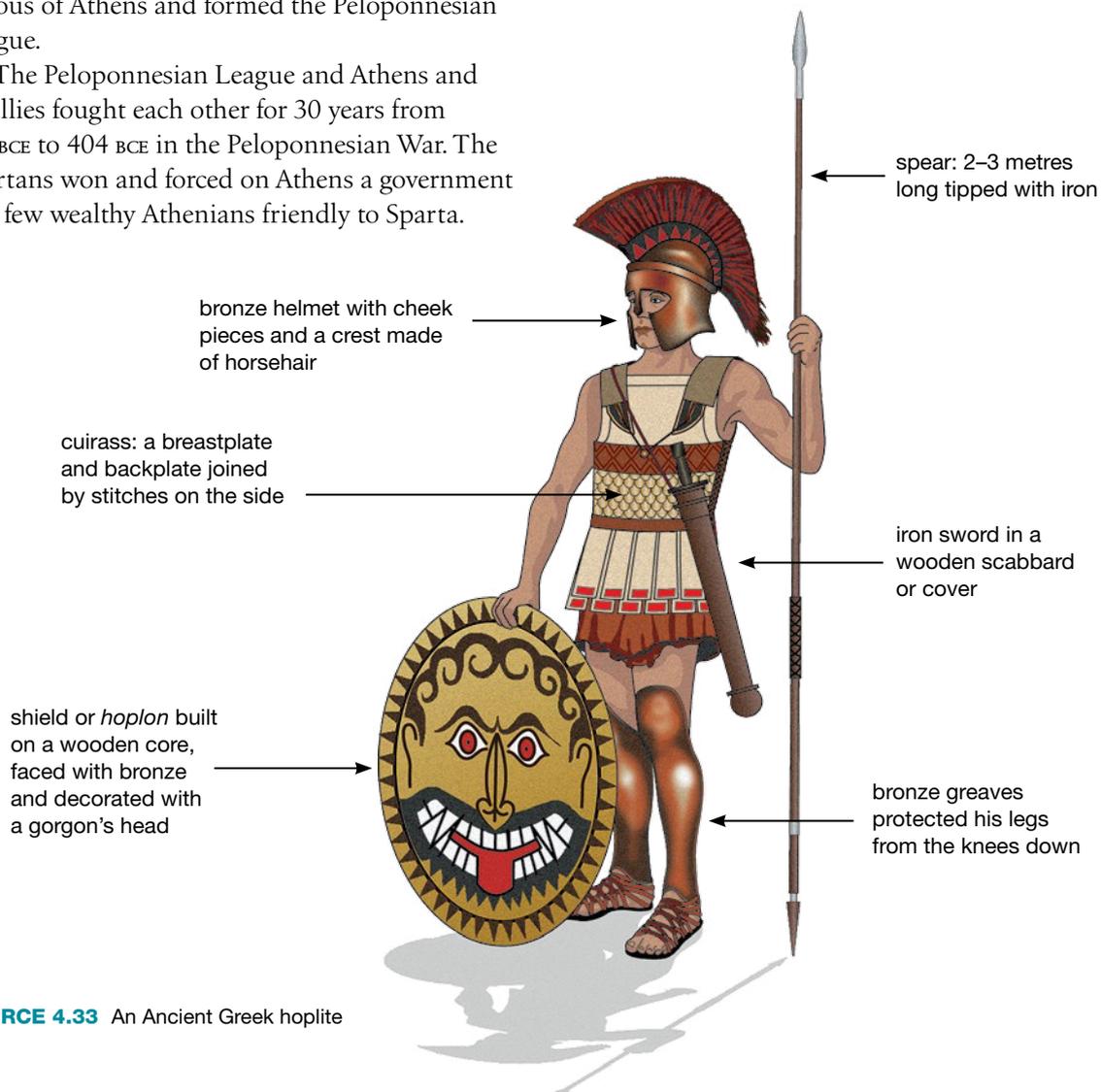
After the Persian invasions, Athens built a sea-based empire that dominated the Aegean Sea. Other states such as Corinth and Sparta became jealous of Athens and formed the Peloponnesian League.

The Peloponnesian League and Athens and its allies fought each other for 30 years from 431 BCE to 404 BCE in the Peloponnesian War. The Spartans won and forced on Athens a government of a few wealthy Athenians friendly to Sparta.

Eventually Athens regained its freedom and democracy, but the city's vital spark had been crushed.

An Ancient Greek hoplite

A hoplite was a citizen soldier of the Ancient Greek city states. The armour for a hoplite cost as much as a car today, which is why only the well-off citizens were hoplites. A hoplite wore a helmet, a cuirass and greaves. He had a sword and a long spear. His name came from his shield or *hoplon*, perhaps decorated with a gorgon's head. In battle, the soldiers overlapped their shields to protect themselves. This formation was called a **phalanx**. The soldiers' long spears stuck out in front of the shield wall as the hoplites charged.



SOURCE 4.33 An Ancient Greek hoplite

ACTIVITY**Apply your knowledge**

1 In groups of four, select one of the following famous battles to research.

- Battle of Marathon
- Battle of Thermopylae
- Battle of Salamis
- Battle of Plataea
- Battle of Pylos
- Battles of Arginusae and Aegospotami.

Demonstrate to the class why the Persians or Athenians or Spartans won or lost those battles in a series of diagrams using PowerPoint or an interactive whiteboard. Save a copy of your presentation in your museum scrapbook.



2 Make a model of an Ancient Greek soldier, labelling all the parts of the uniform, to be sold in the Museum of Humanity gift shop. Add photographs to your museum scrapbook.



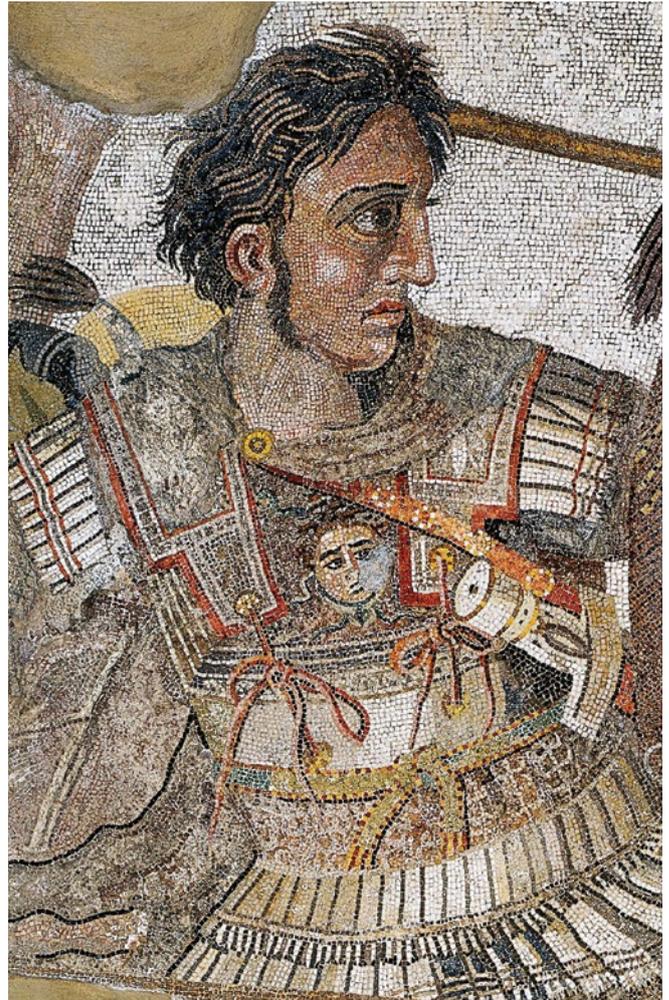
Who were the key figures in Ancient Greece?

Alexander the Great

Alexander the Great was the greatest general of the Ancient World. In 11 years he conquered the whole of the Middle East, from Egypt to India. He inspired his men with his personal courage, he planned his battles carefully and he moved swiftly and accurately against enemies.

Alexander III was born in 356 BCE. He came from Macedonia, an area on the northern borders of Greece. From his father, Alexander inherited the overlordship of Greece, a great army and the desire to conquer Asia. In 334 BCE, Alexander set off with an army of 40 000 men. He was never to return.

At the Battle of the Issus, Alexander's superb cavalry leadership and tactics, together with the steadiness of the Macedonian infantry, gave him a resounding victory. He then conquered Phoenicia, Palestine and Egypt, before turning east into Persia. He defeated the Persian King Darius in 331 BCE, occupied the Persian capital and took the title of 'Great King'.



SOURCE 4.34 Mosaic of Alexander the Great from Pompeii

Alexander's curiosity and thirst for conquest pushed him on through the Middle East, through Afghanistan and into India. He wanted to reach the end of the world, but his men refused to go any further and he was forced to retreat.

Alexander was much more interested in conquest and exploration than in ruling an empire. He died in 323 BCE at the age of 32 before he could include the Mediterranean lands of Italy and North Africa in his empire.

Greek culture after the death of Alexander is called the 'Hellenistic Period'. Due to Alexander—and his generals who ruled his conquered territories after Alexander's death—Ancient Greek ideas, language and coinage spread throughout the Middle East as far as India. This is why the New Testament books of the Bible were written in Greek.

Spotlight

True philosophy, that is the discussion of moral problems and the analysis of language and its meaning, was initiated by Socrates, who lived in Athens from 470 BCE to 399 BCE. His favourite question was 'What do you mean by ...' asking the person to define beauty or justice or courage or belief in the gods. He questioned everyone in Athens, from the least artisan to the greatest politician, seeking to find true knowledge.

In 399 BCE Socrates was taken to court. His three accusers laid two charges against him: that he believed in new gods and that he corrupted the young. As Socrates always followed traditional religious beliefs, the first charge is puzzling. Socrates had never been afraid to criticise the *Ekklesia* when he thought its actions wrong, and this, together with his penetrating questioning of people, made him many enemies.

His accusers spoke first, and then Socrates replied. Socrates did not attempt to flatter the jury or convince them of his innocence. His speech showed his characteristic sense of humour, his bravery and his honesty.

After Socrates had spoken, the 501 jurymen filed forward to place their ballots in the box. The ballot was a kind of round object with a projecting rod. The jurymen were given two ballots: the acquittal ballot had a solid rod, the conviction ballot a hollow one. The jury voted for his conviction, but only just.

The accusers were then allowed to suggest a penalty: they asked for 'death'. Socrates was allowed to suggest his own penalty. If he had suggested exile or a heavy fine, he probably would have been granted them, but he mocked the system by suggesting that as he had been of benefit to the state, he should be given a pension for life. The jury, angered by his mockery, voted heavily for the death penalty. Socrates accepted the verdict so calmly that some historians have suggested that this was what he wanted. He was 70 and 'execution' was an easy way to die.

On the evening of the day assigned for his death, he had a bath and sat discussing philosophy with his friends. A Scythian archer brought him poison made of hemlock, mixed with water, ready for him to take. Socrates took the poison and without any expression of distaste, calmly swallowed it. Socrates was the first person to die for the sake of free speech.

ACTIVITY

Check your understanding

- 1 Why is Alexander called 'the Great'?
- 2 How far did he go in his conquests?
- 3 Why are his conquests and those of his generals important for later history?

Apply your knowledge

- 1 Alexander the Great summons 10 speakers to the Odeum in Athens in 335 BCE. Each speaker has to give a lecture on one key Ancient Greek figure. Each of the 10 people listed below was a leader in their particular field and each is a key figure in western civilisation. The speaker has to persuade Alexander and the audience that their selected person is the greatest Greek who has ever lived—apart from Alexander, of course.

Aristophanes: Comedy

Homer: Epic poetry

Herodotus: History

Sappho: Lyric poetry

Pythagoras: Mathematics

Hippocrates: Medicine

Plato: Philosophy

Thales: Science

Pheidias: Sculpture

Aeschylus: Tragedy

- a In groups of three each using different internet sites, research the life and work of your individual. Report the information you found to your group and prepare the speech together. Remember: the speech is not just about facts but should charm Alexander and persuade the audience that your person is the best.
- b The audience votes on which group has presented the best argument. Alexander announces the winning speaker and places a crown of laurel leaves on their head.

🎯 What legacy did Ancient Greece leave to modern life?

It is indeed true, as Pericles said, that 'famous men have the whole earth as their memorial'. In the last activity, where you looked at 10 people from Ancient Greece who excelled in their

particular fields, it will have been brought home to you the remarkable achievements of the Ancient Greeks and their tremendous contribution to today: from atomic theory to poetry, from medical and scientific experiments to tragedy and comedy, from philosophy to the Olympic Games, from sculpture to history.

Go to OneStopDigital to learn more about the scientists, the philosophers, and the medics of Ancient Greece.



The Ancient Greek belief in the worth of the individual human being is probably their greatest contribution to our world and is best seen in the Athenian educational system that developed well-rounded individuals interested in music, theatre, literature, politics and physical skills.

Greek plays such as *Medea* and *Oedipus* are still performed today as they raise eternal questions such as how can human beings know the future, even what will happen to us tomorrow? Modern writers and musicians

use the rich Ancient Greek stories for themes. Stravinsky's *Oedipus Rex* and the Australian author David Malouf's novel *Ransom*, about the meeting between Achilles and Priam during the Trojan War, are two examples.

The Western world owes a great debt to Athens for the creation of the concept of democracy and the idea of trial by fellow citizens. Sparta has also influenced the political and social systems of countries such as the USSR, China and North Korea.

Go to OneStopDigital to compare the democracies of Ancient Athens, Australia and the United States.



The Greek revolution in art—with its stress on the beauty of the human body and development of the idea of depth—influenced later art. Their architectural ideas continue to inspire us: for example, our National Library in Canberra is based on the design of the Parthenon.



SOURCE 4.35 The National Library of Australia in Canberra

History challenges

Creating an exhibit

Create five exhibits for the Mediterranean World gallery on the following themes for Ancient Greece:

- 1 Physical features
- 2 Daily life
- 3 Contact and conflict with other countries
- 4 A significant individual
- 5 The legacy of your society



Greek hero game

Working with a partner, look at the Greek hero game for primary school students on the BBC website. Go to OneStopDigital for the link.



- 1 Play the game.
- 2 Write down ideas on how to raise the level of the game to high school standard.
- 3 Create one example to show how your improvements would work.

Daily life booklet

Create a booklet suitable for a Grade 5 student, to be sold in the museum gift shop about a day in the life of Ancient Athenians.



You will need to include information and pictures about houses, clothing, jewellery and a visit to the theatre. Add it to your museum scrapbook.

Wars

In a group of three make your own video on the legend of the Trojan War.

Was there really a Trojan War? Find evidence for or against and, on your video, create an interview with one of you cast as a famous archaeologist.

or

Create a diorama of either the battlefield of Marathon or the battle area of Salamis.

Art detective

The Museum of Humanity wants to buy a Greek vase showing the hero Achilles. It asks Senior Detective Frank Fake, a specialist in Ancient Greek forgeries, to check the vase.

Can you too be an art detective?



Go to OneStopDigital to view images of genuine vases from Ancient Greece, then assess the vase in Sources 4.36 and 4.37.



- 1 What material were Ancient Greek vases made from? What material does this vase look like it is made from?
- 2 Does the painting show Ancient Greek heroes? Which one?
- 3 Is the painting done in the Ancient Greek style?
- 4 What colours are used in the five Ancient Greek vases in this chapter? What colours are used on the vase being checked?
- 5 Are the decorations on the vase Greek in style?
- 6 Are there any signs of wear and tear in the painting or on the vase to prove it came from long ago?

Give the vase a mark out of six for authenticity. Write a report recommending or not recommending that the Museum of Humanity purchase the vase. Place the report in your museum scrapbook.



SOURCE 4.36
Vase obverse (front)



SOURCE 4.37
Vase reverse (back)

Essay

Write an essay on the topic 'The 5th century BCE is often described as the 'Golden Age of Athens'. Discuss some of the aspects that make it 'golden'. Use the History skills on page 42 in Chapter 1 to help you.

Go to OneStopDigital for multiple-choice questions for this chapter and an interactive crossword.



Chapter 5

Ancient Rome »



Augustus as *imperator* or commander-in-chief of the army

HISTORY SKILLS

In this chapter you will learn to apply the following historical skills:

- Sequence historical events, developments and periods
- Use historical terms and concepts
- Identify a range of questions about the past to inform a historical inquiry
- Identify and locate relevant sources, using ICT and other methods
- Identify the origin and purpose of primary and secondary sources
- Locate, compare, select and use information from a range of sources as evidence
- Draw conclusions about the usefulness of sources
- Identify and describe points of view, attitudes and values in primary and secondary sources
- Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged
- Use a range of communication forms (oral, graphic, written) and digital technologies.

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Inquiry questions

- 1 What were the physical features of Ancient Rome and Italy?
- 2 What were the key social groups and what was their daily life like in Ancient Rome?
- 3 What were the beliefs, values and practices of the Ancient Romans?
- 4 What contacts and conflicts did the Ancient Romans have within Italy and with other societies?
- 5 Who were the key figures in Ancient Rome?
- 6 What legacy did Ancient Rome leave to modern life?

Introduction

Veni, vidi, vici, (I came, I saw, I conquered).

Julius Caesar, 47 BCE

THE ROMAN EMPIRE stretched from the north of England almost to the Indian Ocean. Within that empire the Romans brought the comforts of civilisation: peace, roads, trading links, aqueducts, sewerage systems, underfloor heating, baths, amphitheatres and theatres. The Romans were the first to use domes and arches extensively and the first to use concrete. They drew up a system of laws and this is the basis of Europe's modern legal system.

Due to the conquest of England, the English-speaking world owes a great deal to the Ancient Romans. Our alphabet is based on the Roman alphabet. Our months are Roman and our calendar was devised by Julius Caesar. Our planets are named after the Roman gods. One-third of our English words come from Latin.

It is now time to look at Ancient Rome, at its achievements but also at its darker side ...

KEY TERMS

arena	the flat central area in an amphitheatre where the gladiatorial fights took place
atrium	entrance hall of a wealthy Ancient Roman's house
augurs	religious officials who foretold events by watching for certain signs: for example, the flight of birds
aristocracy	old noble families with wealth based on land
basilica	law court building
catapulta	catapult or machine for hurling darts and light spears
cloaca	great drains for stormwater and sewage that ran under Ancient Rome into the Tiber River
cursus honorum	the 'course of honour' or the steps a young man had to take in a political career
democracy	a system of government where all citizens have an equal opportunity to express their opinion and where the citizens determine public policy
Etruria	an area in northern Italy with city-states inhabited by people called Etruscans
impluvium	basin for collecting rainwater in the atrium
Magna Graecia	greater Greece, the area of southern Italy and Sicily that had been colonised by Greek settlers from the 8th century BCE onwards
patricians	the old wealthy families of Ancient Rome
plebs	working class including the poor who were often called <i>proletarii</i>
testudo	a shelter created using a tortoise formation to protect soldiers' heads while attacking
triumph	a military parade through the streets of Ancient Rome for a successful general

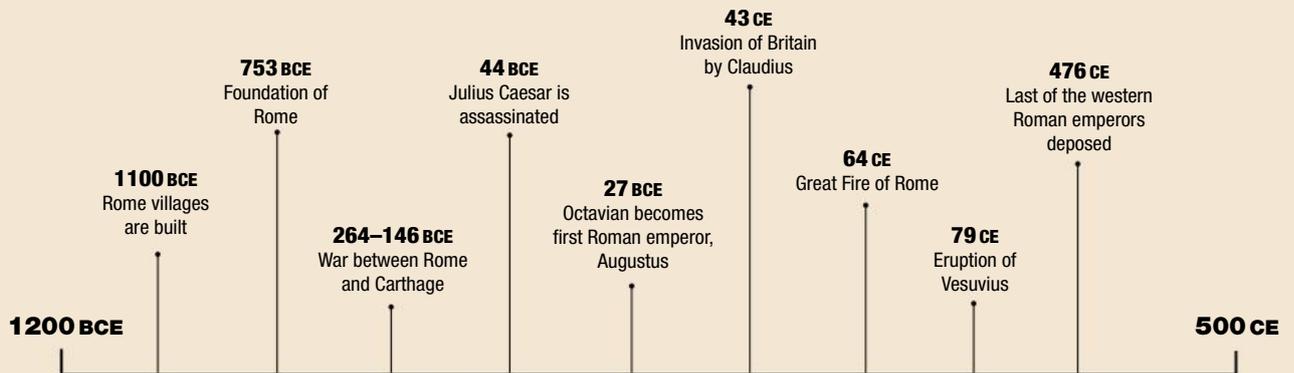
See OneStopDigital for a drag-and-drop exercise using the key terms.



Ancient Italy



Timeline of key dates



Think, puzzle, explore



- 1 Draw a three-column table in your workbook.
- 2 Entitle the first column 'Think'. In this column write down anything you know about Ancient Rome.
- 3 Entitle the second column 'Puzzle'. In this column write down any questions you have about Ancient Rome.
- 4 Entitle the third column 'Explore'. In this column write down how you can find answers to the questions in the 'Puzzle' column. What topics would you like to explore?
- 5 Discuss the answers as a class.

🔍 What were the physical features of Ancient Rome?

Unlike other ancient civilisations, 'Rome' was never a country. When historians talk about 'Ancient Rome', they mean both the city of Rome and the huge empire that the city depended on. *Italia* was (and is) the country of which Rome was (and is) the capital.

Rome sat like a huge spider at the centre of a web of roads that connected the city to its empire, stretching from the north of England almost to the Indian Ocean. At any sign of unrest, Roman soldiers would march up the roads at a brisk pace of 24 Roman miles a day. To prevent ambushes, trees and bushes were cut down on each side of the road and the roads were as straight as possible. Forts were built along the roads and



SOURCE 5.1 The spider's web of roads in the Roman Empire

garrisoned with troops. There were posting houses called *mansiones* stationed at a distance of a day's march. Messengers of the *cursus publicus*, or imperial post, travelled about 50 Roman miles a day, changing horses at the *mansiones*. Roman roads are one reason for the growth, extent and strength of the Roman empire.

To make a road, the Ancient Romans dug two ditches, 9 metres apart. Then the foundation of the road, which consisted of closely packed broken stones in layers, was laid. Above that layer was a layer of smaller stones. The top layer of important roads was formed from carefully connected cobblestones, as in Source 5.2. The layers formed a hump in the middle of the road called an *agger*, so that rainwater would drain naturally into the ditches.

From village to empire

At the very beginning of its history in the 11th century BCE, Ancient Rome was a collection of scruffy villages perched on several hills above a marshy plain. Initially the little villages developed in isolation. The Tiber River helped to protect early Rome from the older civilisations of **Etruria** in the north; the Pontine Marshes protected the city from the Ancient Greek cities of **Magna Graecia** in the south. Rome was in one of the best places in Italy: it was near the coast, on good soil for crops, and had seven hills that were easy to fortify and a river with good fishing and boating. The plain of Latium to the south of Rome grew vegetables, wheat, fruit and olives for the growing city.

Why these scruffy villages became a huge empire is due in part to the network of roads and to the fierce fighting ability of Ancient Rome's troops, but also to the city's geography. Rome's central position in Italy and on the Mediterranean meant that once Rome had built an empire, it could dominate trade. One Roman name for the Mediterranean was *Mare Nostrum* or Our Sea!

Ancient Rome needed grain to feed its growing population. By the 1st century BCE, due to cheap imports from Egypt and North Africa, poor farmers could not earn enough to live on by growing wheat to sell in Rome, so their farms disappeared, to be replaced by large estates growing grapes for wine and olive oil for export. The more

dispossessed farmers that poured into the city, the bigger the empire had to grow to feed them.

Ancient Rome also lacked minerals such as gold, silver and copper, which were desperately needed for coins. These metals were instead mined in Spain. Egypt, Greece, North Africa and Asia Minor provided marble for building projects in Rome.

The empire contributed to Ancient Rome's outstanding civilisation and wealth. In turn, Rome gave Europe *pax Romana* or peace for more than 200 years. With peace came comforts: safe travel without fear from Hadrian's Wall via the English Channel to nearly as far as the Indian Ocean, aqueducts, sewerage systems, under-floor heating, baths, amphitheatres and theatres—and good roads.



SOURCE 5.2 A well-made road with a footpath in Pompeii

ACTIVITY

Check your understanding

- 1 How was Ancient Rome able to build an empire?
- 2 Why did the Ancient Romans need an empire?

Apply your knowledge

- 1 Design and draw an interactive map app for people wanting to learn about the Ancient Roman world at the Museum at Humanity. Which are the most important features to include? How will you make it interesting?



- 2 Copy the table below and take point-form notes on what the Roman Empire gave Rome, basing your notes on the layout in column 1 of the table.

	Rome and Latium	Roman Empire
Economy	<ul style="list-style-type: none"> • Wheat, fruit, vegetables, olives • Fish • Large estates growing grapes for wine, olive oil for export 	

- 3 With a partner, design your own Roman road or you could make a model. You need to show the road like archaeological strata, in layers.

Managing resources

Being in a hot, dry Mediterranean climate, the Ancient Romans had to look for water from any source; one major source was rainfall. The **atrium** of a wealthy Roman's country or large townhouse had an opening to the sky so rainwater could fall into the **impluvium** below. The water was then piped to the bathing pool, if they had one, and to the kitchen.

Aqueducts

Water came into Rome through 11 aqueducts from springs in the Alban Hills behind Rome. The water was carried high above the ground in a channel that formed a gradual slope from the hills towards Rome. Arches carried the channel over valleys and through tunnels in the hills.

Once it reached Rome, water was plumbed through pipes into water basins, fountains and public buildings. The water basin was connected to two different aqueducts so that if one ran dry, there would still be water. Seven hundred state slaves cleaned and repaired the aqueducts.

With such an array of indispensable structures carrying so many waters, compare, if you will, the idle pyramids or the useless, though famous, works of the Greeks!

SOURCE 5.3 Sextus Julius Frontinus, water commissioner and author of *Aqueducts of Rome*



SOURCE 5.4 An atrium with an impluvium

ACTIVITY**Check your understanding**

- 1 What was an impluvium? How did it work?
- 2 How did the Ancient Romans manage to get enough water for the city of Rome?

Source questions

- 1 What does Frontinus think about pyramids compared with aqueducts in Source 5.3?
- 2 What job did he do in Rome?
- 3 Do you agree or disagree with his comment that aqueducts were better than pyramids or Greek sculpture? Give your reasons.

Apply your knowledge

- 1 Find pictures and diagrams of an aqueduct and explain how it worked. Add your work to your museum scrapbook.

**Not managing resources****Animals**

On the opening day of the Colosseum, 5000 animals were slaughtered in various fights. Hunters were sent out all over the empire to collect lions, tigers, panthers, bulls, hippopotamuses, rhinoceros and elephants. They tied large nets to trees and drove the animals with dogs, javelins, stones and flaming torches into the nets where they tied them up and packed them into crates to be transported to Rome.

To look at the ruins of the Colosseum in detail, including exposed archways and passages, view the movie on OneStopDigital.



Such was the craze for wild beast fights that animals became extinct in certain parts of the empire; hippopotamuses were wiped out in Sudan, lions in Mesopotamia and elephants in North Africa.

ACTIVITY**Check your understanding**

- 1 Why did some animals become extinct in the Roman Empire?

Source questions

- 1 Why did Petronius say 'the crowd grows wild' in Source 5.5?

With gold the hunters' snares are set:
driving through Africa, on and on; the hunters
at Hammon,
and the beaters thrashing the thickets where the
flailing tiger screams.
Hunters, hawkers of death. And the market for
murder at Rome:
fangs in demand. At sea, sheer hunger prowls the
ships;
on silken feet the sullen tiger pads his gilded cage,
crouches at Rome, and leaps! And the man,
gored and dying,
while the crowd grows wild.

SOURCE 5.5 Petronius, *Satyricon*

- 2 List all the words in the poem that show Petronius did not approve of the Romans' treatment of wild animals.
- 3 What could happen to the hunters?
- 4 What did some Ancient Romans think about the arena entertainment? Support your answer with evidence from Source 5.5 and 5.7.

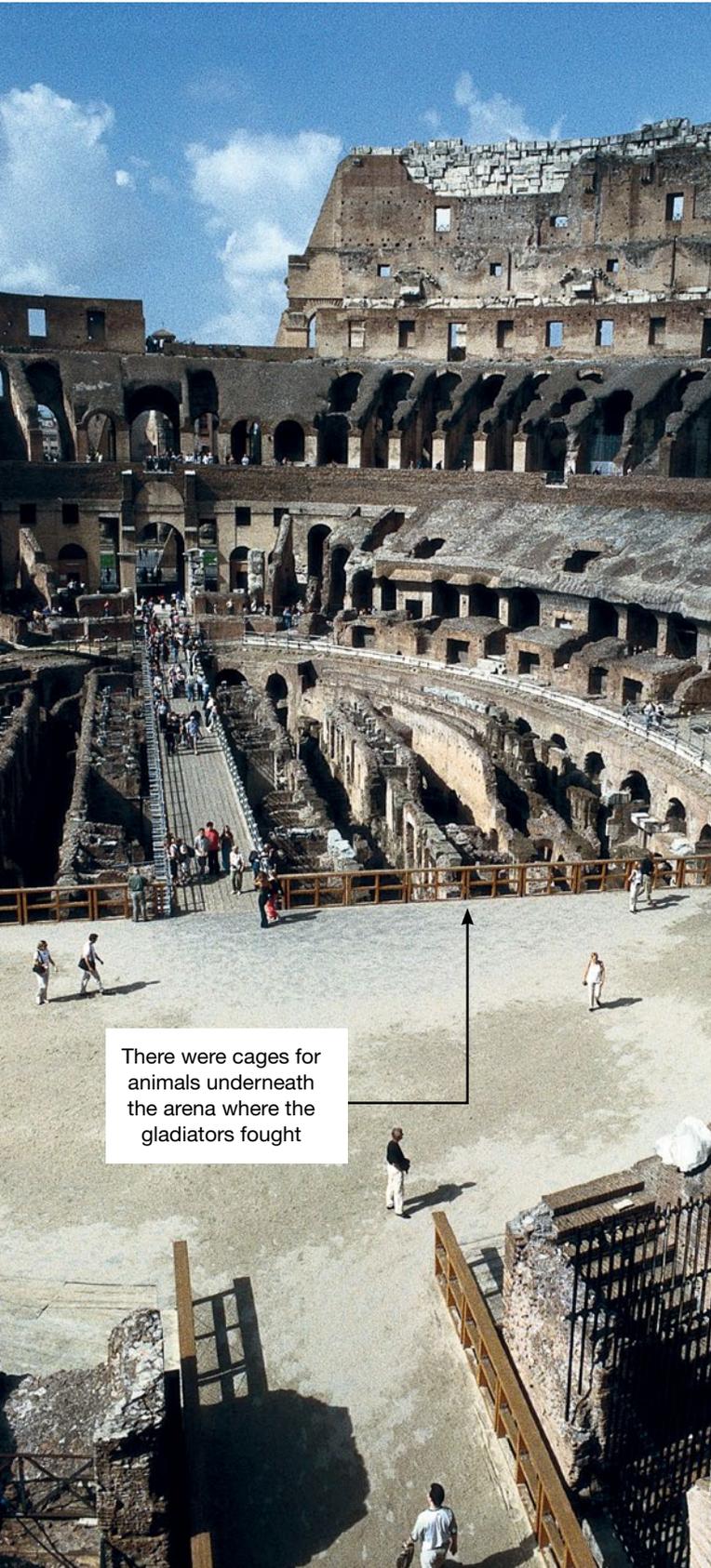
Human beings

Ancient Roman 'games' were not athletics but blood sports. Thousands of men died in the amphitheatre to amuse the Roman people. The games went on all day and often for 12 to 15 days. The emperor usually came with his family and sat in his special box. Before the fighting began, the gladiators would stand in front of the emperor's box and chant: 'Ave Caesar, morituri te salutant'. (Hail Caesar, those who are about to die salute you.)

If a gladiator had fought well but was about to be killed, the winning gladiator would look towards the emperor before delivering the death-blow. If the emperor tucked his thumb into his fist (like sheathing a sword), then the gladiator's life was spared. If the emperor thrust his thumb

Were gladiators prisoners of war, deserters, slaves, or free citizens? Find out at OneStopDigital.





There were cages for animals underneath the arena where the gladiators fought

SOURCE 5.6 Inside the Colosseum today, with half of the arena restored

into the air above his fist (like a sword), then the victorious gladiator gripped his own weapon and cut the loser's throat.

Dead bodies were dragged off by slaves and thrown into a sort of cave underneath the arena. If the gladiators were only slightly wounded, a doctor attended to their injuries; if they were badly wounded, they were hit on the head with a mallet to finish them off.

For a game on how to dress a gladiator about to fight in the arena, go to OneStopDigital.



ACTIVITY

Check your understanding

- 1 How long did the games last?
- 2 What happened at Ancient Roman games?

