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Introduction

*History Alive 8 for the Australian Curriculum Student Workbook* is a fill-in workbook to be used alongside the *History Alive 8 for the Australian Curriculum* textbook. The student workbook is designed to deepen and enhance students’ learning and understanding of the rich content found in the textbook.

**Key features**
- Worksheets for classwork, homework or revision
- Worksheets to reinforce students’ study of specific spreads in the student textbook
- **Skills** worksheets to practise and refine key History skills
- **Thinking tools** worksheets to explore a range of thinking tools
- **Vocabulary** worksheets to develop subject-specific language and terminology
- **Visual learning** worksheets to foster visual literacy
- **Summing up** worksheets to help students check their understanding of key content and concepts
- **Reflection** worksheets that provide a structured way for students to reflect on the progress of their learning

Answers to all worksheet questions and activities are provided in the *History Alive 8 for the Australian Curriculum eGuide*. 
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1993

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contact the Permissions Section of John Wiley & Sons Australia, Ltd.
Analyzing a visual source

Study the visual information, and then answer the questions below.

1 a Many houses like this one have survived to the present day. What does this tell us about the level of certain skills in medieval society?

.............................................................................................................................. ................................
.............................................................................................................................. ................................
.............................................................................................................................. ................................
.............................................................................................................................. ................................

b What design features could you call decorative?

.............................................................................................................................. ................................
.............................................................................................................................. ................................
.............................................................................................................................. ................................
.............................................................................................................................. ................................
c What does this tell us about a landowner’s quality of life?

.............................................................................................................................. ................................
.............................................................................................................................. ................................
.............................................................................................................................. ................................
.............................................................................................................................. ................................

2 a List the different jobs you can see being performed by the landowner’s servants and workers.

.............................................................................................................................. ................................
.............................................................................................................................. ................................
.............................................................................................................................. ................................
.............................................................................................................................. ................................

b In what sense could we describe life here as being like that of a small town?

.............................................................................................................................. ................................
.............................................................................................................................. ................................
.............................................................................................................................. ................................
.............................................................................................................................. ................................

3 a Describe the surrounding wall and gateway.

.............................................................................................................................. ................................
.............................................................................................................................. ................................
.............................................................................................................................. ................................
.............................................................................................................................. ................................

b Why do you think the wall and gateway were built?

.............................................................................................................................. ................................
.............................................................................................................................. ................................
.............................................................................................................................. ................................
.............................................................................................................................. ................................
In the fourth century CE, great empires existed on some, but not all, inhabited continents.

1 Which continents hosted great empires at this time? Tick the correct boxes.

<table>
<thead>
<tr>
<th>Africa</th>
<th>Asia</th>
<th>Australasia</th>
<th>Europe</th>
<th>North America</th>
<th>South America</th>
</tr>
</thead>
</table>

2 Nomadic outsiders could devastate even the greatest empire. Summarise the rise and fall of these three empires by completing each column. Some answers have been given as examples.

<table>
<thead>
<tr>
<th>Region/country</th>
<th>Gupta</th>
<th>Han</th>
<th>Western Roman</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Controlled Europe west of Rome</td>
</tr>
<tr>
<td>Attackers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>End of empire</td>
<td></td>
<td>220 CE</td>
<td></td>
</tr>
</tbody>
</table>

3 Which two great empires survived into the Middle Ages?

a ..........................................................  
b ..........................................................

4 Give two reasons for their eventual collapse.

a ..........................................................  
b ..........................................................
5 In the early Middle Ages, nomads caused violent conflict through invasion.
   a From what types of habitat did they mainly originate?
      i ..........................................................................................................................................................
      ii ..........................................................................................................................................................
      iii ..........................................................................................................................................................
   b Why might these habitats influence migration?
      ..........................................................................................................................................................
      ..........................................................................................................................................................
      ..........................................................................................................................................................
      ..........................................................................................................................................................
      ..........................................................................................................................................................
      ..........................................................................................................................................................

6 What was another reason for tribal migration?
   ..........................................................................................................................................................
   ..........................................................................................................................................................
   ..........................................................................................................................................................
   ..........................................................................................................................................................
   ..........................................................................................................................................................
   ..........................................................................................................................................................

7 All these conflicts were over control of land. Can you think of a *current* conflict between regions or nations that is also over control of land?
   ..........................................................................................................................................................
   ..........................................................................................................................................................
   ..........................................................................................................................................................
   ..........................................................................................................................................................
   ..........................................................................................................................................................
   ..........................................................................................................................................................

Worksheet 1.2
CHAPTER 1: A world in change (c. 650–1400)

Lifestyle changes

After the fall of the Roman Empire, life changed. Instead of being governed from central Rome, towns and communities became more self-sufficient.

1 Complete the following paragraphs by filling in the gaps using the terms in the text box below. You will need to use some terms more than once.

a **Agriculture**

In the Roman Empire, the numerous and large …………… were worked by …………… .

However, when the …………… collapsed about …………… CE, there was no-one to force the …………… to stay. This meant not so much …………… could be farmed. Fortunately, by …………… CE farming increased again, probably because of warmer …………… and more productive farming …………… .

b **Social structure**

After about …………… CE, …………… became decentralised, but the smaller regional …………… did not have Rome’s …………… to collect …………… and maintain professional …………… . Local …………… had to rely on their …………… to fight for them if attacked.

The result was that the …………… became stronger and the …………… became weaker.

A social structure called feudalism developed …………… . …………… worked for the …………… who granted them …………… ; landlords fought for their …………… who granted them land.

<table>
<thead>
<tr>
<th>armies</th>
<th>Empire</th>
<th>government</th>
<th>king</th>
<th>kings</th>
<th>land</th>
</tr>
</thead>
<tbody>
<tr>
<td>landowners</td>
<td>methods</td>
<td>plantations</td>
<td>power</td>
<td>protection</td>
<td>rulers</td>
</tr>
<tr>
<td>slaves</td>
<td>taxes</td>
<td>weather</td>
<td>500</td>
<td>700</td>
<td></td>
</tr>
</tbody>
</table>

2 Underline the correct terms. From about 500 CE — the beginning of the Middle Ages in Europe — population levels fell because of:

a regional conflict/feudalism  
c plagues/slavery  

b increasing/decreasing food production  
d unemployment/underemployment.

3 Write a short paragraph to explain why trade in western Europe was difficult in the second half of the Middle Ages.

4 If you were a doctor in the Middle Ages, would you have rather lived in the Muslim or Christian world? Give a reason for your answer.
Who had the power?

Increasingly, power was in the hands of a few — the rulers and big landowners.

1 Using illustrations and annotations (in your own words), complete the diagram of the feudal system to show who had power over whom in medieval society.

2 a How was serfdom in the tenth century different from slavery?

2 b Complete a short paragraph (two or three sentences) beginning with:

   *I would not like to be a serf because*

3 How did each of the following inventions change the nature of warfare?

   a Crossbows and longbows:

   b Gunpowder and cannons:

   c Stirrups:
Control of cities and regions often changed hands during the Middle Ages as a result of political or religious conquests.

1. Complete the following table, summarising conflicts in western Europe. Some answers have been included as examples.

<table>
<thead>
<tr>
<th>Name of conflict</th>
<th>Date</th>
<th>Who versus whom?</th>
<th>Reason for conflict</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Norman Conquest</td>
<td></td>
<td></td>
<td>Feudal power was weakened as kings relied on standing armies (paid soldiers) rather than loyal lords and knights.</td>
<td></td>
</tr>
<tr>
<td>English vs English</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. How did Italian city-states show that power did not always have to come through warfare?

...................................................................................................................................................................
...................................................................................................................................................................

3. What year saw the end of Muslim power in southern Europe?

...................................................................................................................................................................
4 What were the three major conflicts that brought about the end of the powerful Byzantine Empire by the end of the Middle Ages?

- ...........................................................................................................................................................
- ...........................................................................................................................................................
- ...........................................................................................................................................................

5 a What religion dominated the Balkan Peninsula by the end of the Middle Ages?

...................................................................................................................................................................

b What religion dominated western, southern and central Europe by the end of the Middle Ages?

...................................................................................................................................................................

c Who dominated eastern Europe at the end of the Middle Ages?

...................................................................................................................................................................
A spider map helps you organise information in sub-sets around a central idea or theme.

1. Using the information on pages 20 and 21 of your textbook, fill in the text boxes in the spider map below with dot points to summarise medieval migrations and invasions of peoples from beyond the Christian and Muslim worlds.
2 Using the information on pages 20–3 of your textbook, fill in the text boxes on the spider map below with dot points to summarise the nature and influence of the Mongols during the Middle Ages.
Identifying continuity and change

From one period of history to the next, societies develop and change, but there are also various levels of continuity in society.

I Practise identifying the continuity and change in this aspect of Chinese medieval life by comparing the sources in A and B.

A
- Woodblocks for printing: Tang dynasty (618–907 BCE), China
- Page from the *Diamond Sutra*, the oldest printed book, published 868 BCE

B
- Movable type printing blocks: invented by Bi Sheng in the 1040s
- Blocks were put into iron frames; the workers rearranged the blocks based on the content of the article.
a What kind of development was this?
...........................................................................................................................................................
...........................................................................................................................................................
...........................................................................................................................................................
...........................................................................................................................................................

b What was the situation in A before the change?
...........................................................................................................................................................
...........................................................................................................................................................
...........................................................................................................................................................
...........................................................................................................................................................

c Why might change have occurred?
...........................................................................................................................................................
...........................................................................................................................................................
...........................................................................................................................................................
...........................................................................................................................................................

d What was different after the change?
...........................................................................................................................................................
...........................................................................................................................................................
...........................................................................................................................................................
...........................................................................................................................................................

e What was the same after the change?
...........................................................................................................................................................
...........................................................................................................................................................
...........................................................................................................................................................
...........................................................................................................................................................

2 Identify an aspect of our contemporary society that has continued from earlier times.
...........................................................................................................................................................
...........................................................................................................................................................
...........................................................................................................................................................
...........................................................................................................................................................

3 Can you think of an aspect of our society to which we have made significant changes in the past 100 years?
...........................................................................................................................................................
...........................................................................................................................................................
...........................................................................................................................................................
...........................................................................................................................................................
CHAPTER 1: A world in change (c. 650–1400)

The medieval legacy

Student: ................................................................. Class: .................. Due date: ................................

The focus of chapter 1 has been on continuity and change. One of the ‘Big questions’ posed in the introduction was: What people, groups and ideas from this period have influenced the modern world? So now we can consider what has continued and what has changed from medieval times to the present day — that is, what is the medieval legacy.

1 True or false? Circle T or F.
(Note: You will need to draw on material from your textbook as well as your own general knowledge.)
   a European was predominantly Christian before the Middle Ages. T/F
   b European was predominantly Muslim during the Middle Ages. T/F
   c European is predominantly Christian today. T/F
   d In the Middle Ages, Muslim influence in Europe was strongest in central and northern Europe. T/F
   e Today, Muslim influence in Europe is not as strong as it was in the Middle Ages. T/F
   f Gunpowder was used in European warfare in the late Middle Ages. T/F
   g Gunpowder could have been used in Asian warfare in the Middle Ages. T/F
   h Gunpowder is still used in warfare today. T/F
   i Printing was invented in Europe before the Middle Ages. T/F
   j Printing was invented in China before the Middle Ages. T/F
   k Printing methods were not developed further during the Middle Ages. T/F
   l Printing methods are still being developed today. T/F

2 Consider the image and caption.
   a What do you think this invention might have been used for in the Middle Ages?

   ........................................................................
   ........................................................................
   ........................................................................
   ........................................................................

   b Summarise your knowledge of the use of gunpowder today.

   ........................................................................
   ........................................................................
   ........................................................................
   ........................................................................
ACROSS
2 territory ruled by a khan (7)
7 treeless plains (7)
8 a priest in religions based on belief in many gods in the natural world (6)
9 able to supply one’s own needs (14)
12 Roman peace (9)
13 the title of a Mongol ruler (4)
14 mounted warrior armed with a lance (6)
15 a soldier who fights for pay rather than national loyalty (9)

DOWN
1 where Europe meets Asia between the Black and Caspian seas (8)
3 plague (8)
4 a farmer who usually didn’t own his own land (7)
5 a medieval term for present-day region of France and Belgium (4)
6 a state whose ruler acknowledges the authority of a foreign ruler (11)
7 a term for a peasant who was bonded to his lord (4)
10 a lifestyle that involves moving from place to place (7)
11 Mongol (5)
1 War and peace

Underline the correct term in each sentence.

a During the Roman Empire, peace was/was not generally enforced.
b This period was known as Bellum/Pax Romana.
c The empire west/east of Rome fell in 476 CE.
d After this, peace/conflict increased.
e The empire west/east of Rome lasted until 1453 CE.
f One reason was because it was able to keep Germanic tribes/Arab Turks at bay.
g Other parts of the world also had great empires and ruling dynasties, such as the Gupta Empire in India/China and the Han dynasty in India/China.
h But these great empires came under constant attack from crusaders/nomads.
i One of the main reasons for invasion and migration was people were in need of more power/land.
j Most groups that emerged as wealthy and powerful did so through conflict/trade.

2 Feudal society

a Who was at the top of the feudal system?

b Who was at the bottom?

c What did those above provide for those below?

d What did those below provide for those above?

3 Religion

Tick the correct boxes.

a Which religion spread from the Middle East across the top of Africa and into south-western Europe?

☐ Christianity ☐ Buddhism ☐ Islam

b What is meant by the ‘divine right’ of kings? A king believes he is:

☐ both god and man ☐ God’s chosen representative.

c Traditional local religions declined owing to the spread of:

☐ Christianity ☐ Islam ☐ Buddhism.
Reflection

Thinking about how you learn …

Having thought about what you have learned, how you have managed new ideas and information, and how you worked with others, answer the following questions.

1. How did the ideas in the chapter compare with your existing knowledge of the medieval period?

2. What strategies were the most useful in helping you organise new ideas and information?

3. What topic did you think was most important and why?

4. How would you go about finding out more about these topics?

5. Will you use the skills you have learned in your everyday life? How?

Self-evaluation

Think about how well you worked, both in small-group activities and independently. Reflect on your contributions and strengths, and areas worthy of your attention. Complete the following table by placing a tick in the correct column for each description.

<table>
<thead>
<tr>
<th>Overall, how well did I …</th>
<th>Needs improvement</th>
<th>Moderate</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>… work with others to plan group tasks and perform in my allocated role?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>… work independently?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>… contribute to class discussions?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>… organise and record information during my study?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>… use learning time throughout my study of this chapter?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
CHAPTER 2: A world of expanding contacts (c. 1400–1750)

Worksheet 2.1

Europe and the rest of the world

Student: ................................................................. Class: ................. Due date: ................................

1  a  Based on the information in spread 2.2, tick the appropriate cells in the table below to summarise change and development from the fourteenth century.

<table>
<thead>
<tr>
<th>Changes and developments due to</th>
<th>Epidemics</th>
<th>Little Ice Age</th>
<th>End of Little Ice Age</th>
<th>New farming practices</th>
<th>More trade routes</th>
<th>Increase in trade</th>
<th>Increase in wealth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Population decrease</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Population increase</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spread of new technologies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Growth of towns — population</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Growth of towns — independence</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

b  How would the end of the Little Ice Age have affected daily life?
........................................................................................................................................................................
........................................................................................................................................................................

b  What was the main employment for town workers during this period? .............................................
........................................................................................................................................................................
........................................................................................................................................................................

2  How did each of the following inventions help people explore the world?

a  The mariner’s astrolabe helped sailors .................................................................................................
........................................................................................................................................................................
........................................................................................................................................................................
b  *The sternpost rudder helped sailors* ..............................................................

..............................................................................................................................

..............................................................................................................................

..............................................................................................................................

Using information from spread 2.3 and the text box below, complete this paragraph by filling in the gaps.

By the end of the Middle Ages, in the ………………… of Africa, wealthy coastal ………………… had been established by Arab …………………. A number of kingdoms emerged throughout the continent, such as the early kingdom of ………………… in the west, which thrived on …………………, followed by the ………………… and ………………… Empires, which thrived on …………………. These empires also encouraged scholarship and a ………………… was established in the Mali city of …………………. In south central Africa, the wealth of the ………………… ………………… Empire was in …………………. Across the ………………… Ocean in the Americas could be found the ………………… Empire in Central America and the ………………… Empire in South America.

<table>
<thead>
<tr>
<th>trade</th>
<th>Songhai</th>
<th>farming</th>
<th>Mali</th>
<th>traders</th>
<th>east</th>
</tr>
</thead>
<tbody>
<tr>
<td>Timbuktu</td>
<td>gold</td>
<td>Great</td>
<td>Zimbabwe</td>
<td>Aztec</td>
<td>towns</td>
</tr>
<tr>
<td>traders</td>
<td>Ghana</td>
<td>Atlantic</td>
<td>university</td>
<td>Inca</td>
<td></td>
</tr>
</tbody>
</table>
The emerging power of western Europe

Label the image above with the features below and give a brief description of each.

<table>
<thead>
<tr>
<th>Feature</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>bow</td>
<td></td>
</tr>
<tr>
<td>stern</td>
<td></td>
</tr>
<tr>
<td>square sail</td>
<td></td>
</tr>
<tr>
<td>lateen sail</td>
<td></td>
</tr>
<tr>
<td>sternpost rudder</td>
<td>(see spread 2.2)</td>
</tr>
<tr>
<td>mast</td>
<td></td>
</tr>
<tr>
<td>crow’s nest</td>
<td></td>
</tr>
</tbody>
</table>
2 Consider the image carefully. Use the facts in your textbook as well as ideas you can draw from the image.

a Describe dangers sailors might face.

............................................................................................................................. .................................
............................................................................................................................. .................................
............................................................................................................................. .................................
............................................................................................................................. .................................
............................................................................................................................. .................................

b Describe discomforts sailors might face.

............................................................................................................................. .................................
............................................................................................................................. .................................
............................................................................................................................. .................................
............................................................................................................................. .................................
............................................................................................................................. .................................

c Describe health issues sailors might face.

............................................................................................................................. .................................
............................................................................................................................. .................................
............................................................................................................................. .................................
............................................................................................................................. .................................
............................................................................................................................. .................................
The spirit of enquiry that marked the Renaissance contributed to Europe’s exploration of the world.

1. Before the Renaissance, who led the world in trade and exploration?

2. Who was Prince Henry and how did he make a significant contribution to exploration of the world? Write a short paragraph.

3. Complete the table below to summarise some of the Portuguese successes and failures.

<table>
<thead>
<tr>
<th>Successes</th>
<th>Failures</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
4 Who was Christopher Columbus and how did he make a significant contribution to exploration of the world? Write a short paragraph.

........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................

5 What were the successes and failures of Magellan’s 1519 journey?

<table>
<thead>
<tr>
<th>Successes</th>
<th>Failures</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6 What motivated exploration and colonisation? Tick the appropriate boxes.