Source questions

- 1 Why did Ancient Romans go to the games, according to St Augustine in Source 5.7?

As soon as he saw the blood, he drank in the savagery ... He was thrilled by the viciousness of the combat and became drunk with blood-lust ... he took away from the spectacle an insanity which then goaded him to return.

SOURCE 5.7 St Augustine, *Confessions* in *As the Romans Did*

- 2 Look at the picture of the Colosseum (Source 5.6) and at the model on OneStopDigital. Where did people sit? Where were the animals held before that day's slaughter?
- 3 Write a paragraph beginning with the following topic sentence. 'The Ancient Romans were good at managing resources such as water but wasted resources like animals and people.'



Apply your knowledge

- 1 Find pictures or sketches of the Colosseum on the internet. Copy or scan them into your museum scrapbook. Label the different parts of the Colosseum for a display in your museum.
- 2 Find out why the fighters were called 'gladiators'.



- 3 Research and then list and describe the different kinds of gladiators.
- 4 Make sketches of figurines in gladiatorial costume for your museum display.
- 5 Draw up a table of two columns, one headed 'Managing resources', the other 'Not managing resources'. Take point-form notes under the two headings based on the information in this chapter.



What were the key social groups in Ancient Rome?

The empire that Ancient Rome built existed for 100 years before there was an emperor to rule it.

The Ancient Romans lived in a republic from about 509 BCE. It was not a **democracy** but an **aristocracy**, despite the fact it had three assemblies that elected magistrates and voted 'yes' or 'no' on legislation brought to them by the Senate. In reality, Rome was ruled by the Senate, which originally consisted of 300 landowners called **patricians**.

In 48 BCE, after his victories in France, Egypt, Asia Minor and Africa, the great Roman general Julius Caesar was appointed dictator by the Senate. He was made dictator for 10 years in 46 BCE. Some senators feared Caesar wanted to become king, as he was a descendant of one of the early Roman kings. In February 44 BCE, he was made dictator for life. On 15 March (a date the Romans called the Ides of March) of that year, a group of senators murdered Caesar in an attempt to restore the republic. After a terrible civil war, Caesar's grand-nephew and heir Octavian, later called Augustus, became the first emperor of Rome, in 27 BCE. The republic was officially dead.

Emperor

The emperor's role was as supreme ruler, although he pretended he wasn't supreme by taking the title of *princeps*, which meant 'first citizen'. His main power came through being *imperator* or commander-in-chief of the army and having full control of finances. The title 'Caesar', as opposed to the emperor's family name, was not widely used until the time of Vespasian, when

the title was given to his son Titus as a second name. Titus was called Emperor Caesar when he became emperor. From then on, the next emperor would use 'Caesar' as a title. The emperor took over all the main offices of the republic and appointed knights rather than patricians to other posts. As *pontifex maximus* or chief priest he was in charge of all religious rites.

Patricians

There was an exclusive upper class in Rome called the patricians. They were wealthy landowners who inherited their title at birth, so even if they lost their wealth they were still patrician. By the end of the republic, due to the fact that they did not tend to marry members of the other classes, there were only about 50 families that could call themselves patrician.

A patrician did not work at any trade. He might spend his morning in the Roman Forum acting as a judge in the basilica or law courts or attending the meetings of the Senate.

Equites (knights)

The knights formed the Roman middle class. The role of the equites was to work as civil servants, merchants, bankers or tax collectors. A plebeian could earn the right to be called a knight provided he was of free birth, good character and owned 400 000 sesterces (Roman money) worth of land.

Plebs

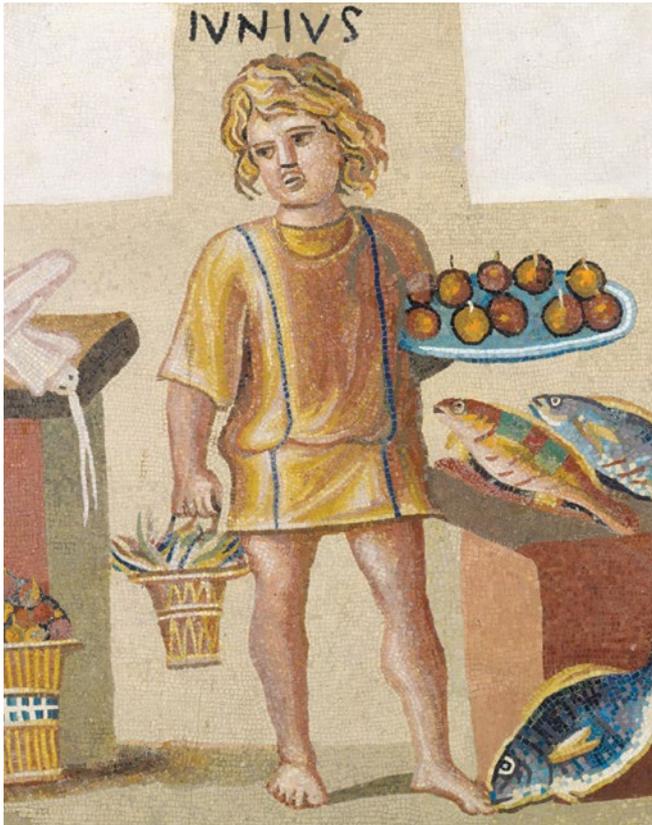
The rest of the citizens were called the **plebs**. Their role was to be the small-business owners of Rome. They worked in shops, selling groceries such as wine and olive oil, bread, candles, lamps, clothes, footwear and jewellery. The poorest plebs were called the *proletarii*. Roman emperors had to give them 'bread and circuses'—free grain and gladiatorial fights—to stop them from rioting.

Freedmen

If a master were particularly pleased with a slave, he might free him. Some people freed slaves so they could act as their agents in foreign countries; others so the former slave would vote for him, as

male freedmen had voting rights. Freedmen had many different roles in society but mainly worked for plebs in shops or at the baths. Emperors liked employing clever freedmen as civil servants as they would be totally loyal.

Slaves



SOURCE 5.8 This slave's name was Junius

At the beginning of the 2nd century BCE most well-off households had only one slave; by the end of the 1st century CE, a freedman could leave 4116 slaves in his will. Ancient Rome was no longer an economy with slaves but a slave economy. Rome needed slaves to build the great buildings like the Pantheon and huge engineering works such as the aqueducts. It needed slaves for the household, to work on farms, to serve in shops and to row the great ships. Household slaves were treated quite well but many worked in industrial jobs like grinding grain, or in silver mines where they were often beaten, branded or chained. As slaves could earn their freedom, more slaves were constantly needed. War provided thousands of slaves.

Spotlight

We know a lot about the Ancient Roman society due to a huge range of evidence: from imperial decrees to tombstones, inscriptions on bronze or stone, the accounts of Ancient Roman historians on papyrus rolls, graffiti, coins, wall-paintings, mosaics and archaeological excavations at Rome, Pompeii and all over Europe, North Africa, Egypt and the Middle East—wherever the Ancient Romans went.

ACTIVITY

Check your understanding

- 1 How was Ancient Rome ruled at first?
- 2 Why was Julius Caesar murdered?
- 3 Who was the first Roman emperor?
- 4 Who was at the top of imperial Roman society? What roles did he have?
- 5 Why can Ancient Rome be called a slave economy?
- 6 How do we know so much about Ancient Roman society?

Apply your knowledge

- 1 Draw a diagram by hand or on the computer depicting the social classes of Ancient Rome. Add your diagram to your museum scrapbook.



The influence of law

Roman law developed over 1000 years. The first stage of its development was the XII Tables of the 6th century BCE, which laid down tribal law. When this produced unjust decisions, changes were gradually made so foreigners and all free citizens could have a fairer trial. By the late Roman Republic, all men were regarded as equal before the law.

Gradually there emerged a band of professional lawyers to defend and prosecute court cases. A judge from the patrician or equites class was chosen from a list by both sides of the case. A jury of 45 men chosen by lot decided whether the person was guilty or innocent. The presiding judge imposed the penalty set by law.

ACTIVITY**Check your understanding**

- 1 What changes occurred in Ancient Roman law by the end of the Republic?
- 2 What role did lawyers and judges play in Ancient Roman courts?

Source questions

- 1 Explain, in your own words, the main ideas of Ancient Roman justice mentioned in Source 5.9.

Justice is the constant and unceasing determination to grant to every man his legal rights. The precepts of the law are these: live honestly, injure no one, grant to each man his rights ... It was ... better for the crime of a guilty man to remain unpunished than for an innocent man to be condemned.

SOURCE 5.9 Domitius Ulpianus, *The Digest of Laws*, 527–65 CE in *As the Romans Did*

- 2 Do you agree that it is better for a guilty person to be left unpunished than for an innocent person to suffer?

Influence of religion

Every Ancient Roman citizen had to perform the traditional rites to ensure the gods preserved and blessed the state. Morality meant ‘civic duty’: even a bad person could please the gods as long as he performed the rites.

From the time of Augustus onwards, the office of the emperor was regarded as divine and good emperors became gods after their death. Emperor Vespasian, who had a great sense of humour, said, as he was dying, ‘Dear me! I must be turning into a god’.

A Roman temple: the Pantheon

One of the most wonderful buildings in the world is the Pantheon, the Ancient Roman temple to all the gods. It is a huge open space capped by a dome. In the centre of the dome is an open circle, 9 metres wide, through which both the sunlight and rain stream. An Ancient Roman could gaze up at the heavens through the opening. It was a superb way of worshipping the gods.



SOURCE 5.10 The Pantheon opening called an oculus—notice the way in which the squares on the ceiling get smaller as they approach the oculus, drawing your eye towards it

ACTIVITY

Apply your knowledge

- 1 Find images (pictures, drawings or diagrams) of the Pantheon on the internet to include in your museum scrapbook for a museum display.
 - a Label the different parts of the temple on one of your images.
 - b Find out what materials were used in the Pantheon and list them.
 - c Explain why the dome is so special.



Republican virtues

Moral English words such as prudence, temperance, fortitude, justice, piety, fidelity and perseverance come down to us from the ideals of the Republican period. One such word was *virtus* or 'virtue', which then meant devotion to the state and heroism in war. *Virtus* was so important to the Ancient Romans that the idea became the god *Virtus* with his own temple. Roman children were supposed to follow the example of virtuous Roman heroes like Horatius, who held the Fabricus Bridge against the attacking Etruscan army while it was being cut behind him.

The founding fathers of the United States admired the Roman Republic so much they called their federal upper house the Senate, which is where the name of the Australian federal government's upper house comes from. In 1776 the state of Virginia in the United States had the figure of the Roman god *Virtus* on its seal, state flag and currency.

In the French Revolution, one of the leaders, Maximilien Robespierre, claimed that 'virtue is the essence of the Republic'.

ACTIVITY

Check your understanding

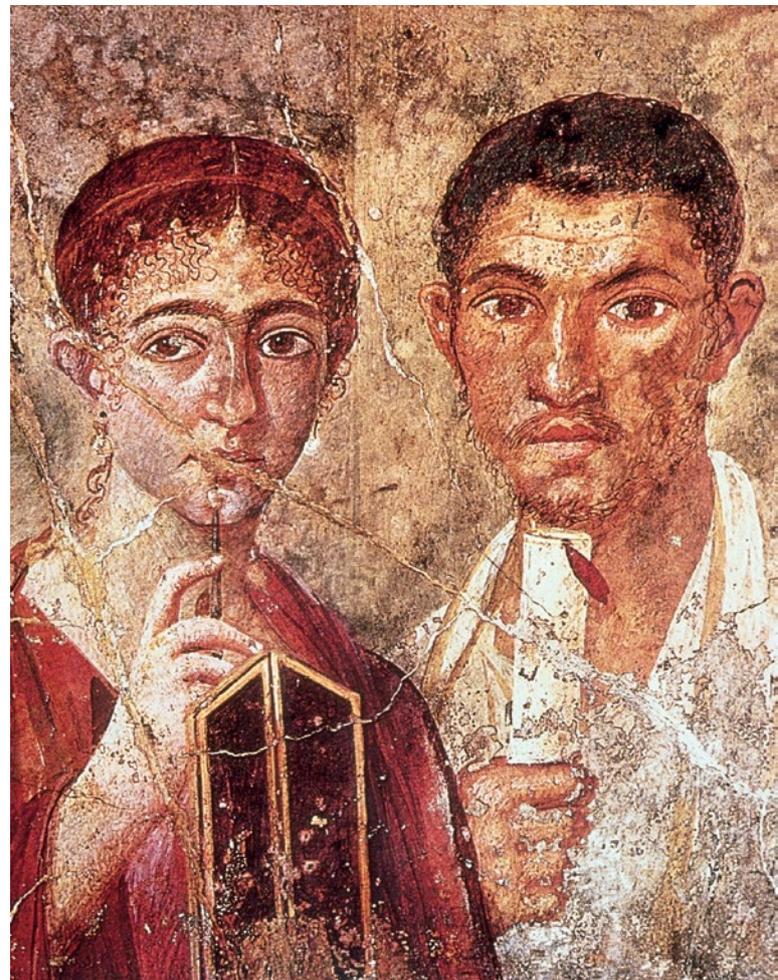
- 1 What was the Ancient Roman idea of virtue?
- 2 Which countries have used the word 'virtue'?
- 3 Define prudence, temperance, fortitude, justice, piety, fidelity and perseverance.

What was everyday life like in Ancient Rome?

Women

The daughter of a family, until she was married, was under the guardianship of her father. She was even named after him; if her father's name was Marcus Furius, she was called Furia. If there was more than one girl the second daughter was called Furia Secunda, the third Furia Tertia. Patrician and equestrian girls could receive some education in music, reading and writing with their brothers. Most girls were married at 12, even at seven, according to one tombstone.

Marriage was never for love: the two fathers arranged it for either political or social advantage. The girl passed from the legal guardianship of



SOURCE 5.11 Lawyer Terentius Neo with his wife, who is holding a stylus and wax tablet, evidence that she could write



SOURCE 5.12 An *insula* or block of flats in Ancient Rome—the poorest families shared flats at the top of the building, as there were no lifts and it was very hot in mid-summer; the bottom floor was occupied by shops

her father to that of her husband, together with any dowry in the form of property or money.

Ancient Roman wives were allowed to dine with their husbands when they had guests. Wall-paintings show them on the same dining couch sharing the food.

The only women who were free (eventually) to marry for love were the six Vestal Virgins who guarded the sacred fire of Vesta in the Roman Forum. If they survived to the age of 38, they could choose their own partner.

ACTIVITY

Check your understanding

- 1 How were women treated in Ancient Rome?
- 2 What were the main differences between marriage for Vestal Virgins and marriage for other women in the upper classes?

A day in Ancient Rome

At dawn, an Ancient Roman would be woken by various sounds. It might be the sound of people crashing back their heavy wooden shutters to let light and air into their flat, the hammering of coppersmiths in the shops below, or the cries of beggars.

The Ancient Romans did not have a seven-day week. How many days were in an Ancient Roman month? How did they tell the time? Go to OneStopDigital for the answers.



Seneca had a flat over a bath-house. He complained that he was often woken by men grunting as they raised dumbbells, by the splashes of men jumping into the baths or singing, and by the yelps of people having superfluous hair pulled out.

Education

One Ancient Roman thought the worst street noise in Rome was created by schoolteachers. School for both boys and girls took place in the street and began at dawn. The pupils sat on benches and wrote on wax tablets that rested on their knees. Their lessons were in both Latin and Greek. The teacher roared at the students and beat them whenever they made mistakes in their reading, writing and arithmetic, so there was a lot of noise. For those who could afford it, there was secondary schooling at which boys read texts and learned to make speeches.

Clothing

It was a simple matter to get dressed. Both men and women went to bed in their underwear. The men wore a loincloth and a tunic, which went down to their knees in front and was held in by a belt, so to get dressed, all the men had to do was to slip on some sandals.

But if an Ancient Roman citizen had to be formal, he had to spend some time draping a toga around himself. The toga was a woollen cloak. Only Roman citizens were allowed to wear it. It was about 5 metres long and tricky to put on. Only the wealthy wore it every day as it was difficult to work in and it was so heavy that you had to walk slowly. Most people wore togas of bleached white wool. If the citizen was a senator, his toga would have a purple border. The emperor wore a purple toga.

A woman's tunic reached to below her knees and sometimes had sleeves. Over the top she wore a sleeveless dress called a *stola*, dyed in all sorts of brilliant colours and sometimes made of silk from China or cotton from India. When a wealthy woman went out, she threw on a *palla* or cloak.

Spotlight

An 'interesting' job was that of a fuller, who whitened Ancient Romans' togas and tunics by steeping them in urine mixed with potash. Pots were left out for passers-by to contribute. The fullers, wearing short tunics, jumped up and down on the tunics in the urine tub to clean them. The tunics and togas were then rinsed in three large basins, wrung out by hand and hung up to dry. In Pompeii, the fuller's shop had a flat roof, the only one in the city, for the clotheslines.



SOURCE 5.14 A priestess in *stola* and *palla*

ACTIVITY

Check your understanding

- 1 What sounds would Ancient Romans hear when they woke up?
- 2 What was school like for Ancient Roman students?
- 3 Why was it difficult to get into and wear a toga?

SOURCE 5.13

Emperor Augustus wearing his toga



Apply your knowledge

- 1 Prepare exhibits for a display case in your museum: draw two figurines dressed as male and female Ancient Romans. Save the images in your museum scrapbook.



Walking through Ancient Rome

It was still early (*hora prima*) when the Ancient Roman male left the house after a light breakfast of bread and water. Walking to work through Ancient Rome had its hazards. Roman writers complained about being hit by people's elbows and hard poles as they walked through the narrow, twisting lanes. Soldiers trod on other people's lightly clad feet with their nailed boots. Shouting, shoving slaves pushed their way through the crowd, forcing a path for their wealthy owners. Such was the congestion, no wheeled traffic was allowed in central Rome between dawn and dusk. It was a noisy, smelly, dirty city of more than one million inhabitants.

Go to OneStopDigital to view an exciting video that flies you through the streets of Ancient Rome.



Spotlight

There were only 12 hours in an Ancient Roman day but the hours varied according to the time of year. The day started at sunrise, so that meant that Hour 1 was from 4.27 to 5.42 am in mid-summer and from 7.33 to 8.17 am in mid-winter. The day ended at sunset, which meant that Hour 12 was from 6.17 to 7.33 pm in summer and 4.27 pm in mid-winter! One Ancient Roman objected strongly to his day being split like this into hours and blamed the regulation on a newfangled device, the sundial. The Ancient Romans even produced pocket-sized portable sundials, the latest 'thing' in technology.

Going to the toilet in Ancient Rome

On his way to and from work, the Roman would go to the public toilets. These were placed over the system of subterranean **cloaca** that ran under Rome and emptied into the Tiber River. There was no toilet paper. Ancient Romans



SOURCE 5.15 Public toilets at Ostia, the port of Ancient Rome

cleaned themselves with a sponge on the end of a stick dipped into a small stream running along the floor in front of the seats. The sponge-stick was then passed to the next person who required it.

What did Ancient Romans do about going to the toilet at home? A *graffito* in Pompeii tells us: 'Dear host. I'm afraid I've wet the bed. "Why?" you ask. Because there was no chamber-pot in my room.'

Bathing

After he finished work, the Ancient Roman headed for the great social event of his day, a visit to the public baths. The women had already been—they had their own special time. Originally there were separate baths for women, but when they protested that their baths were not as well equipped as those for the men, they were allowed into the men's baths. At first everyone had to pay to bathe, but the emperors made bathing free so the poor could afford to go each day.

After doing various exercises, an Ancient Roman would rub himself down with oil and scrape it off with a *strigil*, a kind of curved scraper. He would go into the sauna room to sweat it all off, wash himself in the hot baths and cool down in the warm baths. Finally he plunged into the invigorating cold bath. He might stroll into the library to borrow a scroll or two to read. He would then go home for his evening meal or call in for a quick bite at the local bar called a *thermopolium*.

ACTIVITY

Source question

- 1 What type of source provides historians with evidence about toilet equipment at home?

Apply your knowledge

- 1 Where did the Ancient Roman waste from toilets go?
- 2 Would you have liked to have used the public toilets in Ancient Rome? Why or why not?
- 3 Create a small pamphlet for your museum gallery on 'Hygiene in Ancient Rome'.



The Roman Forum

Originally the central market in Ancient Rome was in the Roman Forum. On one side there were the shops, called the Old Shops, for food and drink; facing them were the New Shops for fruit and meat. In the 4th century BCE, these shops were evicted and their place was taken by bankers, money-changers and silversmiths.

Eventually all the shops in the Forum were closed, and the Roman Forum became the religious, political and legal centre of Ancient Rome.

Take a 3-D tour of Ancient Rome at Google Earth on OneStopDigital. Another 3-D tour will also take you to the Forum so you can explore it as if you were an Ancient Roman.



SOURCE 5.16 The Roman Forum today

Markets and shops

One of the oldest markets was the cattle market, the Forum Boarium, and there was also a fish market. Bread was handed out monthly to the *proletarii* (the poorest of the plebeian class) at the Portico of Minucius.

Most of the shops were scattered throughout the city, occupying the ground floors of the blocks of flats. Butchers, grocers and greengrocers all sold goods in these little shops and often lived in a couple of rooms behind. The baker ground his flour and baked his bread in his own shop. Clothes, footwear and jewellery were all made in the same shop they were sold in, so an Ancient Roman could order goods specially made to fit him or his wife. The foods that Ancient Romans ate are listed in the following table.

Food	Evidence from primary sources
Cucumber	Birthday invitation at Hadrian's Wall
Garlic	Poem by Virgil, wall-paintings
Lettuce, snails, beetroot	Letter of Pliny the Younger to a friend
Fig, pear, plum, cherry, almond	Tree roots and election graffiti at Pompeii
Fish sauce (garum)	Remains of sauce in pottery, lists of exports, cookbook
Lentils	Cato, <i>On Agriculture</i>
Barley, beer, vinegar, pork	List of daily food supplied to soldiers at Hadrian's Wall
Dormice glazed in honey with poppy seeds	Petronius, <i>Satyricon</i>
Bread	Bakery with oven at Pompeii; bread loaf in Pompeii
Wine, olive oil	Wine and oil-presses
Lobster, octopus	Mosaics

- A Capitoline Hill. The great temple of Jupiter once decorated the hill. The ancient Roman taxation office, the tabularium, has survived.
- B Basilica or law courts
- C Via Sacra or Sacred Way for religious and triumphal processions
- D The Curia or Senate House



SOURCE 5.17 What the Ancient Romans ate



SOURCE 5.18 Mosaic showing Ancient Roman food

ACTIVITY

Check your understanding

- 1 What was originally in the Roman Forum?
- 2 What did the Forum become?
- 3 Where did people buy food in Ancient Rome?

Source questions

- 1 List all the sources depicting food and what the food was in Source 5.17.
- 2 List all the sources writing about food in Source 5.17.
- 3 List all the objects used for making food in Source 5.17.



SOURCE 5.19 Where most Ancient Romans ate: standing up for a counter meal at a bar (*thermopolium*). Hot and cold food and wine were served from large pots in the round holes on the marble counter

What home was like for wealthy Ancient Romans

Because of the burial of the city of Pompeii under layers of ash, we have some idea of what a wealthy person's house looked like. In Ancient Rome, such houses were rare, but did exist on the outskirts of the city, on the other side of the Tiber River. Wealthy Romans owned large first-floor apartments together with a house in the country, which was called a *villa*.

At the villa or at a large house in Pompeii, dinner guests came in through a vestibule (hallway) and into the entrance hall with its pool. Off the entrance hall were bedrooms and the dining room. Looking straight ahead, the guests could see the master's study and the garden with its colonnades (like a verandah with columns).

The dining room was very small, as it held only three couches, hence the name for the room: *tri* being Latin for three. To accommodate more people, the wealthy simply increased the number of dining rooms. They probably felt that conversation was better in small groups. The three couches along the three walls each held three people. The couches were wide, so the guests would lie across them, their left elbow on a cushion, then reach for food on the large square central table. At the end of the meal, the guests were often invited to take home the napkins they had been using and some of the food, an early form of 'doggy-bags'.

Did you know that Roman teeth were in better condition than ours? Go to OneStopDigital to learn why.



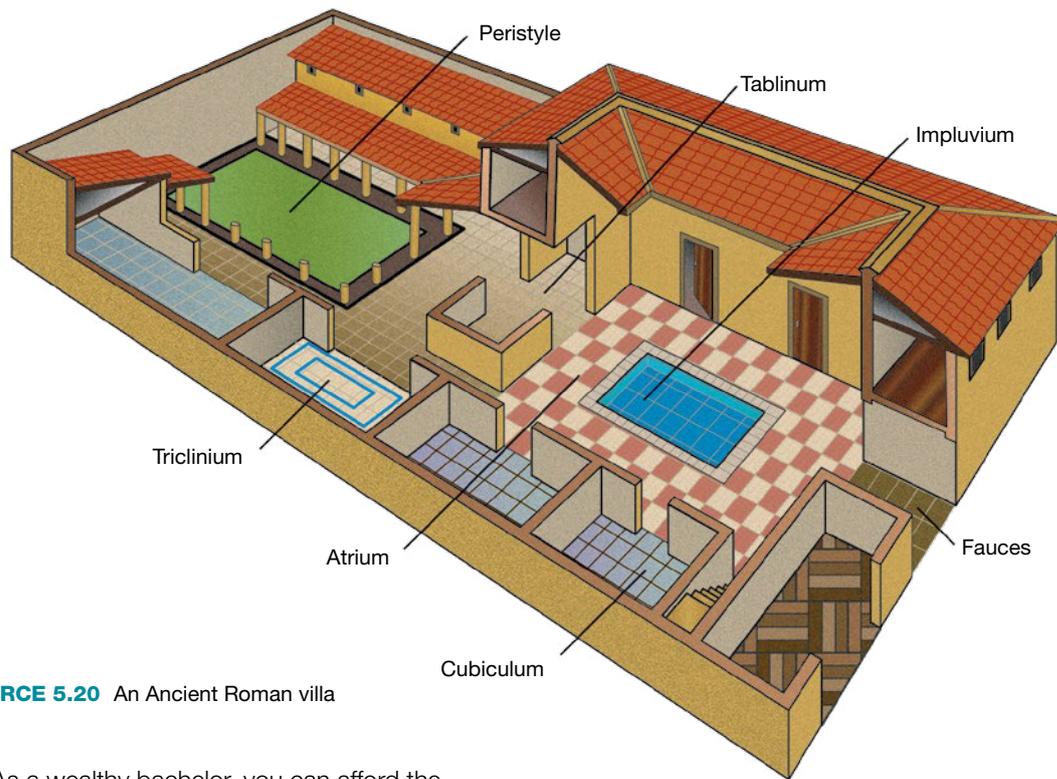
ACTIVITY

Source question

- 1 Using the text, give the rooms in the plan of the villa (Source 5.20) their English names.

Apply your knowledge

- 1 You are a wealthy Roman woman. You are having a dinner party tonight and need to shop for the food. You are carried to the shops in a litter (a chair, surrounded by curtains, on two poles that were carried on the shoulders of slaves). You would, of course, visit the baths on the way. Write an account of your day and include the menu for the dinner party.



SOURCE 5.20 An Ancient Roman villa

2 As a wealthy bachelor, you can afford the best. Send your slaves out to buy food for your banquet tonight. Travel in a litter to the baths accompanied by two slaves running ahead of the litter. Return in time for the meal after visiting the Roman Forum. Your freedman has prepared the menu. Write an account of your day and include the menu for the banquet.

🔍 What were the beliefs, values and practices of the Ancient Romans?

Ancient Roman religious beliefs

The Ancient Romans worshipped thousands of spirits as well as gods. For a door, for instance, there were three spirits: the spirit of the door itself (*Forculus*); the spirit of the hinges (*Cardea*); and the spirit of the threshold (*Limentinus*).

As the Ancient Romans came into contact with the Ancient Greeks, they linked some of their spirits with the Greek gods and Greek myths promptly became Roman ones.

Roman	Function	Greek	Function
Jupiter	Sky god	Zeus	Chief god, god of thunder
Juno	Childbirth	Hera	Zeus's wife
Neptune	Freshwater springs	Poseidon	The sea
Ceres	Plant growth	Demeter	Grain crops
Venus	Fertility of gardens	Aphrodite	Love
Minerva	Skilled workmanship	Athena	Wisdom and handicrafts
Diana	Woodlands	Artemis	Hunting and the Moon
Mars	Protected crops from disease and predators	Ares	War
Mercury	Trade	Hermes	Messages
Bacchus	Wine	Dionysus	Wine
Vulcan	Fire	Hephaestus	Fire
Apollo	Greek god taken over by Romans	Apollo	Music and the light of the sun

SOURCE 5.21 Roman and Greek gods

The Lares and Penates, traditional gods

To many Romans the gods of the home, the Lares and Penates, were the most important gods. The Lares were the spirits of the ancestors, and the Penates symbolised a full pantry. Most Ancient Roman families had a shrine to these gods in their house. The Lares and Penates were so important that when the volcano Vesuvius erupted and the inhabitants of Pompeii tried to flee, they carried the statues of these gods with them. Archaeologists have found the statues in the streets alongside these people's skeletons.

ACTIVITY

Check your understanding

- 1 Which spirits had different functions from the Greek gods?
- 2 Who were the most important everyday gods and what were their functions?
- 3 How do we know they were important?
- 4 Which of the names of the Ancient Roman gods are used today and what are these names used for?
- 5 Find pictures of four of the objects used today that share a name with an Ancient Roman god. Go to OneStopDigital to look at some images of the gods and then put a picture of each god alongside the object.



Apply your knowledge

- 1 Using Comic Life, or drawing by hand, create a comic strip on one of the following Ancient Roman legends: Aeneas, Romulus, Horatio and the Bridge, the Sacred Geese, Tarquin the Proud, or the gods Janus or Vesta. Try looking for references for the myths in your library. Save your comic strip in your museum scrapbook for a museum display.



Roman religious practices

The Romans had various ways of finding out what they thought the gods wanted, one being through **augurs**, who interpreted the actions and cries of birds. When there was an important decision to be made by the Senate, it would ask

the augurs for assistance. An augur, accompanied by a consul or other official, would go to a special spot on the Capitoline Hill and sit facing south. He would cover his head with a fold of his toga, and with his staff 'mark out' a section of the sky. He would ask the god Jupiter whether the Senate should go ahead with the decision or not. The consul would look at the marked section of the sky and report to the augur what birds he could see and where they were flying. The augur would then tell him the god's decision.

The Roman army carted chickens with them everywhere so they could find out if the gods approved of a fight on a particular day. These sacred birds were kept in a cage. On the day of battle, the cage door was opened and soft cake was offered to the chickens. If they ate the cake crumbs, the army could fight that day. If the chickens refused to eat or beat their wings as if they wanted to fly away, then the army had to try again the next day. When they refused to eat before an important naval battle one general threw them into the sea, saying that if they did not want to eat, they should drink. He lost the battle. When he returned to Rome, he was fined heavily for having thrown the chickens overboard.

ACTIVITY

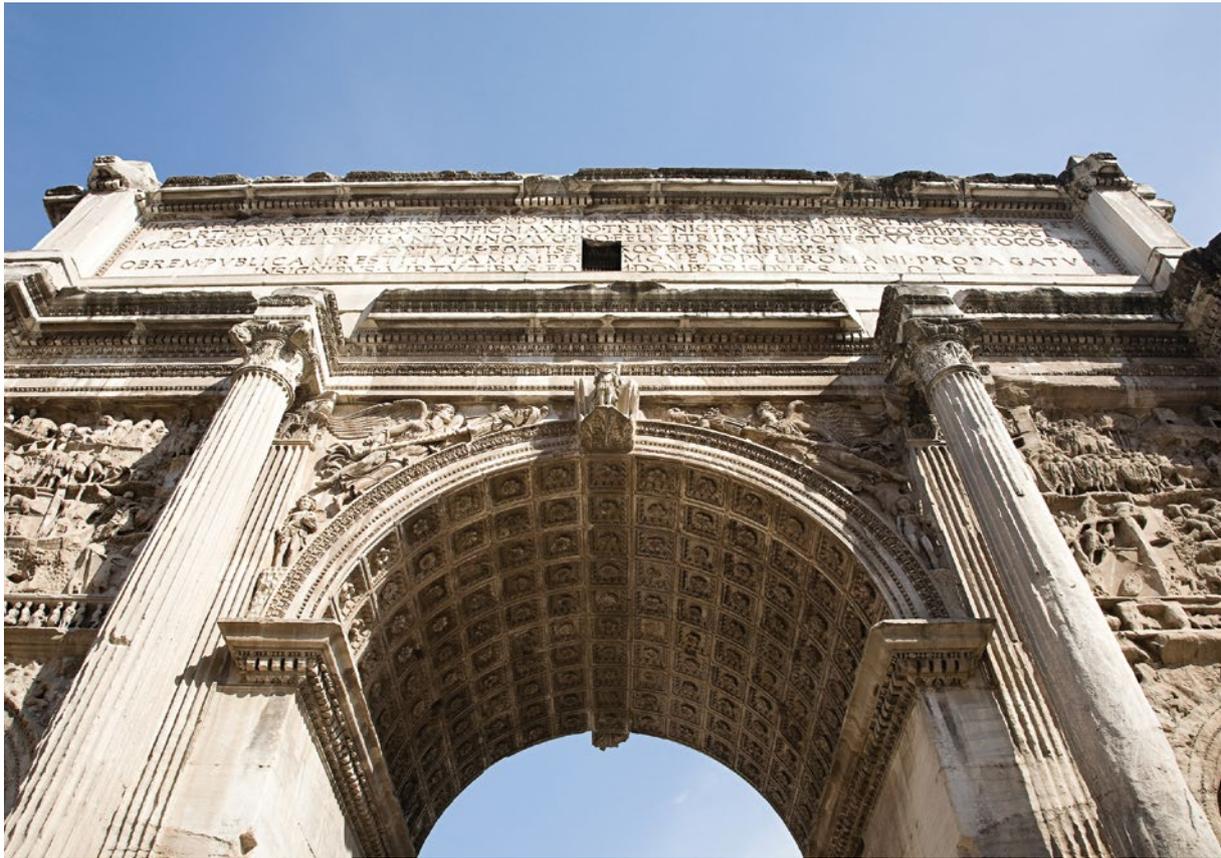
Check your understanding

- 1 What did the augurs do?
- 2 What were sacred chickens used for?

Ancient Roman values

Empire-building came naturally to the Ancient Romans. Brutality ran through Ancient Roman society: slaves were tortured to extract confessions about the deeds of their masters. Public crucifixion was normal punishment for non-citizens. As we have seen, Romans enjoyed watching blood sports in the arena.

If a general, who was usually a senator, won an important battle, he was given a **triumph**. All of Rome turned out to applaud the victor. Great stone arches in the Roman Forum and all over the empire promoted the glories of warfare.



SOURCE 5.22 Roman triumphal arch

Ancient Roman army practices

The Ancient Romans were able to build an empire due to their efficient, highly trained army. The legionary was the feared fighter of the Roman army. Anyone who failed to obey the strict discipline of the camp was beaten to death by his fellow soldiers. The cruelty of the Roman soldier was part of his fighting strength.

When a recruit entered the army aged between 18 and 20, he was immediately made to walk, carrying 40 kilograms, at the military pace of 38 kilometres in five hours. His burden (tied to a pole) consisted of a saw, a shovel, an axe, a basket, a saucepan, two long metal spikes and his bed-roll. And that was before he picked up his two javelins, his shield and his sword.

The Roman army moved as one body. This was as a result of intense daily training. If there was no battle for them to fight, the legionaries were kept fit building roads, aqueducts, bridges and walls—as well as practising their fighting skills.

The word 'mile' comes from the Latin *mille passuum*. This translates as 1000 double-steps (or paces), which is how many steps it would take on average for a Roman legion soldier to walk a mile. Go to OneStopDigital to investigate more about metric and imperial measurements.



Pitching camp

After the long day's march, a soldier was not able to rest until he had helped to build the camp for the night. This was not a simple matter of just pitching a few tents. His shovel was used to dig a ditch around the camp, and his saw to cut down trees. His two spikes, added to those carried by other soldiers, formed a wall. The next morning he was woken by a trumpet sound. He had to leap out of bed, roll up his straw bed-roll, gulp a glass of water, dismantle the tent and pack it onto the luggage mule before another trumpet signalled departure. Before they set off, a herald asked the soldiers three times if they were ready for war: three times they had to shout, 'We are ready'.

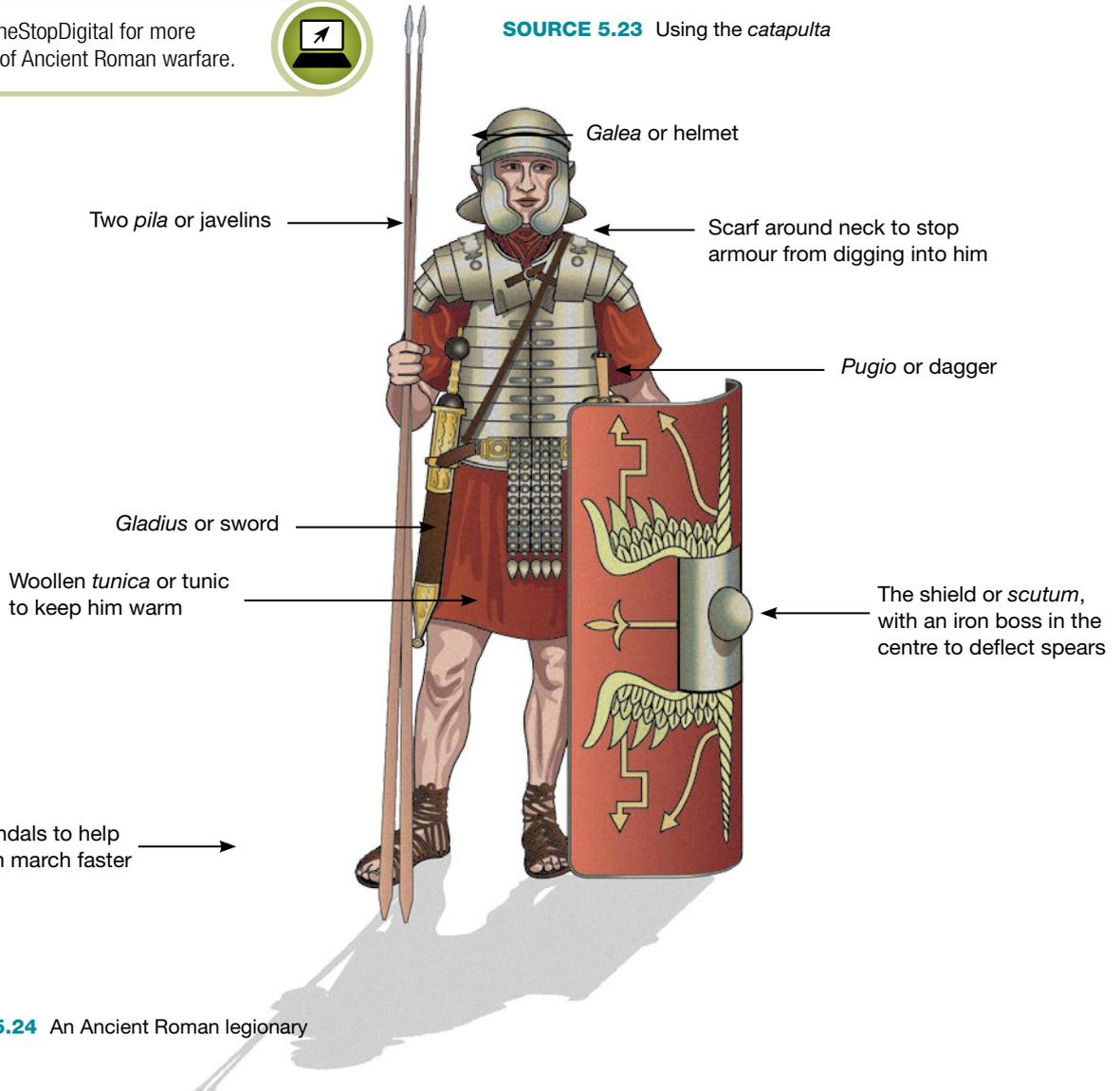
Battle tactics

The legionaries stood shoulder to shoulder. The *pilum* or javelin was thrown at the enemy's shield. The head of the javelin stuck in the shield and the 2-metre shaft bent. It would be difficult for the enemy to continue fighting, as they would trip over the trailing shafts. After the soldiers had thrown their *pila*, they marched rhythmically towards the enemy. The men in the front row used their swords with a short, powerful, deadly thrusting action. The legionary was a killing machine for 20 minutes. He then stepped back for a rest and the man behind him took over for 20 minutes. If a soldier was killed, there was always another to replace him. The legionaries used special formations in warfare such as the *testudo*, and weapons such as the *catapulta*.



SOURCE 5.23 Using the *catapulta*

Go to OneStopDigital for more images of Ancient Roman warfare.



SOURCE 5.24 An Ancient Roman legionary

ACTIVITY

Check your understanding

- 1 How did the Ancient Romans win battles?

Apply your knowledge

- 1 In what military situation might Ancient Roman soldiers have used the *catapulta* to hurl darts and spears? When would they have used the *testudo*? 
- 2 The Roman army is besieging a town. In groups of four, research Ancient Roman siege machines and methods of attack, then demonstrate how the siege machines worked with a model or using an interactive whiteboard or PowerPoint. If you make models, take photographs of the construction process and save these images in your museum scrapbook. If you make a digital presentation, make sure you create diagrams to illustrate the presentation, and save a copy of your work in your museum scrapbook.
- 3 In groups of four, prepare a podcast (using, for example, Audacity) or vodcast (using, for example, Movie Maker) on the importance of *one* of these battles for Ancient Roman history. 
 - Battle of Cannae
 - Battle of Alesia
 - Battle of Pharsalus
 - Second Battle of Philippi
 - Battle of Actium
 - Battle of the Teutoburg Forest
 - Battle of the Medway

- 4 In pairs, create a poster with pictures explaining the roles of all of the following people in the Ancient Roman army: auxiliaries, signifer, imaginifer, aquilifer, optio, centurion, primus pilus, praefectus castrorum, tribune, legate. Scan or save your poster in your museum scrapbook for a museum display. 

What contacts and conflicts did the Ancient Romans have within Italy and with other societies?

Carthage (264–146 BCE)

From 264 BCE to 146 BCE, the Ancient Romans fought their first great opponent, the Carthaginians. In 221 BCE, the Carthaginian army unanimously chose Hannibal to be their new leader in an attempt to win back some of their possessions that had been lost in the first war with the Romans. Hannibal was 26.

It was September when Hannibal started to cross the Alps from France to Italy with his army. The mountains were already covered in snow. He won three battles in Italy, defeating the Romans with very clever tactics. He sent a delegation to Rome offering to free Roman prisoners-of-war for ransom. The Romans refused the offer because it would prove Hannibal had won. For the next 13 years, the Romans used



SOURCE 5.25 In a *testudo*

guerrilla tactics, preventing Hannibal from fighting another fixed battle. Hannibal suicided after the Romans finally defeated him.

The city of Carthage was utterly destroyed by Rome after a third war in 146 BCE. The Romans

burnt the city, slaughtering all the inhabitants and sowing the ground in the territory with salt to prevent crops from growing. The western Mediterranean, Spain, southern France and North Africa were now part of the Roman Empire.



SOURCE 5.26 Roman expansion between 218 BCE and 117 CE

Spotlight

When the Carthaginian army reached the top of the Alps, their way was blocked by a landslide. Hannibal ordered trees to be cut down and he set huge fires around the boulders. Sour wine was poured onto the hot rocks, which cracked in the heat. The soldiers then attacked the heated rocks with pickaxes, splitting the rocks. With the broken rocks they built a zigzag track, down which they could take their horses and elephants.

At the Trebia River, Hannibal fed his troops and then lined them up before dawn on the river banks. The Roman soldiers had no time to eat and had to wade through the icy river to attack the Carthaginians. Their hands were so cold, and they were so weak from lack of food, that they could not hold their weapons or shields.

As well as horses, Hannibal also used elephants in his battles. The elephants were small forest African elephants, thoroughly trained for war. The night before battle they were given figs, which they were allergic to. This produced a very itchy rash, which made them irritable. On the morning of the battle the elephants were given wine, which made them even more aggressive. They charged the enemy's horses, which panicked at the very smell of elephants.

The final victory was at Cannae in 216 BCE. Although the Romans had a much larger army, Hannibal made sure his army had its back to the wind, so the dust raised by the fighting would blow into the Romans' eyes.

The empire in the east: conquest of Judaea (64–63 BCE)

Pompey the Great was one of Ancient Rome's finest generals. When he arrived in Syria in the Middle East in 64 BCE, he made it another Roman province. He then took control of Judaea, which is what we call Israel and the Palestinian Territories today. Emperor Augustus let King Herod, the son of the former king's chief minister, rule Judaea, but as his client. In 66 CE, the Jewish people rebelled against Roman rule. In retaliation, the Romans not only slaughtered Jews but also in 70 CE burnt down the Temple on the Mount in Jerusalem.

The empire in the west: conquest of France (58–51 BCE)

From 58 to 51 BCE, the Ancient Roman general Julius Caesar extended the Roman Empire from southern France northwards to the Netherlands and from the Atlantic Ocean to the Rhine River. He was one of the greatest generals the world has ever seen. His combination of timing, skill in reading the battlefield, speed and high intelligence won him battle after battle. He would suddenly appear where his enemy least expected him. He won his army's loyalty through doubling their pay and giving them booty. More importantly, he was always there, in the thick of the fight.

Conquest of Britain (43–122 CE)

The Emperor Claudius' greatest triumph was the conquest of Britain. He sent general Plautius there in 43 CE. Plautius waited for the emperor to arrive before he attacked the capital of southern Britain, now known as Colchester, and Claudius was able to enter Colchester in triumph, receiving the submission of 11 kings. After 16 days in Britannia, he returned home. Over the next eight years his army conquered Britain as far as the border of Wales.

Later, under Emperor Hadrian, Roman Britain reached as far as Scotland. There, Hadrian built a great wall to define the far western boundary of the empire.

ACTIVITY

Check your understanding

- 1 Which areas did Rome conquer and when?

Source questions

- 1 Use an atlas to find the modern name for each Ancient Roman name given in Source 5.26.
- 2 Which Ancient Roman names for seas or countries are the same as or similar to the modern ones?

Apply your knowledge

- 1 How many years did it take for Ancient Rome to reach its greatest extent?
- 2 Create a timeline showing the expansion of the Roman Empire from 264 BCE to 122 CE.



SOURCE 5.27 Hadrian's Wall, the northern point of occupied Britain and western boundary of the Roman Empire



SOURCE 5.28 The luxuries of Ancient Roman rule: steaming hot baths at Bath in Britain!

Contacts with other countries through trade

Countries outside the Ancient Roman Empire were brought into it through trade. The Ancient Romans had trading posts in southern India, the most famous being the port of Arikamedu where Roman coins, pottery, glass and terracotta have been found. In return for their gold coins, the Romans bought pepper and other spices, jewels and textiles. Indian black pepper has even been found in excavations at Hadrian's Wall.

Some of the spices came from even further east, from places like Oc Eo in southern Vietnam where Roman coins, golden medallions, glass beads and other jewellery have also been found. The Ancient Roman writer Florus mentions visits by Indians to Rome in the time of Augustus. The Indians brought elephants, stones and pearls. It took them four years to reach Rome from India. A little ivory statue of the Indian goddess Lakshmi was found in Pompeii, proof of trade with India.

But what the Romans spent thousands of denarii on was raw silk from China, which came along the silk trade route through the deserts north of the Himalayas and to the coast of Asia Minor. There some of it was shipped to the Greek island of Cos, where it was woven into fine silk clothing.

Roman knowledge of the Seres or silk people was very limited. They thought silk was wool combed from tree leaves. Roman merchants may have visited China in 166 CE and in the 3rd century CE there were possibly two embassies from Roman emperors that reached China.

Researchers have found the body of a man of east Asian descent in Ancient Rome. Listen to the podcast on OneStopDigital to find out more.



ACTIVITY

Check your understanding

- 1 What did Ancient Rome obtain in the form of trading goods from India and China?
- 2 What did Rome give India in exchange?
- 3 Where in Asia have Ancient Roman artefacts been found?
- 4 Where have Indian objects been found in the Roman Empire?

Source question

- 1 What do Sources 5.27 and 5.28 tell us about the advantages and disadvantages of the Roman occupation for the British people?

Degrees of acceptance of religious and foreign cults

Christianity

The Romans tried not to offend any 'foreign' god. When they were laying siege to a city, they would invite the gods to desert the city and to go to Rome, where they promised to build temples for them. The Romans rejected certain cults because they saw them as being anti-Roman. Druidism was crushed in Britain because the priests objected to Roman rule. The Romans did not tolerate Christianity because Christians refused to make offerings to Roman gods, particularly the divine emperors. Emperor Constantine, observing the spread of Christianity both within the Roman Empire and outside it, declared that Christianity should be tolerated and was even baptised in 337 CE.

Isis and Osiris

The Egyptian gods Isis and Osiris appealed to the Ancient Roman lower classes because of the promise of a spiritual rebirth after death. They saw Isis as a mother goddess who saved and protected human beings. Women in particular worshipped her. Romans even built temples to Isis.

Mithraism

Ancient Roman soldiers who had served in the Middle East brought the worship of Mithras to Rome. Mithras was originally a Persian god called Mithra. From there it spread as far as Hadrian's Wall in Britannia. It may have appealed to soldiers because the initiates had to prove their bravery through seven stages of initiation. Small communities of about 30 initiates (men only) came together to honour Mithras in a communal feast in an underground 'cave' or room.

ACTIVITY

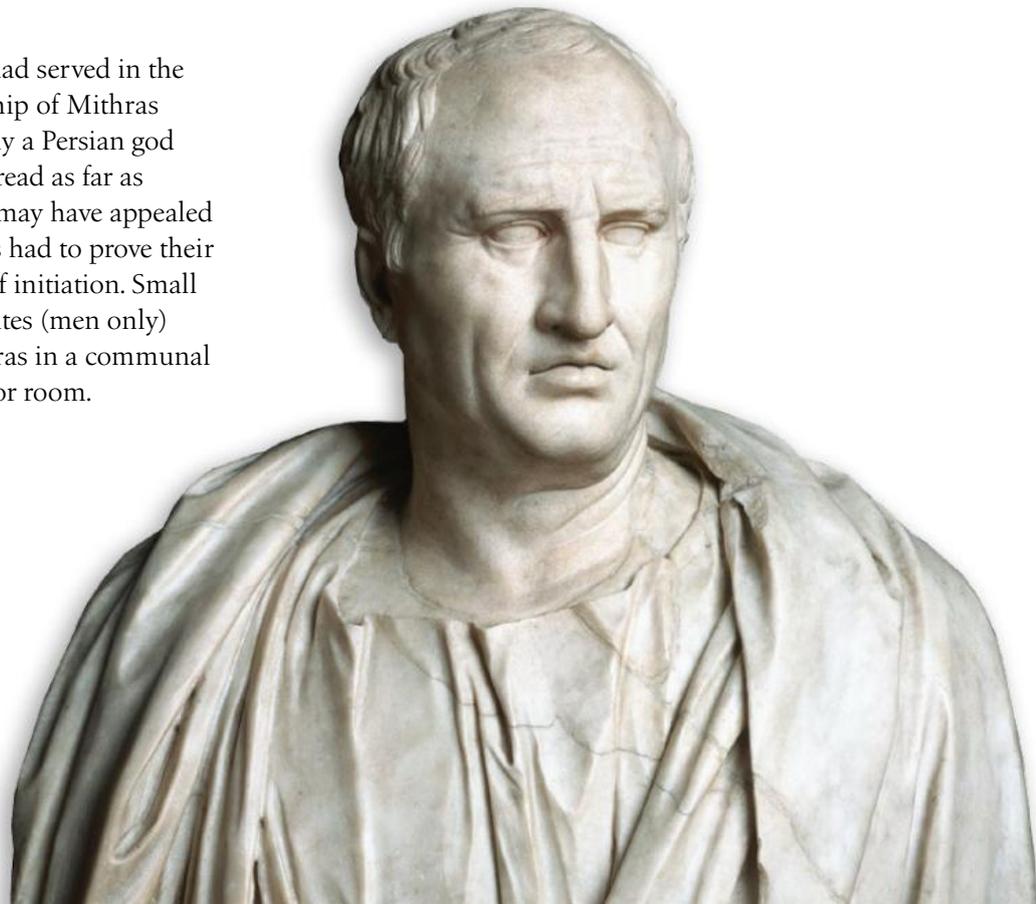
Apply your knowledge

- 1 Why were some foreign cults tolerated in Ancient Rome and not others?
- 2 Research religions and cults not tolerated in Ancient Rome. Draw a mind map showing 'Roman Religion' in the centre, with tolerated religions on the left and not-tolerated religions on the right.

Who were the key figures in Ancient Rome?

Marcus Tullius Cicero (106–43 BCE)

Cicero is one of the key figures in not just Ancient Roman but Western civilisation. He was the first great humanist, believing in the innate goodness of people. He thought that we should treat other people decently no matter what class, colour, country or caste they come from. He believed that in helping others, we come closest to god. Cicero was a great transmitter of Greek philosophical ideas that we would not have known except for his translations. He polished Latin to such a



SOURCE 5.29 Cicero

degree of perfection that, for centuries, people followed his prose style whenever they wrote Latin. In his speeches and 900 letters, he recorded the dying days of the Roman Republic.

Cicero disliked violence and instead fought with words. He defied and criticised all the people who were trying to undermine the Senate and the people of Rome, whether they were conspirators, corrupt governors or dictators (like Caesar).

Cicero was an eques, not a member of the ruling class. He still worked his way up through the *cursus honorum* to be finally elected a consul in 63 CE. It was while he was consul that he dramatically revealed to the senators that Catiline, one of their number, was plotting to overthrow the Republic. Cicero unmasked the other conspirators and had them executed. Catiline's army was defeated and the Roman Republic was saved for the time being.

In the following years, when the enmity between Julius Caesar and the other great general Pompey reached its peak, Cicero joined the side of Pompey only to see him defeated by Caesar at the Battle of Pharsalus. After Caesar was assassinated, Cicero came back to Rome to take a stand against Caesar's immediate successor Mark Antony, making a series of savage speeches against him in the Senate. He knew Antony was a threat to Rome.

Cicero was forced to flee to southern Italy, where he boarded a ship for Greece. But he changed his mind and came back to shore. He sat quietly waiting in his litter until two assassins sent by Mark Antony found him and sliced off his head. They picked up the head, cut off Cicero's hands and took them back to Rome, where Antony pinned them to the rostrum on which Cicero had often spoken.

Cicero's death came just before the Republic finally collapsed. Cicero did not always live by the principles he outlined in his works but in the end he died defending them.

ACTIVITY

Check your understanding

- 1 List all the reasons for Cicero being a key figure in Ancient Roman and Western civilisations.

Apply your knowledge

- 1 Why are the actions and words of Cicero still so important today?

What legacy did Ancient Rome leave to modern life?

Ancient Rome has had an impact on history from the 15th century onwards, when people rediscovered the art, architecture and knowledge of the Ancient Romans. This rediscovery inspired the great period we call the Renaissance. Latin was the language of the Roman Catholic Church and international diplomacy, so children were educated in that language until the 20th century.

The word 'emperor'—based on the Roman word 'imperator'—has been used by sole rulers over the centuries. The words for the titles of the Russian emperor, the tsar, and the German emperor, the kaiser, both come from 'Caesar'.

Our alphabet is based on the Roman alphabet. The most common font used on the computer is 'Times New Roman'. Our months are Roman and our calendar was devised by Julius Caesar. July is called after Julius Caesar and August after the first emperor, Augustus. Our planets are named after the Ancient Roman gods. Many of our common sayings come from Latin: 'Love conquers all', 'It is quality not quantity that counts', 'My heart was in my mouth' and 'No sooner said than done' are all translations of Ancient Roman sayings.

Architects and engineers have learnt a great deal from the Ancient Romans. The Romans were the first to use domes and arches extensively. The Pantheon in Rome looks really familiar as it has influenced buildings such as the British Museum and the State Library of Victoria. (See Sources 5.30 and 5.31 for a comparison.)

The Ancient Romans were the first to use concrete, which is used extensively today. Archaeologists can often work out that a building must be Roman because it is made of baked brick, a very common building material used today. The engineering skills of the Romans enabled them to build sound, strong roads for their legions to march over. Some of these are still used by cars.

The Romans drew up a system of laws that is the basis of our modern legal system. Australia and the US both have a Senate, although they are

very different from that of Ancient Rome. In fact, most Western institutions and ideas owe a great debt to Ancient Rome.



SOURCE 5.30 The State Library of Victoria

SOURCE 5.31
The outside of the Pantheon



History challenges

Creating an exhibit

Create five exhibits for the Mediterranean World gallery on the following themes for Ancient Rome.

- 1 Physical features
- 2 Daily life
- 3 Contact and conflict with other countries
- 4 A significant individual
- 5 The legacy of your society



Creating a mosaic

- 1 Choose a simple picture and draw the outline of the picture on black paper. Cut out the image.
- 2 Select a range of coloured paper, cut them into squares about 1 centimetre in size and paste these coloured squares onto the black background to form your mosaic picture.

Art detective

The Museum of Humanity wants to buy a mosaic supposedly found in Pompeii. It asks Senior Detective Frank Fake, a specialist in Ancient Roman forgeries, to check the artefact.



The gallery asks him: is it Roman in style and is it ancient?

Can you too be an art detective?



SOURCE 5.32 Exhibit A: A genuine Ancient Roman mosaic from Pompeii

Source 5.33 is exhibit B and the artefact in question. Source 5.32 is a genuine Ancient Roman mosaic. Compare both exhibits and answer the following questions.

- 1 What might 'cave canem' mean? Where in the house might the mosaic have been placed?
- 2 What material might Exhibit B be made from?
- 3 Is Exhibit B created in the Ancient Roman style?
- 4 What colours are used in Exhibit B?
- 5 Are there any signs of wear on Exhibit B that show that it might have been excavated in Pompeii?
- 6 Which is a better work of art: the artefact in Source 5.33 or the mosaic in Source 5.32? Is Source 5.33 a mosaic?

Give Exhibit B a mark out of five (from your answers to questions 2–6) for authenticity. Write a report recommending or not recommending that your museum buy this mosaic and hand your report to your museum director.

Essay

Did Julius Caesar deserve to be killed? Write an essay looking at the motives of the people who killed him and what Julius Caesar did for Rome.



SOURCE 5.33 Exhibit B: A genuine Ancient Roman mosaic or not?

Go to OneStopDigital for multiple-choice questions for this chapter and an interactive crossword.



Section 3

The Asian World >>



Intensive rice farming on the mountains in the Yangtze valley

3

KEY TERMS

assassin	a person who kills people, mainly leaders or politicians, usually for money
caste	a social order or group that you are born into and remain in for the rest of your life
deforestation	a process that involves cutting down all the trees; this exposes the soil and can lead to soil erosion
dynasty	a period of time when a particular family rules over a kingdom or empire
emperor	the leader of an empire, an area that includes an emperor's own kingdom and land conquered from others
soil erosion	this occurs when wind or water carries away exposed soil so that crops cannot be grown

The Asian World

Whenever they are held, the Olympic Games are watched by millions of people all around the world. Everyone who saw the opening ceremony of the 2008 Olympic Games in Beijing was impressed by the Chinese people's pride in their own history. In 2010, the Commonwealth Games were held in India. This country is home to several ancient societies. The oldest is the Indus civilisation, which

reached its peak in c. 1500 BCE. The next few pages will provide a brief introduction to the ancient civilisations of India and China by comparing and contrasting some of their key features.

Go to OneStopDigital to watch a video clip of the opening ceremony of the Beijing Olympics. How did the Chinese draw upon their ancient history in this spectacular event?



SOURCE S3.1 The Indus River still provides water for farming today

Geography

Like the civilisation of Ancient Egypt, the ancient civilisations of India and China had ready access to water. Many long rivers provided early farming societies in India with water to irrigate their crops. Two of the largest rivers, the Indus and the Ganges, start in the Himalayan mountains before working their way down to the Indian Ocean. The largest rivers in China are the Yellow and the Yangtze rivers.

When in the world?

The Indus civilisation emerged when the great pyramids were being built in Egypt (c. 2500 BCE). By 1300 BCE, the Indus River civilisation had ended, possibly due to **deforestation** and **soil erosion**. The Vedic period, named after a type of poetry, flourished until c. 600 BCE. From that time, a number of short-lived empires emerged and then passed into history. The Mauryan Empire lasted only about 130 years (320–187 BCE). The Gupta Empire lasted a bit longer (320–535 CE).

In Ancient China, farmers started to settle in the valleys formed by the major rivers more than 6000 years ago. Some archaeologists and historians think that their settlements developed into the Xia (pronounced *shar*) **dynasty** before c. 1500 BCE. For nearly 500 years, seven kingdoms fought for control of China until 221 BCE, when one of them, the state of Qin (pronounced *chin*), emerged victorious. Its leader, Qin Shi, became China's first **emperor**. Several different emperors ruled China until 220 CE when the empire fell into chaos. Order was not restored until the Sui dynasty reunited China in 589 CE.

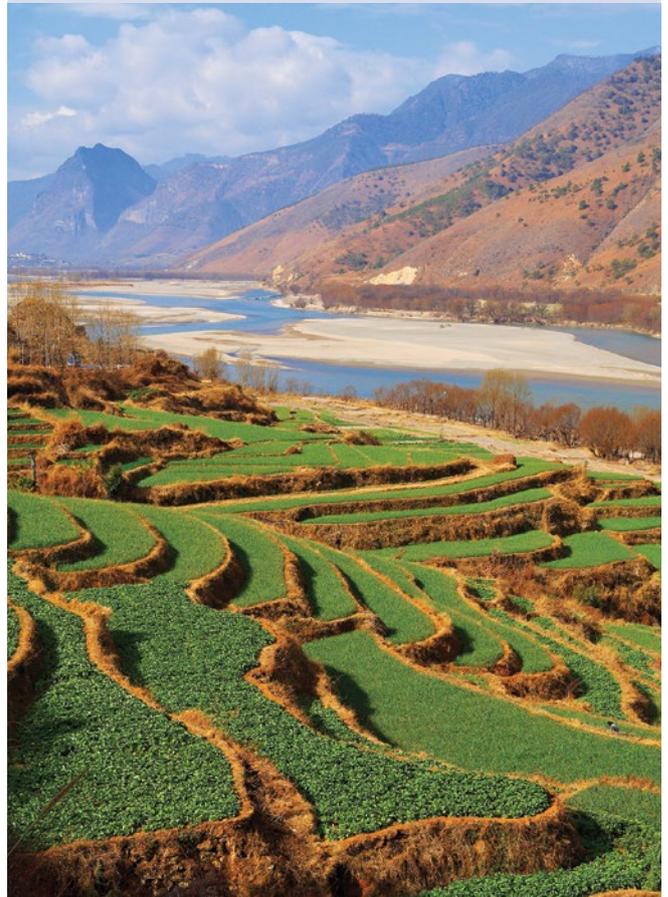
ACTIVITY

Check your understanding

- 1 What great rivers sustained the ancient civilisations of the Asian world?
- 2 What disaster may have contributed to the decline of the Indus Valley civilisation?
- 3 Who was the first emperor of China?

Spotlight

In China, the mighty Hwang (or Yellow) and Yangtze rivers begin on the Tibetan Plateau, a mountainous region in central-western China. The Yellow River earns its name from the silt it picks up as it passes through the plateau. The river then deposits the silt along its banks further downstream, fertilising the soil, which is then used to grow millet and other grains. The Yangtze flows through southern China and is used by farmers to irrigate rice paddies.



SOURCE S3.2 Rice being grown in terraces alongside the Yangtze River

Apply your knowledge

- 1 Go to OneStopDigital to construct a timeline of ancient civilisations. Include the key dates mentioned in this section and any others you can research. For each empire or dynasty, attach an image of an artefact with a caption. Save your work in your museum scrapbook.



Social structure

The social hierarchy of Ancient India was particularly strict. People were born into a **caste**, or order. They would remain in their caste for the rest of their lives. They could only marry people from the same caste.

Spotlight

At the bottom of the social pyramid in Ancient India were the outcasts or 'Untouchables'. They were deemed fit for only the most dangerous and unpleasant jobs. No-one else was even allowed to touch them.

At the top of the social hierarchy in China was the emperor. Below him were the wealthy landowners. The peasants who worked the land were next. After them were skilled craftspeople. Least valued were the merchants who grew rich from trading and lending money. It was believed that they produced nothing of value for society and that they only worked for themselves.