- [ ] Rivalry of empires
- [ ] Spirit of enquiry
- [ ] Greed
- [ ] Consumer demand
- [ ] Spread of Christianity
A portrait of Vasco da Gama

Looking closely at the lives of historical figures can often help us understand attitudes at the time. Fill in the following text boxes to create a word portrait of Vasco da Gama.

**Personal details**
- Nationality:
- Date of birth:

**First voyage**
- Aim:
- Year of departure: 
- Achievements: 
  - 
  - 
  -

**Second voyage**
- Aim:
- Year of departure: 
- Achievements: 
  - 
  - 
  -

**Third voyage**
- Aim:
- Year of departure: 
- Achievements: 
  - 
  - 
  -

**Character:** We can say that Vasco da Gama was:
- brave because ................................................ .......................................................... 
- loyal because ................................................ .......................................................... 
- ruthless because ................................................ .......................................................... 
- presumptuous because ................................................ .................................................. 

How do we know da Gama was Christian?
- ................................................ .......................................................... 
- ................................................ .......................................................... 

What does his attitude to other peoples suggest about the attitude of Christian Europe to the rest of the world? 
- ................................................ .......................................................... 
- ................................................ .......................................................... 

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A PMI chart

A PMI chart allows us to look at a historical figure, event or outcome, weigh up the positives and negatives, and consider what is interesting about them/it.

1 Analyse the pluses and minuses of colonisation during the Age of Exploration by filling in the appropriate columns below. Add comments on anything you find interesting about these events and the people who played a role in them. Some answers have been included as examples.

<table>
<thead>
<tr>
<th>Event</th>
<th>P (plus)</th>
<th>M (minus)</th>
<th>I (interesting)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Treaty of Tordesillas</td>
<td></td>
<td></td>
<td>The Head of the Church intervened in the race to colonise the world.</td>
</tr>
<tr>
<td><em>Consider why it may have been drawn up.</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dutch Empire</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The French in North America</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The British in North America</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Colonies provided new farmland for European settlers.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2 a Why was Australia not colonised early? .................................................................
........................................................................................................................................
........................................................................................................................................

b If Australia had been colonised sooner, what languages might we be speaking today? ............
........................................................................................................................................
........................................................................................................................................
CHAPTER 2: A world of expanding contacts (c. 1400–1750)

Worksheet 2.6

History Alive 8: pages 46–7

Analysing a historian’s argument

Student: ................................................................. Class: ...................... Due date: .........................

To analyse means to break down into parts or components. To analyse a historian’s argument, you need to identify the main argument and then the details used by the historian to support that argument.

1 Read the following extract and underline the main argument in blue. Then, look for supporting points (look for two) and underline those in green. Finally, look for specific details that provide supporting evidence for these points and underline them in red.

The expansion of Europe did not result only from the efforts of the Portuguese Prince Henry the Navigator, the audacity of the sailors like Christopher Columbus or indeed the ambitions of the whole of Christendom. It originated, rather, with privileged groups in the towns, notably Lisbon and Seville …

The expansion of Europe was a way out of the crisis for the economy of the Iberian peninsula [where Spain and Portugal are located], which was unable to supply enough grain and meat to feed the population. Only a sizeable increase in farm and pasture land, with a greater productivity owing to technical progress, could possibly meet the needs. International trade with the Levant, which had helped the Italian cities to prosper in the thirteenth and fourteenth centuries, was in a state of crisis owing to [clashes with Muslims] … How were European eating habits to be maintained now that they could not do without sugar and spices? How was the ever-expanding textile industry to get its raw materials and find new market outlets? How, finally, was money to be found to finance growing trade — and where were the precious metals to be found to make it with and give it value?


2 Now, in your own words, summarise the main argument and supporting material by completing these sentences.

The main argument of this extract is that ........................................................................................................
.............................................................................................................................. ......................................
.............................................................................................................................. ......................................
.............................................................................................................................. ......................................

The first supporting argument is that ........................................................................................................
.............................................................................................................................. ......................................
.............................................................................................................................. ......................................
.............................................................................................................................. ......................................

The evidence for this is that ........................................................................................................
.............................................................................................................................. ......................................
.............................................................................................................................. ......................................
.............................................................................................................................. ......................................

The second supporting argument is that ...................................................................................................
.............................................................................................................................. ......................................
.............................................................................................................................. ......................................
.............................................................................................................................. ......................................

The details for this are that ........................................................................................................
.............................................................................................................................. ......................................
.............................................................................................................................. ......................................
.............................................................................................................................. ......................................
Word search

Complete the following word search.

1. a medieval navigational instrument that calculated latitude based on a star’s altitude
2. a light, fast ship used by the Spanish and Portuguese
3. map-maker
4. to navigate around the world
5. a country that is ruled by a mother country
6. an Italian explorer who searched for a western route to Asia
7. a Portuguese explorer who found an eastern route to Asia
8. a traditional Arab vessel
9. a Portuguese explorer who failed to find an eastern route to Asia
10. a group of states or countries under a single supreme authority
11. a religious opinion that differs from that of the Church
12. the worship of idols
13. a triangular sail rigged at 45°
14. that part of the Americas colonised by Portugal or Spain
15. a Portuguese sailor who searched for a western route to Asia
16. a sailor or seafarer
17. a serious disease caused by lack of vitamin C
18. a board hung from the back of a ship to assist steering
CHAPTER 2: A world of expanding contacts (c. 1400–1750)

Worksheet 2.8

Summing up

Student: ................................................................. Class: ......................... Due date: ................................

1 Underline the correct terms.

   a The period between 1400 and 1750 is poor/rich in primary sources.
   b This was because there were many/few new ideas and discoveries.
   c Voyages of discovery provided many/few maps.
   d In the late Middle Ages, populations grew because improved factory/farming methods meant more food.
   e Towns and cities grew because of more trade/more farms.

2 List as many reasons as you can as to why some Christian European countries spent so much money on voyages of discovery.

   • ............................................................................................................................. ................................
   • ............................................................................................................................. ................................
   • ............................................................................................................................. ................................
   • ............................................................................................................................. ................................
   • ............................................................................................................................. ................................
   • ............................................................................................................................. ................................
   • ............................................................................................................................. ................................

3 Fill in the boxes with the appropriate number to match each explorer with his achievement.

<table>
<thead>
<tr>
<th>Explorer</th>
<th>Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Bartholomew Diaz</td>
<td>Circumnavigated the world</td>
</tr>
<tr>
<td>2 Christopher Columbus</td>
<td>Explored and mapped the west coast of Africa</td>
</tr>
<tr>
<td>3 Ferdinand Magellan</td>
<td>Established a Spanish colony in the Americas</td>
</tr>
<tr>
<td>4 Vasco da Gama</td>
<td>Explored north eastern America</td>
</tr>
<tr>
<td>5 Jacques Cartier</td>
<td>Found an eastern route from Europe to Asia</td>
</tr>
</tbody>
</table>

4 Do you think European empires had the right to colonise other regions? Explain.

............................................................................................................................. ................................
............................................................................................................................. ................................
............................................................................................................................. ................................
CHAPTER 2: A world of expanding contacts (c. 1400–1750)

Worksheet 2.9

Reflection

Student: ................................................................. Class: ................ Due date: ........................................

Thinking about what you have learned …

1 Why were great voyages of discovery made during this period?

.............................................................................................................................. ......................................
.............................................................................................................................. ......................................
.............................................................................................................................. ......................................
.............................................................................................................................. ......................................

2 Why were western Europeans able to spread their power during this period?

.............................................................................................................................. ......................................
.............................................................................................................................. ......................................
........................................................................................................................................
........................................................................................................................................

3 What were some of the consequences of contact and colonisation?

.............................................................................................................................. ......................................
.............................................................................................................................. ......................................
........................................................................................................................................
........................................................................................................................................

Thinking about how you have learned …

4 Do you like/dislike studying maps? Why?

.............................................................................................................................. ......................................
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................

5 Do you like/dislike analysing other visual material? Why?

.............................................................................................................................. ......................................
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................

6 Colour in the appropriate number of stars to give yourself a rating out of five for the following.

When analysing an historian’s argument,

I can confidently recognise the main point of the argument.  ★★★★★

I can confidently identify details that support the main point.  ★★★★★

7 What did you find most interesting in this unit? Why?

........................................................................................................................................
A major focus of this chapter is to sort myths from facts about the Vikings by summarising what we know about them and how we know about them. In each section, complete the statements by filling in the gaps. Then, answer the questions about sources: some answers can be found in the text; some answers will be your hypotheses.

1. **The Bronze Age: from c. 1500 BCE**
   - **S.** At this time, bronze was used by Scandinavians for .......... and .......... .
   - **Q.** How might we know this?
     - .................................................................
     - .................................................................
     - .................................................................
   - **S.** Scandinavians were .......... even at this early stage, using .......... with paddles.
   - **Q.** How do we know this?
     - .................................................................
     - .................................................................
     - .................................................................

2. **The Iron Age: from c. 500 BCE**
   - **S.** By this time, .......... were making their weapons and tools from the .......... metal, iron.
   - **Q.** How might we know this?
     - .................................................................
     - .................................................................
     - .................................................................
   - **S.** Scandinavian boats were now .........., but still propelled by ..........-power rather than wind-power.
   - **Q.** How do we know this?
     - .................................................................
     - .................................................................
     - .................................................................

- [Viking bronze sun disk from a chariot](image)
- [Viking iron horseshoe](image)
CHAPTER 3: The Vikings (c. 790–1066)  PAGE 2

Worksheet 3.1

3 The Migration Period: c. 300–700 CE
S. Scandinavians began to ........... further afield, trading with such distant places as ............ .
Q. How might we know this?
..............................................................................................................................................................
..............................................................................................................................................................
S. While other tribal groups moved around the continent ............ with each other and ............ from one region to another, Scandinavians kept up their ............ and made a profit.

4 The Vendel Era: c. 400–800 CE
S. During this time, the Scandinavian warriors probably went on ............ as did their ............ .
Q. How do we know this? ............ and ............ are archaeological sites of ............ where warriors were buried in boats with their ............ and ............ .

5 The Viking Age: between the ninth and eleventh centuries CE
S. During this period, Scandinavians became ............ as seafaring raiders.
Q. How do we know this?
S. ............ records of Viking raids begin from this time. Some of these are short messages, called ............ , cut into ............ or ............ by the Vikings.
Q. How do we know this?
..............................................................................................................................................................
..............................................................................................................................................................
S. Other more lengthy and detailed records were written by people who had suffered at the hands of the ............ . Raids were made on countries such as England, ............ and ............ .
Q. How do we know this?
..............................................................................................................................................................
..............................................................................................................................................................
S. Although the Vikings’ storytelling was an ............ tradition, with the coming of the ............ religion some Viking stories, called ............ , began to be written down. They presented Vikings as ............ and ............ .
Q. How do we know this?
..............................................................................................................................................................
..............................................................................................................................................................
S. Despite their often ............ attacks on others, Vikings were religious and believed in life after ............ .
Q. How do we know this?
..............................................................................................................................................................
..............................................................................................................................................................
A tree map is a thinking tool that helps show how a range of events or decisions lead to an outcome. Scandinavians were originally farmers. Why did they end up travelling far afield? Complete the ‘tree map’ below to help you answer this question.

Pre-ninth-century CE: Scandinavians were primarily farmers. For crops to prosper, farmers need fertile _______ and a reliable _______ supply. A certain number of sunny days are also necessary.

Geography

In Norway:

In Sweden:

In Denmark:

Climate

Positives:

Negatives:

Land availability

Population:

Politics at home:

Politics abroad:

So Scandinavians travelled far afield in order to find more _______. They:
- migrated to other regions and settled on the _______.
- raided other regions and seized their _______.

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When we think of Vikings, most of us think of bloodthirsty raiders who pillaged and killed innocent people. While only a small fraction of the Viking population ever went on such a raid, the ferocity of their attacks spread fear throughout Europe.

Use this image to answer the questions below. The image can also be found on pages 58 and 59 of your textbook.

1. Look at the round tower. As a monk, would you have felt safe in this tower? Provide two reasons for your answer.
   a. .............................................................................................................................. ................................
   b. .............................................................................................................................. ................................

2. Consider the spear. What abilities would have been needed to use it?
   .............................................................................................................................. ......................................
   .............................................................................................................................. ......................................

3. Examine the different attackers shown. Can you identify differences in the quality of their clothing and the types of weapon they used? How might you explain these differences?
   .............................................................................................................................. ......................................
   .............................................................................................................................. ......................................
   .............................................................................................................................. ......................................

4. Identify the effects of a Viking raid on the inhabitants of a community.
   .............................................................................................................................. ......................................
   .............................................................................................................................. ......................................
   .............................................................................................................................. ......................................
   .............................................................................................................................. ......................................

5. Look at the monk holding the cross. Why do you think the Vikings attacked monasteries?
   .............................................................................................................................. ......................................
   .............................................................................................................................. ......................................

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CHAPTER 3: The Vikings (c. 790–1066)

**Shipbuilding**

Student: .............................................. Class: .................. Due date: ..........................

Technological developments in shipbuilding enabled the Vikings to sail further and further afield.

1  a  Complete the following table of statistics.

<table>
<thead>
<tr>
<th></th>
<th>The Gokstad ship</th>
<th>The Roskildefjorde ship</th>
</tr>
</thead>
<tbody>
<tr>
<td>Length</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Width</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Depth of hull</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No. of rowers</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

b  Do these ships seem large to you? Were they large for their time? ..........................................................

b  How do we know these ships were also fast? ..............................................................................

c  How do we know these ships were also fast? ..............................................................................

c  In what way did their shallow hulls make these ships more flexible?

b  What new design elements enabled these ships to sail greater distances?
   • To aid with steering: .....................................................................................................................
   • To exploit wind-power: ...............................................................................................................  
   • For greater stability: ....................................................................................................................

2  Complete the following sentences.

a  *They were called longships because* ..........................

b  *They were called dragon ships because* ..........................

3  a  Label the image at right with these terms:
   prow, stern, hull.

b  Add a typical Viking sail.

b  Based on your knowledge so far, design and add a prow decoration.
Vikings were not just raiders — they were traders as well.

1. Describe the difference between a longship and a knarr.

2. What types of goods were exchanged in a typical Viking trading town? List as many as you can.

3. a. What was Hedeby?
   b. Where was Hedeby?
   c. What was it made from?
   d. Why could it be called a trading crossroad?
   e. Give two reasons why traders and merchants might like to live there?

4. Imagine you live in Hedeby. Describe a visit to the sauna.

5. The Vikings travelled far to colonise as well as trade.
   a. List the regions where they established colonies.
   b. Arguably, Leif Eriksson should be just as famous as the Italian explorer Christopher Columbus. Why?
1 Pagan Vikings
Underline the correct terms.

a Early Viking religion was **monotheistic**/polytheistic.
b We know **little**/much of the details of their early religious beliefs and practices.
c Odin ruled from the Hall of the Warriors/Hall of the Slain.
d Thor was the god of **thunder**/the dead.
e Valkyries were slain warriors/war-maidens in Valhöll.
f Myths and legends were **written down in chronicles**/told in sagas.
g Myths and legends were illustrated on **buried boats**/rocks.
h Vikings were often buried in **longships**/longhouses.

2 Christian Vikings
Complete the following sentences.

a Christianity had become the main religion of most Scandinavian countries by .................................................................

b Roman Catholicism influenced ..................................................................................................................................................
c Eastern Orthodoxy influenced ..................................................................................................................................................
d The rate of conversion to Christianity was ...................................................................................................................................

e For quite some time there was an overlap of ................................................................................................................................

f Missionaries may have been happy with this rate of conversion, as it helped them ..................................................................................................................................

g Other people who helped spread Christianity were .................................................................................................................................

h Perhaps because of the remoteness of some parts of Scandinavia, missionaries and converts encountered ..................................................................................................................................

3 Written records?

Thor’s symbol was a hammer. Some say Odin rode an eight-legged horse; that Freyja, the goddess of love, could turn herself into a falcon; that Loki, the ‘wizard of lies’, was half god, half fire. Use this information and what you know of Viking weapons to design a scene to illustrate King Olaf destroying pagan images. Then ‘carve’ your scene onto the rock at right.
Develop your interpretive skills by analysing the following sources.

**Source 1**  Silver coins of Eric Bloodaxe

- Viking, 947–54 CE, York, England. Housed in the British Museum. This coin shows a Viking sword; the sword was the symbol of St Peter.

**Source 2**  Illustration of Viking ship artefacts and reconstruction

- A Viking’s ship, discovered near Sandefjord, Norway, by H.P. Wolcott. Illustration published in *Harper’s Weekly*, August 14, 1880. The site was excavated in 1880 by Nicolay Nicolaysen, a Norwegian archaeologist.

<table>
<thead>
<tr>
<th>Question</th>
<th>Source 1</th>
<th>Source 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>When and where was it made?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What was its purpose?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is it a primary or secondary source?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is it a reliable source?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What conclusions can we draw from the source?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
CHAPTER 3: The Vikings (c. 790–1066)

The Viking legacy

Student: ................................................................. Class: ..................... Due date: .............................

One of the focuses of chapter 3 has been on truth and myth in our knowledge of the Viking people. You will now consider what knowledge has remained unchanged since then and what legacy the Vikings have passed on to us.

1 True or false? Circle T or F.

(Note: You may need to draw on material from your textbook as well as your own general knowledge.)

a By the twelfth century CE, Christianity was the dominant religion in Scandinavia. T/F
b Christianity is a major religion in Scandinavia today. T/F
c In the Viking age, the sea was a significant source of food for Scandinavians. T/F
d Today the sea is a significant source of food for Scandinavians. T/F
e In the Viking age, most of Scandinavia was suitable for farming. T/F
f Today most of Scandinavia is unsuitable for farming. T/F
g Vikings passed on history and legend through sagas. T/F
h Beowulf is a saga about a Danish king that we can still read today. T/F
i Harald Bluetooth was a ruthless raider who divided his people. T/F
j Today, the Ericsson company uses his initials in their logo. T/F
k William of Normandy was a descendant of Danish Vikings. T/F
l He eventually became king of Denmark and established feudalism, which defined the structure of society throughout Europe in the Middle Ages. T/F

2 Just as in Australia today, not all Vikings were happy living under a monarchy. Some Norwegians came up with a solution that foreshadows a modern-day republic. Complete the following steps.

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 1</td>
<td>Emigration</td>
</tr>
<tr>
<td>Step 2</td>
<td>Regional assemblies</td>
</tr>
<tr>
<td>Step 3</td>
<td>National Assembly</td>
</tr>
<tr>
<td>Step 4</td>
<td>Elections</td>
</tr>
<tr>
<td>Step 5</td>
<td>Law making</td>
</tr>
<tr>
<td>Step 6</td>
<td>Law enforcing</td>
</tr>
</tbody>
</table>
Worksheet 3.9

Word search

Vocabulary

Complete the following word search.