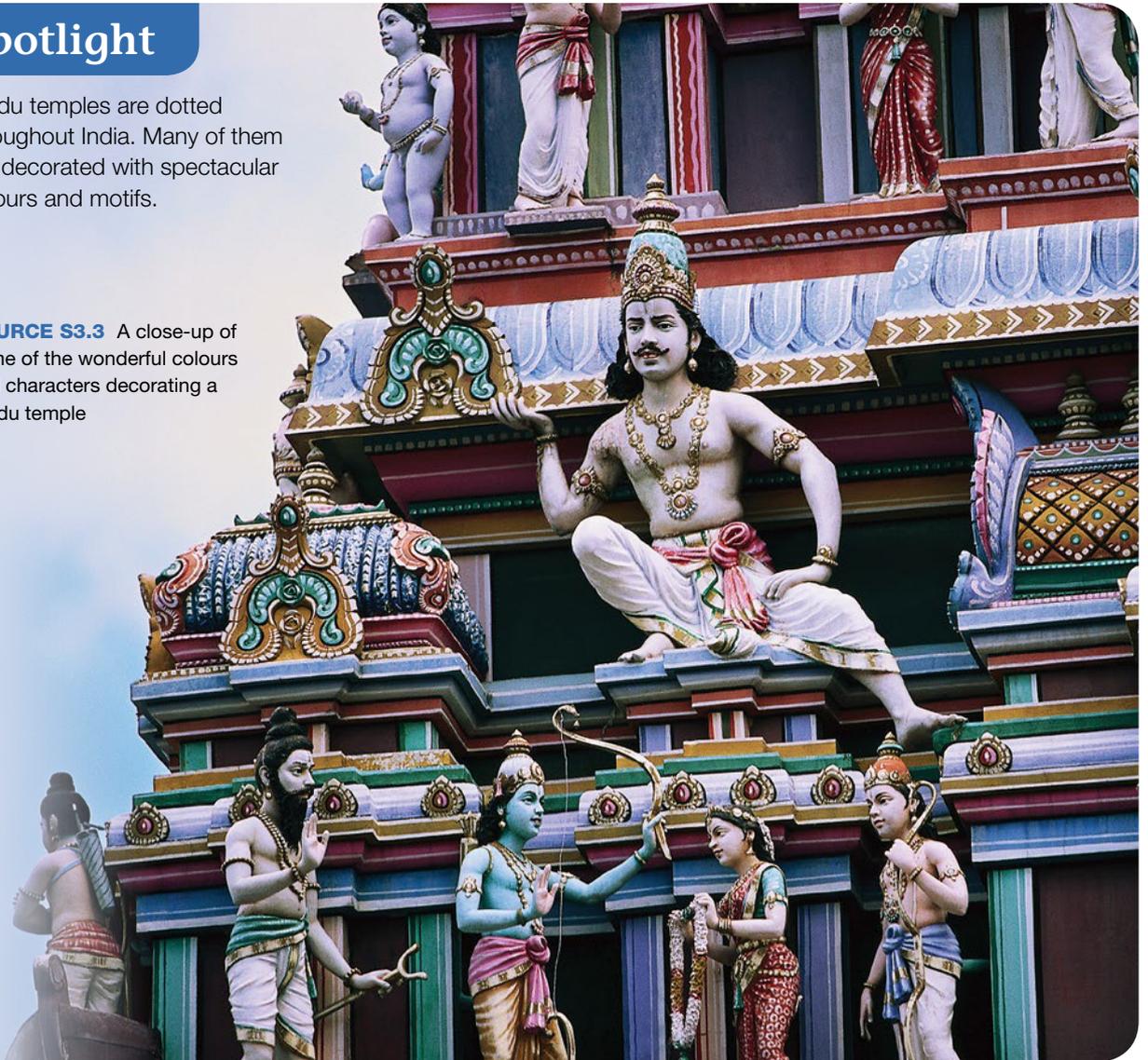
Beliefs and practices: religion

India and China are home to several religions and philosophies that are still observed today. Hinduism flourished in northern India during the Gupta period. Many gods are worshipped

Spotlight

Hindu temples are dotted throughout India. Many of them are decorated with spectacular colours and motifs.

SOURCE S3.3 A close-up of some of the wonderful colours and characters decorating a Hindu temple



in the Hindu faith. An important belief system that emerged in China was Taoism (pronounced *dowism*). This belief system began in around 600 BCE and teaches that people should live in harmony with nature. The idea of balance, central to Taoism, is demonstrated by the yin and yang symbol.



SOURCE S3.4 The Yin and Yang symbol represents the philosophy of Taoism: the dark portions are balanced perfectly by the light portions

Contact and conflict

Like all societies, the Indian civilisations traded with faraway lands. Despite the fact that the rest of Indonesia is a Muslim country, the people on the island of Bali practise Hinduism today because of contact with Ancient India. Ancient Chinese merchants travelled along the Silk Road to trade goods for more than 3000 years. Innovations and ideas such as paper-making also travelled along this important trade route. Warfare was an almost constant feature of life in Ancient China. The Chinese fought off invaders from Mongolia and expanded their empire by attacking their neighbours.

Spotlight

Did you know that Qin Shi, the first emperor of China, was so afraid of **assassins** that he slept in a different room of his palace every night? He would not tolerate any form of opposition and had many scholars killed. He also burned the scholars' books so that their ideas could not inspire others to rise up against him.



SOURCE S3.5 Emperor Qin had books burned in the 3rd century BCE

Significant individuals

The names of several famous people from Ancient India and China have come down to the present. Siddhartha Gautama was an Indian prince who lived in the 6th century BCE. Ashamed of the wealth and privilege he was born into, Gautama gave up everything he owned to live a quiet life of meditation. Gautama is now known as Buddha and many people around the world try to follow his example.



SOURCE S3.6 The terracotta warriors buried with Emperor Qin

ACTIVITY

Check your understanding

- 1 What belief system emerged in China in 600 BCE? What are the main principles of this faith?
- 2 Why is the Indonesian island of Bali predominantly Hindu today?
- 3 What name is Siddharta Gautama better known by?

Source questions

- 1 What does Source S3.4 represent? Which modern-day Asian country uses the symbol on its flag?
- 2 Why do you think Emperor Qin had scholars killed and their books burnt?

Apply your knowledge

- 1 Emperor Qin was obsessed with security. Construct a mind map showing all the different security devices that people use today to protect their homes. Include appropriate images and save this in your museum scrapbook.
- 2 One way of teaching people who visit your museum about the concept of Taoism would be to display sayings from Tao Te Ching, the key text of the Taoist philosophy. Find three to five sayings from the Tao Te Ching and copy them into your museum scrapbook. For each, write a sentence or two explaining what you think the saying means.



Chapter 6

Ancient China >>



Fishermen fishing with cormorants on the Li River as they have done for centuries

HISTORY SKILLS

In this chapter you will learn to apply the following historical skills:

- Sequence historical events, developments and periods
- Use historical terms and concepts
- Identify a range of questions about the past to inform a historical inquiry
- Identify and locate relevant sources, using ICT and other methods
- Identify the origin and purpose of primary and secondary sources
- Locate, compare, select and use information from a range of sources as evidence
- Draw conclusions about the usefulness of sources
- Identify and describe points of view, attitudes and values in primary and secondary sources
- Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged
- Use a range of communication forms (oral, graphic, written) and digital technologies.

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Inquiry questions

- 1 What were the physical features of Ancient China?
- 2 What were the beliefs, practices and values of the Ancient Chinese?
- 3 What were the key social groups in Ancient China?
- 4 Who was a key figure in Ancient China?
- 5 What was everyday life like in Ancient China?
- 6 What contacts and conflicts did the Ancient Chinese have within China and with other societies?
- 7 What legacy did Ancient China leave to modern life?

Introduction

Let China sleep, for when she wakes, she will shake the world.

Napoleoeon Bonaparte

CHINA WAS ONE of the most successful of the ancient civilisations. The Chinese today can boast that their civilisation has the longest recorded history. The Chinese dominated the eastern part of the Asian continent and developed their civilisation independently from people in Europe and the Middle East, such as the Greeks, Romans and Egyptians. The Chinese rice-based farming system was highly successful and was located around two major rivers, the Yellow and the Yangtze. As their civilisation grew, the Ancient Chinese came up with many new inventions such as paper, printing, gunpowder and the compass.

KEY TERMS

civil service

the centralised administrative system for running government. In theory everyone could sit an exam to join the civil service and therefore advance in society

Confucius

developed Confucianism, the main philosophy in China throughout most of the ancient period. Both conservative and traditional, it stipulated what role and place people had in society by looking back to a mythical idealised world

The First Emperor

Qin Shi Huang (259–210 BCE), who united previously warring kingdoms and made important reforms, but was considered very power-hungry and cruel

Great Wall

a series of defensive walls built in the north and north-west of Ancient China to keep nomadic warriors from invading

legalism

a philosophy that sought to control people with rules and laws; its starting point was that people were naturally bad

Mandate of Heaven

the idea that kings have the right to rule so long as they treat their subjects fairly and justly. If a king treats his subjects cruelly then he loses Heaven's mandate and a new king replaces him

Middle Kingdom

the belief that Ancient China was at the centre of the universe

Silk Road

a series of trade routes that connected Ancient China with India and the Mediterranean world. It was not only goods such as Chinese silks and Persian rugs that were exchanged but also ideas such as Buddhism that found their way into China via this route

Taoism

a philosophy that sought a more natural and harmonious way for people to live their lives. It took much of its inspiration from observations of the natural world

Warring States Period

covers a period from about 475 BCE to 221 BCE. It was a period during which regional warlords annexed smaller states surrounding their territory

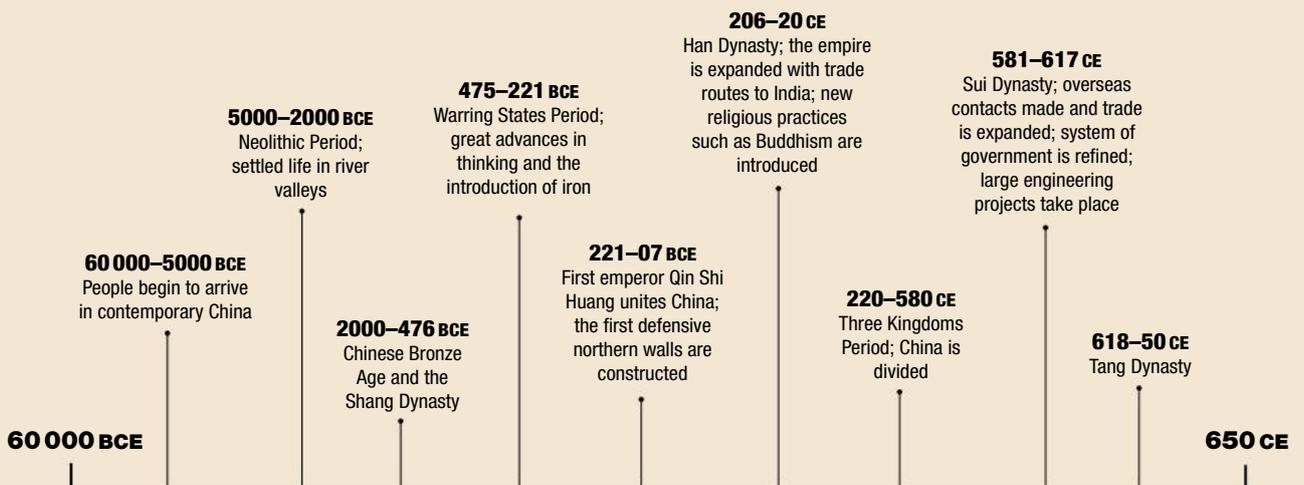
See OneStopDigital for a drag-and-drop exercise using the key terms.



Ancient China



Timeline of key dates



Think, puzzle, explore



- 1 Draw a three-column table in your workbook.
- 2 Entitle the first column 'Think'. In this column write down anything you know about Ancient China.
- 3 Entitle the second column 'Puzzle'. In this column write down any questions you have about Ancient China.
- 4 Entitle the third column 'Explore'. In this column write down how you can find answers to the questions in the 'Puzzle' column. What topics would you like to explore?
- 5 Discuss the answers as a class.

What were the physical features of Ancient China?

China's geography shaped where people settled in prehistory. The country is framed by mountains to the south, deserts to the west and north and two major river valleys in the centre, extending to the east coast. As was the case elsewhere

in the world, river valleys provided the best opportunities for hunter-gatherers to develop agriculture, farming and settled life. China is dominated by two large rivers, the Yangtze and Yellow rivers. The Yangtze is the larger of the two and is the third-largest river in the world. The Yellow River is the world's sixth-largest river. The first Chinese communities began to



SOURCE 6.1 The Yellow River flowing through grasslands

develop agriculture in and around the basins of these rivers independently from anywhere else in the world.

Two zones

China has two very different geographic zones, which have affected how and where people live. The boundary of these two zones falls roughly along an east to west line between the Yellow and Yangtze rivers. The differences in rainfall, soil and temperature mean that people live very different lifestyles in these two zones.

Famine and drought have occurred regularly in northern China throughout history. Its climate, as well as the weather, has also had an impact on farming. In the north, the winters can be very harsh, limiting the growing season to roughly half the year.

While the north of China is dry, open and cold, the south is almost the opposite. There are mountain ranges covered in jungle, high rainfall and temperatures that allow a longer, more productive growing season than in the north. In the south, crops are grown all year long, and in a good season two or three crops of rice are possible.

Rice became the main crop in China. People began to change the landscape, first in southern China, by creating terraces for growing rice.

For most of the Ancient Period, more people lived in the north but, during this time, there was a movement of people from north to south.

ACTIVITY

Check your understanding

- 1 Make a list of the physical features of Ancient China.
- 2 How has climate influenced where people lived in China?
- 3 Where did the first people who came to China begin to settle?
- 4 Describe the different geographic zones of Ancient China. How did geography and climate impact rice growing?
- 5 On a printout of a map of Ancient China, locate the Yellow and Yangtze rivers. Draw a line on the map showing the two geographic zones.

Apply your knowledge

- 1 Create an illustrated map of Ancient China using a blank outline map of China. Include the following places and add the map to your museum scrapbook.
 - The Yellow River
 - The Yangtze River
 - Himalayan mountains
 - Southern jungles and deserts
- 2 Visit OneStopDigital to complete a puzzle and learn about the regions of China. See if you can put China back together again.



Three geographical elements that gave rise to early civilisation in China

Loess soil

Loess is a silty type of sediment that has been deposited by the wind over a long period of time. It is very fertile, provides good drainage and is also strong enough to be dug out to form caves that people can live in. China has one of the world's largest deposits of loess, known as the Loess Plateau, which covers 640 000 square kilometres. Loess erodes very easily, and the Yellow River, which travels through the Loess Plateau, picks up and carries away a lot of loess with it.



SOURCE 6.2 The Loess Plateau

The Yellow River

The Yellow River takes its name from the colour of the loess that it carries downstream and deposits on a large plain. These deposits also elevate the river in its riverbed above the surrounding plain. The Yellow River has been both a source of wealth, with rich fertile plains on which to plant crops, and a source of danger, when it breaks its banks, flooding and killing many people.

The Central Plain

The Central Plain is sometimes referred to as the 'cradle of Chinese civilisation' as it is where a number of early Ancient Chinese societies were located. The plain's main features are that it is vast, it is flat, and the Yellow River runs through it. Irrigation works allowed these early societies to grow cereal crops such as wheat and millet. The loess soil of the plain is fertile and easy to cultivate with simple tools and is probably the reason the early people chose this area to settle. In the lower parts of the Yellow River, people had found a way to manage the river by building levee

banks to prevent it flooding. Historians think that one of the reasons the early emperors became so powerful was through organising the large numbers of people needed to build these banks.

The early dynasties

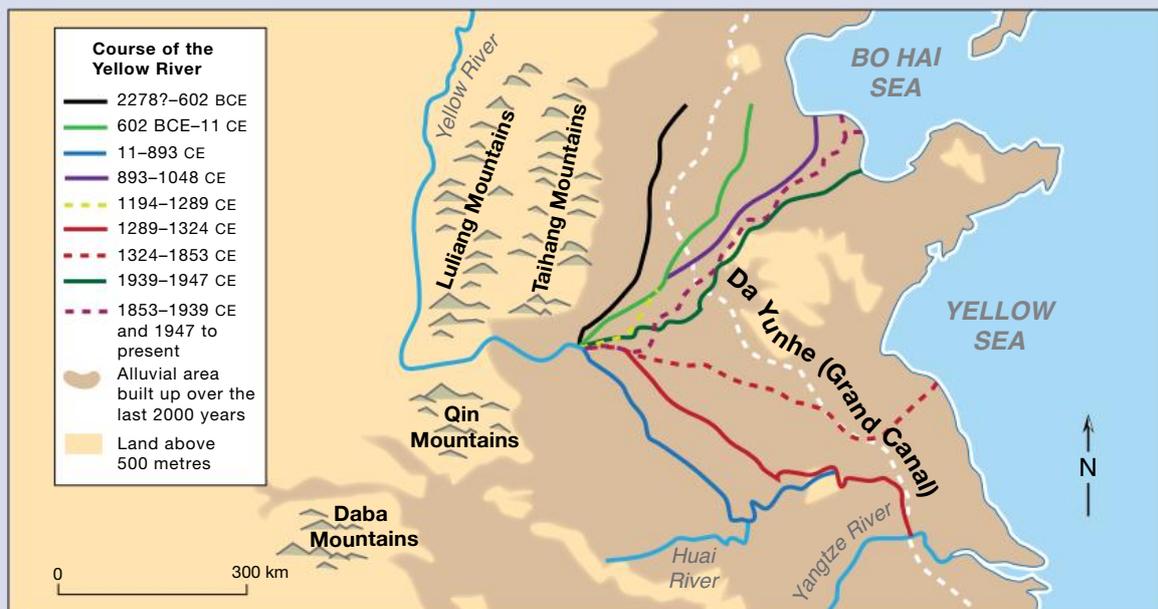
Ancient China's early **dynasties**—the Xia (200–1550 BCE), the Shang (1550–1045 BCE) and the Western Zhou (1045–771 BCE)—established themselves on the banks of the Yellow River. These dynasties are known as the 'central kingdoms' but they were split by another geographic feature. Just slightly east of this area is the Taihang mountain range. Therefore, for much of the period of Ancient China there was also an east–west divide. Most of the major dynasties were split along these lines so there was the Western Zhou and the Eastern Zhou, and later, the Western Han and the Eastern Han.

Go to OneStopDigital for a detailed overview of the dynasties of Ancient China mentioned throughout this chapter.



Spotlight

The Yellow River has flooded over 1500 times and has had nine major course changes in the last 3000 years.



SOURCE 6.3 How the Yellow River has changed its course over time

ACTIVITY**Check your understanding**

- 1 What geographical elements helped the early kingdoms?
- 2 Describe three features of the Yellow River.

Source questions

- 1 Source 6.4 is around 4000 years old.
 - a What do you think it tells us about the level of craftsmanship of the people who made it?

**SOURCE 6.4** Jade face from around 2000 BCE

- b What do you think this object might tell us about the skill and technology level of the society as a whole? Explain your answer.
- 2 Look at Sources 6.1 and 6.5 and answer the following questions.
 - a Describe the landscape in both sources.
 - b What are the main differences?
 - c From what you can see, what do you think the climate might be like in each area?
 - d What type of agricultural activity do you think is best suited to each area? Why?

Apply your knowledge

- 1 What challenges do you think the natural features of northern China would have presented for the early kingdoms?
- 2 What advantages do you think the Yellow River and the central plains would have provided to the early kingdoms?

**SOURCE 6.5** Rice terraces in southern China

- 3 Look at Source 6.3 (the Yellow River). How many times has the Yellow River changed its course? Why do you think this is?
- 4 Create an exhibit in your museum scrapbook on the geographic features of China for somebody who cannot see. How can you communicate the geography of Ancient China?



The impact of geography on what people ate

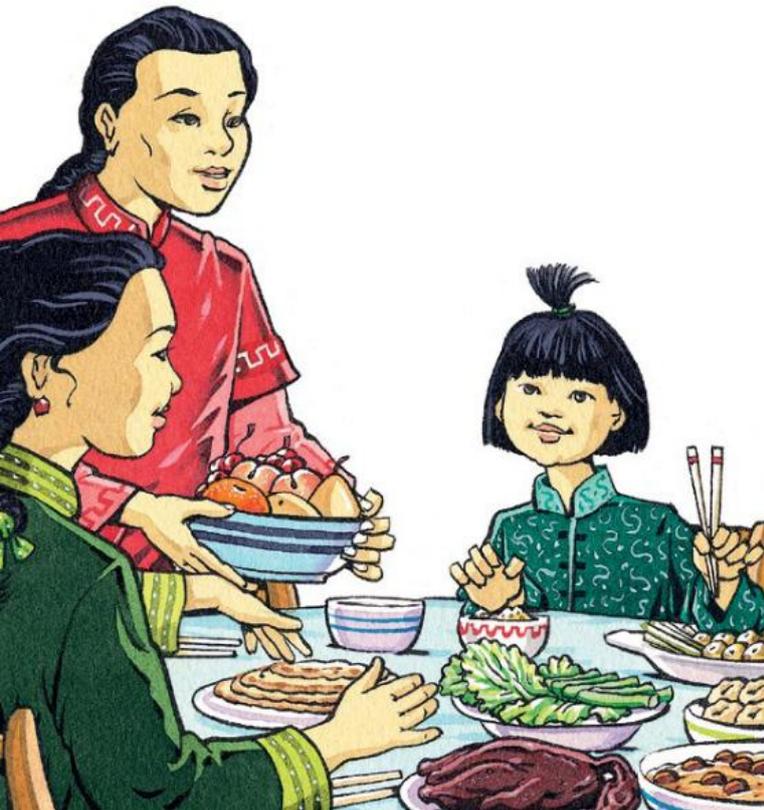
Depending on where people lived in China, their diets could be very different as Source 6.7 shows. During the Shang dynasty (c. 1700 BCE to 1046 BCE), craftsmen perfected the art of bronze casting and produced many different items for the preparation, storing and serving of food. Often special items would be created for the offering of food to ancestors. Good seasons could provide good crops, whilst poor seasons might result in famine. The Ancient Chinese commemorated their agricultural fortunes in poems.

Rich is the year with much millet and rice,
and we have tall granaries
with hundreds and thousands and millions of sheaves.
We make wine and sweet spirits
to offer to ancestor and ancestress,
thus to fulfill the hundred rites
and bring down blessings in abundance.

SOURCE 6.8 'Rich is the Year with Much Millet and Rice',
in B Watson (ed.), *The Columbia Book of Chinese Poetry*

Plant	North China	South China
Cereals	millet	rice
Roots and tubers	Chinese artichoke	Chinese yam
Legumes	soybean	adzuki bean
Vegetables	garlic, celery, Chinese cabbage, cabbage, Welsh onion	Chinese kale, water mustard, water dropwort, water spinach, chrysanthemum
Fruit	peach, Chinese plum, apricot, Chinese cherry, sand pear	orange, kumquat, loquat, longan, Chinese strawberry

SOURCE 6.6 Food that people in Ancient China ate



SOURCE 6.7 The different food of North and South China



SOURCE 6.9 A wine vessel from the time of the Shang dynasty (6th century BCE)

ACTIVITY

Check your understanding

- 1 What were the main grains, vegetables and fruit for northern and southern China?
- 2 Make a list of the foods you are not familiar with.

Source questions

- 1 In Source 6.8, what was wine used for?
- 2 What do you think wine was made from?
- 3 Look at Source 6.9. Why was this vessel used for wine? Give a reason.
- 4 What do elaborate artefacts like the one shown in Source 6.9 tell us about the people who owned and used them in the ancient world?

Apply your knowledge

- 1 Use the internet to look up the foods listed in Source 6.6 that you are unfamiliar with and find out what they are used for and what they look like?

2 A popular saying in China is 'East is sweet, south is salty, west is sour, north is spicy'. Use the internet to find one Chinese dish for each point of the compass and add them to your museum scrapbook.



3 Create a display for your museum, using a map of China and images of food, showing where the different foods come from. Save your display in your museum scrapbook.



Great plains and great walls

Although the Yellow River and its surrounding plain provided a good place to develop agriculture and settled life, it was a region that was hard to defend. To the north and north-west there are no natural barriers such as mountains. Instead there are grasslands (known as the 'steppe') and deserts that stretch out for thousands of kilometres. Nomadic horse-riding animal herders occupied these lands and frequently raided and attacked the settlements on the Yellow River, so they were often a threat to the early Chinese people.

The first solution that the early Chinese rulers came up with was to build rammed earth walls around their cities and forts. **The First Emperor**, Qin Shi Huang, who was the first ruler to unite all the Ancient Chinese kingdoms, ordered that a massive wall be constructed along the empire's northern frontier. This was no small task. The wall he ordered built was more than 6000 kilometres from the Bay of Bohai in the east to Gansu in the western desert. Known as Wanli Changcheng (The Wall of Ten Thousand Li), it was constructed by 300 000 soldiers and labourers. Many of the dynasties that came after the Qin constructed, maintained and even built over the Qin wall so that after a while the Chinese became used to the idea of a '**Great Wall**' separating China from the northern peoples.

It was *possibly* the harsh climate in the north, compared with the more fertile south, that kept prompting the northern nomadic herders from central Asia to keep invading, and this hastened the end of the Han dynasty in 220 CE.

Spotlight

How long was an Ancient Chinese piece of string?

Today in China a *li* is exactly 500 metres, but this has not always been the case. Over the last 5000 years it could have meant anywhere from as little as 77 metres or as long as 576 metres. The First Emperor attempted to standardise both measures and weights and historians think that in his time a *li* was 576 metres.

All-Under-Heaven

To the Chinese of the 1st millennium BCE, China was the entire world where people acted out their lives. As they were ringed by oceans to the east, mountains to the south and west and deserts to the north, it is perhaps easy to see why they saw the world in this way. Because of this

isolation, China developed a long, unique and uninterrupted civilisation that had few links with the rest of the world.

ACTIVITY

Check your understanding

- 1 Who built the first wall in China? Why?
- 2 How long was it?
- 3 How many men were needed to build it?

Apply your knowledge

- 1 Why did Ancient China's rulers believe it necessary to build defensive walls?
- 2 Who were the defensive walls built to keep out?
- 3 Use a range of sources to research a great warrior who invaded China from the north. Design and draw a swap card about your individual that will be sold in the museum gift shop. Add the card to your museum scrapbook.



SOURCE 6.10 Part of the Great Wall built by Qin the 3rd century BCE

❖ What were the beliefs, values and practices of the Ancient Chinese?

The spread of philosophies and beliefs

As Ancient Chinese society became more complex, rulers and thinkers developed new ways to organise or administer it. Although there was much warfare during the **Warring States Period**, it was also a very creative period in Ancient China's history—so much so that, in this period, the 'Hundred Schools of Thought' occurred when many of Ancient China's great thinkers came up with their theories. Many of these thinkers and philosophers wandered from place to place and advised rulers on different ways to govern, to conduct war and to deal with neighbouring rulers. This period in Ancient China coincided with a high point in human wisdom and thinking. Some of the other thinkers active in the world at this time included Buddha, Pythagoras, Herodotus, Sophocles, Aristotle and Plato. **Confucius** and Sun Tzu were two of the greatest Chinese philosophers of this time, and the ideas of **legalism** and **Taoism** were two that had the greatest impact.

Confucius

Confucius (551–479 BCE) looked back to the Zhou dynasty as the perfect system of government and society. From this, he developed a philosophy that set out rules for every relationship in society. Under this system, everyone understood what their role and place in society was. He also stated that kings must act with virtue in order to rule effectively.

Legalism

This philosophy said that humans were selfish and needed to be controlled. Under legalism, the state imposed rigid discipline on people for the common good of all. Legalism also put in place a system where a person's advancement in society, government or the military should be based on that person's individual skills. Under this system, it became harder for powerful families to pass power on to their sons and friends.



SOURCE 6.11 Confucius

Taoism

Taoism, or 'the way', was a set of ideals developed by the philosopher Laozi that suggested that life should be lived in harmony with nature. Instead of the focus being on the individual in society (Confucius), Taoism says the purpose of life is to adapt to the rhythm of the universe.

Sun Tzu and *The Art of War*

The Art of War was a book written by the military leader Sun Tzu. It is one of the oldest and most influential books on military strategy, outlining how military leaders should plan war. It highlighted the importance of planning, positioning of forces and discipline in order to succeed in battle. But Sun Tzu advocated more than this. Here is some of Sun Tzu's advice to leaders.

The general who wins a battle makes many calculations in his temple before the battle is fought. The general who loses a battle makes only a few calculations ...

In war, then, let your objective be victory, not lengthy campaigns ...

He will win who knows when to fight and when not to fight ...

Let your plans be dark and impenetrable as night, and when you move, fall like a thunderbolt ...

The art of war teaches us to rely not on the likelihood of the enemy's not coming, but on our own readiness to receive him; not on the chance of his not attacking, but rather on the fact that we have made our position unassailable.

If soldiers are punished before they have grown attached to you, they will not prove submissive; and, unless submissive, they will be practically useless. If, when the soldiers have become attached to you, punishments are not enforced, the soldiers will still be useless.

Move not unless you see an advantage. Use not your troops unless there is something to be gained. Fight not unless the position is critical.

SOURCE 6.12 Sun Tzu, *The Art of War*

The victory of the Qin and the rise of the First Emperor ended the Warring States Period and consolidated all of the developments of the previous kingdoms and dynasties. It also saw the end of the Hundred Schools of Thought; the First Emperor imposed a very strict rule, killing or punishing anyone who held different opinions. This strictness and continual warfare with southern neighbours saw a quick end to the Qin Empire and the beginning of one of Ancient China's greatest empires, the Han (206 BCE–220 CE).

The Han rulers continued with the innovations that had been developed by the Qin, mostly in administration. They expanded the role of emperor, making him more powerful

and important. They also did away with the annual drafting and training of peasants into the army. The Han turned away from the continual warfare that had characterised Ancient China for hundreds of years and instead focused on ordering life and society. Emperor Wudi (141–87 BCE) set up an Imperial Academy based on the Confucian texts.

ACTIVITY

Check your understanding

- 1 Describe one feature of Confucianism.
- 2 Describe one feature of Taoism.
- 3 Who was Sun Tzu?
- 4 What was the Hundred Schools of Thought?

Apply your knowledge

- 1 How do you think Confucius' thinking could strengthen the power of leaders?
- 2 Read the quotes in Source 6.12. What does Sun Tzu say about the following topics?
 - planning
 - discipline
 - knowledge and information
- 3 Write a paragraph about how the new ideas from the Hundred Schools of Thought period helped to strengthen the power of Ancient China's emperors in increasing the areas under their control and their power over people.
- 4 Create a display for your museum called 'One Hundred Schools of Thought'. The display will be a poster that describes the teachings of Confucius, Taoism and *The Art of War*. Use the internet to find some interesting quotes for each philosophy. Save your work in your museum scrapbook. 
- 5 Prepare slips of paper with some of the sayings of Confucius on them. Cook them in fortune cookies that you cook either at home or school. Hand out your cookies in class and read each other's fortunes. Keep a note of the sayings and recipe in your museum scrapbook, so that you will be able to make sure that the cookies are available to visitors to your museum. 

Myths

Like all civilisations, the Ancient Chinese developed myths describing how the world came into being. One myth begins with an empty universe where identifiable parts slowly begin to appear. First water appears, then heaven, followed by Earth, wind, spirits and so on. The parts are created from either a man or a woman. One story tells of Pan Gu, who exploded before he died. His breath became the wind, his eyes became the Sun and the Moon, his body fluids the rivers and the oceans. From his skin, the wind blew lice, which then became humans.

The Ancient Chinese also developed myths and legends to explain the natural world. In one myth, a minister called Gong Gong tried to overthrow a ruler but was unsuccessful. In frustration he destroyed one of the four mountains that separated Heaven and Earth. As a result, Heaven sloped down in the north-west and the Earth sloped down in the south-east. This, according to the myth, is why the Sun, the Moon and the stars travel across the sky from west to east and why the Yellow and Yangtze rivers flow from west to east.

Chinese astronomy

From early times the Ancient Chinese tried to interpret the movement of stars and planets. They developed complex frameworks for mapping the night sky and dividing it up into segments. They believed in a divine power (Heaven) that expressed itself with changes on its face (the night sky). The Ancient Chinese therefore believed it was possible to read and understand heaven by observing the changes that occurred in the night sky.

The Ancient Chinese would make links with special events in the sky with the affairs of humans. They believed that Heaven, Earth and humankind were all connected; what happened in one realm could affect the other. So when multiple planets lined up, it was linked with the end of dynasties. This occurred twice, once in 1059 BCE at the end of the Shang dynasty, and again in 205 BCE, an event that was linked with the fall of the Qin dynasty and the rise of the Han.

Spirits and ghosts

The Ancient Chinese believed in an afterlife. In this afterlife, spirits went to Heaven for the rest of eternity and ghosts roamed the Earth for a short period of time. It was thought that ghosts did not have a place to go and they would cause trouble until they found their rightful place. The Ancient Chinese believed that people were made up of two elements, the *po*, which was the physical body, and *hun*, which was the spirit. It was thought if a person died a violent death, their *po* and the *hun* would be split and they would become a ghost. The more important a person had been while alive, the more trouble they could cause as a ghost. But the Ancient Chinese also believed that, with the correct funeral rituals, the escaped souls could rejoin the body, which was then sealed with a jade plug placed in the mouth.