1. yellow fossil resin found around the Baltic sea
2. a quality that describes land good for crops
3. one who is uncivilised
4. a Viking warrior who fought wildly, often naked
5. a pile of stones used as a landmark or memorial
6. a long, narrow inlet of sea with high sides
7. plant cultivated for use in textile manufacture
8. plant cultivated for use in ropemaking
9. sword handle
10. lowest part of a boat on which the boat is framed
11. Viking trading ship
12. cloth made from flax
13. Viking farmhouse
14. Viking raiding ship
15. armour made of links of chain
16. one who is not Christian, Jewish or Muslim and often worships many gods
17. belief in many gods
18. knob on sword handle
19. front of a boat
20. defensive earth wall surrounding village or camp
21. broad piece of timber at rear of boat to aid steering
22. letters of the Scandinavian alphabet
23. a long medieval Scandinavian tale
24. rear of boat
25. lever at rear of boat to aid steering
CHAPTER 3: The Vikings (c. 790–1066)

Summing up

Fill in the gaps to complete a summary of the chapter on Vikings.

1 How do we know about the Vikings?
The Vikings created few .......... records. Some .......... carved into stones have survived. These usually have quite .......... messages. However, some written records were produced by other societies with whom Vikings came into contact, such as the .........., .......... and ............ . Epic tales, known as .........., have also been passed down by word of .........., but the main type of Viking evidence available is .......... .

2 Why did Vikings explore, colonise and raid other lands?
Much of the Scandinavian soil was too .......... or .......... for farming. Other parts were too .......... or too heavily forested. As the .......... of these countries increased, the people were forced to look elsewhere for .......... on which to grow crops. Vikings explored south and east across Europe as far as .......... and west as far as North America, which they called .......... .

3 What was daily life like for Vikings when they weren’t exploring or raiding?
Vikings were farmers, .......... and .......... . They established .......... by rivers and lakes, which provided fresh .......... and waterways for their shipping. Their clothes were made from .........., .......... and leather. They lived in .......... in which, during winter, they kept their .......... at one end. The towns were busy with .......... and tradesmen.

4 What religion did Vikings practise?
They were originally .........., worshipping many gods, such as .......... and .......... . Many Vikings were buried in .......... or amongst rocks in the shape of a .......... with some of their belongings. This suggests they believed in the .......... and a boat was their means of travelling there. Eventually, .......... spread from Europe across Scandinavia. It seems some Vikings freely chose to become Christians while others were .......... to do so.

5 When and how did the Viking Age end?
During the Viking Age, Vikings had raided and settled in parts of Britain. A Danish king called .......... had even ruled England for a time. In 1066, when the English king, .........., died without leaving an .........., one of Canute’s descendants, .........., claimed he had a right to the English throne. However, when Harald landed in England he was .......... in battle and only 25 of his 300 .......... returned to .......... . Some historians say this was the last true Viking attack on England and the end of the .......... .
CHAPTER 3: The Vikings (c. 790–1066)

Reflection

Student: ................................................................. Class: .................... Due date: ....................

Thinking about what you have learned …

1 What were your perceptions before of the Vikings and their lifestyle?
   ....................................................................................................................................................................
   ....................................................................................................................................................................
   ....................................................................................................................................................................

2 Did your perceptions change as you studied this unit? In what ways?
   ....................................................................................................................................................................
   ....................................................................................................................................................................
   ....................................................................................................................................................................

3 What do you think was the Vikings’ most significant legacy? Why?
   ....................................................................................................................................................................
   ....................................................................................................................................................................
   ....................................................................................................................................................................
   ....................................................................................................................................................................

Thinking about how you have learned …

4 a What did you find most interesting in this unit?
   ....................................................................................................................................................................
   ....................................................................................................................................................................

   b Why did you find it interesting?
   ....................................................................................................................................................................
   ....................................................................................................................................................................

5 a What did you find least interesting in this unit?
   ....................................................................................................................................................................
   ....................................................................................................................................................................

   b Why didn’t you find it interesting?
   ....................................................................................................................................................................
   ....................................................................................................................................................................

   c Is there anything you could have done to have made this aspect of the unit more interesting?
   ....................................................................................................................................................................
   ....................................................................................................................................................................
The Dark Ages

Student: ................................................................. Class: ................ Due date: ........................................

1 a Explain the term the Dark Ages.
   When? ........................................................................................................................ .........................
   .............................................................................................................................. ................................
   .............................................................................................................................. ................................
   .............................................................................................................................. ................................
   What? ........................................................................................................................ ..........................
   .............................................................................................................................. ................................
   .............................................................................................................................. ................................
   .............................................................................................................................. ................................
   Why? ......................................................................................................................... ..........................
   .............................................................................................................................. ................................
   .............................................................................................................................. ................................
   .............................................................................................................................. ................................

b Explain the term barbarian.
   What was a barbarian?
   .............................................................................................................................. ................................
   .............................................................................................................................. ................................
   .............................................................................................................................. ................................
   .............................................................................................................................. ................................
   Why do you think the term was derogatory (insulting)?
   .............................................................................................................................. ................................
   .............................................................................................................................. ................................
   .............................................................................................................................. ................................
   .............................................................................................................................. ................................

2 Explain what is meant by ‘Not all of Rome was lost [in 476 CE], though.’
   .............................................................................................................................. ................................
   .............................................................................................................................. ................................
   .............................................................................................................................. ................................

3 a Why don’t historians and archaeologists like using the term the Dark Ages?
   .............................................................................................................................. ................................
   .............................................................................................................................. ................................
   .............................................................................................................................. ................................
   .............................................................................................................................. ................................
b Fill in the columns below to summarise the positive and negative consequences of the fall of Rome on western Europe.

<table>
<thead>
<tr>
<th>The fall of Rome</th>
<th>The Dark Ages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positives</td>
<td>Negatives</td>
</tr>
<tr>
<td>+ ............................................................................</td>
<td>− ............................................................................</td>
</tr>
<tr>
<td>+ ............................................................................</td>
<td>− ............................................................................</td>
</tr>
<tr>
<td>+ ............................................................................</td>
<td>− ............................................................................</td>
</tr>
<tr>
<td>+ ............................................................................</td>
<td>− ............................................................................</td>
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<tr>
<td>+ ............................................................................</td>
<td>− ............................................................................</td>
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<tr>
<td>+ ............................................................................</td>
<td>− ............................................................................</td>
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<td>+ ............................................................................</td>
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<td>+ ............................................................................</td>
<td>− ............................................................................</td>
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<tr>
<td>+ ............................................................................</td>
<td>− ............................................................................</td>
</tr>
<tr>
<td>+ ............................................................................</td>
<td>− ............................................................................</td>
</tr>
</tbody>
</table>

Worksheet 4.1
By the eleventh century, a new type of soldier was having a big influence on the outcome of a battle.

1 Compare Sources 1 and 2.

**Source 1**

- The Battle of Maldon, 991 CE: the English tried to repulse a Viking invasion.

**Source 2**

- The Battle of Hastings, 1066 CE: the English tried to repulse a Norman invasion.

a What new inventions assisted a soldier in manoeuvring on horseback?

i .............................................................................................................................................................

ii .............................................................................................................................................................

b Describe two ways in which these developments would give a soldier an advantage over his enemy.

i .............................................................................................................................................................

.............................................................................................................................................................

ii .............................................................................................................................................................

.............................................................................................................................................................

2 A knight would sometimes take his peasants into battle armed only with what they could grab from the farm. Arm this peasant appropriately with two items.

3 Monks could also be knights. Who and what do you think they might have to protect?

(Clue: Refer to the feudal social pyramid on page 92 of your textbook.)

.............................................................................................................................................................

.............................................................................................................................................................

.............................................................................................................................................................

.............................................................................................................................................................

.............................................................................................................................................................

.............................................................................................................................................................
4 Look carefully at Source 1 on page 98 of your textbook.
   a  What would have been the most vulnerable body part for a knight in the 1100s when fighting foot soldiers? Why?
   ........................................................................................................................................................................
   ........................................................................................................................................................................
   ........................................................................................................................................................................
   ........................................................................................................................................................................
   b  Why did a knight in the 1400s no longer need a shield?
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   ........................................................................................................................................................................
5 a  Why do you think a knight would have to train?
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   ........................................................................................................................................................................
   ........................................................................................................................................................................
   b  Describe a well-known training event.
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   ........................................................................................................................................................................
   ........................................................................................................................................................................
   ........................................................................................................................................................................
6 a  Although gunpowder had been invented, why didn’t medieval soldiers use guns very much before about 1500 CE?
   ........................................................................................................................................................................
   ........................................................................................................................................................................
   ........................................................................................................................................................................
   ........................................................................................................................................................................
   b  What weapons were useful for long-range attacks?
   ........................................................................................................................................................................
   ........................................................................................................................................................................
   ........................................................................................................................................................................
   ........................................................................................................................................................................
   c  Why was it also important for soldiers to carry pikes, swords and axes?
   ........................................................................................................................................................................
   ........................................................................................................................................................................
   ........................................................................................................................................................................
   ........................................................................................................................................................................
7 In your own words, write a short paragraph (two or three sentences) to describe a battlefield scene.
   ........................................................................................................................................................................
   ........................................................................................................................................................................
   ........................................................................................................................................................................
   ........................................................................................................................................................................
   ........................................................................................................................................................................
   ........................................................................................................................................................................
   ........................................................................................................................................................................
   ........................................................................................................................................................................
8 What new technology helped end the usefulness of knights?
   ........................................................................................................................................................................
9 By what century can we say that knights were history?
   ........................................................................................................................................................................
My home is my castle

1. Study the image of a castle under siege, and then answer the questions below.

**Source 1** A castle under siege

**a.** How many large-scale constructions is the attacking army employing? List them.

**b.** What are three defensive measures being taken by the attacking army?
c Do you think the attackers would be trying to achieve different things with the catapult and the trebuchet? If so, what?
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
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d What features of the castle aid its defence? Describe as many as you can.
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........................................................................................................................................

2 a Why was it important for a lord to build his home in such a way?
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................

b What might be some disadvantages of having a castle as your home?
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
One of the reasons why the medieval Church had great influence was because it was *catholic*, which means ‘universal’.

1. Complete the following sentences to summarise the ways in which the church was *catholic* throughout western Europe.
   
   a. Its ..................................................... were similar across the continent.
   
   b. Its ..................................................... was Latin and, again, was common across the continent.
   
   c. Its ..................................................... was the same for everyone.
   
   d. Its ..................................................... was attended by everyone.
   
   e. Its ..................................................... was the leader of all the people and other clergy.

2. The Church could use its power for better or for worse. As best as you can, complete the table below based on the information in your textbook and any conclusions you may draw from this information. Some answers have been given as examples.

<table>
<thead>
<tr>
<th>The church …</th>
<th>For better …</th>
<th>For worse …</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preached the message of the Church</td>
<td>People learned about their Christian responsibilities (e.g. the Ten Commandments).</td>
<td></td>
</tr>
<tr>
<td>Advised kings and lords</td>
<td>Political leaders could be encouraged to put God first and care for their subjects.</td>
<td></td>
</tr>
<tr>
<td>Collected taxes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Used peasant labour to build churches</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Told stories in pictures (on walls and in windows)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Offered schooling</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Acted as a community centre</td>
<td></td>
<td>If you were excommunicated, you were cut off from community activities and support.</td>
</tr>
<tr>
<td>Established monasteries and convents</td>
<td></td>
<td>Monks and nuns were cut off from the ‘real’ world.</td>
</tr>
</tbody>
</table>
The plague of 1347, known as the Black Death, changed the course of history. It wiped out entire towns and villages, and in Europe it killed at least one-third of the population.

1 Underline the correct terms in the paragraph below.
This plague originated in Europe/Asia. It began in the early 1300s/1400s.
Tatar troops besieging the port city of Caffa/Genoa started to die. The Tatars catapulted/buried their dead inside the city walls. Some citizens escaped by land/by sea to Italy, taking the disease with them. This is the only way/one of the ways this plague spread to Europe.

2 Name and describe the three forms of this medieval plague.

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3 Write one sentence about each of the following images to explain people’s response to the plague.

A doctor waving a posy over victims

Monks with the plague being blessed

Jews being burned alive

Flagellants

4 All of the above responses were futile because the source of the disease was

........................................................................................................................................
A flow chart is a thinking tool that helps us show how one event can lead to another. Complete the flow chart below to summarise the causes and development of the peasant revolt that took place in the later Middle Ages.
Analysing illustrations

Practice analysing an illustration by using ‘the three Cs’, Content, Context and Comment, to respond to the image below.

1 Content
   a Generally what is being shown? (Consider setting, figures and activity.)
   ........................................................................................................................................
   ........................................................................................................................................
   ........................................................................................................................................
   ........................................................................................................................................
   b Who or what seems to be the main focus?
   ........................................................................................................................................
   ........................................................................................................................................
   ........................................................................................................................................
   ........................................................................................................................................

2 Context
   a What was happening at the time the illustration was created? (Consider historical and social contexts.)
   ........................................................................................................................................
   ........................................................................................................................................
   ........................................................................................................................................
   ........................................................................................................................................
   b Is the illustration a primary or secondary source? ................................................................

3 Comment
   a What do you think was the purpose of the illustration?
   ........................................................................................................................................
   ........................................................................................................................................
   ........................................................................................................................................
   ........................................................................................................................................
   b Does it present a particular point of view? If so, what?
   ........................................................................................................................................
   ........................................................................................................................................
   ........................................................................................................................................
   ........................................................................................................................................
   c Do you think it is a reliable source? Why or why not?
   ........................................................................................................................................
   ........................................................................................................................................
   ........................................................................................................................................
   ........................................................................................................................................
The legacy of medieval Christendom

The focus of chapter 4 has been on the structure of society in medieval Europe and how it developed and changed in the second half of the Middle Ages. One of the ‘Big questions’ posed in the introduction was: How did society in the Middle Ages differ from our own? We can also consider what our society has inherited from this time.

1 True or false? Circle T or F.

(Note: You will need to draw on material from your textbook as well as your own general knowledge.)

a In Europe in the early Middle Ages, land was the main source of wealth. T/F

b In Europe by the end of the Middle Ages, trade and commerce were emerging as a major source of wealth. T/F

c In the western world today, trade and commerce remain the main source of wealth. T/F

d In the early Middle Ages, peasants were the working class. T/F

e In the late Middle Ages, peasants were the middle class. T/F

f In the early Middle Ages, peasants displayed power by united action. T/F

g In the late Middle Ages, peasants displayed power by united action. T/F

h In the western world today, the working class displays power by united action. T/F

i The Middle Ages saw the undermining of the feudal system. T/F

j The Commonwealth of Australia, with a monarch as head of state, remains a feudal system. T/F

k Christendom produced much beautiful artwork, architecture and literature. T/F

l Little of the artwork, architecture and literature produced by Christendom can be enjoyed today. T/F

2 Arguably, up to 60 per cent of the English language is derived from Latin — the common language of Christendom. Fill in the third column with as many words as you can. Some have been provided to get you going.

<table>
<thead>
<tr>
<th>Latin word</th>
<th>Definition</th>
<th>English derivatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>villa</td>
<td>house</td>
<td>villa</td>
</tr>
<tr>
<td>antiqua</td>
<td>old</td>
<td></td>
</tr>
<tr>
<td>nova</td>
<td>new</td>
<td>novel</td>
</tr>
<tr>
<td>terra</td>
<td>land, earth</td>
<td></td>
</tr>
<tr>
<td>sub</td>
<td>under</td>
<td></td>
</tr>
<tr>
<td>bona</td>
<td>good</td>
<td></td>
</tr>
<tr>
<td>prima</td>
<td>first</td>
<td></td>
</tr>
<tr>
<td>aqua</td>
<td>water</td>
<td></td>
</tr>
</tbody>
</table>
Complete the following word search.

1 the main church of a region where the bishop presided
2 officials of the church
3 a community of nuns
4 someone who took part in a Crusade
5 a hierarchical social order common in medieval times
6 duties and loyalty owed to someone of higher social rank
7 an illustration in a medieval book
8 competitive combat training between two knights on horseback with lances
9 the inner castle tower
10 a weapon made of a long shaft with a steel point
11 a club with an iron head
12 a person who dies for what they believe
13 a defensive ditch filled with water
14 a community of monks
15 someone who is not a member of a mainstream religion
16 a defensive wall made of pointed timber stakes
17 a spear-like weapon used by infantry
18 a person who travels to a sacred place to show devotion
19 to steal by force
20 a fatal disease epidemic
21 foot supports for horse riders
22 one tenth of a person’s earnings and/or harvest
23 a siege engine that could hurl large missiles
24 the common language
Summing up

Complete the following sentences to show your understanding of this chapter.

1. During the Middle Ages, rulers and leaders reached their positions of power and authority by winning wars. Wooden forts developed into .................................................................

They eventually became not only a lord’s fortress, but also his ....................................................................................................

2. Over time, many features were added, such as .................................

The invention of ................ finally put an end to castles as forts.

3. A knight’s armour also changed over time. Early armour was .................................................................

Eventually armour became .................................................................

4. Another aspect of life that developed in this period was the Church, which had power and wealth through:

   • ...................................................................................................
   • ...................................................................................................
   • ...................................................................................................

5. The Roman Catholic Church has left a vast legacy of:

   ....................................................................................................

6. Of all medieval lifestyles, that of the peasant probably changed least, until the ........ Revolt in the late .......... century. The trigger for this action was the ........ Tax in the year ........ .

7. Along with the development of a middle class through trade and the invention of gunpowder, this peasant action helped to weaken the .......... system.
Reflection

Student: ................................................................. Class: .................. Due date: ................................

Thinking about what you have learned …

1 Of all the defensive techniques available to castle builders, which do you think was the most effective? Why? ................................................................. ................................................................. ................................................................. .................................................................

2 If you could use just one weapon with which to besiege a castle, which would you choose? ................................................................. Why? ................................................................. ................................................................. ................................................................. ................................................................. Sketch your chosen weapon in the box provided.

3 If you had lived in medieval Christendom, would you have rather been a monk/nun or a peasant? Give reasons for your answer.

Thinking about how you have learned …

1 What are two things you learned from this chapter? Why do you think you remember these things? What made them stand out in your memory?

<table>
<thead>
<tr>
<th>I learned .................................................................</th>
<th>I learned .................................................................</th>
</tr>
</thead>
<tbody>
<tr>
<td>..............................................................................</td>
<td>..............................................................................</td>
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<tr>
<td>..............................................................................</td>
<td>..............................................................................</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I remember this because ........................................</th>
<th>I remember this because ........................................</th>
</tr>
</thead>
<tbody>
<tr>
<td>..............................................................................</td>
<td>..............................................................................</td>
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<td>..............................................................................</td>
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</tr>
</tbody>
</table>
By examining buildings made by the Ottomans, we can learn a lot about their lifestyle, culture and technology. The Topkapi Palace was the official primary residence in Istanbul for the sultans for approximately 400 years (1465–1856). Study the image at right and Sources 1–4 (including the captions) on pages 132 and 133 of your textbook, and then answer the following questions.

1a What does the interior tell us about the sultan’s lifestyle?
..............................................................................................................................................................
..............................................................................................................................................................
..............................................................................................................................................................

1b What does the interior tell us about the lifestyle of people who lived and worked at the palace?
..............................................................................................................................................................
..............................................................................................................................................................

1c What does the above image tell us about the sultan’s position in society?
..............................................................................................................................................................
..............................................................................................................................................................

1d What does Source 3 tell us about the role of the palace?
..............................................................................................................................................................
..............................................................................................................................................................
..............................................................................................................................................................

1e What sort of place would the palace look like to someone standing outside?
..............................................................................................................................................................
..............................................................................................................................................................
..............................................................................................................................................................

1f All these images are contemporary photographs of the Topkapi Palace. What does this tell us about Ottoman skill and workmanship?
..............................................................................................................................................................
..............................................................................................................................................................
The beginnings and spread of Islam

A concept map allows you to start with one concept, fact or topic, and then add layers of related information. Using dot points, complete the tree concept map below to form a summary of how Islam began and how it spread.

Mohammed, 595–610 CE

Mohammed, 610 CE

The Qur’an
Positive response
Negative response

Mohammed, 622 CE and 630 CE

Islam spreads

Missionaries:
Traders:
Prestigious leaders:
Military force:
CHAPTER 5: The Ottoman Empire (c. 1299–1683)

Worksheet 5.3

The golden age of Islam

Student: ................................................................. Class: ................................ Due date: ................................

1 Once the Islamic Empire was established, why was it called the golden age?

...................................................................................................................................................................
...................................................................................................................................................................
...................................................................................................................................................................
...................................................................................................................................................................
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...................................................................................................................................................................
...................................................................................................................................................................

2 In dot points, summarise Islamic interests and achievements in each of the following disciplines.

a Education

...................................................................................................................................................................
...................................................................................................................................................................
...................................................................................................................................................................
...................................................................................................................................................................
...................................................................................................................................................................
...................................................................................................................................................................

b Medicine

...................................................................................................................................................................
...................................................................................................................................................................
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...................................................................................................................................................................
...................................................................................................................................................................
...................................................................................................................................................................

b Astronomy and geography

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...................................................................................................................................................................

d Mathematics

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...................................................................................................................................................................

3 Which of the above developments do you find the most surprising or impressive? Give a reason for your answer.

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...................................................................................................................................................................
CHAPTER 5: The Ottoman Empire (c. 1299–1683)

Worksheet 5.4

The establishment of empire

Student: ................................................................. Class: .................. Due date: .....................................

1 By the early thirteenth century, the power of Persia and Byzantium was being undermined by changes in the Middle East, such as:
   • ..........................................................................................................................................................
   • ..........................................................................................................................................................
   • ..........................................................................................................................................................

2 This allowed the Seljuk Turks to establish an empire under Osman I in 1298. What happened in 1326 that shows the Byzantine Empire was weakening?

3 How do you think each of the following helped to establish and strengthen the Ottoman Empire?
   a Military experience:
      ..........................................................................................................................................................
      ..........................................................................................................................................................

   b Religious tolerance:
      ..........................................................................................................................................................

4 Look carefully at Sources 1 and 2 on pages 140 and 141 of your textbook. Why do you think it would be desirable for an empire to have control of both Gallipoli and Constantinople?

5 a What was the state of the Ottoman Empire in 1451 that would have encouraged the Ottomans to try to capture Constantinople?

   b Describe the new technology used by the Ottomans that made the thick walls of the city vulnerable.

   c When Sultan Mehmet finally entered the city on 29 May 1453, what did he do that suggests he believed God was on his side?
# Suleiman the Magnificent

Complete a biography of the life and achievements of Sultan Suleiman by filling in the boxes below.

## Rule
- **Dates:**
- **Law:**
- **Ethnic and religious tolerance:**

## Personal details
<table>
<thead>
<tr>
<th>Born:</th>
<th>Father:</th>
<th>Wife:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Died:</th>
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<tbody>
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</tbody>
</table>

## Expansion of empire
- **Achievements:**
  - 1520:  
  - 1522:  
  - 1526:  
  - 1529:  
  - 1538:  
  - 1548:  
  - 1554:  
- **Failures:**
  - 1529:  
  - 1532:  

What does this portrait of Suleiman suggest he was like?
-  
-  
-  
-  
-  
-  
-  

History Alive 8: pages 146–9
Chapter 5: The Ottoman Empire (c. 1299–1683)

Life in the Ottoman Empire

Ottoman society consisted of clear social classes and a range of occupations, but the Ottomans also knew how to relax.

1. Complete the following sentences.
   a. The Qur’an recognised slaves as a legitimate source of labour but recommended they be treated .................. .
   b. Slaves could gain their freedom when their master .................. .
   c. Both men and women could be involved in trade, although women needed to be represented by a male .................. .
   d. Children could be employed from a young age in the following occupations: .................., .................., .................., .................. .
   e. As well as being involved in the above occupations, men and women could also live and work in the palace in .................. .
   f. Men and women did not generally meet freely to court each other; their families or matchmakers ensured marriages were appropriately .................. .
   g. A man could divorce his wife by saying this three times: ‘............................................................... .’
   h. A woman could divorce her husband by proving in court that she had been mistreated or .............. .
   i. A married woman was financially secure, even when divorced, thanks to her husband’s ................ .

2. Use the following words to write a short paragraph about Islamic trade: cameleer, caravans, caravanserai, mosque, sultan.

3. a. Why were bazaars important? ................................................................................................... ...........
   b. What is advantageous about the location of the Kapali Carsi? ............................................................
   c. What is a Bedestan?........................................................................................................... ...................

4. In what ways were coffee houses important in Muslim culture?

Worksheet 5.6

General C

History Alive 8: pages 150–3
Interpreting Ottoman Empire sources

Henriette Browne was the pseudonym of pioneer French Orientalist painter and traveller Sophie de Bouteiller. Browne travelled to Constantinople with her diplomat husband in 1860. The painting above was exhibited in Paris in 1861 and was considered one of the first eyewitness views of the inside of a harem.

The painting depicts what it was like in an Ottoman Empire harem in the nineteenth century and, possibly, what harems were like before that. Many earlier paintings of harems were created by male European painters, who were not allowed in harems. French art critic Theophile Gautier is an advocate for Browne’s harem paintings because they show what those of her male predecessors and contemporaries could not — a depiction of the interior of a harem by someone who has actually seen it.

Today, Browne continues to be recognised as a pioneer in Orientalist art for her paintings that depict oriental women and the way they lived.
1 Who created the source?

2 When was it created?

3 What do we know about the person who created it?

4 Is it a primary or secondary source?

5 Can we tell if the source is accurate? Are there clues in the source that suggest it is something other than a factual depiction?

6 What conclusions can we draw from the source?
The focus of chapter 5 has been on life in the Ottoman Empire. Now it is time to reflect on this empire’s legacy to modern-day Turkey and the wider world. Use what you have learned from this chapter, as well as your general knowledge, to complete the following:

1 True or false? Circle T or F.
   a The Islamic religion originated in Mecca. T/F
   b At the time, Mecca was part of the Ottoman Empire. T/F
   c Today, Islam is the dominant religion of the region that was once the Ottoman Empire. T/F
   d There are no Christians or Jews still living in this region. T/F
   e In the Ottoman Empire, there were only antagonist relations between Muslims, Jews and Christians. T/F
   f Today, there is a mixture of peaceful and antagonist relations between Muslims, Jews and Christians. T/F
   g The Ottomans allowed regional groups and the common people a degree of self-government. T/F
   h This practice was taken up and passed on by future governments in various places around the world. T/F

2 What may have been lost if not for Muslim scholarship and research during the first millennium?

3 How did the Ottomans contribute to:
   a architecture?
   ... ................................................................. .................................................................
   b art?
   ... ................................................................. .................................................................
   c astronomy?
   ... ................................................................. .................................................................
   d literature?
   ... ................................................................. .................................................................
   e medicine?
   ... ................................................................. .................................................................
Crossword

ACROSS
1 a gender-specific group who lived in the sultan’s palace to serve and entertain him (5)
4 a drink that brought Muslim men together to relax and discuss issues of the day (6)
5 the sovereign of an Islamic country (6)
7 a woman who lives intimately with a man but who is not his wife (9)
8 the sultan under whom the Ottoman Empire was most extensive (8)
11 the Austrian city the Ottomans failed to conquer (6)
12 a defence apparatus used by the Byzantines across the Golden Horn (5)
13 the wife of a sultan (7)
14 the god of Islam (5)
15 the founder of Islam (8)

DOWN
2 the revealing of something, such as a message from God (10)
3 a place of Muslim worship (6)
4 a weapon that helped the Seljuk Turks defeat Constantinople (6)
6 a castrated man (6)
7 a travelling line of cameleers and camels (7)
9 the site of an eighth-century Islamic observatory (7)
10 a Muslim political and spiritual leader (6)
Summing up

1 Underline the correct terms.
   a Islam was founded in Mecca/Medina.
   b One of the reasons Islam was welcomed across Africa was that Arabs were considered more/less similar to Africans than previous rulers had been (e.g. Alexander the Great).
   c Mohammed received his revelations well before/after the Ottoman Empire was established.
   d Sunnis and Shi’ites are/are not Muslim denominations.
   e The spiritual and political leader of the Muslim world was a sultan/caliph.
   f The king of the Ottoman Empire was a sultan/caliph.
   g The Ottoman Empire was established by Seljuk Turks who had settled in modern-day Austria/Turkey.
   h Their first capital was Bursa/Byzantium.
   i The Ottoman rulers disallowed/allowed the practice of other religions within their empire.
   j A period of advancement in the arts and sciences in the Ottoman Empire is known as a(n) enlightened/golden age.

2 Complete the following sentences.
   a Mehmet II is famous for capturing the city of ......................... .
   b Selim I extended the Ottoman Empire to include ........................., ........................., ......................... and ......................... .
   c His son, Suleiman, broke hundreds of years of tradition by marrying Roxanne, who was a ........................................................................... .
   d Suleiman extended the empire as far north-west as ......................... .
   e He also extended it as far south-east as ......................... .
   f In conquered regions, much tension was avoided because Ottoman officials, where possible, preserved ........................................................................... .
   g As well as a successful conqueror, Suleiman is known as the ‘the Lawgiver’ because he ........................................................................... .
   h Much of the Ottomans’ wealth was generated through ......................... .

3 Write a short paragraph about the role of women in Ottoman culture.

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.............................................................................................................................. ............................................................
Reflection

Student: ................................................................. Class: ...................... Due date: ......................

Thinking about what you have learned …

1 Why did Islam spread across so many regions?
..................................................................................................................................................
..................................................................................................................................................
..................................................................................................................................................

2 What was life like under Ottoman rule?
..................................................................................................................................................
..................................................................................................................................................
..................................................................................................................................................

3 Why did the arts and sciences prosper so much in the Muslim world?
..................................................................................................................................................
..................................................................................................................................................
..................................................................................................................................................

Thinking about how you have learned …

1 What are two things you learned from this chapter? Why do you remember these things well?

<table>
<thead>
<tr>
<th>I learned ...</th>
<th>I learned ...</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I remember this because ...</th>
<th>I remember this because ...</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

2 Do you prefer working with written or visual sources? Why?
..................................................................................................................................................
..................................................................................................................................................
..................................................................................................................................................

3 Shade the stars to indicate your level of confidence in analysing visual sources.

.................................................................
CHAPTER 6: Renaissance Italy (c. 1400–1600)

The Renaissance — what was it?

Student: ................................................................. Class: ................ Due date: ......................

The word *renaissance* means ‘rebirth’. The Renaissance, which began in Europe, saw the rediscovery — or rebirth — of classical knowledge, ideas and skills.

1 Origins of the Renaissance:
   a When did it begin? .................................................................
   b Where did it begin? .................................................................
   c Give two reasons why the Renaissance might have started in these towns.
      .............................................................................................................................. ................................
      .............................................................................................................................. ................................
   d Why would it have been easy for the Renaissance to spread from these towns?
      .............................................................................................................................. ................................
      .............................................................................................................................. ................................

2 Spirit of the Renaissance:
   a The Renaissance spirit was a spirit of i.............................. .
   b A.............................. tried new techniques, s.............................. challenged existing knowledge and beliefs.
   c Projects and experiments were paid for by the w.............................., such as the C.............................. or the M.............................. family of Florence.

3 Resistance to the Renaissance:
   a The Church found the spirit of the Renaissance to be a threat to its a.............................. .
   b If someone disagreed with the Pope, they could be e.............................., which meant that after they died they would burn in h.............................. .
   c If someone challenged the Church’s explanation of the world, they were declared a h...................., the punishment for which was being b.............................. at the stake.
   d What do you think the Church’s attitude might make scientists and philosophers feel and do?
      .............................................................................................................................. ................................
      .............................................................................................................................. ................................
   e What qualities would they need to continue with their inquiries? ......................................................
      .............................................................................................................................. ................................
   f Why might the rulers of city-states, such as kings or princes, be more interested in new ideas than the Church? ...................................................................................................................
      .............................................................................................................................. ................................
      .............................................................................................................................. ................................
Artistic stars

A Venn diagram is a graphic organiser that helps you to compare and contrast two or more items.

1 Study Sources 1 and 2 and the accompanying information on pages 172 and 173 of your textbook, and then complete the diagram below to compare and contrast the artistic expression in Medieval and Renaissance painting and sculpture. (Note: Consider various techniques and subject matter.)

Medieval artists

Renaissance artists

2 Based on the information in your Venn diagram, what elements of Renaissance art suggest that the Church, as the dominant source of knowledge, was now being challenged?

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.............................................................................................................................. ......................................
.............................................................................................................................. ......................................
.............................................................................................................................. ......................................
.............................................................................................................................. ......................................
.............................................................................................................................. ......................................
The Renaissance spreads

Student: ................................................................. Class: ........................ Due date: ..............................

1 a What was the *Northern Renaissance*?

........................................................................................................................................

........................................................................................................................................

b Why was this aspect of the Renaissance called *Northern*?

........................................................................................................................................

........................................................................................................................................

2 a Why do you think some scholars believe the developments in England were unrelated to the developments in Italy?

........................................................................................................................................

........................................................................................................................................

b Which Englishman of the Renaissance was the most influential?

........................................................................................................................................

........................................................................................................................................

3 a The *most* important reason for the spread of the Renaissance was the growing availability of printed books. Who and what enabled this to happen?

........................................................................................................................................

........................................................................................................................................

b The Chinese invented a form of printing hundreds of years before the Renaissance period. Compare the methods used in the image here with those described in Source 1 and the accompanying text on pages 174 and 175 of your textbook. Write a short paragraph describing the improvements made to printing in fifteenth-century Europe.

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Daring to delve

Throughout history, some people have questioned prevailing beliefs and understanding, and have dared to delve deeper into the causes of why things are the way they are. We owe a debt of gratitude to such people.

1 Fill in the gaps with the correct words.
   a In the Middle Ages, people believed that the Black Death was a punishment from G.............. and the only way to deal with it was to p.............. .
   b This was because they were ignorant about how d.............. spread.
   c The gifted people listed in the table below dared to look for answers in m.............. and s.............. .

2 Choose at least two words from the text box below that you think best describes each person, and then use the words in sentences to describe these four gifted men and their achievements.

<table>
<thead>
<tr>
<th>innovative</th>
<th>determined</th>
<th>daring</th>
<th>knowledgeable</th>
<th>practical</th>
</tr>
</thead>
<tbody>
<tr>
<td>challenging</td>
<td>defiant</td>
<td>successful</td>
<td>noteworthy</td>
<td>brave</td>
</tr>
<tr>
<td>frustrated</td>
<td>rejected</td>
<td>condemned</td>
<td>punished</td>
<td>ignored</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Vesalius</th>
<th>Pare</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Vesalius Image]</td>
<td>![Pare Image]</td>
</tr>
<tr>
<td>(Image courtesy of the Scholars’ Centre, University of Western Australia Library.)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fracastoro</th>
<th>Galileo</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Fracastoro Image]</td>
<td>![Galileo Image]</td>
</tr>
</tbody>
</table>

3 Can you think of any scientific or medical beliefs that are being questioned today?

4 Why do you think we sometimes find it so hard to change our beliefs?
CHAPTER 6: Renaissance Italy (c. 1400–1600)

Worksheet 6.5

Analysing a visual source

Student: .................................................... Class: ................................ Due date: ..............................................

The Vesalius portrait below and Source 5 on page 178 of your textbook can both be found in Vesalius’s textbook on anatomy. Use these images to answer the following questions.

1. What do you think was Vesalius’s attitude to the human body?

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2. Why can we call Vesalius a humanist?

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........................................................................................................................................................................

3. The Christian Bible says God took a rib out of man and used it to make woman (Genesis 2: 21, 22). This led to the common belief that men had one less rib than women. Why might the Christian Church have felt threatened by Vesalius’s work?

........................................................................................................................................................................
........................................................................................................................................................................
........................................................................................................................................................................
........................................................................................................................................................................

4. Look at Source 5 on page 178 of your textbook and observe how the skeleton is standing and what it is holding. Why do you think Vesalius has drawn a human skeleton in this manner?

........................................................................................................................................................................
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5. Source 5 is a famous image often referred to as Memento mori, a Latin phrase meaning ‘remember your mortality’. What do you think Vesalius means by this?

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........................................................................................................................................................................

Portrait of Andreas Vesalius from his book De humani corporis fabrica libri septem (On the fabric of the human body in seven books), 1543 CE.
The Christian Church, with the Pope as its head in Rome, was said to be *catholic* or *universal*.

1. Do some deductive thinking to answer the following questions.
   
   **Fact:** Because of the catholic nature of the Church, there was a common set of beliefs and practices across the Christian world.
   
   **Question:** What problem might this cause for anyone who had doubts or questions about these beliefs and practices?
   
   **Answer:** 

   **Fact:** With the invention of the printing press, more people learned to read for themselves the new range of printed matter, including the Bible.
   
   **Question:** How would the printing press have contributed to people’s questioning the authority of the Church?
   
   **Answer:** 

   **Fact:** Renaissance thinking encouraged people to be guided by reason and observation.
   
   **Question:** Why would this humanist approach challenge the Church’s power?
   
   **Answer:** 

   **Fact:** The Church claimed to have the God-given authority to declare people’s sins forgiven or not.
   
   **Question:** How might this affect people’s attitude to the exploration of new ideas?
   
   **Answer:** 

2. Did Martin Luther want to change the Catholic Church or leave it? Explain.

3. What evidence is there to suggest that discontent with the Catholic Church was widespread?
Interpreting Renaissance-era sources

Study the visual source below, and then answer the questions on the following page.

- Map of the world, John Speed, 1627
  (John Speed was an English historian and cartographer.)
1 Who created the source and what do we know about its creator?
.............................................................................................................................. ......................................
.............................................................................................................................. ......................................

2 Where and when was it created?
.............................................................................................................................. ......................................
.............................................................................................................................. ......................................

3 What was its purpose?
.............................................................................................................................. ......................................
.............................................................................................................................. ......................................
.............................................................................................................................. ......................................