Dragons

Dragons were one of Ancient China's most dramatic and important symbols. They represented strength and power, particularly that of the emperor. Unlike the dragons of other cultures, which are fire-breathing monsters, the Chinese dragon is generous and kindly. Throughout Chinese history, the dragon has been represented in art.

ACTIVITY

Check your understanding

- 1 Describe one myth that the Ancient Chinese had for explaining how the world was created.
- 2 How did the Ancient Chinese attempt to tell the future?
- 3 What two elements did the Ancient Chinese believe the body was made up of?
- 4 What did dragons represent?

Apply your knowledge

- 1 What other creation myths are you familiar with? Write a paragraph comparing two of them.

- 2 Read Source 6.13. What offerings are made to the ancestors?
- 3 What is it hoped that these offerings will result in?

Majestic, O ancestors majestic
 ablaze shaping blessing this
 bounty on and on stretching
 boundless across your lands:
 we bring you crystalline wine
 and you answer our prayers.
 We bring well-seasoned soup,
 approach mindful and tranquil
 and hushed in silent homage,
 and you ease our pained brows,
 letting old age grow boundless.
 Hubs veiled and harness inlaid,
 eight phoenix-bells clattering,
 we offer sacrifice and homage.

The Mandate we received is vast and mighty.

It's from Heaven—this rich ease,
 this life abounding in harvests.
 We offer homage, and you accept,
 sending boundless good fortune,
 honoring autumn and winter
 offerings from T'ang's children.

SOURCE 6.13 'Ancestors Majestic',
 in David Hinton (ed.), *Classical
 Chinese Poetry*

Telling the future

Chinese history has a long tradition of attempts to tell the future, or divination. Like many ancient societies, methods were developed to help see the future. During the Shang dynasty, the bones of animals were heated up until they cracked from the heat. These cracks were then 'read' to tell the future. After this, the bones were inscribed with a bronze pin, and contained important information about things such as the succession of kings. In fact, these oracle bones provide historians with the earliest proof of the existence of the Shang dynasty. Certain bones were highly sought after for this practice. A flat surface was best as it provided the best surface for writing. The belly plate of turtle, known as a plastron, was the most favoured and many of these have been discovered. Chinese farmers began digging these bones up in the 19th century; they became known as dragon bones and were ground down and used as medicine. It is not known how much of Ancient Chinese history ended up in people's stomachs!



SOURCE 6.14 Chinese dragon



SOURCE 6.15 Turtle plastron with oracular inscriptions from the time of the Shang dynasty

Preparing for the afterlife

The Ancient Chinese developed a practice of providing for the next life through building elaborate tombs and graves. A lot of what archaeologists have found out about Ancient China's history comes from artefacts that have been taken from tombs. Many artefacts have also been lost through plunder and grave-robbing over the centuries.

The early Shang kings were buried in little more than vertical shafts dug into the ground. By the early Warring States Period (475 BCE onwards) tombs grew to include additional chambers that were stocked with items that the departed could use in their next life.

By the time of the Han dynasty (206 BCE–220 CE), the tombs of rulers and nobles became mini versions of the universe. They were made from brick and stone, which were painted with pictures of the heavens. The tombs held many valuable items, including hundreds of bronze and jade sculptures and works of art.

The tomb of the First Emperor

Of all the tombs of Ancient China, that of the First Emperor is by far the most spectacular. His tomb is a complex of underground chambers that contain more than 7000 life-sized terracotta soldiers with chariots and horses. The full

extent of the tombs has not been revealed as the Chinese authorities are waiting for new technologies before excavating further to ensure the preservation of tombs. So far only about 2000 of the soldiers have been unearthed. The emperor's burial chamber has yet to be opened. China's grand historian of the Han dynasty, Sima Qian (who lived from 135 BCE to 86 BCE), gives a tantalising account of the contents and construction of the tomb.

Replicas of palaces, scenic towers, and the hundreds of officials, as well as rare utensils and wondrous objects, were brought to fill the tomb. Craftsmen were ordered to set up cross-bows and arrows, rigged so that they would immediately shoot down anyone attempting to break in. Mercury was used to fashion imitations of the hundred rivers, the Yellow River and the Yangzi, and the seas, constructed in such a way that they seemed to flow. Above were representations of all the heavenly bodies, below, the features of the earth.

SOURCE 6.16 An extract from *A History of China* by John Keay

Everything about the tomb is enormous. The site was chosen when the emperor first came to the throne as a child. By the time of his death the site had been built up like a small mountain. Human sacrifices were still a part of burial practice and the emperor's wives and mistresses were killed and buried with him. Not only that, but the thousands of people who had helped construct the tomb were also put to death and buried as well.

Spotlight

The location of the Emperor's chamber is now known, but is still unopened, and testing has determined that it has not collapsed and it has not been submerged by water. Mercury has also been detected and has been plotted to replicate a map of China. It may well be that crossbows are still armed and ready to fire at any intruder.

Spotlight

UNDERGROUND TERRACOTTA ARMY IN A BATTLE FOR SURVIVAL

6 July 2005

They may have guarded the tomb of China's first emperor for thousands of years, but the terracotta warriors are facing their toughest battle yet.

The life-sized clay figures unearthed three decades ago in Shaanxi province are starting to fall apart and Chinese and US scientists have launched a two-year research project to study the impact that indoor air pollutants are having on the Emperor Qin Terracotta Warriors and Horses Museum in Xi'an.

Cao Junji, executive director of the aerosol and environment division at the Chinese Academy of Sciences' Institute of Earth Environment and head of the research team, said it was time to take action to save the relics.

If nothing is done now, in 100 years the warriors may have corroded to such an extent that the pits will look just like a coal mine and not have any aesthetic value, he said.

If a leg or a shoulder falls off, the whole figure is damaged. There are only a few

hundred of them—how many more can we afford to have damaged?

The richly coloured terracotta figures with individual facial expressions lay underground for about 2,000 years, but began to lose their luster and turn an oxidized grey once they were exposed to air.

Acidic particles in the air have eaten into the surfaces of the statues, leaving a fine powder. These particles are also weakening the gypsum that holds the joints together.

Dr Cao said the damage caused by corrosion was often minor at first, but larger features of the statues—their noses, for instance—could shrink as the surface was worn away.

He said the individual features of the warriors—such as a moustache or certain hairstyle which indicate age or rank—might become less noticeable over time, eroding the figures' cultural value.

Temperature, humidity, pollutants and solar radiation all pose threats to the statues.

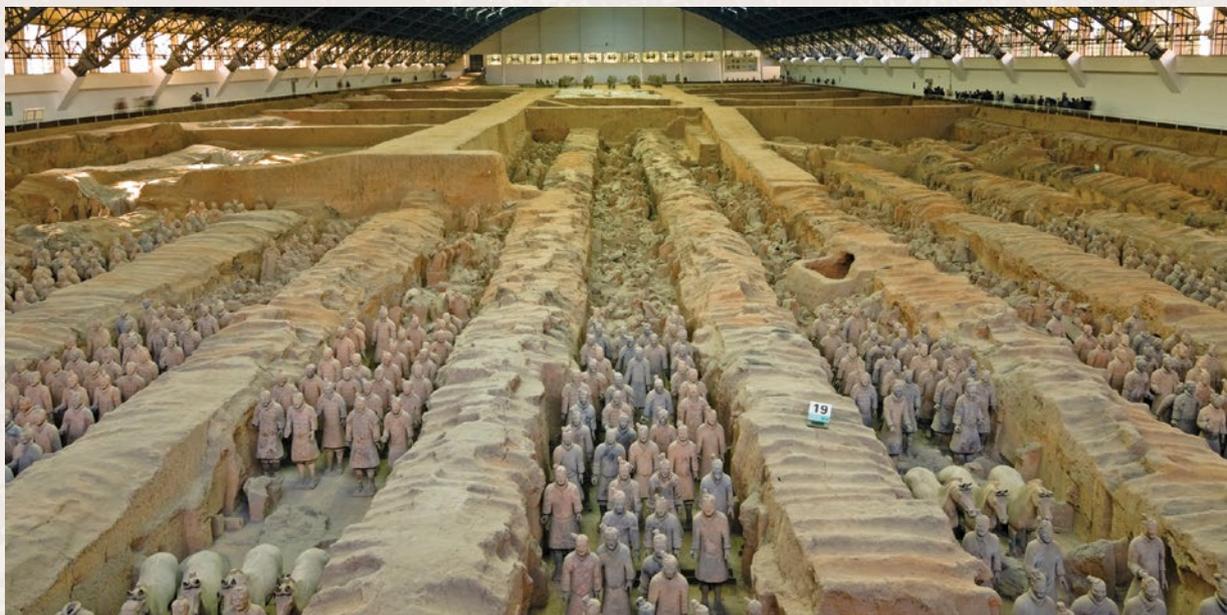
Dr Cao said the team could only delay the ageing process by targeting the main pollutants and finding ways to reduce them.

Even then, he could not say how many more years the warriors would last.

'Air pollution is a disease affecting cultural relics. [We cannot] wipe out air pollution, but we can alleviate and minimize it.

'It's very hard to restore the original colour of the statues that have already been exposed to air', Dr Cao said. But as the museum is still excavating new ones, we need to conduct more research to avoid a repeat of old problems. It is estimated that the museum's three underground pits house 8,000 life-size pottery warriors and horses. About 2,000 have been unearthed so far, of which 1,172 are on display, said Rong Bo, the museum's conservation scientist.

SOURCE 6.17 The Terracotta Warriors



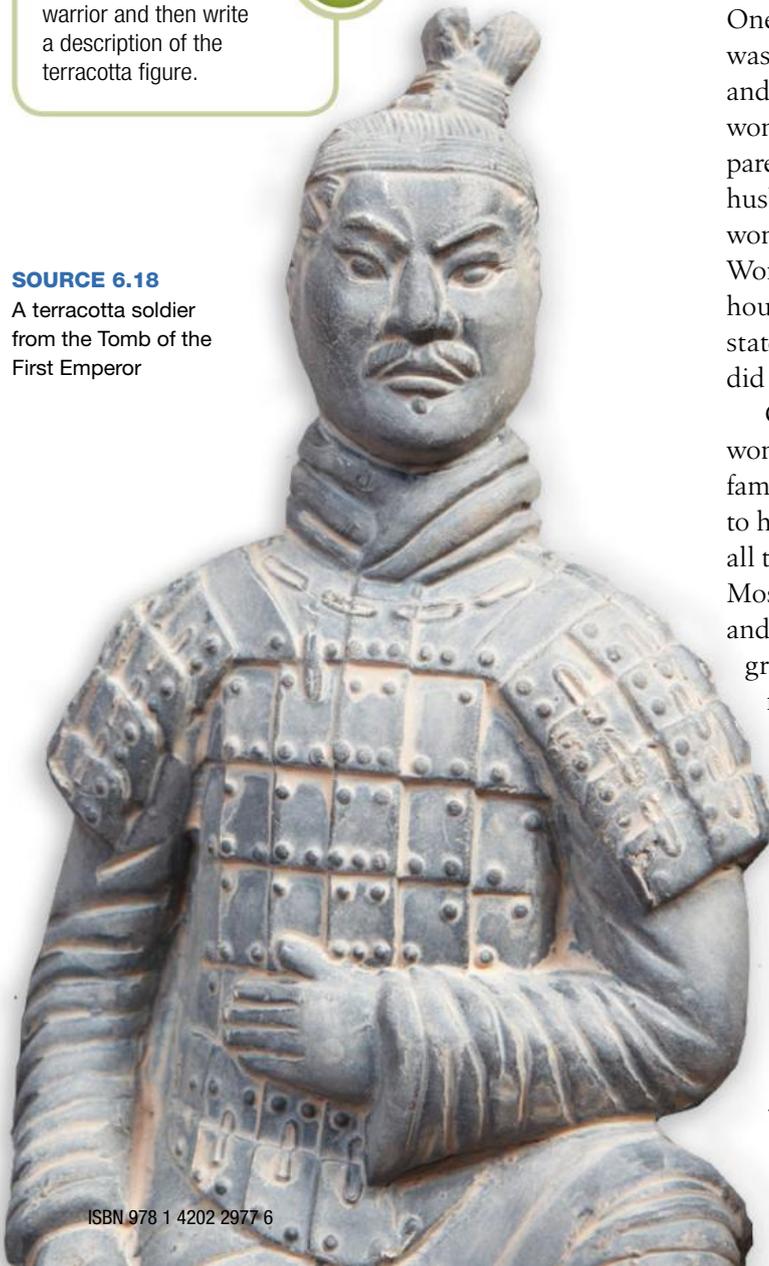
ACTIVITY**Check your understanding**

- 1 What were oracle bones?
- 2 Who was Sima Qian?
- 3 What is said to be inside the First Emperor's tomb?
- 4 How many soldiers are thought to be in the Terracotta Army?
- 5 Why might authorities be reluctant to open the rest of the tomb?
- 6 According to Dr Cao, what problems do the Terracotta Warriors face?

Go to OneStopDigital to download, cut out and assemble an entombed warrior and then write a description of the terracotta figure.

**SOURCE 6.18**

A terracotta soldier from the Tomb of the First Emperor

**Apply your knowledge**

- 1 In the past, some people thought Sima Qian's description of the contents of the First Emperor's tomb in Source 6.16 was an exaggeration. What evidence now exists to support his claims?
- 2 Create a display for your museum called 'These old bones'. Go to OneStopDigital to find images of oracle bones. Create a display explaining their use. Save your work in your museum scrapbook.



What were the key social groups in Ancient China?

The role of women

One of the guiding principles in Ancient China was the superiority of elders over the younger, and the superiority of men over women. For women, this meant they were obedient to their parents, followed by being obedient to their husbands and his parents. In Ancient China, women mainly lived domestic lives at home. Women did not have jobs outside the family house. As women were not allowed to take the state exam to enter the government, their families did not 'waste' education on them.

Confucius' teachings of the time were that a woman's role was to look after her husband and families, to have babies (hopefully boys) and not to have her own ambitions outside the home. At all times women had to obey their husbands. Mostly women were seen as inferior, but mothers and mothers-in-law were respected, as were grandmothers. All marriages were arranged—for young people to fall in love was seen as defiance of one's parents and a reason why they should not marry!

These ideas and practices applied to all women, even those from noble families.

Despite the generally harsh attitude towards women in Ancient China, there were a number of women who were active in public life. The excavation of the tomb of Fu Hao from the Shang dynasty, who died in 1195 BCE, contained 1600 relics including 755 jade pieces. From oracle bone inscriptions, we

Character	妻	女	安	男
Translation	Wife	Woman	Peace	Man
Symbols in the character	Position of deference and respect	Strength; rice field	Woman with a broom	Woman under a roof

SOURCE 6.19 Chinese characters

know that she was the mistress of King Wu Ding. She had her own estates, led armies into battle and oversaw important religious ceremonies.

Empress Dou, who died in 135 BCE, is remembered for being a strong positive influence on both her husband, Emperor Wen, and her son, Emperor Jing. She was a strong believer in Taoist teachings, which sought harmony with nature. Both her husband and son also shared her views and Taoist teachings became the official belief of government.

ACTIVITY

Check your understanding

- 1 What was the main role of women in Ancient China?
- 2 What was an important source for the ideas of how women should be treated in Ancient China?
- 3 Who was Fu Hao, and what was she buried with?

Source questions

- 1 Look at Source 6.19. What do the symbols for a woman and a man represent?
- 2 According to Source 6.20, how did a man meet his wife?

What does one do when he splits firewood?
Without an ax he cannot succeed.
What does one do when he takes a wife?
Without a matchmaker he cannot get her.
But once he has succeeded and had her,
How can you touch her anymore?

SOURCE 6.20 'South Mount Soaring High' (trans. CH Wang), in Wu-chi Liu and Iving Yucheng Lo (eds.), *Sunflower Splendor: Three Thousand Years of Chinese Poetry*

- 3 Read Source 6.21, the 'Admonitions for Women'. What were the main messages about how women should behave?

Let a woman modestly yield to others; let her respect others; let her put others first, herself last. Should she do something good, let her not mention it; should she do something bad let her not deny it. Let her bear disgrace; let her even endure when others speak or do evil to her. Always let her seem to tremble and to fear.

Let a woman retire late to bed, but rise early to her duties; let her not dread tasks by day or by night. Let her not refuse to perform domestic duties whether easy or difficult.

Whenever the mother-in-law says, 'Do not do that,' and if what she says is right, unquestionably the daughter-in-law obeys. Whenever the mother-in-law says, 'Do that,' even if what she says is wrong, still the daughter-in-law submits unflinchingly to the command. Let a woman not act contrary to the wishes and the opinions of parents-in-law about right and wrong; let her not dispute with them what is straight and what is crooked.

'Lay the (girl) baby (at birth) below the bed to plainly indicate that she is lowly and weak, and should regard it as her primary duty to humble herself before others.' 'A husband can marry twice, but his wife must never remarry. Just as Heaven cannot be disobeyed, so the wife cannot keep away from her husband.' 'As Yin and yang are not the same nature, so man and woman have different characteristics...Man is honoured for strength; a woman is beautiful on account of her gentleness.'

SOURCE 6.21 Ban Zhao, 'Admonitions for Women', from Nancy Lee Swann (trans.), *Pan Chao: Foremost Woman Scholar of China*

Apply your knowledge

- 1 Using the knowledge you have about women in Ancient China, write a paragraph describing what life was like for women. Use primary sources to support your ideas.
- 2 Research about Empress Dou and create a timeline of her life. Add your timeline to your museum scrapbook.



The role of kings and emperors

Emperors were very important in Ancient China and were at the centre of government and society. Emperors formed dynasties, a family of rulers where power was generally passed from father to son. The official title of emperor was ‘Son of Heaven’; this title gave emperors god-like authority that no other person possessed. The Ancient Chinese believed that an emperor’s right to rule was given to him by Heaven. This was known as ‘**the Mandate of Heaven**’. The people thought that as long as emperors ruled in a fair and just way, Heaven would allow them to keep ruling. If emperors became lazy and selfish, Heaven would withdraw its mandate and another person would overthrow the emperor and begin a fresh dynasty. This system allowed some people to feel that they were morally right in seeking to overthrow an emperor when they believed he was not ruling for the people.

Emperors had enormous power. They were the highest of priests and performed important rituals that made sure there were good crops and life ran smoothly. They also maintained important ancestral rites, honouring those who came before them. The emperor’s word was law and he could make life-and-death decisions about the ordinary people. The emperor was treated with great respect and could only be approached by his closest advisors.

The Ancient Chinese also believed that Heaven’s displeasure could be read in the stars. When, in 1059 BCE, five planets lined up in the night sky, many people saw this as a sign that the Shang dynasty was about to end. The last rulers of the Shang dynasty, King Jie and King Zhou, are remembered as being two of the most evil of all Ancient Chinese rulers. Some of the terrible things they did included the practice of ‘roasting’, which involved forcing people to walk across a

beam above a fire until they fell in, while one noble was pickled and others were then forced to eat him. King Zhou apparently filled ponds with wine and hung meat from trees in his gardens and forced the men and women of his court to chase each other naked through them. (These accounts were written by those who replaced these kings and were perhaps exaggerated.)

ACTIVITY

Check your understanding

- 1 What is a dynasty?
- 2 How much power did emperors have?
- 3 What was the source of their power?
- 4 What were some of the bad things that King Zhou and King Jie are supposed to have done?

SOURCE 6.22

Statue of Ancient China’s First Emperor



Apply your knowledge

- 1 Explain the concept of the Mandate of Heaven.
- 2 Can we believe the accounts of King Zhou and King Jie? Why might they be exaggerated?

The case of King You

King You (781–771 BCE) tried very hard to please his rather sad and unsmiling wife, Bao Si. However, on one occasion she did smile when she saw that the beacon fires were burning, which were lit when an enemy was about to attack. The king's forces rushed to defend the kingdom, but it was a false alarm. This seemed to amuse Bao Si, so King You kept lighting the fires until his own soldiers stopped coming (because they thought that there was no attack). When a real attack came and the fires were lit, the soldiers, no doubt sick of false alarms, did not respond and the king was killed and his dynasty came to an end.

The First Emperor of Qin

Qin Shi Huang (259–210 BCE) was the king of the state of Qin. He was also the first ruler to defeat all the other kingdoms and declare himself the First Emperor of China. The name 'China' comes from Qin, which is pronounced 'Chin'. The First Emperor was a very powerful ruler who achieved many great things in his life, often at the cost of many people's lives. Among his achievements were the building of the first great northern wall, the building of the Lingqu canal that connected the Liang River in the north and the Xiang River in the south, the building of a national system of roads, and the standardising of weights, measures, currency, and the Chinese script. Many of these achievements were undertaken in order to make it easier for him to conquer other kingdoms and to defend his growing empire against his enemies. Other things he did were also done so as to ensure he stayed in power, but they were viewed negatively by his critics who claim he was a cruel leader. Some of these included the burning of unofficial books, harsh punishments for those that did not obey the very strict laws he introduced, and the killing of hundreds of scholars who criticised him.



SOURCE 6.23 The murder of Confucian scholars by guards of the First Emperor

How kings and emperors were portrayed in history

The histories of the dynasties were often written by official historians. There are 26 'Standard Histories' that were composed in this way. These histories follow a similar pattern of a dynasty being founded by a great and noble leader who is replaced by ever-weaker and more wicked rulers. The reason for this was that the new dynasty often needed to justify the overthrow of the previous one. The new ruler would acknowledge that the first rulers of the previous dynasty were noble and gallant and that he had overthrown a later bad ruler to uphold what the first ruler stood for.

ACTIVITY**Check your understanding**

- 1 What made Bao Si smile?
- 2 Who was the first emperor?
- 3 What were some of his positive achievements?
- 4 What negative things did he do?

Source questions

- 1 Read Source 6.24. Is this a positive or negative view of the First Emperor? Explain your answer.

In the twenty-eighth year of his reign
 A new age inaugurated by the Emperor
 Rules and measures are rectified ...
 He set forth to pacify the east,
 To inspect officers and men;
 This great task accomplished
 He visited the coast ...
 Tools and measure are made uniform,
 The written script is standardized ...
 Great is the virtue of our Emperor
 Who pacifies all four corners of the earth,
 Who punished traitors, roots out evil men,
 And with profitable measures brings prosperity ...
 Wherever human life is found,
 All acknowledge his suzerainty,
 His achievements surpass those of the Five Emperors,
 His kindness reaches even the beasts of the field;
 All creatures benefit from his virtue;
 All live in peace at home.

SOURCE 6.24 An inscription on the tower at Mount Langya, in Yang Hsien-yi and G Yang (trans.), *Selections from the Records of the Historian*

- 2 Read Source 6.25. How do the Han see the First Emperor? Account for this.

The resources of the empire were exhausted in supplying [Shih-huang's] government, and yet were insufficient to satisfy his desires.

SOURCE 6.25 Han view of the First Emperor, from Derk Bodde, *China's First Unifier*

Apply your knowledge

- 1 Go to One StopDigital to make a postcard from the year 221 BCE in Ancient China. Report what significant events have been taking place.



Who was a key figure in Ancient China?

The Duke of Zhou

The Duke of Zhou is remembered in Chinese history as being one of the fairest and most just rulers. At the end of the Shang dynasty and following the turmoil and disorder that were created, the Duke of Zhou emerged as someone who could rule in a just manner. He also established the principle of the Mandate of Heaven that remained at the heart of Chinese imperial rule for hundreds of years. Thinkers such as Confucius looked back on the Duke of Zhou as an ideal ruling figure whom all rulers should try to emulate.



SOURCE 6.26 An Ancient Chinese imperial procession

King Wu defeated the last Shang king in 1045 BCE. King Wu died two years later. The normal practice should have seen Wu's eldest son Song, the later King Cheng, become king. But Wu's younger brother Zhou Gong Dan, later known as the Duke of Zhou, stepped in and declared that Song was too young and appointed himself regent (a ruler in place of someone too young to rule) until such time as Song was old enough to rule. The Duke of Zhou then fought a civil war with his other brothers who objected to him becoming regent. He defeated them and then set about crushing and defeating the rest of the Shang kingdom. The result was the new Zhou kingdom

that many view as a golden age in Chinese history for the cultural achievement of the time.

The Duke of Zhou has been associated with the formulation of what became known as the principle of the Mandate of Heaven. At the heart of this principle were the concepts of virtue and acting in a moral way. The last Shang kings were seen by many Ancient Chinese as corrupt and immoral rulers.

As regent, the Duke of Zhou was responsible for not only establishing the Zhou dynasty, which was one of China's greatest and longest, but also putting in place the process for determining the right of kings to rule.



SOURCE 6.27 Historical scenes of the Duke of Zhou becoming regent

After seven years, the Duke of Zhou stood down from the regency and handed over power to King Cheng. By this time the new Zhou state had completely defeated the Shang rulers and had established very strong rule. It was this act of handing over power that has been seen throughout Chinese history as one of the most noble and virtuous acts by a ruler.

ACTIVITY

Check your understanding

- 1 Which dynasty was the Duke of Zhou part of?
- 2 Who was king before the Duke of Zhou took over power?
- 3 For how long did the Duke of Zhou rule?
- 4 What was the Duke of Zhou's virtuous act?
- 5 Why was Confucius so impressed with the Duke of Zhou?
- 6 What was the Duke of Zhou's role in creating the concept of 'Heaven's Mandate'?

What was everyday life like in Ancient China?

The legal code and the influence of law

Ancient China had a very strong system of laws based on a highly detailed legal code. The legal code centred on the moral principles that great thinkers such as Confucius took from the everyday experiences of life. Instead of claiming to be inspired by God, Ancient Chinese law reflected the way people lived their lives. This included different penalties and punishments depending on one's social or family status.

The law was enforced by district magistrates who were highly respected and had enormous power, authority and status. Magistrates decided cases and they also administered the law, including heading investigations, collecting evidence, catching criminals and summoning witnesses. One way people were found guilty was if they confessed: if someone confessed, the case was closed. This led to torture being used from time to time to make people confess.

All decisions by magistrates were reported and appeals could be made, but these were

rare because peasants often feared the power of magistrates. Ultimately, the emperor was the highest authority, and only the emperor could give the death penalty. Unlike the Australian legal system today, the law in Ancient China did not operate independently of the government. Instead, it was seen as an aid to the government—not as a way of challenging its authority. As a result, there was no independent legal profession of lawyers. In fact, if you were in trouble with the law in Ancient China, you would probably be very suspicious of anyone you did not know who tried to give you advice.

Punishments

There were five levels of official punishment that could be handed out in Ancient China:

- beating with light bamboo (the number of blows was decided by the magistrate)
- beating with heavy bamboo (the number of blows was decided by the magistrate)
- time in prison (the amount of time was decided by the magistrate)
- exile or being sent away, outside the empire
- death (decided by the emperor)



SOURCE 6.28 Punishment of the wooden collar



SOURCE 6.29 Capital punishment of the cord

But there were also many other more gruesome punishments that were inflicted on law-breakers.

There were three different ways those sentenced to death could be executed. They were strangulation, decapitation, and death by slow slicing (this was reserved for the worst of crimes such as treason). The last of these involved the criminal being cut with up to 120 cuts; the first was to the eyes so the offender could not see the ones that followed.

ACTIVITY

Check your understanding

- 1 What was the Ancient Chinese legal code based on?
- 2 Who administered the law?
- 3 What were some of the punishments in Ancient China?
- 4 Who could hand down the death penalty?

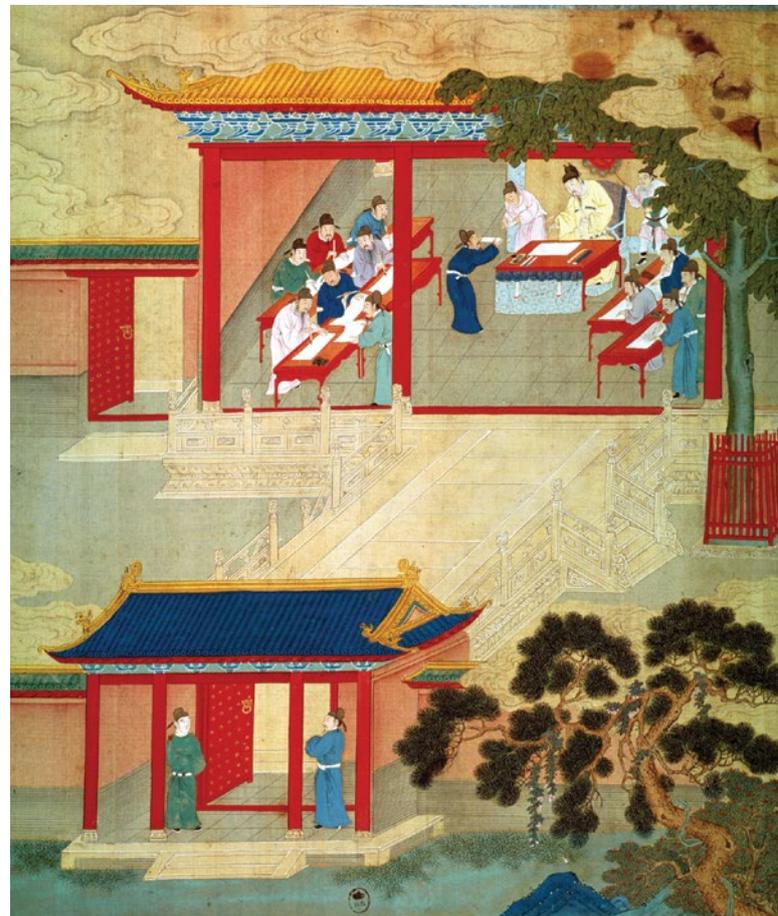
Apply your knowledge

- 1 In groups choose a topic from the following points and discuss your opinion. Present your thoughts to the class.

- a Do you think that life in Ancient China was fair? Why or why not?
- b In Ancient China the law was applied differently based on a person's place in society. How is this different from the legal system in Australia? Are famous people today ever treated differently by the law?
- c In Australia many young people would like to become lawyers one day. Lawyers hardly existed in Ancient China. Why was this?
- d What does the legal system in Ancient China tell us about the values of that society?

The influence of scholars

Scholars in Ancient China were highly respected and drawn from China's most powerful and wealthiest families. In the late Ancient Period, the emperor set up an imperial examination, which gave those who passed it access to jobs of authority and influence in the **civil service**.



SOURCE 6.30 The civil service exam under Emperor Jen Tsung



SOURCE 6.31 Waiting for exam results

Before this, exams based on the Confucian texts were given in upper schools and the imperial university. In principle, anyone could sit the exams (except women) but in practice it was only those from wealthy families who could afford the education that would give their sons any hope of passing the exams. Those who were educated formed a very powerful and influential group in society.

The educated scholar class who lived in the towns had a close relationship with magistrates who often sought their advice on local matters. Magistrates were responsible for providing labour and money for irrigation projects and other public works. Magistrates might also allow scholars to collect money on their behalf.

If laws were passed that went against the interests of the scholars, they would meet and draft petitions to the emperor to have the laws changed. Another role they played was acting as referee in disputes that were seen as too minor to be taken before a magistrate.

The contribution of craftsmen

Unlike the Ancient Egyptians, Greeks and Romans, the Ancient Chinese did not create any huge monuments. There are no pyramids, Parthenons or Colosseums in China. Where some of Ancient China's most important ancient cities, such as Luoyang, once were, very little of their splendour is left today. This was because most buildings were made of timber, which the Ancient Chinese were experts in using. (Stone was mainly kept for tombs, which had a far more pressing need for permanent materials.) As a result, nearly all Chinese wooden structures of the Ancient Period have disappeared. But the tombs of Ancient China have preserved an extraordinary assortment of artefacts. These range from full-sized armies made out of terracotta to finely crafted pieces of jewellery made out of jade and gold.

Can sticky rice be used to build houses? To find out how the Chinese used sticky rice in their construction, listen to this podcast on OneStopDigital.





SOURCE 6.32 Han artisans at work

ACTIVITY

Check your understanding

- 1 How did someone become a scholar?
- 2 Who was most likely to become a scholar?
- 3 What were most buildings made of in Ancient China?
- 4 What materials were precious objects made from?

Apply your knowledge

- 1 A hierarchy is a system based on different levels, and each level might have different rights, power or privileges. For example, you might be familiar with a school hierarchy of principal, teachers and students. Go to OneStopDigital for a list of the main social classes in Ancient China. Use an ICT program such as Microsoft Word or One Note to create (or draw by hand) a visual hierarchy of Ancient Chinese society. At the top is Heaven; who is at the bottom? Save your work in your museum scrapbook as the basis for an interactive screen in your museum.



What contacts and conflicts did the Ancient Chinese have within China and with other societies?

Conflicts within China

The creation of imperial China was a long process of warfare and conquest in which different kings defeated less powerful ones and took over their kingdoms. In the north and north-west of the country, there were no natural barriers to keep enemies out. Ancient Chinese rulers attempted to solve this problem by building large defensive walls, resulting in what we know today as the Great Wall of China.

Spotlight

In 1938 a theory developed that the Great Wall of China could be seen from the Moon. When astronauts arrived there in 1969 they were unable to see it. But photographs taken from the International Space Station have confirmed that the Great Wall can be seen. Despite this, it is questionable whether the Wall can actually be detected with the naked eye from space.



SOURCE 6.33 The Great Wall of China

There were many periods in Ancient China's history when many different kingdoms saw themselves as the rightful inheritors of the Mandate of Heaven. As a result, many wars took place and there was even a time called the 'Warring States Period' (475–221 BCE). This ended when the king of Qin declared himself the First Emperor.

This process of small kingdoms defeating and taking over their rivals helped Chinese culture and civilisation to develop. For example the first state, the Shang (1600–1000 BCE), developed a system of writing, a political structure of kings, nobles and peasants, and a form of settled life centred in villages and cities. The Zhou kings who conquered the Shang carried on these practices and added further innovations such as the granting of lands to the nobility in newly defeated areas and increasing the size of armies by granting land to soldiers. Armies were also further strengthened with the invention of the crossbow and introduction of cavalry. The size of armies increased to more than 100 000 men. But through this process the central authority of kings was reduced and the Warring States Period occurred.

Stone Cattle Road

One of the more inventive and dramatic contacts that was made in Ancient China is the story of the 'Stone Cattle Road'. During the Warring States Period, King Hui of Qin came up with an ingenious plan to invade the southern state of Shu (modern-day Sichuan province). Shu was a state that was very wealthy, so much so that it has been referred to as 'the land of milk and money'. The problem was Shu's remoteness. There were numerous hills and mountains without roads that lay in between Qin and Shu, such as the Switchback Mountains of Qinling Ranges.

In 330 BCE King Hui had five life-sized stone cows, with globs of pure gold smattered on their tails and back legs, constructed and placed where the Shu officials could see them 'grazing'. The king of Shu, excited by the opportunity to own cows that produced gold cowpats, asked that the cows be 'given' to him as a 'gift'. King Hui agreed but said that, in order to deliver them, he would have to build a road.

The King of Shu agreed and let King Hui build his road. King Hui then used his road for what he had always intended—he stormed along

it with chariots and armies to take over the whole of the province. Shu was rich in minerals, cereals and silk. It transformed the kingdom of Qin from a warring state into a 'super warring state' that built the foundations for the first emperor's unification of China.

ACTIVITY

Check your understanding

- 1 What were some of the achievements of the Shang?
- 2 What did the Zhou kings add to this?
- 3 How big did the armies become?
- 4 What weapons were introduced in Ancient China?

Apply your knowledge

- 1 The story of the 'Stone Cattle Road' might have a familiar ring to it. Can you recall a similar story from ancient history? What was it? What are the similarities and differences between the two stories?
- 2 Ancient Chinese military technology, such as crossbows and chariots, as well as increasing the size of armies, changed warfare dramatically. Use the internet to research the 'Battle of Red Cliffs'. Prepare a report that summarises the battle for your museum scrapbook. 
- 3 Go to OneStopDigital to create a museum box showing the history of the Great Wall of China.  

Conflicts outside China

The process of the unification of China under the first emperor did not stop at China's borders. In 207 BCE, Qin forces moved into what is now Vietnam, beginning an unhappy on-and-off relationship between China and Vietnam that lasted for centuries. Although there were many rebellions against Chinese rule over the coming centuries—finally resulting in Vietnamese independence—Chinese rulers have had a lasting cultural impact. Vietnam today is culturally more similar to China than to its Southeast Asian neighbours to the west (Cambodia, Laos and Thailand), which all share an Indian-based culture. Vietnamese society has been heavily influenced by Confucius and Taoist thinking and social practices.

The expansion of trade

The Ancient Chinese successfully developed the art of extracting and processing the thread spun by silkworms into silk fabric. Silk was the greatest of fabrics in ancient times. It is incredibly strong and flexible, is easier to dye than any other fabric, is lightweight and keeps one warm in winter and cool in summer. The Chinese had a monopoly on silk and traded it throughout ancient times to great advantage.

From prehistoric times, there had been a transfer of ideas, people and goods across what became known as the **Silk Road**. This was a route between a series of oasis towns across the central Asian grasslands and deserts that connected China with Persia, Rome and India. During Ancient China's most successful and stable periods—the Han and Tang dynasties—trade boomed. There was a huge demand for Chinese silk from the west, especially from Ancient Rome. Later, the Ancient Chinese used silk to buy peace in central Asia. The Han leaders sent thousands of rolls of silk to the central Asian states that had previously been hostile towards them and who had been the reason for the construction of the northern walls. At times, the trade became so large that the caravans of merchants who moved across the Silk Road were like small cities. The road was not always very secure and one raid netted thieves 1000 cartloads of booty.

The trade was not just one way, and it did not only involve money and goods. Ideas also travelled along the Silk Road and, from India, the Buddhist religion swept into Ancient China in the 3rd to 6th centuries CE. Overland trade and Buddhism were natural partners. In Ancient India, traders were able to escape the rigid Hindu caste system and in Ancient China Buddhism provided an alternative to the Confucian view that held merchants in such poor regard.

Go to OneStopDigital and list the major civilisations that were linked by the Silk Road. Find out what each of these had to trade.



Buddhism became very popular in China, with more Buddhists than even in India. All over the Silk Road can be found the archeological remains of the journey Buddhism took to China, with Buddhist sites, inscriptions, sculptures, statues and paintings.

ACTIVITY

Check your understanding

- 1 Describe some of the characteristics of silk.
- 2 What was the Silk Road?
- 3 How were goods transported on the Silk Road?
- 4 Apart from goods, what else came along the Silk Road?

Apply your knowledge

- 1 Why did Buddhism become popular very quickly in Ancient China?
- 2 What dangers and challenges confronted traders and merchants along the Silk Road?

What legacy did Ancient China leave to modern life?

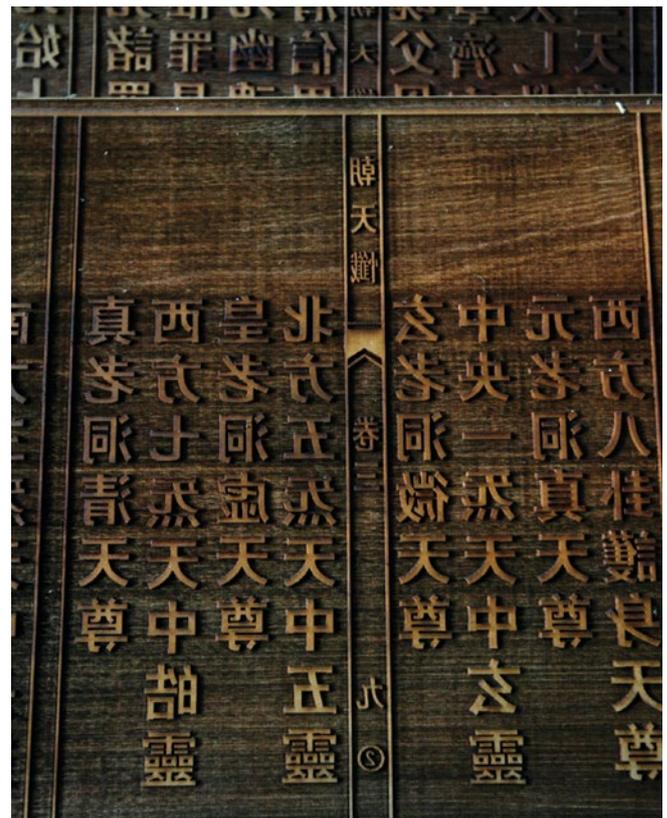
It is hard to imagine modern life without thinking about the contribution that Ancient China has made. Perhaps without the Chinese invention of gunpowder the history of warfare over the last 500 years may have been very different. It is hard to imagine how Europeans would have spread out over the globe from the 1500s onwards and ruled over so many without gunpowder. In fact, they would not have spread out across the world, at least by sea anyway, if it had not been for the Chinese invention of the compass. Without the use of the compass, navigation around the world's oceans would not have been possible.

The Chinese also made other contributions that the rest of the world has benefited from. Paper was invented by the Ancient Chinese and was in use from the Han dynasty onwards (206–220 CE). To this achievement they also added the invention of printing. Both woodblock and moveable-type printing were in use in China long before their use in other parts of the world.

Other contributions the Ancient Chinese made to the modern world include the production of silk and the cultivation of rice. It is hard to imagine a world without rice, let alone the wonderful world of Chinese cuisine we are all familiar with.

In later periods, Chinese people spread out around the world. Most of the major cities of South-East Asia have a Chinese section, and in Australia we are all familiar with the 'Chinatowns' we have in our cities. This is because the discovery of gold attracted many people from China from the 1850s onwards. The same process occurred in the United States when gold was discovered there.

In more recent times, Ancient Chinese beliefs, philosophies and religion have been of great interest to the rest of the world. Many business courses at universities have even re-examined *The Art of War* and applied its thinking to the business world. The contributions that Ancient China has made to the world show it to have been one of the world's great civilisations.



SOURCE 6.34 Traditional woodblock printing is still used in some Taoist temples in modern-day China

History challenges

Creating an exhibit

Create five exhibits for the Asian World gallery on the following themes for Ancient China:

- 1 Physical features
- 2 Daily life
- 3 Contact and conflict with other countries
- 4 A significant individual
- 5 The legacy of your society



Archaeology

- 1 Create an exhibition about archaeologists working on the Qin, Han and Tang dynasty tombs
 - a Go to OneStopDigital for a digital gallery of objects from these tombs.
 - b Download and install Microsoft Photo Story.
 - c Download the images and prepare a photo story of the differences in tomb art and treasures across the three dynasties.
 - d Present your photo story to the class on a digital projector or electronic whiteboard.



Trade

- 1 You are a merchant travelling along the Silk Road between India and Ancient China. Prepare a diary in which you describe some of the highlights of your journey. Add your diary to your museum scrapbook.
- 2 As you continue on your journey as a merchant on the Silk Road, you stop to trade in Samarkand, Kashgar and Turfan. Use a range of sources to research these stops on your journey. Use Postcard Creator to make and send postcards from these places, describing them to your family. Add the postcards to your museum scrapbook.
- 3 You are a captain of a Chinese junk (boat) sailing to Southeast Asia to trade with the kingdom of Funan in the Mekong Delta. Find out what the people there have to trade and what you might be able to exchange. Prepare a ship's log (diary) of your experiences.
- 4 You are the leader of a nomadic tribe of horsemen along the Silk Road. You have just raided a caravan of merchants. What bounty did you acquire? Prepare a list and describe what happened.



Education

- 1 The Imperial Exam was based on the Confucian texts and students had to remember and recall long passages from them. Create your own imperial exam using the word-find creator on OneStopDigital. Your exam should be based on the new terms, ideas and information you have learned in this chapter.
- 2 Refer back to Source 6.31, 'Waiting for exam results'. Describe what is happening in the picture. Explain why it is happening and finally consider why the exam was so important.



Being a king or emperor

- 1 You are either a king or emperor in any dynasty in Ancient China. Describe briefly what you see as the major challenges you face as leader.
- 2 Kings had to quite often make important decisions resolving disputes. Use the resource on OneStopDigital to have your classmates tell you what their disputes are and come up with solutions. Be imaginative and creative with your responses.
- 3 In order to make your subjects loyal you decide to implement an official philosophy that supports your rule. Review the section about beliefs, values and practices. Can you come up with three laws that will make your rule stronger based on Ancient Chinese philosophies?
- 4 The First Emperor spent much of his later years seeking immortality. Use the internet to find out some of the things he did in this failed pursuit.



Essay

Write an essay entitled 'Was the First Emperor a great emperor or a bad one?' Support your argument with factual examples of his actions. Use the Historical skills on page 42 in Chapter 1 to help you write your essay.

Go to OneStopDigital for multiple-choice questions for this chapter and an interactive crossword.



Chapter 7

Ancient India »



An Indian woman feeding milk to her pet snake

HISTORY SKILLS

In this chapter you will learn to apply the following historical skills:

- Sequence historical events, developments and periods
- Use historical terms and concepts
- Identify a range of questions about the past to inform a historical inquiry
- Identify and locate relevant sources, using ICT and other methods
- Identify the origin and purpose of primary and secondary sources
- Locate, compare, select and use information from a range of sources as evidence
- Draw conclusions about the usefulness of sources
- Identify and describe points of view, attitudes and values in primary and secondary sources
- Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged
- Use a range of communication forms (oral, graphic, written) and digital technologies.

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Inquiry questions

- 1 What were the physical features of Ancient India?
- 2 What were the beliefs, values and practices of the Ancient Indians?
- 3 What were the key social groups and what was daily life like in Ancient India?
- 4 Who were the key figures in Ancient India?
- 5 What contacts and conflicts did the Ancient Indians have within India and with other societies?
- 6 What legacy did Ancient India leave to modern life?

Introduction

The story of India is a tale of incredible drama, great inventions, enormous diversity, phenomenal activity and the very biggest ideas.

The Story of India, M Wood

INDIA HAS FASCINATED people for centuries due to its intriguing series of civilisations from 3000 BCE onwards. These civilisations created beautiful art and architecture, epic poetry, drama and mathematical ideas.

India is the source of several great world religions, such as Buddhism and Hinduism. These two religions have influenced the religion, politics, society and culture of Tibet, China, Korea, Japan and other South-East Asian countries.

India's geographical position in the Indian Ocean made it a centre of an early world economy, with gold coins from Rome being exchanged in its ports for the silk of China and the spices of South-East Asia.

Follow now in the footsteps of Alexander the Great and discover incredible India.

KEY TERMS

ahimsa	belief in non-violence towards living creatures
Aryans	settlers from the Iranian region who became members of the upper classes in India
asceticism	self-discipline generally done in solitude
avatara	god in human form
dhamma	righteousness; belief in gentleness, charity and concern for all living creatures. The form of the same word used in Hinduism and Buddhism is 'dharma'. It means 'sacred law' in Hinduism and 'doctrine' in Buddhism.
mantras	sacred poetic text used for hymns or chanting
Mekong Delta	triangular-shaped land at the end of the Mekong River, which runs through south Vietnam
nagaraka	wealthy, educated and intelligent man-about-town
nirvana	final release from all desires into a state of eternal bliss
raga	a series of notes on which a melody is based
rajah (or raja)	Indian king, prince, chief
Rig Veda	the oldest parts of this collection of sacred hymns date from the 2nd millennium BCE
Sanskrit	an Ancient Indian language called Indo-European as it is related to languages like Latin
stupa	solid mounds clad in brick and covered with plaster; it is alleged that inside were buried actual remains or sacred relics of the Buddha
subcontinent	a large landmass that is smaller than a continent
Varna	Indian division into four classes originally based on skin colour, then class system

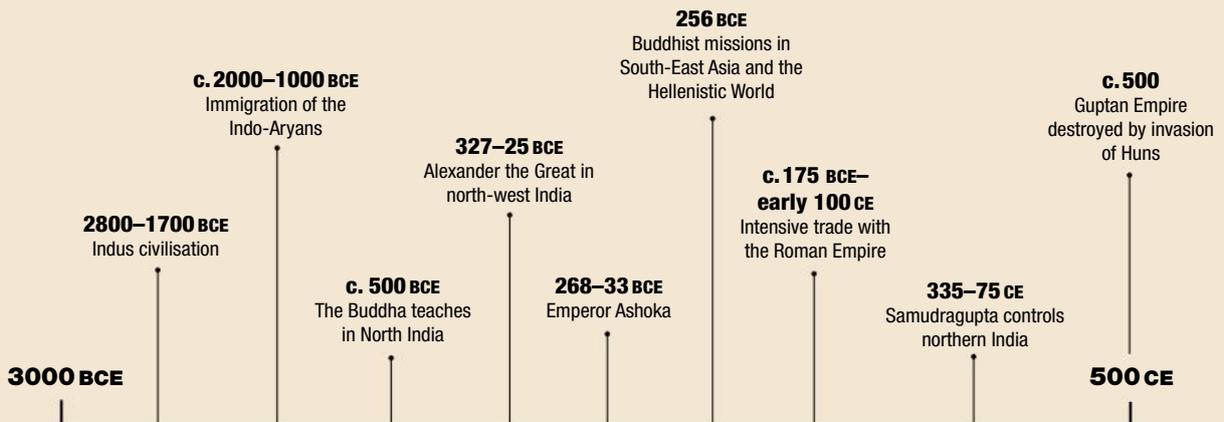
See OneStopDigital for a drag-and-drop exercise using the key terms.



Ancient India



Timeline of key dates



Think, puzzle, explore



- 1 Draw a three-column table in your workbook.
- 2 Entitle the first column 'Think'. In this column write down anything you know about Ancient India.
- 3 Entitle the second column 'Puzzle'. In this column write down any questions you have about Ancient India.
- 4 Entitle the third column 'Explore'. In this column write down how you can find answers to the questions in the 'Puzzle' column. What topics would you like to explore?
- 5 Discuss the answers as a class.



SOURCE 7.1 Himalayas

❖ What were the physical features of Ancient India?

India is often called South Asia as it is south of Nepal, China and Japan and to the west of South-east Asian countries like Myanmar/Burma and Thailand. India is divided into three main areas: river plains centred in particular on the Ganges River, the Himalayas and other mountains to the north and west, and the great triangular peninsula that projects into the Indian Ocean. All three areas have played a role in its history.

The word India comes from Sindhu, the Indian name for the Indus River. When we talk about 'India' in this chapter it includes present-

day Pakistan and Bangladesh. Most of the Indus civilisation sites, the oldest 'Indian' civilisation, are now in Pakistan.

The peninsula

The peninsula of southern India consists of the high Deccan Plateau, framed by mountain ranges called the Eastern Ghats and the Western Ghats. Beside the mountains are coastal plains with little towns that gained their wealth from trade to the west to Arabia, Greece and Rome, and to the east to South-East Asia. The Romans even had a trading post at Arikamedu. India was the centre of east–west trade just as the Mediterranean was the centre of European trade. The core of

the peninsula with its forests and mountains developed later than the rest of India, but it was the source of timber and elephants, which were not only used for transport but also played a large role in warfare.

Mountains

The subcontinent is separated from Afghanistan and Iran by the Hindu Kush and Karakoram Mountains, and from China and Tibet by the Himalayan Mountains. The Karakoram Pass was the route Indian merchants used to join the great silk trade route from China. The mountains that frame India protected the country to the east, but the Khyber and the Bolan passes allowed a series of invaders, including the Persians under Darius and the Greeks under Alexander the Great, through to the north-west.

The Ganges River

The Himalayas are the source of the great rivers of India: the Indus, the Brahmaputra and the Ganges. The Ganges flows for 2525 kilometres from the Himalayas to the Bay of Bengal.

Over 400 million people now live in the Ganges basin. It is the spiritual and physical heart of India. Hindus believe that bathing in the Ganges cleanses their sins. When the river floods, it brings down rich black silt from the Himalayas. For centuries Indians have grown rice, sugar cane, wheat, lentils, beans, peas and cotton in the silt.

Spotlight

A long time ago—150 million years ago, in fact—Australia and India were joined together within a continent called Gondwana. India broke away from Gondwana and drifted north to crash into Eurasia about 55 million years ago. The impact formed the Himalayas, the highest mountains in the world, which are still growing. The continent was named Gondwana by an Austrian scientist named Eduard Seuss. He named it after the Gondwana region in central India because the earliest rock formations of the continent were first investigated in this part of India.



SOURCE 7.2 Ganges River at Varanasi

River plains

The first great Indian civilisation was centred on the Indus River plains and lasted from approximately 2800 BCE to 1700 BCE. Many religious ideas in Classical India such as the wheel, the ritual bath and the **stupa** were already present in the Indus civilisation.

From about 2000 BCE onward, small groups of people driving cattle came through the Khyber and Bolan passes. Gradually, because of their increasing numbers, their warrior culture and their use of horses and chariots in warfare, they became the dominant group in India. They spoke a language called **Sanskrit**, called themselves **Aryans** and saw themselves as different from the original inhabitants because of their religion, skin colour and language. They settled along the rich, well-watered soil of the Ganges River plains where they grew rice, wheat, lentils, beans, peas and cotton. Over time, these settlements formed small kingdoms, the core of the later empires of the Mauryans and Guptas, with their capital city at Pataliputra, now Patna, on the Ganges River.

ACTIVITY

Check your understanding

- 1 What are the three main areas of India and what part did each play in Indian history?

Source questions

- 1 Describe the geography, habitats and animals mentioned in Source 7.3. Are there other parts of the world that remind you of this description?

There is a forest, by name Vindhya, that embraces the shores of the eastern and western ocean...It is beautiful with trees watered with the ichor [immortal fluid] of wild elephants...in it the pepper-trees... spread their boughs...Bowers there are, too, wet with drippings from parrot-pierced pomegranates; bowers in which the ground is covered with torn fruit and leaves shaken down by restless monkeys...or strewn with couches of clove-branches...or hemmed in by fine coconuts...hundreds of lions roam therein...and [it is] filled with the buffaloes...[and] the dances of blue-necked peacocks...it is always the haunt of bears and is the home of the deer...it is bright with rows of tiger's claws, and adorned with a rhinoceros.

SOURCE 7.3 *Kadambari* quoted in N Ray (ed.),
A Sourcebook of Indian Civilisation

- 2 What does Source 7.4 tell us about the main difference between Australia and India?

	India	Australia
Land size (square km)	3 166 830	7 682 300
Population (2011)	1 190 000 000	22 565 900

SOURCE 7.4 India and Australia compared

Apply your knowledge

- 1 A staff member has asked you to make a Braille map for visitors who cannot see. Download a blank map of India from the internet and mark on the Ganges River, the Indian Ocean and the Bay of Bengal, Arikamedu and Pataliputra in Braille. Save your map in your museum scrapbook to be placed on a wall in the Asian World room in your Museum of Humanity. 
- 2 Create a table of two columns, with column one headed 'Indian plants' and column two headed 'Indian animals'.
 - a Take point-form notes under each heading using the extract from the *Kadambari* (Source 7.3) and add to your museum scrapbook. 
 - b Use the internet and library books to find information and pictures about any other Indian plants and animals, and add them to your museum scrapbook. 
 - c Go to OneStopDigital to learn what Indian people are doing to protect their wildlife. Which animals from questions a and b are in danger of extinction and why? 
- 3 Write a picture story for an environmental magazine about animals in one area of India.
- 4 Use maps, images, video links and text to create a display case in your Asian World room to demonstrate the impact of humans on the plants and animals of India. Concentrate on only a couple of plants and animals, otherwise your display will be too crowded. Save your work in your museum scrapbook. 

❖ What were the beliefs, values and practices of the Ancient Indians?

The Ancient Indians developed many different religions, the most important of which were Brahmanism, Hinduism, Buddhism and Jainism. All four discussed the idea of rebirth, and the concept of seeking different ways of escaping from the endless cycle.

Brahmanism

The Sanskrit word for prayer is *Brahman*, hence the priests who conducted the rituals were called Brahmins and the early religious belief Brahmanism. Brahmanism said that if you behaved well in this life, you would be reborn into a higher class in the next life. If you behaved badly, you would be reborn into a lower class or even as an animal. The only way of escape was to work your way up through rebirths to being a Brahmin. If you then led a good life, you would finally escape the cycle and free your soul to reach Supreme Bliss.

Spotlight

In the West, time is straight (linear), hopefully leading gradually to a better world. The Ancient Indians believe time was endlessly circular and over thousands of years civilisation gets worse and collapses and then starts to gradually improve again.

Buddhism

The Buddha (c. 563–c. 483 BCE) was born as Siddhartha Gautama, the son of a **rajah** from the Shakyan tribal republic in north India. When he was 29 years old, Gautama decided to leave his wife and children and seek salvation. First he tried punishing his body by beatings and starvation but that did not help.



SOURCE 7.5 A sculpture of Buddha's head—the Buddha would certainly not have approved of himself being worshipped as a god

	Brahmanism	Buddhism
Class	Four-class system	The Buddha welcomed any male or female into his sect no matter what class in society they came from—even the Untouchables
Ritual	Very important	The Buddha saw ritual sacrifice as useless and irrelevant for salvation
God/gods	Believed in lots of gods	If gods exist, they are irrelevant to your personal spiritual advance
Language	Sanskrit and confined to educated people, mainly priests	Everyday language of the people

SOURCE 7.6 The major differences between Brahmanism and Buddhism

One day he sat under a form of fig tree, now called the bodhi tree because it was under this tree that the Buddha achieved *bodhi* or enlightenment, and meditated for 49 days. He believed that the world is full of suffering, which is caused by human desires. He thought there was a 'Middle Way' between the extremes of **asceticism** and worldly life, so he suggested an Eightfold Path: doing the right thing in life; in your ideas, resolutions, speech, conduct, livelihood, efforts, recollections and meditation. By following the Path, the soul would reach **nirvana** without going through the cycle of rebirths. Gautama was now the Buddha or the 'Enlightened One' and he set out to preach and convert others to his way of thinking.

Buddhism and harmony with nature

The form of Buddhism that is probably the closest to the Buddha's original teachings is Theravada Buddhism. At every meal, the monks say a special prayer over the served food, even vegetable dishes, to make sure that the food has no life in it so it can be eaten.

When by rivers covered with flowers,
and gaily adorned with reeds of varied hue,
the goodly monk sits on the bank in ecstasy
he finds no joy greater than this.

When the rain pours down at night,
and elephants trumpet in the distant thickets,
the monk sits in the hills in ecstasy,
and finds no joy greater than this.

SOURCE 7.7 *Theragatha*, 5th century BCE in A L Basham, (ed.) (trans.), *The Wonder that was India*

ACTIVITY

Check your understanding

- 1 What are the main differences between Brahmanism and Buddhism?
- 2 Why would Buddhism have appealed to people from the lower classes?
- 3 Why do the Theravada monks say a special prayer over food?

Source questions

- 1 What does the bee saying mean in Source 7.8?

As the bee collects nectar and departs without injuring the flower, or its colour or scent, so let a sage dwell in his village.

Wise people, after they have listened to the laws, become serene, like a deep, smooth, and still lake.

SOURCE 7.8 *Dhammapada* or the sayings of the Buddha in J Alphonso-Karkala (ed.), *An Anthology of Indian Literature*

- 2 Why does the Buddha compare serenity to a lake?
- 3 What is the goodly monk's attitude to nature?

Go to OneStopDigital for more on the Buddha, including a game.



Jainism and harmony with nature

The founder of Jainism was Vardhamana Mahavira (c. 540–c. 468 BCE) who came from the same area of India as the Buddha and was also the son of a rajah. He left home at the age of 30 to seek salvation. Like the Buddha, he found enlightenment and founded an order of monks.



SOURCE 7.9 A Jain nun, with a cloth over her face and a whisk under her arm so she can sweep the ground in front of her to prevent her treading on insects

Jains are passionate supporters of **ahimsa**, which is also part of Buddhism. They think the whole world is alive with souls that can feel pain even if they cannot express it. Even the unintentional killing of an ant can weigh the human soul down and cause a worse rebirth. The only way to free oneself from constant rebirths is to not harm anything. The monk strains his water before he drinks it so as to not harm creatures living in the water; he wears a face-cloth through which he breathes so he does not harm the wind.

Spotlight

Mahatma Gandhi was born in the area of India where Jainism is strongest and he was very much influenced by their doctrine of non-violence.

ACTIVITY

Check your understanding

- 1 Why do the Jains refuse to harm any creatures?

Apply your knowledge

- 1 What do you think of the Jains' ideas?
- 2 Make a list of inquiry questions about Mahatma Gandhi, such as who he was, where he was born and what he did.
- 3 Sketch an app for a tablet or mobile phone on the life and work of Gandhi with at least two images. Save it in your museum scrapbook.



Hinduism

Indian religious beliefs did not stay the same over time. Hinduism, which is the dominant religion in India today, developed out of all of these beliefs, especially Brahmanism. The sacred texts of Hinduism are still the Vedic hymns that, together with **mantras** and the class system, come from Brahmanism.

Hinduism began to take the form known today in the time of the Gupta Kings, that is, in the 4th century CE. It was under the Guptas that the first statues of the gods and the first temples were created, either in brick or carved into rock.

Both sculpture and temples were influenced by Buddhist art and architecture. Many of the symbols of Buddhist art such as the lotus and the naga or serpent were adopted by Hinduism.



SOURCE 7.10 Shiva



SOURCE 7.11 The god Krishna fighting a demon, a sculpture from the Gupta period

The two main gods became the god Vishnu and the god Shiva. The Buddha was seen as one **avatara** of the god Vishnu and had his own shrine within temples to Vishnu. Some female nature spirits became goddesses and wives of the main gods.

Worshippers could seek salvation while living in society; they did not have to become monks. They no longer needed Brahmans to conduct rituals to protect them. Everyone was dear to their personal god no matter what class they were in. An individual could worship their chosen god or goddess with gifts of food and flowers. They could take part in fasts and in pilgrimages to their god's shrines, thus helping to free themselves from rebirth.

Go to OneStopDigital for more information on gods and myths in Hinduism.



SOURCE 7.12 Vishnu

ACTIVITY

Check your understanding

- 1 What elements of Hinduism came from Brahmanism?
- 2 What elements of Hinduism came from Buddhism?
- 3 What new elements appeared over time to make Hinduism different from the other religions?

Apply your knowledge

- 1 In pairs, write and vodcast or record a dialogue between a Brahman and a Hindu in which the Brahman argues that Indian religion today is directly descended from Brahmanism and the Hindu points out the difference. Save the recording in your museum scrapbook. 
- 2 Why is Hinduism a good example of the historical concept of 'continuity and change'?

Hinduism and harmony with nature

In Hinduism, the whole of nature is divine. There are no cow-goddesses and no temples, as the living cow is sacred—which is why one sees cows wandering through towns and villages in India today. The snake is also revered and offerings are made to snakes at the beginning of the rainy season.

Certain trees and certain plants are regarded as sacred and every hill or mountain is revered although some are more sacred than others. The Hindus believe that the Himalayas are the foothills of Mount Meru, in their view the centre of the world where their gods live.

Lakes and rivers are also worshipped, especially the Ganges, which Hindus believe comes from the foot of Vishnu and forms the Milky Way before it descends to the Earth.

Hindu religious practices

Hindus still bathe in the Ganges River, as they believe bathing in the holy waters washes away their sins and allows them to be freed from the cycle of rebirth. Pilgrims travel from all over India to scatter the ashes of their relatives on the holy waters so their souls will go to Heaven. Every summer at the Ganga Dashami festival, pilgrims immerse themselves in the river, light incense and a lamp that then floats down the river. They offer flowers and milk to the river and feed the fish with flour balls.



SOURCE 7.13 About to bathe in the Ganges River

Hindu festivals

On festival days, the cities swarmed with people. There were food shops selling greens, jakfruit, mangoes, sugar candy, cooked rice and chunks of cooked meat, and street stalls with sweet cakes, flowers and scented powder. The streets were crowded with people bringing goods to the market, Brahmans chanting sacred verses and passers-by singing along with wandering minstrels. In the evening, women carried lighted lamps to the temple as offerings and danced with their friends and children in the temple courts. At the Festival of Spring, now known as Holi, everyone, no matter what class, hurled red powder at other people then squirted them with coloured water.

Hindu values of music and drama

Music and drama were seen as religious as they allowed the soul to free itself from this world and for a moment glimpse Supreme Bliss through the peace and joy of hearing music or watching a play.

There are two strands of Indian music, both originating in religious performances. The first strand was played by the three upper classes



SOURCE 7.14 The festival of Holi today

and descended from the Brahman mantras. This involved singing a **raga** while accompanying oneself on a lute.

The Shudra—or lowest class—heard the second strand of music when religious poetry about gods and heroes was chanted or in dramatic performances, which were accompanied by music, dance and singing.

Like Greek drama, Ancient Indian plays began as pieces within a religious festival. But, in contrast to Western artistic values, Ancient Indian music and drama were designed to give peace and emotional harmony to the soul, not create excitement or tension. Family fights and murders are therefore banned as topics. As a result, there have been no great Indian tragedies.



SOURCE 7.15 Musician playing a lute

❖ What were the key social groups in Ancient India?

From about 2000 BCE onward small groups of people driving cattle before them came through the Khyber and Bolan passes. Gradually because of their increasing numbers, warrior culture and use of horses and chariots in warfare, they became the dominant group in India. They spoke a language called **Sanskrit**, called themselves

Aryas and saw themselves as different from the original inhabitants because of their religion, skin colour and language. They settled along the rich, well-watered soil of the Ganges River plains. Over time these settlements formed small kingdoms, the core of the later empires of the Maurya and Gupta families, with their capital city at Pataliputra, now Patna, on the Ganges River.