4 For what aspect of the age does the source provide evidence?
.............................................................................................................................. ......................................
.............................................................................................................................. ......................................

5 What ideas or viewpoints does the source represent?
.............................................................................................................................. ......................................
.............................................................................................................................. ......................................
.............................................................................................................................. ......................................
.............................................................................................................................. ......................................
.............................................................................................................................. ......................................
.............................................................................................................................. ......................................
.............................................................................................................................. ......................................

6 What conclusions about the Renaissance era can we draw from the source?
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.............................................................................................................................. ......................................
.............................................................................................................................. ......................................
CHAPTER 6: Renaissance Italy (c. 1400–1600)

Worksheet 6.8

Legacies of the Renaissance

The focus of chapter 6 is on the features and achievements of the Renaissance in Europe. Now it is time to reflect on the legacy of this period.

1 True or false? Circle T or F.
   a The Renaissance saw the rise of humanism, which valued human reason and our ability to learn through observation and investigation. T/F
   b Today, our education system encourages students to ask questions and to learn through observation and investigation. T/F
   c Questioning of the teachings of the Catholic Church during the Renaissance period did nothing to change the Church. T/F
   d Today, there are many Protestant churches — groups that have protested against some Catholic practices; the Catholic Church has also reformed in some ways. T/F
   e Renaissance artists kept the styles and techniques of Classical Greek and Roman art alive. T/F
   f Today, no examples of Classical or Renaissance art remain. T/F
   g Both Copernicus and Galileo eventually admitted they were wrong to say that the Earth revolved around the sun. T/F
   h Today, we have irrefutable evidence that the Earth revolves around the sun. T/F

2 a Where is the Uffizi Gallery and why might you visit it?.......................................................................
   ..................................................................................................................................................
   ..................................................................................................................................................
   b Where is the Accademia Gallery and why might you visit it?............................................................
   ..................................................................................................................................................
   ..................................................................................................................................................

3 a What is the name of Machiavelli’s book and what is it about? ...........................................................
   ..................................................................................................................................................
   ..................................................................................................................................................
   b Why is Machiavelli still famous today?.............................................................................................
   ..................................................................................................................................................
   ..................................................................................................................................................
   c How many plays and poems did Shakespeare write?..........................................................................
   ..................................................................................................................................................
   ..................................................................................................................................................
   d Why is he still famous today?............................................................................................................
   ..................................................................................................................................................
   ..................................................................................................................................................

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Word search

Complete the following word search.

D H P R O T E S T A N T D O N
I Y H L K V L V J K I I U A S
O X I R C H R I S T E N D O M
E G L C O A S L O B O D F I A
Z A I A J C V N U D E U D W O
P M O E T Z O F R T N L D C I
M H S J X I S A E G H G S P K
U E O T A U N R P O P E V M H
H R P U E O N I U I R N R Q U
E D H C E M C K B F H C X G M
R I Y L M P G A L I L E O V A
E X C O M M U N I C A T I O N
S I T Y W O Y F C A B H G W I
Y W R E F O R M A T I O N B S
G C D E N O M I N A T I O N M

1 a term to describe all countries that are predominantly Christian
2 a group of congregations united under a common faith and administration
3 to cut off from the rites and services of the Church
4 a wall painting done in wet plaster
5 an Italian astronomer who developed a telescope that helped prove the Earth moved around the sun
6 an opinion or belief that differed from official Church views
7 a belief in the power of human reason and observation to discover truth
8 certificates assuring forgiveness of sins in exchange for a fee
9 the language of classical Rome
10 a Renaissance painter, mathematician, engineer and architect
11 a German monk who wanted to reform the Church
12 the study of the principles of knowledge
13 the head of the Catholic Church
14 an individual or church congregation that protested against some of the practices of the Catholic Church
15 the movement to reform the Catholic Church
16 a form of government whose leader is elected by the people, rather than being a hereditary monarch
Summing up

1 Underline the correct terms.
   a During the Renaissance, **eastern/western** European scholars were inspired by the classical art and literature of ancient Greece and Rome.
   b The first **schools/universities** were formed by people who encouraged a new spirit of inquiry.
   c This spirit of inquiry often led to criticism of the **Catholic/Protestant** Church.
   d Humanism stressed the importance of **blind faith/logic and reason**.
   e Many humanists were **forcibly/voluntarily** cut off from the Church.

2 Complete the following sentences.
   a The Pope was the head of the .........................................
   b The punishment for defying the Pope was ......................................
   c A person was labelled a heretic if they disagreed with the official opinion of the ................... .
   d The punishment for heresy was ................................................................................ .
   e Martin Luther defied the Pope and disagreed with the Church, so he was called a ....................
      and was ................................................................. .
   f However, he was not burned at the stake because he had a lot of ..................................................... .
   g If a church group broke away from the official Church, it was no longer called Catholic
      but ................................................................. .
   h The Catholic Church tried to defeat this protesting movement through ............................................ .
   i This did not work satisfactorily, so the Catholic Church began to reform itself by stamping
      out ................................................................. .

3 Match the Renaissance person or group to their achievement.

<table>
<thead>
<tr>
<th>Name</th>
<th>Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leonardo da Vinci</td>
<td>missions and schools in Asia and Africa</td>
</tr>
<tr>
<td>Michelangelo Buonarroti</td>
<td>the Reformation in Switzerland</td>
</tr>
<tr>
<td>Filippo Brunelleschi</td>
<td>architecture</td>
</tr>
<tr>
<td>The Medici family</td>
<td>the heliocentric system</td>
</tr>
<tr>
<td>Galileo Galilei</td>
<td>painting and sculpture</td>
</tr>
<tr>
<td>Nicolaus Copernicus</td>
<td>patronage of artists</td>
</tr>
<tr>
<td>John Calvin</td>
<td>a powerful telescope</td>
</tr>
<tr>
<td>The Jesuits</td>
<td>many designs for inventions and engineering, scientific experiments, art and music</td>
</tr>
</tbody>
</table>
Reflection

Student: ................................................................. Class: .................. Due date: ................................

Thinking about what you have learned …

1. What do you think were the most significant achievements of the Renaissance?
   ......................................................................................................................................................
   ......................................................................................................................................................
   ......................................................................................................................................................

2. Which famous Renaissance figure did you find most interesting? Why?
   ......................................................................................................................................................
   ......................................................................................................................................................
   ......................................................................................................................................................

3. What do you think is the most important legacy of the Renaissance? Why?
   ......................................................................................................................................................
   ......................................................................................................................................................
   ......................................................................................................................................................
   ......................................................................................................................................................
   ......................................................................................................................................................

Thinking about how you have learned …

4 a. What did you find least interesting in this unit of work?
   ......................................................................................................................................................
   ......................................................................................................................................................
   ......................................................................................................................................................

   b. Why didn’t you find it interesting? Consider teaching/learning methods, as well as content.
   ......................................................................................................................................................
   ......................................................................................................................................................
   ......................................................................................................................................................

5 a. What aspect of the Renaissance did you find most interesting?
   ......................................................................................................................................................
   ......................................................................................................................................................
   ......................................................................................................................................................

   b. Why did you find it interesting?
   ......................................................................................................................................................
   ......................................................................................................................................................
   ......................................................................................................................................................
The Khmer Empire in context

When studying the development of a society, it is always important to consider that society in its geographical, historical and cultural contexts.

1 Geography

Look carefully at the map in spread 7.2 on pages 194 and 195 of your textbook.

a List the South-East Asian countries under the following headings.

<table>
<thead>
<tr>
<th>Mainland</th>
<th>Maritime</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

b Why do you think those in the second column are referred to as maritime?

..................................................................................................................................................................

..................................................................................................................................................................

c Why do you think China and India had such a great influence on the development of South-East Asian societies?

..................................................................................................................................................................

..................................................................................................................................................................

d What well-known geographical feature would have ensured that Chinese and Indian cultures developed fairly independently of each other?

..................................................................................................................................................................

e Which mainland South-East Asian country is landlocked and why might this have affected its growth and development?

..................................................................................................................................................................

..................................................................................................................................................................

f Most of South-East Asia lies in the tropics. Describe the implications of this for the development of societies.

..................................................................................................................................................................

..................................................................................................................................................................

..................................................................................................................................................................
CHAPTER 7: Angkor and the Khmer Empire (c. 802–1431)

2 History

a From what region did the Khmer people originate?
........................................................................................................................................
........................................................................................................................................

b Based on the information supplied in spread 7.3, in what sense can we say the peoples around Funan were civilised?
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................

c Why, then, was the Khmer kingdom able to emerge as dominant?
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
Rise and fall of an empire

A fishbone diagram helps us to organise narrative material that has a beginning, middle and end. Complete the diagrams below as a way of summarising the progress of the Khmer Empire. The first one has some subheadings included to get you started. Try to work out your own subheadings for the second diagram.

The rise of the Khmer Empire
The religions that influenced the Khmer people during the period under investigation are still prevalent today in this region. Label each image, word or phrase with an A, B or H to indicate to which religion they belong.
Religious art

Art works from the society under investigation can shed light on how people in that society view each other and the world.

Look carefully at the scene from the *Ramayana* shown in Source 3 on page 204 of your textbook.

1. What is the setting for the action?
   .....................................................................................................................................................
   .....................................................................................................................................................

2. What suggests that some figures are gods?
   .....................................................................................................................................................
   .....................................................................................................................................................

3. How are some figures depicted to show that they are more important than other figures?
   .....................................................................................................................................................
   .....................................................................................................................................................
   .....................................................................................................................................................
   .....................................................................................................................................................

4. Is there anything to suggest that in the Hindu religion some gods are more powerful than other gods?
   .....................................................................................................................................................
   .....................................................................................................................................................

5. How can we tell from this illustration that the mural in the Bangkok temple is something like a cartoon strip or storyboard?
   .....................................................................................................................................................
   .....................................................................................................................................................

6. The technical skill of showing perspective in paintings was not introduced into South-East Asia until the nineteenth century. Is this scene a primary or secondary source? Give a reason for your answer.
   .....................................................................................................................................................
   .....................................................................................................................................................

7. Such art works were usually anonymous. Why might this be so? (Consider the purpose of the *Ramayana*.)
   .....................................................................................................................................................
   .....................................................................................................................................................
   .....................................................................................................................................................
The Khmer people

1 Complete the following sentences.

a Kings
In general, Khmer rulers justified their right to rule by claiming they were .......................
This cult, called the ................., centred around the worship of a phallic symbol called a
................... . A phallus is a symbol of ................ and symbolised the .................’s
power to bring fertility to the .................. . In practice, however, kings often came to power via
the practical means of overthrowing their ................., even if they were relatives.

b Nobles and officials
As in medieval Europe, the nobles were ................ who often ................ official
positions. Nobles and other officials were usually ................ or ................ of the king.
In the Khmer Empire .................., the king’s power became limited to the ................ of the
kingdom and officials were relied on to ................ more distant regions.

c Women
There are few Khmer primary ................ about the roles of .................. and
................... . However, ................ from nearby societies gives the impression that women in
Khmer society were more ................ than women in some neighbouring societies. Many
women were involved in ................ and ................ and/or became ritual temple
................ called .................

2 The workforce
a The structure of Khmer society was not unlike that of medieval society in Europe. Look at the
medieval feudal pyramid on page 92 of your textbook, then label the diagram below in a similar
manner to show the strata of Khmer society.
b  Write two sentences about skilled labour (other than farming).

............................................................................................................................. ............................
............................................................................................................................. ............................
............................................................................................................................. ............................

c  What were two minority groups in Khmer society?
............................................................................................................................. ............................
............................................................................................................................. ............................
............................................................................................................................. ............................
............................................................................................................................. ............................
CHAPTER 7: Angkor and the Khmer Empire (c. 802–1431)

Amazing Angkor!

Student: ................................................................. Class: .................. Due date: ........................................

The Angkor complex in Cambodia is enormous.

1 Give short answers to the following questions.
   a In the height of its power, how many square kilometres did the city cover? ......................
   b What was the size of its population? .................................................................
   c How many temples were within the complex? .....................................................
   d How many houses were within the complex? .....................................................
   e Was it the largest city in the world at that time? .................................................

2 What was the purpose of the moats and large rectangular lakes?
   ........................................................................................................................................
   ........................................................................................................................................
   ........................................................................................................................................

3 Which of the following describes Angkor Wat and which describes Angkor Thom? Circle the correct term.
   a It is the largest Hindu temple in the world. ...................................................... Wat/Thom
   b Its name means ‘large city’. .............................................................................. Wat/Thom
   c It has never ceased to be used as a religious building. .................................. Wat/Thom
   d Its name means ‘temple city’. ............................................................................ Wat/Thom
   e It is the larger of the two city precincts. .......................................................... Wat/Thom
   f Its walls depict images of wars and of everyday life. ....................................... Wat/Thom

Khmer temples were also mausoleums for kings after they died. One of the world’s most famous buildings, the Taj Mahal, was also built as a mausoleum.

4 Study the information below and compare Angkor Wat and the Taj Mahal.

Some statistics:
   Angkor Wat: rectangular walls 1025 m by 800 m; central tower 65 m high.
   Taj Mahal: octagonal walls 55 m each side; minarets 40 m high

a Which do you find most impressive? .................................................................
   Why? ....................................................................................................................
   ............................................................................................................................
   ............................................................................................................................

b Why do you think they are such popular tourist attractions today?
   ............................................................................................................................
   ............................................................................................................................
   ............................................................................................................................

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History Alive 8 for the Australian Curriculum Student Workbook 87
Worksheet 7.7

Note-taking

Practise developing your note-taking skills using the text below and following steps 1 to 5.

The only written primary sources from most South-East Asian societies during this period are inscriptions on materials such as stone pillars and gold foil. Sources from other societies can provide more information. For example, Chinese records discuss contact with parts of South-East Asia. The most useful of these is an account written by Zhou Daguan, a Chinese diplomat who stayed at the Khmer royal court at Angkor from 1296–7. Also, from the sixteenth century, we have records from European contacts.

The most striking evidence comes from archaeological sites, especially temples. The most impressive of all the temple complexes is at Angkor, the capital of the Khmer Empire at the height of its power. Angkor’s temples were originally Hindu temples, but they later became Buddhist temples and had images of the Buddha added to them. Inscriptions in the Angkor temples tell us about religion and rulers. Relief sculptures show scenes that include peasants ploughing fields, women in childbirth, market scenes, palace life and soldiers going to war. Evidence from Angkor also helps us to gain an understanding of neighbouring societies such as the emerging kingdoms in Thailand that were influenced by Angkor.

Step 1: Read the text above. Try to understand what the writer is communicating by identifying the main point.

Step 2: Re-read the text. Ask yourself the following questions.

• What are the main points the author is making?
• What is the main idea in each paragraph?

Highlight these. (Remember: The main idea in a paragraph is often in the first sentence, but it is not always the case.

Step 3: Using a different colour, highlight any supporting ideas or information in the text.

Step 4: Using a different colour again, highlight any key words that are new to you or that seem to relate specifically to the topic.

Step 5: Now start writing. In your own words, write down the first main idea as a heading, then use dot points to summarise the supporting ideas and information, including key words, dates, names and other facts.

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................................................................................................................................................................................................................................................................................................................
The focus of chapter 7 is the rise and fall of the Khmer Empire. Now it is time to reflect again on its legacy to Cambodia, the region and into the present day.

1 True or false? Circle T or F.
   a The Khmer Empire had significant trade relations with Europe and the Americas. T/F
   b The Khmer Empire had significant trade relations with both maritime and mainland South-East Asian countries. T/F
   c The Khmer Empire had a significant cultural influence on the Thai people in periods of both war and peace. T/F
   d A Khmer prince founded a Buddhist kingdom among the Champa people. T/F
   e The Viet people helped bring about the fall of Angkor and thus gained territory for themselves. T/F
   f There were ongoing tensions between the Khmer, Thai, Viet and Champa peoples. T/F
   g By the nineteenth century, European nations had colonised South-East Asia, introducing their languages and cultures. T/F

2 Today, in which South-East Asian countries might you find:
   a examples of French architecture? .................................................................
   b examples of Dutch architecture? .................................................................
   c people who speak Portuguese? .................................................................
   d people who speak Spanish? .................................................................

3 a When did Cambodia eventually emerge from colonisation to become an independent nation again? .............................................................................................................................. ................................

3 b How do we know that the royal family had stayed intact despite colonisation? .............................................................................................................................. ................................

4 Fill in the gaps.

After the damage to Cambodia caused by the .......... War, a communist party called the Khmer .......... (which is French for ‘red’) took over the country and tried to wipe out all traces of the .........., including the nobility and western influences. The Khmer .......... ceased to rule in .........., but left the country in .......... . Now Cambodia has reinstituted a .......... as its head of state and ................. as its state religion. Its economy is improving, partly through tourism. In fact, ................. tourists visit .......... each year.
Crossword

ACROSS
7 a state that recognises foreign rule of its people and usually has to pay tribute (6)
8 a follower of Buddha (8)
9 someone who believes elements of creation are inhabited by spirits (7)
11 title of the Khmer ruler (6)
12 ‘large city’ (10)
14 a follower of Hinduism (5)
16 the Cambodian people (5)
18 Cambodian communist regime in the 1970s (10)
20 rebirth (13)

DOWN
1 type of government of Cambodia today (8)
2 temple dancer (6)
3 very religious (5)
4 a huge tomb (9)
5 lawful (10)
6 state religion of Cambodia today (8)
10 Indian ancient sacred language (8)
13 ‘temple city’ (9)
15 religious status of the Khmer ruler (7)
17 the people who sacked Angkor in the fifteenth century (4)
19 a long story, usually written in verse (4)
CHAPTER 7: Angkor and the Khmer Empire (c. 802–1431)

Worksheet 7.10

Summary C

History Alive 8: pages 190–219

Summing up

Student: ................................................................. Class: .................. Due date: ................................

1 Underline the correct term in each of the following sentences.
   a We have very few primary/secondary sources about South-East Asian societies.
   b The main source of written evidence is inscriptions/trade records.
   c More written information about South-East Asia comes from explorers’ reports/neighbouring countries.
   d The most helpful evidence is archaeological/oral.
   e South-East Asian countries fall mainly in temperate/tropical latitudes.
   f The land itself is made up mostly of mountains and river flats/plains and river flats.
   g These geographical/historical features have influenced where towns have been established.
   h Goods and ideas, including religion, were exchanged between South-East Asian societies mainly through expansion and trade/exploration and trade.
   i The Vietnam region was strongly influenced by China/India.
   j The Burmese, Thai, Laotian and Khmer regions were strongly influenced by China/India.

2 Complete the following sentences.
   a The Khmer Empire was established in (year) ................................................................. .
   b Jayavarman II established himself as a ................................................................. .
   c He built four capital cities and many Hindu ................................................................. .
   d He expanded the empire by various means: ................................................................. .
   e His successors continued to expand the ................................................................. .
   f By 1000 CE, the Khmer court was a centre for ................................................................. .
   g The greatest building achievement was at ................................................................. .
   h This complex included ................................................................. .
   i However, there were ongoing political tensions with several neighbours, including ................................................................. .
   j To avoid war, the Khmer rulers eventually agreed to become a vassal state to ................................................................. .
   k Internal rivalry and power struggles had also weakened Khmer ................................................................. .
   l In the 1440s, Khmer leaders finally abandoned ................................................................. .
   m A new capital for the Cambodian people was eventually established nearer the sea, which encouraged the people’s growing trade with ................................................................. .