The key social groups that still exist in India were an invention of the Aryan priests who composed, from about 2000 BCE, a series of oral poems or hymns called the *Vedas* or ‘Books of Knowledge’. A late hymn in the **Rig Veda** collection describes the ritual sacrifice by the gods of a thousand-headed man-like creature called Purusha, creating with that sacrifice the Sun, Moon, humans and animals.

The word **Varna** means ‘class of men’, or as some historians put it ‘ritual status’. The priests performed the rituals so they were the most pure: the Shudras, who were probably the first inhabitants of India and therefore not Aryans, were forbidden to take part in the rituals.

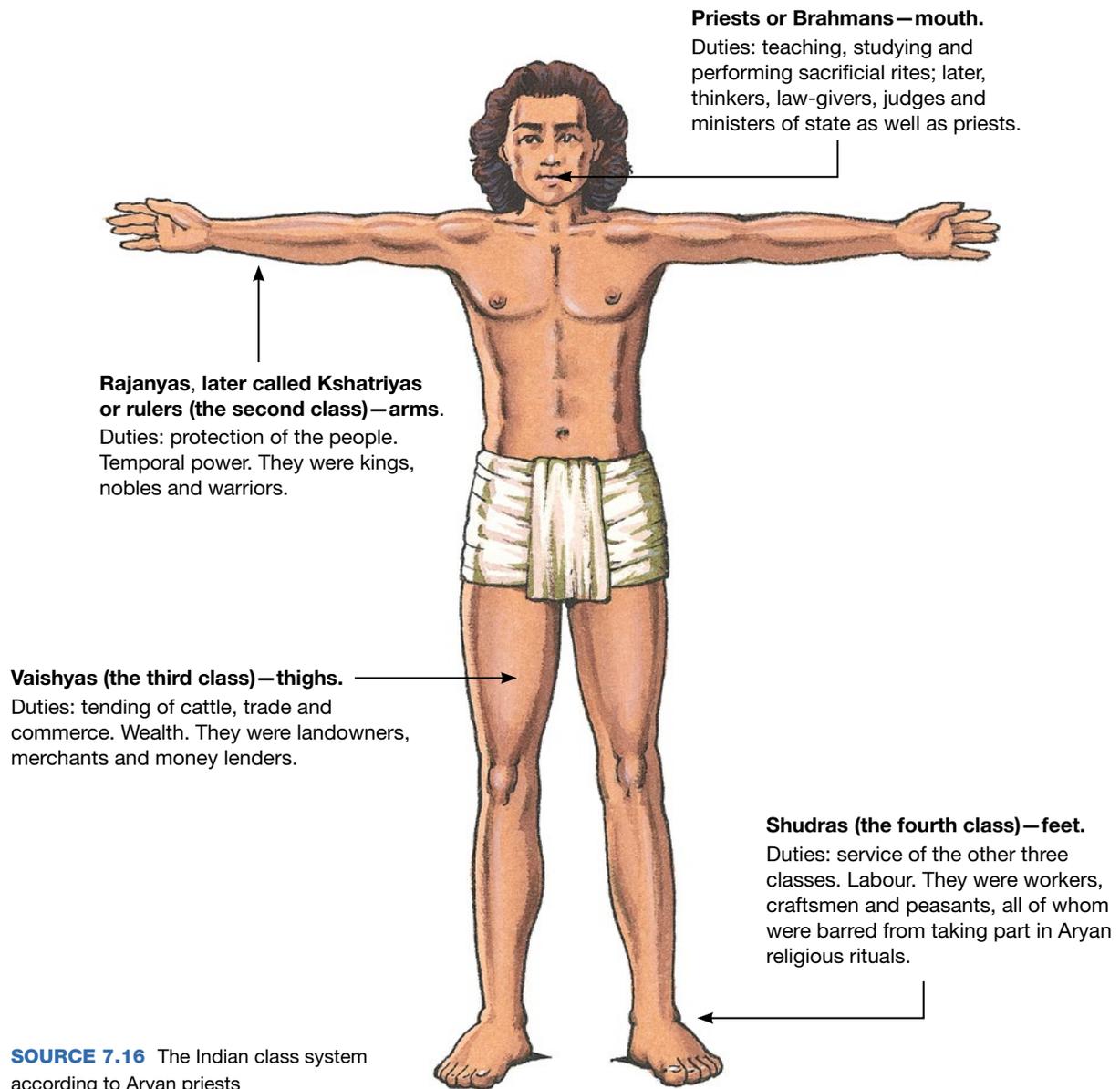
Differences within Ancient India

Priests, through coronation rituals, were the people who ‘gave’ kings their power. But each region of India developed its own class system, depending on who governed the territory and the economic opportunities in the area. In republics run by nobles, the Kshatriyas were the first class and the Brahman priests the second.

The jati

As Ancient Indian economies expanded, new jobs appeared. In order to fit these new jobs into the structure, the four classes were subdivided into *jati* or castes whose origin could be from a job, a locality or a clan. Even the Brahman class is divided into *jati*. Unlike the four ritual classes, which have stayed the same, the *jati* can change and even disappear. Today there are about 3000 *jati* in India.

The caste system did have its advantages. It provided social stability—everyone knew the caste into which they had been born, the job they would do and whom they could marry.



ACTIVITY

Source question

- 1 Read Source 7.17 and look at the drawing in Source 7.16, showing the placement of each of the classes on the different parts of the body. Suggest why the particular positions on the body would have been chosen for each class.

When they divided Purusha, in how many portions did they arrange him? What became of his mouth, what of his two arms? What were his two thighs and his two feet called?

His mouth became the brahman; his two arms were made into the rajanya; his two thighs the vaishyas; from his two feet the shudra was born.

SOURCE 7.17 *Rig Veda*, 10.90, quoted in T de Bary (ed.), *Sources of Indian Tradition*

Women

The dutiful high-class woman stayed at home, waiting to welcome her husband's friends with 'flowers, ointment, incense, betel leaves, and betel nut'. She was supposed to obey the orders of her parents-in-law, with whom she had to live, never contradicting them. She was not even allowed to stand at the door, look out the window or run to meet her husband in the street. When her high-class husband died, his wife had to set herself on fire on her husband's funeral pyre. When there was more than one wife, as there often was, they all had to die.

The dutiful village woman was supposed to turn milk into butter, spin and weave yarn to make clothing, make ropes from tree bark, pound and clean the rice, cultivate the fields, fill the granary with rice, purchase cotton, flax and hemp, buy seeds and sell the farm produce, look after the cows and sheep and check the family finances each day.

Wives were allowed out on religious festival days, accompanied by their husbands. Women were allowed to own their own jewellery, so

they invested in it as a kind of saving. They wore lots of jewellery, particularly bangles and anklets of gold. The anklets often had little bells that tinkled as they walked. The anklets were sometimes hollow so they could contain pearls or precious stones. Even cowgirls wore 'shining' bracelets, possibly silver rather than gold.

Untouchables

Below the four classes were the 'Untouchables', the poorest, dark-skinned Indians who swept the streets, buried the dead and collected garbage. They were regarded as impure.

Spotlight

A subclass of the Untouchables called the Chandala could not leave their huts outside the cities without striking a wooden clapper to warn people to get out of the way in case their very shadow polluted a class member. If a Chandala's shadow fell on a Brahman's clothesline, the Brahman was supposed to rush out to the line and rewash all his clothes immediately.



SOURCE 7.18 Woman selling statues in a market place (sitting behind her is a potter)

ACTIVITY**Check your understanding**

- 1 What was life like for a high-class woman?
- 2 What was life like for a village woman?
- 3 In what did women invest their wealth?
- 4 Who was left outside the class system? Why?

Source question

- 1 Look at the jewellery on the woman in Source 7.18. Using this and the work of her husband as evidence, suggest which class the woman might belong to.

Apply your knowledge

- 1 Draw a mind map showing the key social classes in India.

Influence of law and religion

In Ancient India, law and religion were not gods but an idea, **dhamma**. The Brahmans reminded a king of dharma when they felt he might be about to break the law. If the king decided legal cases correctly, protecting the weak and helpless and restoring order, then he would be assured of a place in Heaven after death.

Trial and punishment

There were four different kinds of courts:

- the village court
- the guild court in the cities
- the courts with judges appointed by the king
- the king's court, which resolved disputes that could not be decided in the lower courts.

The courthouse was decorated with flowers, statues of gods, paintings and a seat for the judges. There could be as many as five magistrates in the courts but generally there were three: a king's official, a wealthy merchant and a scribe. There was no jury and the defendant had to defend himself in front of the magistrates.

Whipping was used to extract confessions. There was also trial by ordeal, where the accused had to touch a red-hot piece of iron with their tongue. If their tongue didn't burn, they were innocent. As in medieval England, there was trial by water where if you floated you were innocent (the gods had saved you); if you drowned, you were guilty.

In the earliest kings' courts, the king was the executioner, hitting the guilty over the head with his sceptre. Later there were death penalties of various kinds, some fitting the crime. Those who stole military equipment were shot to death with arrows; if you broke a dam wall you were drowned in the dam! People were hanged for housebreaking, burnt alive for plotting against the king and beheaded for murder. The usual form of punishment was impalement.

ACTIVITY**Check your understanding**

- 1 What does dhamma mean?
- 2 What courts were there?
- 3 What does 'trial by ordeal' mean and what form did it take in Ancient India?
- 4 How were people punished?

Who were the key figures in Ancient India?

Greek outposts left by Alexander the Great in the north-west of India indirectly began the Mauryan Empire. Chandragupta Maurya started his military career with attacks on those outposts. He then moved on the rulers of Maghada, seizing the throne in 320 BCE. When the Greeks attacked again in 305 BCE Chandragupta met them with a strong army and forced the Greek King Seleukos Nikator to retreat. He then demanded, in return for 500 elephants, all territory to the east of Kabul in Afghanistan. This is how the Mauryan Empire became the largest in India for 2000 years. The Emperor Ashoka was Chandragupta Maurya's grandson.

Emperor Ashoka (268–233 BCE)

Ashoka was one of the greatest kings in the history of India. He came to the throne in 268 BCE as the ruler of the largest empire India had ever known, stretching from the Ganges Delta across to Afghanistan in the west. In 261 BCE he defeated the last large independent kingdom, Kalinga. Ashoka saw with horror the result of that conquest: 100 000 people killed, almost as many wounded and 150 000 taken prisoner and enslaved.

It was the conquest of Kalinga, together with a meeting with a Buddhist monk in the same year that changed Ashoka from a typical king concerned with extending his empire by force of arms into an extraordinary and very different ruler. In the 3rd century BCE, there was no feeling of patriotism towards 'India' as a nation. If Ashoka wanted to hold his empire together without force, he had to find some sort of unifying idea.

Spotlight

Elephants were the latest strategic weapon as their very appearance scared horses into running away.

SOURCE 7.19 The capital of an Ashoka pillar. This is the famous Sarnath pillar placed deliberately by Ashoka near the place the Buddha preached his first sermon. The four lions with open mouths facing the four quarters of the world could be roaring out Ashoka's dhamma. The four lions are used on the state seal of India today and the wheel underneath the lion is at the centre of the Indian flag, over the white part of the flag that symbolises peace.



The role of dharma in unifying India

Ashoka's solution to the problem of unification was to conquer by dharma. He saw dharma as an all-embracing idea covering all religious beliefs. Thus in his inscriptions he does not mention 'nirvana' but 'heaven', which most of his people believed in.

ACTIVITY

Apply your knowledge

- 1 What was the *cause* of Chandragupta Maurya's success and what was the *result*?
- 2 What was the *cause* of Ashoka abandoning warfare and what was the *result*?
- 3 How do we know that Indians today still admire Ashoka?
- 4 Why were lions used on the Ashoka pillar?
- 5 Research the independent kingdom defeated by Ashoka called Kalinga. Where was it located in Ancient India? What main historical accounts prove it existed?

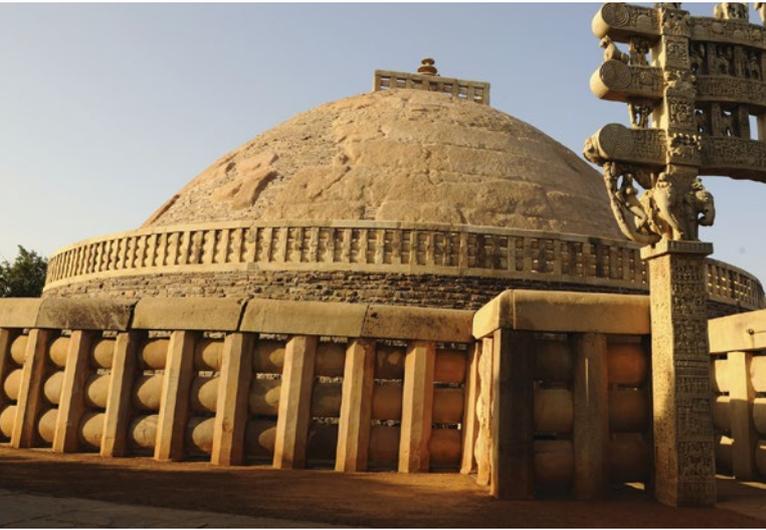
Material remains

We do not have many buildings left from Ashoka's time as they were made of wood. His palace was admired as being full of beautiful polished wooden columns. His capital city, Pataliputra, was fortified but the walls were made of wood. All that remains from Ashoka's time and from the following 150-year period are stupas and inscriptions on pillars and rocks.

Stupas

Buddhist stupas were built of brick and covered with plaster. Inside were relics or remains of the Buddha in a jewelled casket. People could honour the Buddha's memory by walking around the path outside the dome.

The stupas were enlarged and decorated over time and the dome was faced with stone. At the Sanchi stupa, sculpted gateways marking the four points of the compass led into the sanctuary. There are sculptures of human beings on the gateways but there are none of the Buddha. He is represented by the bodhi tree, an empty throne or his footsteps imprinted with wheels.



SOURCE 7.20 The great stupa at Sanchi

Cave-temples

The other ‘buildings’ that have survived from Ancient India are temples built into caves. The two Barabar cave-temples are very simple with highly polished walls, no decoration and a few lines of Ashoka inscriptions.

Over time the cave-temples became more and more decorated. In the hall of the Karli cave from the 1st century CE, the Buddha is still represented by a stupa not a statue, but there are elaborate carved columns around the walls.

The 27 Ajanta cave-temples are one of the first places with paintings of the Buddha.

These paintings date from the end of the 1st century BCE up to the 7th century CE. The Ajanta cave-temples have elaborate entrances, extensive sculptural decoration and beautiful paintings around the walls depicting the life of the Buddha.

ACTIVITY

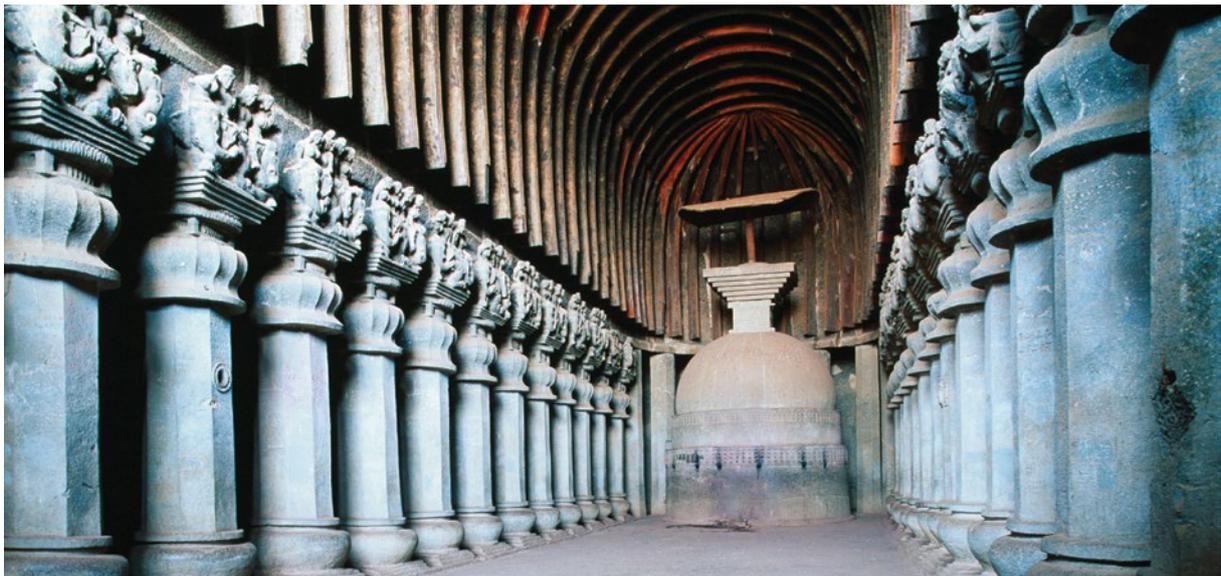
Check your understanding

- 1 What were stupas used for?
- 2 What was inside the Karli cave?
- 3 What significant change relating to the Buddha occurred in the art of the Ajanta caves?

Inscriptions

The main objects that have survived from Ashoka’s time are inscriptions on rocks and pillars. Archaeologists have found about 60 of these inscriptions so far. They are the oldest surviving written Indian documents. The inscriptions tell historians the extent of Ashoka’s empire, together with the people who composed it, as they are written in the local language—even Greek in the north-west of India.

The pillar and rock edicts were set up all over India and there was even one in Kandahar in Afghanistan, which is how we know Ashoka’s empire stretched that far. They also tell us what he believed in and what he did for his people.



SOURCE 7.21 Stupa inside the Karli cave

ACTIVITY

Check your understanding

- 1 Why is Ashoka a 'key figure' in Ancient India?

Source questions

- 1 Read Source 7.22. Which inscriptions do you like most and why?

It is good not to kill living beings, it is good not only to spend little, but to own the minimum of property.

Third Major Rock Edict

The Beloved of the Gods believes that one who does wrong should be forgiven as far as it is possible to forgive him.

Thirteenth Major Rock Edict

Thus speaks the Beloved of the Gods, the king Piyadassi: When I had been consecrated for twenty-six years I forbade the killing of the following species of animals ... Chaff which contains living things must not be set on fire. Forests must not be burned in order to kill living things or without any good reason.

Fifth Pillar Edict

On the roads I have had banyan trees planted, which will give shade to beasts and men, I have had mango-groves planted and I have had wells dug and rest houses built...And I have had many watering places made everywhere for the use of beasts and men...These and many other chief officers are busy with the distribution of charity both on my behalf and on that of my queens...Thus the glory of Dhamma will increase throughout the world, and it will be endorsed in the form of mercy, charity, truthfulness, purity, gentleness, and virtue.

Seventh Pillar Edict

SOURCE 7.22 Ashoka rock and pillar edicts in R Thapar, *Ashoka and the Decline of the Mauryans*

- 2 Create a mind map of the main points Ashoka makes in his inscriptions for your museum scrapbook.



SOURCE 7.23 Woman reading one of Ashoka's rock inscriptions

Apply your knowledge

- 1 With a partner, design a pillar capped with some type of animal to go in front of Parliament House in Canberra with inscriptions suggesting ways in which Australian people could lead a 'better' life. Save your design in your museum scrapbook for a museum display.
- 2 How similar to or different from Ashoka's inscriptions are your inscriptions and why are they similar or different?



From Ashoka to Samudragupta

The death of Ashoka saw the end of his dream of uniting India through dharma. India split again into small kingdoms. It was not until 600 years after Ashoka that northern India became one kingdom again.

Samudragupta and Chandragupta II

Chandragupta I (320–335 CE) was the first Gupta ruler to create an empire. This family of rulers, the Guptas, loved warfare. His son Samudragupta extended the empire to the west and north before marching on south India. He is seen as one of the greatest conquerors in Indian history.

Samudragupta's religion was not Buddhism, which did not suit his style at all, but Brahmanism. He claimed to be a god on earth. He made sure *he* conducted ritual sacrifices to the gods so he could claim superiority to the Brahmins! He reinstated sacrifices that promoted kingship, such as the horse sacrifice. After the king had won a great victory, a horse was left to roam for a year over the lands, which were then claimed for the king. At the end of the year the horse was sacrificed to the gods by the king.



SOURCE 7.24 A gold coin with a horse about to be sacrificed

It was in the reign of his son, Chandragupta II (who ruled in 375–413 CE), that the territorial expansion of the Gupta Empire and classical Sanskrit poetry, drama and art were at their greatest. The Guptas were tolerant and supported different religious beliefs, which is why beautiful Buddhist statues were created in this period.

At Chandragupta's court there was a group of poets known as the 'nine gems'. The most famous was Kalidasa, who wrote plays as well as poetry; the astronomer Aryabhata, who said that the Earth revolved around the Sun; and Varahamihira, who was a mathematician. One of the most remarkable achievements of Chandragupta's reign still stands: a 98-per-cent iron pillar that has stood for 1600 years without rusting.

SOURCE 7.25 A Guptan sculpture of the Buddha



ACTIVITY

Check your understanding

- 1 Why are Samudragupta and Chandragupta II key figures? Out of the two of them who is more important? Give your reasons.

Source question

- 1 We know a lot about Chandragupta II because of the gold and silver coins he issued. How can we tell from the evidence on the coins that the Guptas did not believe in Buddhism or Jainism? Go to OneStopDigital for support.



What was everyday life like in Ancient India?

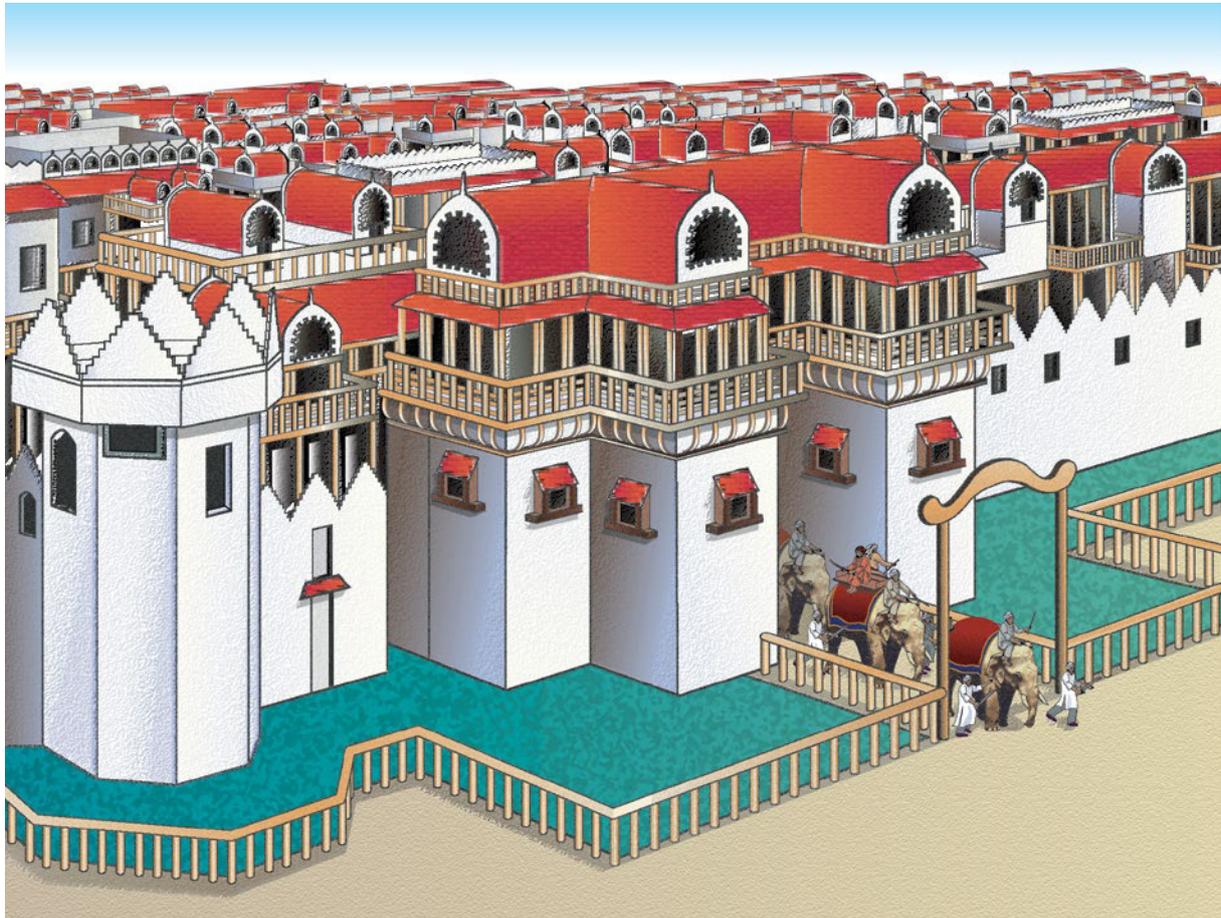
Towns and cities were divided into districts. The members of a *jati* all lived and worked on their particular craft in one set district. When there was a palace in the city, it was usually situated in the centre and was protected by its own walls. Temples to the Hindu gods were also in the centre of the city.

The urban elite consisted of the leaders of the *shreni* or guilds, who were non-Brahman wealthy merchants or independent manufacturers. The guilds produced polished metal mirrors, delicate ivory work, jewellery and textiles like silk, muslin, linen, wool and cotton for local use and for trade. Each *shreni* fixed the hours of work, and the prices and quality of its products. A *shreni* court controlled the behaviour of its members. Children belonging to a particular *jati*

tended to follow their father's craft and hence his membership of a guild. Each *shreni* had its own seals and banners that were carried in religious processions.

A young man living in the country in Ancient India could belong to one of three groups, the first two outside the class system. He could be a member of a clan who hunted wild animals in the steaming jungles around the Ganges River or he could belong to a family of pastoralists who wandered the hills and plains of India with their flocks of cattle and sheep. But he was almost certainly a Shudra, one of the 85 per cent of the population who lived in huts made of mud and sticks topped with grass-thatched roofs, in little walled villages built around a central square with its pond or well and communal building.

Every day, dressed in white cotton loincloths, the young man and his family would work their small plot of land where they grew crops such as



SOURCE 7.26 An artist's impression of an Indian city from the Classical Period

wheat, spices, sugar cane or cotton. The young man might plough his family's land with a wooden plough drawn by oxen, which were also used to pull a little cart to transport the family or their goods. He might be the communal cowherd who drove the villagers' branded cattle, goats, oxen, buffalo and sheep out to pasture every day. He might help his father make jugs and bowls out of clay, baked in heaps of burning leaves, or accompany him to the village council that organised the villagers into groups to roll away stones on local roads, cut down trees or build embankments.

Rare were the days the young countryman could relax, but jugglers, musicians, conjurers and snake-charmers visited the village and there were religious festivals, particularly when the communal building became a temple.

Different kinds of wealth in the cities

Once gold, silver, copper and lead coins became common, kings, Brahmans and kshatriyas (warriors) acquired wealth by investing in trade, industry and banking. When they borrowed money, the Brahmans, because of their special privileges, paid the least amount of interest; the Shudras had to pay the full 15 per cent. The acquisition of wealth was examined critically in the literature of the period.

ACTIVITY

Source questions

- 1 What does the writer mean by 'white wealth', 'spotted wealth' and 'black wealth' in Source 7.27?

Wealth is of three kinds: white, spotted, and black ...
 White wealth is ... what is acquired by ... valour
 in arms, ... through (instructing) a pupil ...
 and by inheritance ...
 Spotted wealth is ... what is acquired by lending money
 at interest, ... commerce, ... by artistic performance ...
 Black wealth is ... what is acquired as a bribe,
 by gambling, ... by forgery, by robbery, or by fraud.

SOURCE 7.27 *Naradasmṛti* I, 44–48, in *A Source Book of Indian Civilisation*

- 2 Do you agree with the position of some of the examples? Which ones would you shift and why?
- 3 Draw up a table with three columns. Use each kind of wealth as a heading. Take point-form notes from Source 7.27 on each kind of wealth underneath the appropriate headings.

Apply your knowledge

- 1 What do the interest payments show us about the class system?
- 2 For each kind of wealth, give three examples from today. Use different ones from the examples in Source 7.27.
- 3 Using evidence from the table, write two paragraphs, one on the similarities and one on the differences between the Ancient Indians' ideas about wealth and ours today. Don't forget the topic sentence for each paragraph. Use the History skills provided on page 38 in Chapter 1 to help you.

Houses

Wealthy citizens built their houses out of brick. Some houses had three or, according to the sources, even seven storeys with windows and balconies overlooking the street. The wealthy person's house had an internal courtyard surrounded by a verandah with living quarters behind. The walls were whitewashed and sometimes decorated. Some of the houses had bathrooms with running water diverted from streams nearby. The roofs were barrel-shaped, as can be seen in Source 7.26.

The poorer citizens lived in one-room houses made of wood, reed or mud-brick. Roofs were thatched or tiled. The floors were made of cow dung. They got their water from city wells.

Gardens

The houses of wealthy people in the suburbs had gardens that even had swings under shady trees. They sometimes had pools in which to bathe in summer. There were public gardens for the citizens to stroll in and mango groves outside the city walls.

The palace had beautiful gardens with tame peacocks, and lotus flowers floated on ponds with fountains. There were pavilions in which to sit and admire the garden. Water channels for watering the garden ran from water tanks to the trees and flowerbeds.

Clothing

The Ancient Indians used a variety of materials for their clothes: muslin, calico, silk, linen, wool and cotton. They did not sew their clothes but used two long strips of cloth, one wound around their waist forming a skirt and one over their shoulders. The waist cloth was held together with a belt and pins. Because of the heat, men wore white clothing but in the north, due to the colder climate, they also wore tightly fitting jackets. The Gupta kings sometimes wore trousers. The men wore their hair long and held up by a turban.

There is considerable disagreement about what the women wore. According to one account by a traveller, women wore a loose full-length dress: another says they wore a bodice and skirt. Red, blue and saffron were the main colours used. They tied their hair into a bun at the back of their necks.

SOURCE 7.28

The Ganges River depicted as a Guptan girl (on the right)



Both sexes smeared a sandalwood paste over their bodies in hot weather as they thought it cooled the skin. Women used red dye on their lips, the tips of the fingers and toes, the palms of the hands and soles of the feet, outlined their eyes in black and marked the centre of their forehead above the nose with a red and yellow beauty spot.

Food

India was lucky as it had a warm climate and plentiful rain as well as good river systems. Visitors to India noticed that pears, plums, peaches, apricots, grapes and oranges were grown around the country. The Ancient Indians drank milk and used clarified butter, called ghee, for cooking. They sometimes ate fish, mutton or venison but they were forbidden to eat beef or pork, among other meats. Many people in the upper castes had now become vegetarian due to the influence of Ashoka, Buddhism and especially Jainism.



SOURCE 7.29 Colourful Indian spices for curries

The family and guests ate from one pot. Rice, curries and chapatti (a flat bread) were as popular then as they are now. They ate with their fingers unless one of them was ill, in which case they used copper spoons. They normally drank water or milk, although alcoholic drinks made from rice, sugar, mangoes and grapes were also available.

ACTIVITY**Check your understanding**

- 1 What were the wealthy people's houses like? How many storeys could they have?
- 2 What were the poor people's houses like?

Source questions

- 1 What clothes did women wear according to two secondary sources (the travellers' accounts) described on page 228?
- 2 Look at the primary source (Source 7.28). Which traveller's account of women's dress is more accurate?

Apply your knowledge

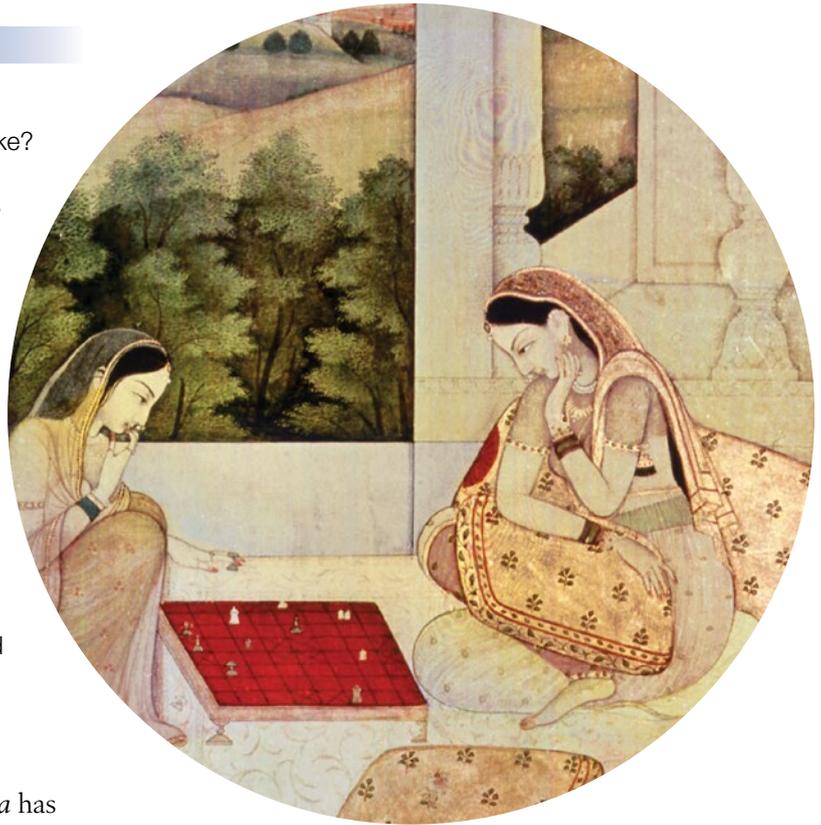
- 1 Would you have liked to have been invited to dinner? Why or why not?