3 Write a short paragraph about Cambodia today. ................................................................. .
   ...................................................................................................................................................
   ...................................................................................................................................................
   ...................................................................................................................................................
   ...................................................................................................................................................
Reflection

Student: ......................................................... Class: ................ Due date: ......................

Thinking about what you have learned …

1. What was your prior knowledge of the Khmer people and Cambodia?
   ....................................................................................................................................................................
   ....................................................................................................................................................................
   ....................................................................................................................................................................

2. What are three new pieces of information you have learned about the Khmers?
   ....................................................................................................................................................................
   ....................................................................................................................................................................
   ....................................................................................................................................................................

3. Based on your general knowledge, do you think the rise and fall of the Khmer Empire has similarities with the rise of fall of other empires throughout history? If so, in what ways?
   ....................................................................................................................................................................
   ....................................................................................................................................................................
   ....................................................................................................................................................................
   ....................................................................................................................................................................

Thinking about how you have learned …

4. a. What do you remember best from this unit?
   ....................................................................................................................................................................
   ....................................................................................................................................................................
   ....................................................................................................................................................................

   b. What helped you remember this well?
   ....................................................................................................................................................................
   ....................................................................................................................................................................
   ....................................................................................................................................................................

5. a. Was there anything you found hard to understand in this unit? If so, what?
   ....................................................................................................................................................................
   ....................................................................................................................................................................

   b. What teaching or learning strategies might have helped you to understand this more clearly?
   ....................................................................................................................................................................
   ....................................................................................................................................................................

The geography of a region always affects how a society develops in that region. Answer the questions below and add information to the map as directed.

1. Look carefully at the map below. Japan was once joined to the mainland by land bridges. Where were two land bridges likely to be? Mark these on the map with a red dotted line and label them.
2 Based on the textual and visual information in spread 8.2 of your textbook, describe the natural beauty and rich resources of Japan that attracted seafaring immigrants to its shores.

3 What are two features of the region that were — and still are — unfriendly to human habitation?

4 What are three geographical features that would have led to Japanese people identifying more strongly with their own region than with Japan as a whole?

5 Label the island of Kyushu on the map. Why do you think the first migrants from South-East Asia settled here?

6 Label Honshu and Nara on the map. Why do you think the first government in this region reflected Chinese rather than Slavic (Russian ancestry) traditions?

7 *Nihon*, meaning ‘sun-origin’, is the Japanese pronunciation of the Chinese name for the region. Explain how this name relates to the map.

8 Look at the map again. Compared with many other countries, Japan looks quite small, yet why might it have been difficult for a central government to control the entire region until modern times?

9 What was a *shogun* and how do you think he would have tried to keep control of the country?
# Rule by might

Use the information from the timeline at the beginning of chapter 8, as well as the information on pages 228–31 of your textbook, to complete the following.

## 1 Pre-military rule from seventh century

a. Japanese emperors were chosen from the Fujiwara clan until the end of the …………… century.

b. The last Japanese emperor, Go-Sanjo, destabilised the country because his mother was not …………… and he gave positions of power to others who were not …………….

c. By the twelfth century, two samurai clans called ………………. and …………… fought for power.

d. ………………. won and the emperor gave their leader the title of ………………, who became the …………… leader of all Japan.

## 2 Establishment of military rule from late eleventh century

<table>
<thead>
<tr>
<th>Ruler(s)</th>
<th>Established power</th>
<th>Lost power</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name: ………………. clan</td>
<td>The shogun: • led the armed ……………. • had the real ……………… • had only religious and ……………….</td>
<td>By the late thirteenth-century, the shogun: • could not afford to pay his ……………. The samurai: • began to oppose the ……………….</td>
</tr>
<tr>
<td>Dates: 1185–………..</td>
<td>The emperor: • led the armed ……………. • had the real ……………… • had only religious and ……………….</td>
<td></td>
</tr>
<tr>
<td>Name: ………………. clan</td>
<td>The new leaders: • forced the …………… to flee from the royal court.</td>
<td>By the mid fifteenth century, the shoguns could not: • control the provincial ……………….</td>
</tr>
<tr>
<td>Dates: 1336–………..</td>
<td>Oda: • used …………… to overcome rivals and crush Buddhist ………………. • centralised the ……………….</td>
<td>In 1582 Oda: • was surrounded by ………………. • committed ……………….</td>
</tr>
<tr>
<td>Name: Oda ……………….</td>
<td>Toyotomi: • as one of Odo’s ………………, took over the leadership • expanded ………………. control.</td>
<td>Toyotomi: • died in ………………. • had wished his son to be ………………. but his wish was ignored.</td>
</tr>
<tr>
<td>Dates: 1573–………..</td>
<td>The shoguns: • used …………… as a political, military and commercial base • controlled …………… by not letting them get too wealthy and by keeping their families …………… in Edo • isolated …………… from the world.</td>
<td>The shogun: • could not protect Japan from ‘barbarians’ in the form of United States traders. (Some samurai clans looked to re-establishing authority in the traditional role of emperor.) • was overthrown.</td>
</tr>
</tbody>
</table>
As in medieval European countries, Japanese society was hierarchical.

1 Complete the following table to explain *shi-no-ko-sho*, *eta* and *hinin*. Some answers have been given as examples.

<table>
<thead>
<tr>
<th>Class</th>
<th>Roles/vocations</th>
<th>Contribution to society</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shi</td>
<td>Warriors</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>Peasants</td>
<td>Farmers</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ko</td>
<td>Artisans</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sho</td>
<td>Merchants</td>
<td><em>They bought and sold goods and lent people money, charging interest.</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eta</td>
<td>Outcasts</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hinin</td>
<td>Non-people</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2 What was the main reason for the last three groups having a low social status?

3 Why do you think wandering priests, actors and mime artists also had a low social status?

4 a Why did the emperor need the warrior class to control Japan?

4 b How did the emperor pay the warriors for their services?
1 Samurai beginnings
Place these events in chronological order by numbering them 1–3.
☐ These were called samurai, which means ‘a person who serves a noble’.
☐ Eventually these provincial nobles needed paid vassals.
☐ At first, their loyal warriors were other family members.

2 Samurai code
Include the following terms in a short paragraph describing a samurai’s code.

<table>
<thead>
<tr>
<th>bushido</th>
<th>duty</th>
<th>martial arts</th>
<th>Buddhism</th>
<th>meditation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

3 Samurai family
a What is meant by describing samurai boys’ responsibilities as ‘the pen and the sword’?
   .............................................................................................................................. ................................

b Why were they expected to use ‘the pen and the sword’? .............................................................. ................................
   .............................................................................................................................. ................................

c What was the role of a samurai woman? .................................................................................... ................................
   .............................................................................................................................. ................................

4 Samurai without masters
a What term is used for a masterless samurai and what does it mean?
   .............................................................................................................................. ................................

b How did a samurai become masterless? .................................................................................... ...
   .............................................................................................................................. ................................

5 Samurai no more
a In what sense could we say the samurai had a love/hate relationship with the flintlock gun?
   .............................................................................................................................. ................................

b When did the samurai class finally disappear? ...........................................................................
   .............................................................................................................................. ................................
Beliefs and values

A concept map can help you to organise information that starts with a central idea and spreads out in layers that become more and more detailed. Use the concept map below to analyse information about the various beliefs and value systems in Japan during the Middle Ages.
Note-taking

Practise developing your note-taking skills by using the text below and following steps 1 to 5.

During the fifteenth and sixteenth centuries, rival feudal lords started to build strong castles on mountains for defence in war. Later, forts on flatland were also developed into castles. Most daimyo castles were built near main roads and so towns grew up around them. Castle towns had no gates or walls and were usually surrounded by open farmland and small villages. Samurai warriors were ordered to settle in the towns and usually lived close to the castle itself while merchants and craftspeople lived further away.

At the start of the Edo period, there were about 200 to 250 castles in Japan. This was a smaller number than in previous periods because the Tokugawa shoguns enforced a policy of ‘one domain, one castle’ to limit the power of the feudal lords. The daimyo were forced to demolish any additional castles in their domains.

Step 1: Read the text above. Try to understand what the writer is saying by identifying the main idea.

Step 2: Re-read the text. Ask yourself the following questions.
  • What are the main points the author is making?
  • What is the main idea in each paragraph?

Highlight these. (Remember: The main idea in a paragraph is often, but not always, in the first sentence.)

Step 3: Using a different colour, highlight any supporting ideas or information in the text.

Step 4: Using a different colour again, highlight any keywords that are new to you or that seem to relate specifically to the topic.

Step 5: Now start writing. In your own words, write down each main idea as a heading, and then use dot points to summarise the supporting ideas and information, including key words, dates, names and other facts.

.............................................................................................................................. .............................
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CHAPTER 8: Japan under the shoguns (c. 794–1687)

Imperial Japan

Worksheet 8.7

Student: ................................................................. Class: ......................... Due date: ................................

1 What was restored with the Meiji Restoration?
....................................................................................................................................................................

2 If we consider the Middle Ages to finish about 1500 CE, did the Meiji Restoration happen in the medieval or the modern era?
....................................................................................................................................................................

3 What new quality was the Charter Oath supposed to give the Japanese government? Circle the correct term.

-republicanism - communism - democracy - autocracy

4 How did the civil war help strengthen the emperor’s government?
....................................................................................................................................................................

5 In what sense was the emperor himself only a figurehead, as he had been in early shogunates?
....................................................................................................................................................................

6 Tick the correct statements. The samurai class was eradicated because:

☐ samurai clans continued to fight among themselves
☐ depending on samurai as soldiers was very expensive
☐ the samurai class was seen as out-of-date in a modern world
☐ many samurai were more loyal to their local lord than to their nation.

7 After hundreds of years of isolation from the world, at the end of the nineteenth century, Japan began to modernise. Which statement from the Charter Oath led to the establishment of overseas missions?
Rewrite it in your own words. ...................................................................................................................
....................................................................................................................................................................
....................................................................................................................................................................

8 Describe modern Japan under the following headings. Write one sentence for each.

Defence force: ..............................................................................................................................
....................................................................................................................................................................
Justice system: ..............................................................................................................................
....................................................................................................................................................................
Architectural styles: .........................................................................................................................
....................................................................................................................................................................
Industry and technology: ..................................................................................................................
....................................................................................................................................................................
Language: ..........................................................................................................................................
....................................................................................................................................................................
Public services: ...............................................................................................................................
The legacy of Shogunate Japan

By the beginning of the twentieth century, Japan had emerged from isolation, feudalism and military rule to become a modern and powerful nation. Use what you have learned in chapter 8 and your general knowledge to complete the following tasks.

1. True or false? Circle T or F.
   a. While Europe and Britain had feudal societies in the Middle Ages, Japanese society was classless. T/F
   b. Just as the invention of gunpowder brought an end to knights in Europe, so the introduction of guns brought an end to the samurai. T/F
   c. The martial arts, mastered by the samurai, are no longer practised today. T/F
   d. Judo, karate, aikido and kendo use ancient samurai skills. T/F
   e. These sports emphasise honour and discipline, rather than combat skills. T/F
   f. Daimyo developed beautiful gardens on their estates. T/F
   g. Sadly, these gardens were all destroyed under the ‘one domain, one castle’ policy. T/F
   h. Today, Japan has a hereditary emperor. T/F
   i. Today, Japan has an elected prime minister. T/F

2. a. On what piece of western literature was the Japanese film Throne of Blood based? 

   ............................................................................................................................. ................................

   b. On what Japanese film was the Hollywood film The Magnificent Seven based? 

   .............................................................................................................................. ................................

3. What sport, based on jujitsu, is now an Olympic event? ..........................................................................

   ............................................................................................................................. .....................................

4. a. Describe the art of bonsai. ...................................................................................................................

   ............................................................................................................................. .................................

   ............................................................................................................................. .................................

   b. Based on the information on page 255, do you think there would be bonsai clubs in Australia? 

   .............................................................................................................................. ................................

5. a. Why did raku ware become very valuable? .........................................................................................

   ............................................................................................................................. ..........................

   b. Today, do Japanese potters share their knowledge with other potters? ..............................................

   ............................................................................................................................. ................................

6. What might a tourist visit in Japan? ........................................................................................................

   ............................................................................................................................. ....................................

   ............................................................................................................................. ....................................

   ............................................................................................................................. ....................................
Word search

Complete the following word search.

Z Z I Z X F L I N T L O C K W
K J U J U T S U C J Y P T T E
X H C I Z E G S S H A M A N T
W B L C O O S C P A N H F D C
E A U V H J S A M U R A I C P
L I S S E F R A K U Y J U M F
Y X Y H H G N Z K L S K N Y Z
N H J W I I J L O E U K B D L
C K C L N H D T C P D I E T X
V S L O Y U N O P E S O D T C
G A R C H I P E L A G O A D S
C K S D H Y S S E I S M I C N
C O N S T I T U T I O N M K X
F R T E A C R E M O N Y U Q
X X I P A L A N Q U I N O B L

1 a string of islands
2 a term that describes anything relating to earthquakes
3 the chief military leader of Japan
4 Japanese feudal lords
5 a couch on two poles for transporting people
6 a person who has been granted land by a superior and owes loyalty in return
7 a member of the hereditary warrior class
8 a masterless samurai
9 ‘the way of the warrior’
10 a martial art involving unarmed combat
11 a form of ritual suicide committed to retain one’s honour
12 an old-fashioned gun sparked by a flint
13 a muzzle-loading gun with a long barrel
14 ancient Japanese belief in nature spirits and ancestor worship
15 a person who claims to communicate with spirits
16 ancient Japanese ritual of serving and drinking tea
17 a drink made from fermented rice
18 the art of beautiful handwriting
19 handmade paper
20 the name given to a type of handmade pottery
21 written rules about how a country is to be governed
22 a law-making assembly
CHAPTER 8: Japan under the shoguns (c. 794–1687)

Summing up

Student: ................................................................. Class: ....................... Due date: ........................................

1 Civilian life

a Japanese women undertook a variety of vocations. List six under the following headings.

<table>
<thead>
<tr>
<th>Service at court</th>
<th>Religious roles</th>
<th>Food production</th>
</tr>
</thead>
<tbody>
<tr>
<td>•</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>•</td>
<td>•</td>
<td>•</td>
</tr>
</tbody>
</table>

b Why were farmers, fishers and artisans higher on the social ladder than merchants and traders?

_____________________________________________________________________________________________________________________________________________________

c Describe an art or craft for which the Japanese are famous.

_____________________________________________________________________________________________________________________________________________________

d Write a short paragraph explaining how and why the Japanese learned to manage forests in a sustainable way.

_____________________________________________________________________________________________________________________________________________________
_____________________________________________________________________________________________________________________________________________________
_____________________________________________________________________________________________________________________________________________________

2 Military rule

a Which class in Japanese society constantly challenged the authority of the emperor?

___________________________________________________________________________________________

b Who helped this class control their domains?

___________________________________________________________________________________________

___________________________________________________________________________________________

c What position of authority was eventually established that meant the emperor became a mere figurehead?

___________________________________________________________________________________________

___________________________________________________________________________________________

___________________________________________________________________________________________

d How did a person gain this position?

___________________________________________________________________________________________

___________________________________________________________________________________________

___________________________________________________________________________________________

e What brought about the restoration of imperial rule?

___________________________________________________________________________________________

___________________________________________________________________________________________

___________________________________________________________________________________________

f What brought about the demise of the samurai class?

___________________________________________________________________________________________

___________________________________________________________________________________________

___________________________________________________________________________________________
Reflection

Student: ____________________________________________ Class: __________ Due date: __________

Thinking about what you have learned …

1 Why do you think military rule dominated Japan for such a long time?
   ....................................................................................................................................................................
   ....................................................................................................................................................................
   ....................................................................................................................................................................

2 What geographical features of Japan made centralised rule so difficult?
   ....................................................................................................................................................................
   ....................................................................................................................................................................

3 Why do you think these problems started to be overcome from the end of the nineteenth century? Consider industry and technology.
   ....................................................................................................................................................................
   ....................................................................................................................................................................
   ....................................................................................................................................................................
   ....................................................................................................................................................................

Thinking about how you have learned …

4 a What did you find most interesting in this unit?
   ....................................................................................................................................................................
   ....................................................................................................................................................................

   b What do you think made this aspect interesting for you?
   ....................................................................................................................................................................
   ....................................................................................................................................................................
   ....................................................................................................................................................................

5 a Was there anything you found hard to understand in this unit? If so, what?
   ....................................................................................................................................................................
   ....................................................................................................................................................................

   b What teaching or learning strategies might have helped you to understand this more clearly?
   ....................................................................................................................................................................
   ....................................................................................................................................................................

6 a How would you rate your note-taking skills?
   Weak ← 1 2 3 4 5 Strong

   b How might you improve your note-taking skills?
   ....................................................................................................................................................................
CHAPTER 9: Polynesian expansion across the Pacific (c. 700–1756)

Great undertaking

Student: ................................................................. Class: .................. Due date: ..............................................

1  a  How long ago and from where did human beings look out across the Pacific Ocean?
........................................................................................................................................................................

 b  How do you think historians know this?
........................................................................................................................................................................

2  a  How long ago did the first human migrations across the Pacific begin?
........................................................................................................................................................................

 b  Where and when did the migration end?
........................................................................................................................................................................

3  Why can we call these voyages of exploration and migration a ‘great undertaking’? List as many reasons as you can.
........................................................................................................................................................................

4  The image at right shows a double-hulled canoe, similar to those used by the early Polynesian migrants. Using this image and the information in your textbook, write a short paragraph describing the pros and cons of sailing great distances in such a vessel.
........................................................................................................................................................................

........................................................................................................................................................................

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........................................................................................................................................................................
CHAPTER 9: Polynesian expansion across the Pacific (c. 700–1756)

Great Fleet

Much of the early history of the Polynesian people is incomplete as there are gaps in the evidence available, but historians have some understanding of how, why and when the Polynesian migration to New Zealand occurred.

1 **How?** List any knowledge or man-made aids these migrants used to help navigate the Pacific.
   - ........................................................................................................................................................................
   - ........................................................................................................................................................................
   - ........................................................................................................................................................................
   - ........................................................................................................................................................................
   - ........................................................................................................................................................................

2 **Why?** Re-read the theories historians have proposed as to why these people journeyed to New Zealand.
   a Why do most historians agree that the first theory listed — accidental migration — has little support?
      ........................................................................................................................................................................
      ........................................................................................................................................................................

   b As Polynesian people left no written records, what sort of evidence would historians need in order to decide which of the other three theories is true? Answer by completing the following sentences.
      *If people migrated to get away from war or disease, historians would need ............................................
      ........................................................................................................................................................................
      ........................................................................................................................................................................

      *If people migrated because of overpopulation or lack of resources, historians would need ..............
      ........................................................................................................................................................................
      ........................................................................................................................................................................

      *If people migrated out of a spirit of adventure, historians would need ......................................................
      ........................................................................................................................................................................
      ........................................................................................................................................................................

3 **What was the Great Fleet and how is it connected to Maori culture today?**
   ........................................................................................................................................................................
   ........................................................................................................................................................................
   ........................................................................................................................................................................
   ........................................................................................................................................................................
   ........................................................................................................................................................................
   ........................................................................................................................................................................
Who’s who?

Listing things on a ladder is a graphic way of organising information with the most important elements at the top and the least important at the bottom.

To summarise the hierarchy of Maori society, fill in the ladder below with the appropriate title and description of each level.
1 Polynesian peoples lived more from the sea than from the land.
   a Give two reasons why they could not develop lots of farmland.
      i ...................................................................................................................................................................
      ii ...................................................................................................................................................................
   b Although New Zealand also has volcanoes, why could farming develop more there than in Polynesia?
      ...................................................................................................................................................................
      ...................................................................................................................................................................

2 Most Polynesian islands have tropical climates. How and why is New Zealand different?
   ...................................................................................................................................................................
   ...................................................................................................................................................................

3 *Indigenous* is a term for plants or animals native to a region; *exotic* is a term for plants and animals imported into a region.
   a Tick the correct boxes in the following table.

<table>
<thead>
<tr>
<th></th>
<th>Flora</th>
<th>Fauna</th>
<th>Indigenous</th>
<th>Exotic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cabbage tree</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gourd</td>
<td></td>
<td></td>
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<tr>
<td>Kumara</td>
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<td></td>
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<tr>
<td>Kiore</td>
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<td></td>
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<tr>
<td>Kuri</td>
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<tr>
<td>Moa</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Silver fern</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Takahe</td>
<td></td>
<td></td>
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<tr>
<td>Taro</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yam</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

   b What do you think might have been some of the problems for the Maori as they came to terms with unfamiliar flora and fauna?
      ...................................................................................................................................................................
      ...................................................................................................................................................................
      ...................................................................................................................................................................
      ...................................................................................................................................................................
      ...................................................................................................................................................................
      ...................................................................................................................................................................
      ...................................................................................................................................................................
Making your own notes

Summarising the key ideas from a source into dot points is a good way to start taking notes. You have had some practice doing the exercise on page 277 of your textbook. Now try turning your dot points into a coherent paragraph.

Step 1: Read the section headed ‘Before written records’ on page 260 of your textbook.

Step 2: Once you are sure you have a general understanding of the source, underline with a grey lead pencil what you consider to be key words or phrases. If you see words that are new to you, make a note of them and look up their meaning in a dictionary or online.

Step 3: Now organise the key words or phrases under two or three appropriate subheadings. Next, expand on each subheading by listing the relevant information for each in short dot points.

Step 4: Finally, write up your dot points in a paragraph, using full sentences, but do not add any more information.

Heading: ‘Before written records’

Subheading: ............................................

• .............................................................................................................................. .....................................

• .............................................................................................................................. .....................................

• .............................................................................................................................. .....................................

• .............................................................................................................................. .....................................

Subheading: ............................................

• .............................................................................................................................. .....................................

• .............................................................................................................................. .....................................

• .............................................................................................................................. .....................................

• .............................................................................................................................. .....................................

Paragraph: ‘Before written records’

........................................................................................................................................................................

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........................................................................................................................................................................
Aotearoa is isolated from other landmasses and so has developed a unique culture.

1. How do we know that decorative art was important to Maori people? Give three reasons.
   i. .............................................................................................................................................
   ii. .............................................................................................................................................
   iii. .............................................................................................................................................

2. a. List as many materials as you can that were used by carvers.
   .............................................................................................................................................
   .............................................................................................................................................
   .............................................................................................................................................

   b. Why were carvers well respected?
   .............................................................................................................................................
   .............................................................................................................................................
   .............................................................................................................................................

   c. Where would you find examples of Maori carving?
   .............................................................................................................................................
   .............................................................................................................................................
   .............................................................................................................................................

3. Write a short paragraph summarising Maori dress.
   .............................................................................................................................................
   .............................................................................................................................................
   .............................................................................................................................................
   .............................................................................................................................................
   .............................................................................................................................................

4. a. What is the difference between tatau and ta moko?
   .............................................................................................................................................
   .............................................................................................................................................

   b. Why did Maori people believe ‘only death could destroy the moko’?
   .............................................................................................................................................
   .............................................................................................................................................
   .............................................................................................................................................

   c. Tattooists were considered master craftsmen. Look at Source 3 on page 281 of your textbook and read Source 5 on page 282. How would you describe the Maori tatau?
   .............................................................................................................................................
   .............................................................................................................................................
   .............................................................................................................................................
Analysing a painting

Look carefully at the painting on page 284 of your textbook.

a Briefly describe what is being shown?

b Who or what seems to be the main focus?

c What are some other key aspects being shown?

d What do you think is the main message — that is, why was the scene painted?

e From whose perspective do you think this scene is painted — the Maori point of view or the European point of view? Give reasons for your answer.

What do you think was Gottfried Lindauer’s attitude towards the Maori? (Hint: Also look at Source 1 on pages 268–9 of your textbook.) Give reasons for your answer.
Crossword

Vocabulary

ACROSS
1 slaves (5)
3 large flightless bird (3)
4 a small, ancient reptile (7)
8 an ancient supercontinent in the southern hemisphere (12)
11 a plant root made edible through boiling (4)
12 a state that recognises foreign rule of its people and usually has to pay tribute (6)
14 term used for the seven ancestral canoes (10)
15 hot spring that sends up a jet of water or steam (6)
17 ‘land of the long white cloud’ (8)
18 the study of the past and present members of a family (9)

DOWN
2 sweet potato (6)
5 a coral island (5)
6 the practice of eating the flesh of one’s own species (11)
7 ceremonial club (4)
9 meeting house (12)
10 the most valued material for carving small decorative and symbolic items (10)
13 a plant, the fibre of which could be used for making rope or weaving cloth (4)
15 an edible fruit, the shell of which can be dried and used for storage (5)
16 Maori term for ‘tattoo’ (5)
CHAPTER 9: Polynesian expansion across the Pacific (c. 700–1756)

Summing up

Student: ................................................................. Class: .................. Due date: 

1 Underline the correct terms.
   a Theories about early Polynesian history are based on physical/written evidence.
   b Archaeologists are certain/unsure of the reasons for Polynesian exploration of the Pacific.
   c The Polynesian sea journeys show they had excellent/poor navigational skills.
   d The Maori people settled New Zealand long before/long after the Aboriginal people settled Australia.
   e They came in a huge/small number of canoes known as the Great Fleet.
   f On arrival, they found the flora was very similar to/different from what they had been used to.
   g Society was/was not ordered by social class and status.
   h The core of Maori society was the meeting house/family.
   i Warriors were never/often needed to take revenge on or invade another community.
   j Maori people did/did not engage in trade with other communities.

2 Complete the following sentences.
   a Polynesian people arrived in Aotearoa about .................................................................
   b Maori means .................................................................
   c They brought with them various foods, such as .................................................................
   d They also brought some animals: .................................................................
   e Their villages were centred around the .................................................................
   f Maori life was guided by sacred law known as tapu, meaning .................................................................
   g Objects or places could be declared tapu only by the .................................................................
   h The most prized resource of the Maori was .................................................................
   i For knife blades, Maori used a hard stone called .................................................................
   j The Maori had warriors who were highly trained, disciplined and very .................................................................

3 Write a short paragraph about life in a Maori village.
   .................................................................................................................................
   .................................................................................................................................
   .................................................................................................................................
   .................................................................................................................................
   .................................................................................................................................
   .................................................................................................................................
CHAPTER 9: Polynesian expansion across the Pacific (c. 700–1756)

Worksheet 9.10

Reflection

Student: ............................................................ Class: .................. Due date: …………………

Thinking about what you have learned …

1 Why are there gaps in our knowledge of early Polynesian history?

..................................................................................................................................................
..................................................................................................................................................
..................................................................................................................................................

2 What role did the environment play in the development of Maori society?

..................................................................................................................................................
..................................................................................................................................................
..................................................................................................................................................

3 What beliefs and values formed the basis of Maori society?

..................................................................................................................................................
..................................................................................................................................................
..................................................................................................................................................
..................................................................................................................................................

Thinking about how you have learned …

4 What are two things you have learned from this chapter? Why do you think you remember these things? What makes them stand out in your memory?

I learned ............................................................

...........................................................................
...........................................................................

I learned ............................................................

...........................................................................
...........................................................................

I remember this because ....................................

............................................................................
............................................................................
............................................................................

I remember this because ....................................

............................................................................
............................................................................
............................................................................

5 Some people find pictures easier to understand than words. How might both pictures and words help you study?

..................................................................................................................................................
..................................................................................................................................................
..................................................................................................................................................

6 a How would you rate your note-taking skills?

Weak ← 1 2 3 4 5 Strong

b How might you improve your note-taking skills?

..................................................................................................................................................
..................................................................................................................................................
..................................................................................................................................................
Worksheet 10.1

**Chinese life vs Mongolian life**

Student: ................................................................. Class: .................. Due date: ..............................

A Venn diagram enables you to compare and contrast any two items.

1 Use the diagram below to compare and contrast Chinese and Mongolian lifestyles before the Mongolian conquest of China in the twelfth century.

Consider the following.

a How was their society ruled?  

b Where did they live?

c How did they feed themselves?

d What did they value?

e What were their particular interests or skills?

f Other?

---

**History Alive 8:** pages 290–5
2 Based on the information in the Venn diagram, answer the following questions.

a What do you think was the attitude of the Song Chinese to the Mongols before the Mongol invasion?
...........................................................................................................................................................................
...........................................................................................................................................................................
...........................................................................................................................................................................
...........................................................................................................................................................................

b What do you think was the attitude of the Mongols to the Chinese at this time?
...........................................................................................................................................................................
...........................................................................................................................................................................
...........................................................................................................................................................................
...........................................................................................................................................................................

c How do you think the Chinese would feel after being conquered by the Mongols?
...........................................................................................................................................................................
...........................................................................................................................................................................
...........................................................................................................................................................................
...........................................................................................................................................................................
Genghis Khan: using words to paint a portrait

Create a word portrait of Genghis Khan by completing the following.

A hero is born

DOB (date of birth): .................................................................
Father: ..........................................................................................
Mother: ..........................................................................................
Legend: ...........................................................................................
........................................................................................................

Temujin: his early life

Appearance: ..........................................................................................
........................................................................................................
Education: ..........................................................................................
........................................................................................................
........................................................................................................
........................................................................................................

Achievements: By age 20, ............................................................
........................................................................................................
by age 27, .........................................................................................
........................................................................................................
Reputation: ..........................................................................................
........................................................................................................

Temujin becomes Genghis Khan

1206: .............................................................................................

Genghis: ..........................................................................................
........................................................................................................

Three ties: ..........................................................................................
quda = ..........................................................................................
anda = ..........................................................................................
nökör = ..........................................................................................
Expectations: .................................................................................................................................................................
Advisers: ........................................................................................................................................................................
Tolerance: ......................................................................................................................................................................
Two great achievements: ..............................................................................................................................................

Your impression
What do you think is admirable about Genghis Khan? ............................................................................................
..............................................................................................................................................................................
..............................................................................................................................................................................
..............................................................................................................................................................................
..............................................................................................................................................................................
..............................................................................................................................................................................
CHAPTER 10: Mongol expansion (c. 1206–1368)

Mongol warriors

The Mongol army was a cavalry army that combined military skill with discipline and toughness.

1 Study the illustration below and answer the questions that follow.

- Mongol warriors fighting despite the snow.

a Describe which figures are light cavalry and which are heavy cavalry. Give reasons for your answer.

b What shows that the horses are tough and well-trained?

c What shows that the soldiers are skilful and well-disciplined?
2 Refer to pages 295 and 298–301 of your textbook, and then answer the following questions.

a Why did the Mongols often choose to fight during winter?

b Describe the warriors’ diet when on campaign.

c Why do you think warriors were asked to look after their own weapons?

d How do we know the Mongols were willing to learn from enemy warriors?
The Yuan dynasty

Genghis Khan first invaded China in 1211. He eventually died during a Chinese campaign in 1227. The empire was divided and ruled by four of his sons, then by his grandson Kublai Khan, who expanded the empire south and brought about the death of the last Song emperor in 1276.

1. As the first non-Chinese emperor of China, where did he establish his new capital?

2. What was a significant move Kublai Khan made to blend Mongol and Chinese traditions?

3. a. Name and describe (in your own words) the four divisions in Yuan society.

   i. .............................................................................................................................. .....................................

   ii. .............................................................................................................................. .....................................

   iii. .............................................................................................................................. .....................................

   iv. .............................................................................................................................. .....................................

   b. Why do you think the Mongols treated the non-Chinese better than the Chinese?

   ............................................................................................................................. ............................................

   ............................................................................................................................. ............................................

   ............................................................................................................................. ............................................
4 Using dot points, summarise the positive achievements of the Yuan dynasty under the following headings.

<table>
<thead>
<tr>
<th>Communications</th>
<th>Services</th>
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<tbody>
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<td></td>
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<table>
<thead>
<tr>
<th>Economy</th>
<th>Literacy</th>
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Worksheet 10.4
CHAPTER 10: Mongol expansion (c. 1206–1368)

Court culture

Student: ............................................................... Class: ................ Due date: .................................................

The Khan’s court was not only the political centre of the Yuan empire but also the intellectual, artistic and religious centre.

1 Women had always been influential in Mongol society. Summarise the particular influence of these women.
   a Kublai Khan’s wife: ............................................................................................................................
   .........................................................................................................................................................
   b Kublai Khan’s mother: ...................................................................................................................
   .........................................................................................................................................................

2 a What were four significant Chinese beliefs and principles that flourished under Mongol rule?
   i .............................................................. ii ............................................................ iii ............................................................ iv ..............................................................
   b What do you think the Mongols may have valued most in these beliefs?
   .........................................................................................................................................................
   .........................................................................................................................................................
   .........................................................................................................................................................
   .........................................................................................................................................................

3 As well as religious principles, the Mongol court encouraged Chinese artistic practices. Chinese art was rich in symbolism. Complete the table below by selecting a Chinese symbol, and then creating your own symbol.

| Chinese image: _________________________ | Image of my choice: ________________________ |
| Sketch:                                  | Sketch:                                        |
| Symbolism: ........................................ | Symbolism: ........................................... |
|                                          | ........................................................................ |
|                                          | ........................................................................ |
|                                          | ........................................................................ |
4 Look carefully at Source 5 on page 306–7 of your textbook. What evidence is there that shows Mongol courtiers were:

a literate? ...........................................................................................................................................................
...................................................................................................................................................................
...................................................................................................................................................................
...................................................................................................................................................................

b tolerant? ............................................................................................................................................................
...................................................................................................................................................................
...................................................................................................................................................................
...................................................................................................................................................................

c wealthy? ............................................................................................................................................................
...................................................................................................................................................................
...................................................................................................................................................................
...................................................................................................................................................................

Decline and defeat

During Yuan rule, the Mongol Empire flourished in many ways, but not all leaders served the people and not all citizens were content.

1 Underline the correct terms.
   a Genghis/Kublai Khan died in 1294 and was succeeded by his son/grandson, Temur.
   b Temur followed Confucianism/Buddhism and so tried to develop a more peaceful/fair society.
   c One method was to include northern/southern Chinese in ruling the country.
   d Another method was to investigate disloyalty/corruption among government officials.

2 a After Temur’s death, what was a major reason for instability in the empire?

b Why did the Mongol people dislike these emperors?

c Why did the Chinese people dislike these emperors?

3 What were the consequences of weakened Yuan rule? Complete this paragraph by filling in the gaps with the words provided in the text box.

<table>
<thead>
<tr>
<th>clans</th>
<th>disasters</th>
<th>dynasty</th>
<th>emperor</th>
<th>people</th>
<th>rule</th>
<th>rulers</th>
<th>societies</th>
</tr>
</thead>
</table>

The Mongol .......... were no longer united under Mongol .......... . They fought with each other and disobeyed the .......... . China also experienced a series of natural .......... that caused the Chinese .......... to suffer even more. The Chinese hated the Yuan .......... and, like the Mongols themselves, began to rebel against their .......... . One way they did this was to start secret .......... .

4 Look at the image at right. Who is this man and how did he contribute to the defeat of the Mongol Empire?

..................................................................................................
..................................................................................................
..................................................................................................
..................................................................................................
..................................................................................................
..................................................................................................
..................................................................................................
The Mongol legacy

Student: ................................................................. Class: .................. Due date:............................

The rule of the Khans led to a period of relative peace across their realm. Use what you have learned in chapter 10 to complete the following tasks.

1 True or false? Circle T or F.
   a The Mongols brought peace to their realm in the thirteenth and fourteenth centuries. T/F
   b The Mongols called this peace *Pax Mongolica*, meaning ‘Mongolian peace’. T/F
   c This peace included protection for caravans along the trade routes between Europe and Asia. T/F
   d The Mongols encouraged the import of many foreign goods, such as silver, fine cloth and sorghum. T/F
   e Thanks to the *Pax Mongolica*, Europeans learned mathematics and astronomy from Persia. T/F
   f Thanks to the *Pax Mongolica*, Europeans learned advances in medicine from Persia. T/F
   g The Mongols pioneered new methods of printing and paper making and shared them with the world. T/F
   h The Chinese pioneered new methods of printing and paper making and the Mongols helped share them with the world. T/F
   i The Mongols invented gunpowder and a magnetic compass. T/F
   j The Chinese invented gunpowder and a magnetic compass and the Mongols helped share them with the world. T/F

2 Write a short paragraph (three or four sentences) to describe the flow-on effect of the Mongols’ use of paper money.

.............................................................................................................................. ......................................
.............................................................................................................................. ......................................
.............................................................................................................................. ......................................
.............................................................................................................................. ......................................
.............................................................................................................................. ......................................
.............................................................................................................................. ......................................

3 In what ways was the Mongol Empire the precursor of a modern multicultural society?

.............................................................................................................................. ......................................
.............................................................................................................................. ......................................
.............................................................................................................................. ......................................
.............................................................................................................................. ......................................
.............................................................................................................................. ......................................
.............................................................................................................................. ......................................

History Alive 8: pages 312–13
CHAPTER 10: Mongol expansion (c. 1206–1368)

Recognising different perspectives

Practise recognising different perspectives by analysing Source 3 on page 303 of your textbook.

1  When was this source created?
   .............................................................................................................................. .....................................
   .............................................................................................................................. .....................................

2  Who created this source and why?
   .............................................................................................................................. .....................................
   .............................................................................................................................. .....................................
   .............................................................................................................................. .....................................
   .............................................................................................................................. .....................................

3  Who preserved or published this source and why?
   .............................................................................................................................. .....................................