City life

An Ancient Indian text called the *Kamasutra* has a vivid description of the life of a **nagaraka** living in a city in the 5th century CE. The young man was instructed to rise before sunrise, 'cleanse his teeth with brushes fashioned out of twigs', perfume himself, 'tint his lips' and sweeten his breath with betel nuts and pomegranate peel. After all that preparation he set out, but he should make sure he stayed in the shade 'to check perspiration'.

In his bedroom, the young man was supposed to keep a lute hanging on the wall, a painting-board and a box of paints, some books and a dice-board. There were flowers in the room, seats and a couch to relax on. Outside the room there should be cages with birds and a garden with a swing.

The young man might visit friends to discuss poetry and art or to play games of chess. He might go with his friends to the public gardens to watch cock-fights, quail-fights, ram-fights, dancing, acrobatics and theatre performances. In summer he could join in water sports in a 'water tank in which there are no noxious creatures like crocodiles'. To be seen as really cultured, he was supposed to be educated in 64 arts and sciences, which included first aid, chemistry, fencing, archery, architecture and swimming.



SOURCE 7.30 Two women playing chess in the 18th century

Spotlight

India invented an early form of chess for four people called Chaturanga, which was based on the tactics of the Ancient Indian army. In a real battle, the king usually remained at the back of his army, aloof from fighting, working on strategy from the height of the litter on his elephant. He had to stay apart and avoid the fighting for if the king was killed, the whole army was regarded as defeated.

The game of chess that was invented under the Guptas reflects this role of the king. The general is now the queen. The Indian infantrymen were used in the same way as a pawn in a chess game today—to protect the more valuable people (pieces). The board had 64 squares and moves were controlled by the throw of a dice.

ACTIVITY**Check your understanding**

- 1 How did the nagaraka entertain himself at home?
- 2 How did he entertain himself when he went out?

- 3 What are the main differences between the life of the young countryman and the life of the nagaraka?
- 4 Who led a better life? Discuss, giving your reasons.

Source questions

- 1 How does the fable in Source 7.31 show that one needs more than intellectual ideas to survive in this life?

One day the four friends, three of whom were highly educated Brahmins, went for a walk together and came across the bones of a dead lion.

One of them said... 'let us bring it to life by means of the scholarship we have honestly won... I know how to assemble the skeleton.' The second said: 'I can supply skin, flesh, and blood.' The third said: 'I can give it life.' ...

[The fourth said] 'Wait a minute, while I climb this convenient tree.'

When this had been done, the lion was brought to life, rose up, and killed all three. But the man of sense, after the lion had gone elsewhere, climbed down and went home.

SOURCE 7.31 J Alphonso-Karkala (ed.), *An Anthology of Indian Literature*

- 2 Who won the battle in Source 7.32, the demons or the gods?
- 3 How did they win the battle?

A fearful flock of evil birds,
ready for the joy of eating the army of demons,
flew over the host of the gods,
and clouded the sun ...

Suddenly monstrous serpents, as black as powdered soot,
scattering poison from their upraised heads,
frightful in form,
appeared in the army's path ...

Lighting heaven from end to end,
With flames flashing all around,
with an awful crash, rending the heart with terror,
a thunderbolt fell from a cloudless sky.

The sky poured down torrents of red-hot ashes,
with which were mixed blood and human bones,
till the flaming ends of heaven were filled with smoke.

SOURCE 7.32 'Kumarasambhava', in *The Wonder that was India*, (ed) trans. AL Basham

Apply your knowledge

- 1 Make a list of the objects in the nagaraka's bedroom.
- 2 Draw or photograph your bedroom with today's objects that are the modern equivalent of the ones on the list. Include it in your museum scrapbook. Label your drawing or photograph with the nagaraka's similar objects in brackets. 
- 3 Find more information on the game of Chaturanga. Compare it with a modern chess game. Find images of both games, label the two boards and the pieces, and save your annotated images in your museum scrapbook as the basis for a museum display. 
- 4 Working in pairs, draw by hand or use a program like Comic Life to create a comic strip on the fable in Source 7.31. Save your work in your museum scrapbook. 
- 5 In the original Sanskrit, the poet used repetition to create drama, which cannot be done in translation. Try saying this line out loud: 'svanah svarena sravananta-satina'. In English: '[dogs] howling together with cries that rent the eardrums'.

What contacts and conflicts did the Ancient Indians have within India and with other societies?

Conflicts with other societies

India suffered a series of invasions from the 5th century BCE onwards. The first was that of the Persians under Darius, who annexed the area north-west of the Indus River. Alexander the Great's Persian campaign in 327 BCE led him into western India. The Greeks tried again in the early 2nd century BCE and succeeded in creating for a century little kingdoms in the north-west of India. These Greek states had a great influence on Indian science and art.

Other invaders

Another group of people called the Sakas invaded and held north-western India. They were followed in turn by Iranians and Kusanas who held central Asia and north-west India. It is due to the contact between the Kusanas and the Chinese that Buddhism, which the Kusanas supported, spread to China. By the 3rd century CE India was again divided into small kingdoms that from 320 CE onwards became part of the Guptan Empire. Eight years after Attila led the Huns into northern Italy to attack the Roman Empire, the Guptas were defending northern India from attacks by the Hunas or white Huns. The Huns destroyed the land routes to the Middle East, Buddhist centres of learning, trading centres and cities in north India. India was again a place of little kingdoms battling each other.

Conflicts within India

There were a number of reasons for the constant warfare in India: fighting to protect lands from foreign invaders and from larger kingdoms and for the sake of dharma. Dharma was more than divine law; it also meant doing battle for your people. When a king inherited the throne, his first action, after a ceremonial meal with his elite troops, was to march out to win glory in warfare.

Why there was no long-lasting empire

No single empire survived long enough for there to be extended peace. Unlike in China, the bureaucracy was not well organised and tended to collapse when the king or emperor died. The empire fragmented and new kings tried unsuccessfully to re-create it through warfare. There was no feeling of patriotism for India as a whole and there was no centralising body, for instance a church organisation, to hold India together.

The army

Indian armies were divided into four sections: infantry, cavalry, chariots and elephants. The infantry consisted of foot soldiers with swords and spears, and archers with bamboo longbows. It was so hot that the soldiers only wore loincloths and turbans to protect their heads from arrows. They had a long shield to protect their bodies.

Elephant warfare

Ashoka's grandfather had 600 000 foot soldiers, 30 000 cavalry and 9000 elephants. Elephants were used like tanks today for battering down wooden gates or piercing them with their tusks. A row of elephants could form a bridge for crossing shallow rivers. They also



SOURCE 7.33 Wall-painting of elephants fighting from the 17th century, Bundi Palace in Rajasthan

collected wounded soldiers from the battlefield. The problem with using elephants in battle was that when one panicked, it sent the whole herd into a stampede, which meant they trampled all over the foot soldiers they were supposed to protect.

How we know about Indian warfare

Archaeological digs

Archaeologists have dug at the site of the city Tosali in Kalinga and found, near the ramparts, a mass of arrowheads and spearheads from the Mauryan period. This supports Ashoka's account in one inscription of his savage attack on the city, which killed 100 000 people and wounded just as many.

Artwork

Artwork can tell us a lot but the artist's desire to create an elegant balanced piece could prevent accuracy at times. As the artist was likely to be paid or employed by the people who won, they may have sometimes emphasised or distorted some features of the art to please the person paying for it. The date of the artist's work also needs to be checked. For example, Source 7.33 was created more than 1800 years after Ashoka's reign.

Greek sources

Arrian's *Anabasis*, Books 5a and 5b, gives a detailed account of Alexander the Great's battle of Hydaspes against the Ancient Indian King Poros from the Greek point of view. There is no Ancient Indian account and archaeologists haven't found any evidence (so far) for the battle of Hydaspes.

Go to OneStopDigital for an account of the battle of Hydaspes.



Ancient Indian written sources on the art of war

These are scarce in the early period. The very earliest discussion of archery dates between the 8th and 11th centuries CE.

The *Mahabharata* was begun in the 5th century BCE and finally put together and polished in the Gupta period. This huge epic

poem describes heroic warriors, powerful archers and kings in chariots. The poem describes how a conch-shell is blown to announce the start of the battle. Masses of arrows are then fired at the enemy.

Samudragupta is a good primary source (see Source 7.34). On one of Ashoka's pillars, which probably instructed people not to kill, he had the following boast inscribed. (Note: 'sic' means that the spelling mistake was in the original translation.)

Skillful [sic] in hundreds of battles, his only ally was the force and power of his arm. His handsome body is covered and beautified with the marks of hundreds of varied wounds inflicted by axes, arrows, lances, spears, darts, swords, javelins, iron arrows and other weapons.

SOURCE 7.34 from Allahabad pillar inscription of Samudragupta, quoted in D Lorenzen, *Who Invented Hinduism?*

ACTIVITY

Check your understanding

- 1 In what ways were elephants useful in Ancient Indian warfare?
- 2 Why did Ancient Indian empires never last long?

Source questions

- 1 List all the weapons mentioned in Samudragupta's inscription (Source 7.34). What other sources also mention at least some of these weapons?
- 2 Why can't the wall painting of fighting elephants (Source 7.33) or the discussions on archery be trusted as reliable sources for Indian warfare in the time of Ashoka and Samudragupta?

Apply your knowledge

- 1 Investigate the Battle of Hydaspes. Why is the account of the battle biased?
- 2 Who won the Battle of Hydaspes and why did they win? For a video and PowerPoint presentation on the battle go to OneStopDigital.



Trade contacts with other societies

From the 1st century BCE, the south-west monsoon brought Egyptian, Greek, Arabian and Roman merchants to coastal Indian towns. They came in ships laden with linen, wine, glass, pottery, copper, tin, lead and gold and silver coins. Roman coins dating from the 3rd century BCE to the 5th century CE have been found on both coasts of the Indian peninsula and on ancient trade routes that ran between the coasts. The merchants waited in India for the north-east monsoon to blow them back home in ships packed with pepper, cloves, ivory, perfume, cotton, silk, diamonds, gold and pearls.

There were even Greek and Roman trading posts like Arikamedu along the southern coastline. In the time of the Roman Emperor Augustus, as many as 120 ships sailed from the Red Sea to India every year. Indian traders from at least the 2nd century CE used the monsoonal winds of the Bay of Bengal to carry Roman goods and Indian ceramics and gems to South-East Asia. The ships returned to India with spices, which were then sold to Roman merchants at a good profit.

Spotlight

In the 5th century BCE, India was seen as the end of the world by Ancient Greek historians such as Herodotus. Past the Indus, he claimed, Asia was uninhabitable desert. He then described how the Indians acquired their gold—by letting giant ants dig it up for them in the desert. At the hottest time of the day, when the ants were underground sheltering from the heat, Indian gold-seekers galloped out on camels to collect the sandy gold. They hastily galloped back before the ants could smell them, chase and kill them.

The word for ant and the word for a certain sort of gold are the same in Sanskrit.

SOURCE 7.35 Lakshmi, the Indian goddess of wealth—this statue was found buried under the ashes of Pompeii in Italy (the city was buried in 79 CE)

ACTIVITY

Check your understanding

- 1 Why is Herodotus' story about the ants not very believable? What word could have led to the invention of his story?

Source question

- 1 Why is the statue (Source 7.35) a more useful source than Herodotus to help us understand the Ancient Indian economy?



A terrifying journey to Vietnam

Travelling between India and southern Vietnam in the 5th century CE was a terrifying experience for an Indian merchant and even for Fa-hsien, a Buddhist monk. There were no compasses, no lights on the boat, no radar and no lighthouses on land. After sailing across the Bay of Bengal and down the Strait of Malacca, the sailors and merchants had to wait for the south-west monsoon wind to carry their ship to southern Vietnam.

That sea is infested with pirates, and none who meet them can escape alive. The great ocean stretches on every side without end, and one cannot tell east from west. Only by looking at the sun, the moon and the stars, can mariners tell their direction. On dull or rainy days, their vessel simply drifted before the wind. On dark nights, all they could see were great billows beating against one another and shining like fire, with huge turtles, sea monsters and other amazing creatures in them. The bewildered seamen did not know in what direction they were sailing ... so not until the weather cleared could they distinguish the direction and set the right course.

SOURCE 7.36 Fa-hsien, *A Record of the Buddhist Countries*, trans. Li Yung-hsi, in DR Sardesai, *Southeast Asian History*

In Vietnam

At the **Mekong Delta** ports, an Indian merchant would hire a local flat-bottomed boat to take himself and his wares up the great canal through dense mangrove swamps full of crocodiles, snakes and wild pigs. Beyond the mangrove swamps were bamboo thickets and reeds where rhinoceros, wild water buffalo and tigers lurked. There were no roads. He found that the 'streets' of the main city, Oc Eo, were canals bordered by strange houses perched on top of stilts. He still had to travel everywhere by boat to sell his precious goods.

Indian merchants had to stay for months in Oc Eo, waiting for the monsoonal winds to take them back home. Together with their vases and jewellery, merchants brought knowledge of new techniques to create artefacts, as well as different religious beliefs. Thus the merchant, talking to people while he sold his wares or buying products to take back to India, played an important role in spreading Indian culture throughout South-East Asia.



SOURCE 7.37 A wooden boat today being built in the same style as the earlier boats that travelled the Indian Ocean in the 5th century CE

ACTIVITY**Check your understanding**

- 1 What problems did Ancient Indian merchants face when travelling by boat compared with travelling by boat today?

Source question

- 1 According to Source 7.37, what was it like to sail in a small vessel from India to South-East Asia?

Apply your knowledge

- 1 Send some postcards to friends describing your adventures en route to Oc Eo or your time in Oc Eo. Use Postcard Creator to help you to make your postcards. Save your postcards in your museum scrapbook.



🔴 What legacy did Ancient India leave to modern life?

Ancient India influenced both the East and the West in very different ways. South-East Asia has been the most affected by Ancient Indian culture. Wherever Indian merchants, Brahmans and Buddhist missionaries went, they took their religion, ideas, art and architecture.

The Emperor Ashoka sent missionaries all over his kingdom and to countries like Sri Lanka, Burma, Syria, Egypt and Greece, hoping to bring his message of dharma (non-violence) to the entire known world. The envoys and Buddhist missionaries were certainly successful in Sri Lanka, whose king converted to Buddhism. From there, Buddhism spread to South-East Asia. It is due to Ashoka that Buddhism, instead of being just another Indian cult, became a world religion. Buddhism was taken by monks and merchants along the silk-trade routes into Tibet, China, Korea and Japan. Buddhist monks travelled from China and South-East Asia to study at the great Buddhist monastery of Nalanda. Ancient Indian epics were translated into the local languages and Indian craftsmen brought religious artistic motifs to South-East Asia.

South-East Asia was influenced first by Buddhism then by Hinduism. These beliefs could

alternate depending on the ruler, so a state with Hindu gods could become Buddhist with the next ruler and the other way round. Even today, people on the little island of Bali to the north of Australia worship Hindu gods such as Shiva. On the island of Java in Indonesia, the Sailendra kings supported Buddhism. In the early 9th century CE, they built one of the most stunning Indian-inspired buildings in the world, the great stupa or temple of Borobudur.



SOURCE 7.38 The Borobudur

To both East and West, Ancient India gave practical gifts: rice, sugar cane, cotton and spices. The West owes the gift of chess to Ancient India. The so-called 'Arabic' numbers we use today originally came from India. The Arabs, who traded with the Indians in western India, acknowledged the source, calling the numbers *Hindisat* or 'the Indian art'. As well as numbers, Indian mathematicians created the zero, the decimal system, algebra, calculus and trigonometry and discussed the implications of infinity ideas that we have also inherited.

History challenges

Creating an exhibit

Create five exhibits for the Asian World gallery on the following themes for Ancient India:

1. Physical features
2. Daily life
3. Contact and conflict with other countries
4. A significant individual
5. The legacy of your society



Digging deeper

- 1 Imagine you are an archaeologist trying to find the site of the Battle of Kalinga. Write a diary about your excavation and the evidence that you find there to prove that the battle did happen and that there were links between Ashoka and Buddhism. Add your diary to your museum scrapbook.
- 2 You are a reporter interviewing a Hindu priest about his beliefs. Ask him questions, as well, about the similarities and differences between Hinduism and Brahmanism to find out how the religion has stayed the same or changed over the centuries.



There are lots of Hindu temples in Australia. Try to visit one and see if you can take photographs. They might even let you create a video in your role as a reporter. For temples in Australia go to OneStopDigital.



- 3 Samudragupta scratched praise about himself on one of Ashoka's columns. Create a debate between Samudragupta and Ashoka in which they each discuss their achievements and who most deserves to have an inscription on a column. Imagine you are the judge of the debate. Write a report in which you comment on each of the two speeches from your present-day perspective.

Be creative

Select a topic from Ancient Indian history or literature. It could be Ancient Indian warfare, an Indian fable, or one of the stories at the Hindu Kids' site such as the most famous one, the *Ramayana*. Go to OneStopDigital



for Indian fables, plus the *Ramayana*, plus stories from the longest epic in the world, the *Mahabharata*.

You could create plasticine models and film them as a claymation, create a shadow puppet play, devise a computer game, or write a storybook on your chosen topic.

Bollywood film festival

Look at a Bollywood film such as *Bride and Prejudice* for ideas on Indian dress, dance and music. Choose a topic such as a day in the life of an Ancient Indian town, Indian warfare, Samudragupta, a merchant's adventures or any other ideas from the text, and create a Bollywood film. You should include some Indian dancing, Indian music and Indian food. If each class member prepares a film, you could have a Bollywood film festival!



SOURCE 7.39 Bollywood actors dancing

Essay

Do more research on Ashoka on the internet and in books. Write an essay on Ashoka's reforms and what effect he had on Ancient India and on the Asian world. Why didn't his reforms last in India? Use the History skills on page 42 in Chapter 1 to help you write your essay.

Go to OneStopDigital for multiple-choice questions for this chapter and an interactive crossword.



Glossary

absolute dating a general term used to describe a variety of techniques used to determine an approximate date of an artefact or site by comparing the properties of an artefact with material of a known age

Acropolis the rock of the city, the high point for the sacred buildings in Athens

agora marketplace

agriculture growing crops and raising domesticated animals so the products can be consumed by people

ahimsa belief in non-violence towards living creatures

Akhet the period of inundation

Allah the Islamic name for God

amphitheatre a circular building, like a football stadium, for gladiatorial fights and chariot races

ankh symbol of life

ankhet that which gives life; in other words, grain (an ankh is the symbol of life)

appease to make someone (who can be frightening or dangerous when angry) happy, usually by giving in to their demands

aqueducts water carried in a channel on arches (literally, 'water carriers')

archaeologist people who study the past by digging up and studying physical remains using scientific methods

archive a place where original records are kept, usually in the order in which they were made

arena the flat central area in an amphitheatre where the gladiatorial fights took place

artefact an object made or altered by humans

Aryans settlers from the Iranian region who became members of the upper classes in India

assassin a person who kills people, mainly leaders or politicians, usually for money

asceticism self-discipline generally done in solitude

atrium entrance hall of a wealthy Ancient Roman's house

augurs religious officials who foretold events by watching for certain signs: for example, the flight of birds

auroch the biological ancestor of modern cattle; they were nearly 2 metres at the point where their neck met their back, and had large curved horns

autocracy a system of government where decisions and supreme political power is held by one person

avatara god in human form

ba the personality of a person

basilica law court building

bibliography alphabetical list of sources used in research

Book of the Dead papyrus scroll buried with the dead giving instructions on how to pass the terrors of the underworld and face trial in the Hall of Judgement

buddhism the religion/philosophy started by Siddhartha Gautama in India about 2500 years ago

bureaucracy centralised government by a group of officials

canopic jars four jars placed in the tomb that contained the liver, lungs, stomach and intestines from a mummy

caste a social order or group that you are born into and remain in for the rest of your life

catapulta catapult or machine for hurling darts and light spears

cataract a rocky gorge on the river

cavalry soldiers who fight on horseback

chamber-pot a pot kept in the bedroom for urinating into

chariot a wheeled vehicle, typically pulled by two horses, though four were sometimes used, that could hold between one and four soldiers

chosen by lot a chance selection; in Ancient Athens, a 'machine' had black and white balls fed into it—if you collected a white ball, you were selected

citizens those individuals in a society with political rights like voting and representation

city-state an independent, self-governing city and the surrounding land it controls

civil service the centralised administrative system for running government. In theory everyone could sit an exam to join the civil service and therefore advance in society

civilisation a point in the development of certain societies; civilisations tend to have a large, concentrated population, a writing system and monuments

cloaca great drains for stormwater and sewage that ran under Ancient Rome into the Tiber River

colony a city or state established by explorers and settlers from an older, pre-existing society

Colosseum the huge circular stadium started by Vespasian and opened by his son Titus

Confucius developed Confucianism, the main philosophy in China throughout most of the ancient period. Both conservative and traditional, it stipulated what role and place people had in society by looking back to a mythical idealised world

conservation the process of preserving something in its existing state, restoring it to its original state, or adapting it to a new use to ensure that future generations benefit from its ongoing existence

consul the highest position in the state, held by two elected officials—before the emperors, the consuls commanded the army, summoned assemblies and assigned punishments

cradle of civilisation the land between the Tigris and Euphrates rivers in Iraq where the first human civilisations emerged (the region is also called Mesopotamia)

crucified to be executed by being tied or nailed to a cross

crucifixion to be executed by being tied or nailed to a cross (a punishment for non-citizens)

cursus honorum the ‘course of honour’ or the steps a young man had to take in a political career

deforestation a process that involves cutting down all the trees; this exposes the soil and can lead to soil erosion

delta land at the river mouth in the shape of a triangle

democracy a system of government by and for the people; individuals own houses and businesses

dendrochronology tree-ring dating, a method of telling the age of wood

dhamma righteousness; belief in gentleness, charity and concern for all living creatures. The form of the same word used in Hinduism and Buddhism is ‘dharma’. It means ‘sacred law’ in Hinduism and ‘doctrine’ in Buddhism.

domestication taming a wild plant or animal so that it is useful to humans

dormant inactive, sleeping

dowry money or land given by the bride’s family to her new husband or his family when she marries

Duat the underworld

dynasty a period of time when a particular family rules over a kingdom or empire

Ekklesia assembly

emperor the leader of an empire, an area that includes an emperor’s own kingdom and land conquered from others

enlightenment the state of having a total understanding of the nature of life and existence

Etruria an area in northern Italy with city-states inhabited by people called Etruscans

evidence information found within a source that proves or disproves something

excavate to dig a hole in the ground to remove physical remains from an archaeological site

fertile strip land beside a river in which crops can grow

fertility cult a religious belief or activities designed to increase the chances of pregnancy and safe births (the focus of a fertility cult could be humans or domesticated animals)

The First Emperor Qin Shi Huang (259–210 BCE), who united previously warring kingdoms and made important reforms, but was considered very power-hungry and cruel

Forum the great central square in a Roman city, comprised of religious, legal and political buildings and often used as a marketplace

frieze a band of decoration along a wall

galley a wooden ship powered by oars and sails

gladiator a man who fought against other men or animals in ancient Roman amphitheatres (the name comes from *gladius*, the short sword with which he and the common Roman legionary fought)

gorgons in Greek mythology, three female monsters with hideous faces, glowing eyes and hair of living snakes (Medusa was the most famous gorgon)

gospels the four chapters of the Christian Bible that tell the story of the life of Jesus

Great Wall a series of defensive walls built in the north and north-west of Ancient China to keep nomadic warriors from invading

gymnasium a gymnasium or indoor exercise place

Hellas Greece

heritage all things that we have inherited from previous generations that we value from the past, including events, traditions, influences, places and experiences

hierarchy an arrangement of social layers where those at the top have more wealth and power than those at the bottom

hieroglyphics Ancient Egyptian writing in the form of pictures or symbols

historian people who study the past by examining written and non-written evidence

Homo sapiens sapiens the species of human beings that evolved in Africa c.135 000 years ago; we belong to this species

hubris excessive pride

hunter-gatherers people who found food by hunting for animals and gathering fruit, berries, seeds and other edible parts of plants

impluvium basin for collecting rainwater in the atrium

inscriptions writing or drawings carved into stone

inundation annual flood in Egypt that brought soil to fertilise the fields as well as water

irrigation providing water to crops through specially built channels, pipes or other means; this is done in areas where rainfall is low or fields are some distance from water sources such as lakes or rivers

judiasm the religion of the Jewish people that emerged in modern-day Israel more than 3000 years ago

ka life-force, the exact double of the deceased that accompanied the heart to the trial in the underworld

karma the idea that our actions will have consequences in this life or future ones.

Kemet 'Black Land', the Ancient Egyptians' name for their country

King Tutankhamun the boy pharaoh who ruled Egypt from c. 1332–23 BCE

Latium area where the Latin people lived

legalism a philosophy that sought to control people with rules and laws; its starting point was that people were naturally bad

legionary a highly trained foot soldier in the Roman army

maat the idea of order, justice and stability

Magna Graecia greater Greece, the area of southern Italy and Sicily that had been colonised by Greek settlers from the eighth century BCE onwards

Mandate of Heaven the idea that kings have the right to rule so long as they treat their subjects fairly and justly. If a king treats his subjects cruelly then he loses Heaven's mandate and a new king replaces him

mantras sacred poetic text used for hymns or chanting

mastabas flat-roofed platform tombs

Mekong Delta triangular-shaped land at the end of the Mekong River, which runs through south Vietnam

merchant a person who makes a living by buying and selling goods

metallurgy using metal to make tools and other objects

midden an ancient rubbish heap, most often containing the remains of food (such as bones and shells)

Middle Kingdom the belief that Ancient China was at the centre of the universe

mind map a diagrammatic form of note-taking

mosaic a floor or wall made from thousands of little tiles

mummification various treatments given to a body after death to preserve it for as long as possible

myth a story about gods and/or heroes not based on any fact; the word legend is used for stories like the Trojan War, which may have some historical basis.

nagaraka wealthy, educated and intelligent man-about-town

Near East the part of the world that includes modern-day Egypt, Iraq, Israel, Jordan, Lebanon, Saudi Arabia and Syria

nemesis/Nemesis punishment of those who have offended the gods by doing wrong; also a goddess

nirvana the Buddhist conception of the afterlife; it can only be achieved after experiencing Enlightenment

obsidian a black, glassy rock that can be chipped into very fine, sharp points

The Odyssey an Ancient Greek poem by Homer (the word now means a long adventurous journey, as in *2001 A Space Odyssey*)

oracle sacred person or place people went to if they wanted to ask the gods questions, and hoped to receive answers through either a person or physical event such as the leaves of a tree rustling

oral tradition poems, hymns, sayings and stories that are handed down from one generation to the next by word of mouth because most people in the society don't read or write

orchestra place for music (and dancing) in Ancient Greek theatres

ore a type of rock that contains minerals or metals

pa-per-aa 'the material of the pharaoh', the Ancient Egyptian word for paper; our word 'paper' comes from it

papyrus name for an early form of paper, but also the reed from which it comes. It was also eaten and used for roofing, sandals, baskets and boats

Parthenon the temple to Athena in Athens

patricians the old wealthy families of Ancient Rome

Peret when the crops began to grow

phalanx soldiers attacking in a tight body

pharaoh Egyptian ruler

philosophy ideas about the meaning of life or how a society should be organised

plebs working class including the poor who were often called *proletarii*

plumbed piped (the Romans used pipes made of lead—*plumbum* meant lead)

point-form notes really brief notes in point form, not in sentences

polis (poleis) city-state(s)

prehistory the period of human history before the invention of writing in c. 3500 BCE

primary sources sources, such as diaries, letters, photographs or music, created during the time being studied

primates the order of animals that includes lemurs, monkeys, gorillas, chimpanzees, orangutans and human beings

Pythia a woman through whom the gods were supposed to speak

radiocarbon dating a method of estimating the age of an object by measuring the amount of carbon-14, a chemical, left in remains such as wood, bone, charcoal or fossils

raga a series of notes on which a melody is based

rajah (or raja) Indian king, prince, chief

reincarnation the belief that after we die we will be reborn, although not necessarily in human form—a person's spirit could come back in the form of an animal

relative dating a general term used to describe a variety of techniques, such as location and type, to determine the relative order of past events

Rig Veda the oldest parts of this collection of sacred hymns date from the 2nd millennium BCE

sacrifice to give up something valuable or useful; in ancient times, bulls or other animals were slaughtered to appease the gods

Sanskrit an Ancient Indian language called Indo-European as it is related to languages like Latin

sarcophagus a stone coffin

sati in Hindu custom, a widow who commits suicide by throwing herself on her husband's funeral pyre (literally, 'a good woman')

scribes people in a society whose job it was to write official records, laws, business transactions and any other type of document that was required; in Ancient Egypt, scribes were a special class as they were the only people who could read, add up and write

secondary sources sources, such as encyclopedia entries, textbooks or television documentaries, produced after the time that is being studied

selective breeding allowing only certain animals with desirable characteristics to breed

Senate governing body made up of 300 wealthy land-owning nobles who ruled Ancient Rome before the emperors

Shemu harvest time

Silk Road a series of trade routes that connected Ancient China with India and the Mediterranean world. It was not only goods such as Chinese silks and Persian rugs that were exchanged but also ideas such as Buddhism that found their way into China via this route

socialism a system in which the community, rather than individuals, owns and controls land and industries; the government is generally run by a small group of politicians on behalf of the community.

soil erosion this occurs when wind or water carries away exposed soil so that crops cannot be grown

Sopdet the star Sirius, which rose several days before the River Nile began to rise in the south of Egypt

sources written and non-written items that provide information about the past

strata layers found beneath the surface of the ground in rock or earth

stratification the division of a society into different layers or classes

stupa solid mounds clad in brick and covered with plaster; it is alleged that inside were buried actual remains or sacred relics of the Buddha

subcontinent a large landmass that is smaller than a continent

symposium in Ancient Greece, a banquet (the word now means a meeting to discuss ideas)

Taoism a philosophy that sought a more natural and harmonious way for people to live their lives. It took much of its inspiration from observations of the natural world

testudo a shelter created using a tortoise formation to protect soldiers' heads while attacking

theatre in Ancient Greece, the 'viewing place' or place where plays are performed

threshing breaking the inedible husk, or outer shell, away from a seed

topic sentence the first sentence of a paragraph that says what the subject of the paragraph is going to be

tragedies serious plays dealing with important religious ideas

tribute money collected regularly from subject states as the price of protection from possible future attack by enemies

triumph a military parade through the streets of Ancient Rome for a successful general

Varna Indian division into four classes originally based on skin colour, then class system

winning separating seeds from their husks

World Heritage site a site of natural or cultural importance, listed by the World Heritage Commission

Warring States Period covers a period from about 475 BCE to 221 BCE. It was a period during which regional warlords annexed smaller states surrounding their territory

wreath a headband made from leaves and flowers

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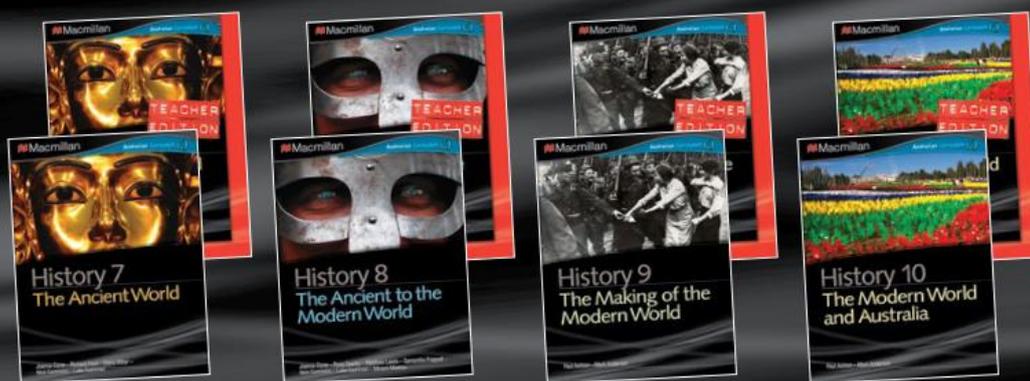
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