4  Who was the intended audience, and how might this have affected its construction?
   .............................................................................................................................. .....................................
   .............................................................................................................................. .....................................
   .............................................................................................................................. .....................................
   .............................................................................................................................. .....................................
   .............................................................................................................................. .....................................

5  In what ways does this source confirm or refute what you already know?
   .............................................................................................................................. .....................................

6  How reputable was its creator?
   .............................................................................................................................. .....................................

7  How might the political, social or cultural pressures of the time have influenced the creation of this source?
   .............................................................................................................................. .....................................
   .............................................................................................................................. .....................................
   .............................................................................................................................. .....................................
CHAPTER 10: Mongol expansion (c. 1206–1368)

Worksheet 10.9

Crossword

Student: ................................................................. Class: .................... Due date: ........................................

ACROSS

2 an adjective to describe a society that embraces many different cultures (13)
6 a search for military information (14)
10 the name of a dynasty meaning ‘creative force’ (4)
11 the art of handwriting (11)
13 a soldier serving in a foreign army for money (9)
17 a sequence of rulers from the same family (7)
19 a tax or payment to ensure protection or peace (7)
20 a minor judicial officer (10)

DOWN

1 where grain is stored (7)
3 a government representative, usually of one country to another (10)
4 a small, two-wheeled vehicle pulled by a man (8)
5 mounted soldiers (7)
7 surrounding a place and capturing it by cutting off supplies (5)
8 a type of money used instead of coins by the Mongols (5)
9 Kublai Khan’s summer city (6)
12 the title of a khan meaning universal (7)
14 chieftain (4)
15 a messenger often carrying documents (7)
16 a vast treeless plain (6)
18 male forces that balance female forces in Chinese belief (4)
Worksheet 10.10

CHAPTER 10: Mongol expansion (c. 1206–1368)

Summing up

Student: ........................................................... Class: .................. Due date: ................................

1 Life in imperial China before the Mongol conquest
   a Where, when and what was the ‘Song’ period? ..............................................................................
   ..............................................................................................................................................................
   ..............................................................................................................................................................
   b Why was there huge growth in the population of China during this period? ......................................
   ..............................................................................................................................................................
   ..............................................................................................................................................................
   c For a Song Chinese, what was more important than loyalty to the emperor? ....................................
   ..............................................................................................................................................................
   d In what sense could you describe the Song as civilised? Comment on three aspects of society.
      • ..............................................................................................................................................................
      • ..............................................................................................................................................................
      • ..............................................................................................................................................................
   e What was their attitude to their Mongol neighbours? ........................................................................
   ..............................................................................................................................................................

2 Life in Mongolia before the conquest of China
   Why were Mongolian men and women so tough? ...................................................................................
   ..............................................................................................................................................................
   ..............................................................................................................................................................

3 The Mongolian conquest of China
   a Which Mongolian leader first gained control of parts of northern China? ...........................................
   ..............................................................................................................................................................
   b Which leader expanded Mongolian dominance into southern China? ...................................................
   ..............................................................................................................................................................

4 The Mongolian rule of China
   a What was the name of the first Mongolian dynasty and what did it mean? ...........................................
   ..............................................................................................................................................................
   b Who was the first Mongolian emperor and how did he treat the Chinese? ...........................................
   ..............................................................................................................................................................
   c Which emperor tried to reform this attitude towards the Chinese? ......................................................
   ..............................................................................................................................................................
   d What was the result of b and c? ............................................................................................................
   ..............................................................................................................................................................
   ..............................................................................................................................................................

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History Alive 8 for the Australian Curriculum Student Workbook 129
CHAPTER 10: Mongol expansion (c. 1206–1368)

Reflection

Student: ................................................................. Class: ............ Due date: ..................

Thinking about what you have learned …

1 Why do you think the well-established Song society eventually succumbed to the ‘barbarian’ Mongols?
   ....................................................................................................................................................................
   ....................................................................................................................................................................
   ....................................................................................................................................................................

2 What conclusions can you draw about the effect of physical environment on the character of a society?
   ....................................................................................................................................................................
   ....................................................................................................................................................................
   ....................................................................................................................................................................

3 Why do you think the Mongols discriminated against the Chinese people yet absorbed so much of Chinese culture?
   ....................................................................................................................................................................
   ....................................................................................................................................................................
   ....................................................................................................................................................................

Thinking about how you have learned …

4 a What did you find most interesting in this unit?
   ....................................................................................................................................................................
   ....................................................................................................................................................................

   b What do you think made this aspect interesting for you?
   ....................................................................................................................................................................
   ....................................................................................................................................................................

5 a Was there anything you found hard to understand in this unit? If so, what?
   ....................................................................................................................................................................
   ....................................................................................................................................................................

   b What learning strategies might help you to understand this more clearly?
   ....................................................................................................................................................................
   ....................................................................................................................................................................

6 a How would you rate your ability to recognise different perspectives in sources?
   Weak ─────── 1  2  3  4  5 ─────── Strong
   ....................................................................................................................................................................

   b How might you improve this skill?
   ....................................................................................................................................................................

Worksheet 10.11

History Alive 8; pages 286–317
CHAPTER 11: The Black Death — a 14th century plague

Worksheet 11.1

What was the Black Death?

Student: ................................................................. Class: ....................... Due date: ..............................

1  a  Complete the following table about the name of this plague.

<table>
<thead>
<tr>
<th>Language</th>
<th>Common name</th>
<th>Definition</th>
<th>Reason for name</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>French</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Latin</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

b  Which of these do you think was the most appropriate name? Explain.
.............................................................................................................................. ................................
.............................................................................................................................. ................................
.............................................................................................................................. ................................
........................................................................................................................................

2  The Black Death seems to have been a combination of three related diseases.
   Complete the following table.

<table>
<thead>
<tr>
<th>Disease</th>
<th>Symptoms</th>
<th>Fatal?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Buboes that were pus-filled</td>
<td>Place a ✓ or x</td>
<td></td>
</tr>
<tr>
<td>swellings of lymph-nodes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pneumonic (pulmonary) plague</td>
<td>Bloodstream attacked; purple–black blotches on</td>
<td></td>
</tr>
<tr>
<td></td>
<td>skin</td>
<td></td>
</tr>
</tbody>
</table>

History Alive 8: pages 324–5
Worksheet 11.1
3 Choose words from the text box to fill in the gaps of the following summary about how the plague spread.

| animals | bacteria | fleas | people | rats | bubonic | pneumonic | septicaemic |

Yersinia pestis was carried on a variety of .................................. that lived on black .................................. . Wherever the ......................... went, they bit .................................. and .................................. , infecting them with .................................. and/or .................................. plague. Because .................................. plague infected the lungs, it could be spread by people coughing.

4 Underline the correct term(s).
   a  Bubonic plague is endemic to parts of the Middle East and Asia/Europe/Australia.
   b  Evidence suggests the Black Death originated in the Middle East/Central Asia/Europe.
CHAPTER 11: The Black Death — a 14th century plague

Worksheet 11.2

Lifestyle and conditions help the Black Death

Student: ................................................................. Class: .................. Due date: ....................................

The growing towns and cities of the High Middle Ages provided ideal conditions for the spread of disease. In response, people often turned to religion over medicine, but neither seemed effective against this plague.

1  a Use the following words in sentences to explain why disease spread in homes: city, country, crowded, livestock.
 .............................................................................................................................. ................................
 .............................................................................................................................. ................................
 .............................................................................................................................. ................................
 .............................................................................................................................. ................................

b Use the following words in sentences to explain why, in fourteenth-century Europe, life expectancy was low and infant mortality was high: rubbish, contamination, infectious diseases, gastric diseases, overcrowding.
 .............................................................................................................................. ................................
 .............................................................................................................................. ................................
 .............................................................................................................................. ................................
 .............................................................................................................................. ................................

2  a Give a definition for famine: .................................................................

b What were two reasons for famine in the Middle Ages?
 i ..........................................................................................................................
 ii ..........................................................................................................................

c How did famine help the Black Death?
 ..........................................................................................................................
 ..........................................................................................................................

3 How did the limited medical science of the fourteenth century help the Black Death?
 ..........................................................................................................................
 ..........................................................................................................................
 ..........................................................................................................................

4 How did the beliefs of the Catholic Church help the Black Death?
 ..........................................................................................................................
 ..........................................................................................................................
 .............................................................................................................................
CHAPTER 11: The Black Death — a 14th century plague

Worksheet 11.3

Warfare and trade help the Black Death

The Black Death travelled wherever people travelled. Migration of groups and trade networks unknowingly took the plague with them.

1 In a previous spread, it was noted that the bacterium culprit was endemic to Central Asia. Complete the following journey of Yersinia pestis.

<table>
<thead>
<tr>
<th>By whom</th>
<th>From</th>
<th>To</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mongols</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian and European traders</td>
<td></td>
<td>Central Asia</td>
</tr>
</tbody>
</table>

2 a List three different people groups that wanted control of Caffa.

i .......................................................................................................................................................... ........................................

ii .......................................................................................................................................................... ........................................

iii .......................................................................................................................................................... ........................................

b Why do you think so many groups wanted control of this town? Look at Source 2 on page 333 of your textbook and consider its position and purpose.

.......................................................................................................................................................... ........................................

.......................................................................................................................................................... ........................................

c From the information in your textbook, which people group brought the plague to Caffa?

.......................................................................................................................................................... ........................................

d How did the Genoese become infected?

.......................................................................................................................................................... ........................................

e How did the Venetians become infected?

.......................................................................................................................................................... ........................................

f Why do historians believe Caffa made a significant contribution to the spread of the Black Death?

.......................................................................................................................................................... ........................................

3 How did the Black Death travel to the Middle East and North Africa?

.......................................................................................................................................................... ........................................
Responses and treatments

Based on the information in your textbook, write a descriptive caption for each of the following treatments or responses.

1. ........................................................................
   ........................................................................

2. ........................................................................
   ........................................................................

3. ........................................................................
   ........................................................................

4. ........................................................................
   ........................................................................

5. ........................................................................
   ........................................................................

6. ........................................................................
   ........................................................................
2 Write down the appropriate number(s) to match the pictures with the following statements.
   a .................................. People looked for someone to blame for the disease.
   b .................................. People had no medical knowledge of the disease.
   c .................................. The Church and its teachings were looked to for help.
   d .................................. Fear and ignorance drove people to drastic measures.

3 Which of the above treatments and responses help stop the spread of the disease? Why did this work?
   ....................................................................................................................................................
   ....................................................................................................................................................
   ....................................................................................................................................................
   ....................................................................................................................................................

4 Why do you think so many graphic images of the Black Death were made?
   ....................................................................................................................................................
   ....................................................................................................................................................
   ....................................................................................................................................................
   ....................................................................................................................................................
CHAPTER 11: The Black Death — a 14th century plague

Worksheet 11.5

Student: .............................................................. Class: ................................ Due date: ................................

Complete the sentences below.

1 Changes to medicine
   a Hospitals improved because .............................................................................................................
   ..............................................................................................................................................................
   ..............................................................................................................................................................
   .............................................................................................................................................................
   b Medical science improved because ..............................................................................................
   ..............................................................................................................................................................
   ..............................................................................................................................................................
   .............................................................................................................................................................

2 Changes to public health
   Towns became healthier places to live in because ..............................................................................
   ..............................................................................................................................................................
   ..............................................................................................................................................................
   .............................................................................................................................................................

3 Changes to religion
   a People’s awe of the Church was reduced because ............................................................................
   ..............................................................................................................................................................
   ..............................................................................................................................................................
   .............................................................................................................................................................
   b Public criticism of the Church increased because ............................................................................
   ..............................................................................................................................................................
   ..............................................................................................................................................................
   .............................................................................................................................................................

4 Changes to class structure
   a Peasants became wealthier because ..............................................................................................
   ..............................................................................................................................................................
   ..............................................................................................................................................................
   .............................................................................................................................................................
   b Previously untrained peasants could now learn a trade because ....................................................
   ..............................................................................................................................................................
   ..............................................................................................................................................................
   .............................................................................................................................................................
   c The middle class increased rapidly because ...................................................................................
   ..............................................................................................................................................................
   ..............................................................................................................................................................
   .............................................................................................................................................................
   d Some historians believe these changes to the feudal system would have happened in spite of the
   Black Death because ...........................................................................................................................
   ..............................................................................................................................................................
   ..............................................................................................................................................................
   .............................................................................................................................................................
Sometimes it helps our understanding if we organise information graphically. Use your answers on the previous worksheet and the information in your textbook to fill in the cause and effect wheel below, showing how events had far-reaching consequences for people in the Middle Ages.

How to use the cause and effect wheel

1. Begin from the middle. In the first empty band around the centre circle, write down some effects that the Black Death had straight away (for example, ‘Large loss of life’).
2. Ask yourself, ‘What was the effect of this?’ Write down this effect in the next empty band. Continue doing this until you have filled in all of the empty bands.
3. Read what you have written, beginning from the middle to the outside, and then from the outside to the middle. Does it sound logical?
CHAPTER 11: The Black Death — a 14th century plague

Worksheet 11.7

Skills C

Recognising different perspectives

Student: ................................................................. Class: .................. Due date: .................................

1 Answer the following questions about each of the sources below.
   a Who produced the source and where are they from?
   b Who is the intended audience?
   c What do we know about the author’s background?
   d Can the author be trusted? That is, are they likely to be biased or untruthful?

**Source 1**
Selection from ‘The Errors of John Wycliffe’ as proclaimed by the Council of Constance, 1414–18 (The Council was a meeting of the Pope and Bishops to discuss matters of Catholic Church law, including proclaiming heretics.)

17. People can at their will correct masters who offend.
32. To enrich the clergy is contrary to the rule of Christ.
36. The pope with all his clergy who have possessions are heretics, because they have possessions.
42. It is foolish to believe in the indulgences of the pope and bishops.

**Source 2**
Selection of quotes of John Wycliffe, an English theologian. (See page 340 of your textbook for more information about Wycliffe.)

‘It is plain to me that our prelates in granting indulgences do commonly blaspheme the wisdom of God.’
‘Private confession … was not ordered by Christ and was not used by the apostles.’
‘Trust wholly in Christ … beware of seeking to be justified in any other way than by his righteousness.’

2 How does the difference in the two perspectives help us understand the weakening authority of the Church during the Black Death?

...................................................................................................................................................................
...................................................................................................................................................................
...................................................................................................................................................................
...................................................................................................................................................................
...................................................................................................................................................................
...................................................................................................................................................................
Word search

Complete the following word search.

W Y C L I F F E N D E M I C W
H R J H H M X H X M N E A H T
U E G U R D E Y K D G C R A H
M H R Y I O O F Q A I S X U E
O I Z E K D N I M M E X Q C O
U P A S S V Z I E H N Y H L
R P V S A Y R D C U T R N E O
S O K D M G N E E L E S E R G
K C T F L A E L V T E F I I
C R D I P L B B N R I W O W A
L A P T H E D E C A M E R O N
E T B D T N S R R A A Z L U O
I E O R D Y A B P V F O B X T
Q S O D D G M O R B M F X O D
R M E Z C F L A G E L L A N T

1 the name of a town where a siege helped spread the Black Death to Europe
2 one of the first English writers to publish works in English, rather than in Latin or French
3 a record of events, usually written by an eye-witness
4 an infectious bowel disease
5 normally and regularly found in a particular location
6 someone who whips themselves as penance for sin
7 a Roman physician and surgeon in the second century CE
8 an opinion different from the official views of the Church
9 a Greek physician of the fourth century BCE
10 medieval doctors believed that four of these affected a person’s health
11 small creatures used by doctors to let bad blood
12 poisonous air
13 French term for Black Death
14 widespread across a large region
15 journey by believers to a sacred site
16 a fictional work by Boccaccio based on the Black Death
17 a person who studies the existence and person of God
18 an English theologian who criticised the papacy and monasteries
CHAPTER 11: The Black Death — a 14th century plague

Worksheet 11.9

Summing up

Student: ................................................................. Class: ...................... Due date: ........................................

1 Underline the correct terms.
   a The horror of the Black Death has a weak/strong influence on us today.
   b There are many/few primary and secondary sources on the Black Death available.
   c The Black Death was really three/four diseases in one.
   d It was usually/sometimes fatal.
   e The bacteria seem to have been endemic/pandemic to Central Asia.
   f It was carried by lice/fleas on black rats.
   g Mongols/Tatars carried the disease from Central Asia to China.
   h Then traders carried it to Europe along a trade route called the Satin/Silk Road.
   i Doctors had some/no real knowledge about how to treat the disease.
   j The devastation it brought changed attitudes to the study of astronomy/anatomy.

2 Complete the following sentences.
   a Medieval doctors relied on theories that had not changed much in a .........................
   b Hippocrates lived in .................. (date).
   c He was the first to determine that disease was not a curse from ......................
   d He recognised that disease was part of ...................... but was unaware of the role of microscopic .........
   e Galen lived in .................. (date).
   f He developed many theories that have since been proved ......................
   g However, the Church in the Middle Ages believed medical knowledge was .............. and forbade new ..............
   h The result was that much medical practice was based on superstition and ..............
   i In general, people believed the most effective way to deal with serious illness was to ..............
   j There is evidence to suggest that affected areas under .............. had some success.

3 Write a short paragraph about the significance of the siege of Caffa in the spread of the Black Death.
   ...................................................................................................................................................................
   ...................................................................................................................................................................
   ...................................................................................................................................................................
   ...................................................................................................................................................................
   ...................................................................................................................................................................
   ...................................................................................................................................................................
   ...................................................................................................................................................................
   ...................................................................................................................................................................
Reflection

Student: .......................................................... Class: .................. Due date: ..........................................................

Thinking about what you have learned …

1. Why did the Black Death break out when and where it did?

....................................................................................................................................................................
....................................................................................................................................................................
....................................................................................................................................................................

2. How did living conditions at the time aid the spread of the disease?

....................................................................................................................................................................
....................................................................................................................................................................
....................................................................................................................................................................

3. What were the consequences of the Black Death in Europe and other parts of the world?

....................................................................................................................................................................
....................................................................................................................................................................
....................................................................................................................................................................
....................................................................................................................................................................

Thinking about how you have learned …

4. Colour the number of stars that reflect how you learned during this unit.

   I learned from listening to the teacher. ★★★★★

   I learned from reading written material. ★★★★★

   I learned from studying visual sources. ★★★★★

   I learned through speaking and listening in discussions. ★★★★★

5. a. How would you rate your ability to analyse different perspectives in sources?

   Weak ← 1 2 3 4 5 → Strong

b. How would you rate your ability to recognise bias in sources?

   Weak ← 1 2 3 4 5 → Strong
Chapter 12: The Spanish conquest of the Americas (c. 1492–1572)

The Aztecs — a surprising civilisation

Beginnings
Circle the correct letters in the multiple choice exercise below. There may be more than one correct statement in each section.

1. The Aztecs:
   A. were indigenous to central America
   B. arrived in central America in the eleventh century
   C. arrived in central America in the twelfth century.

2. The Aztec city of Tenochtitlan:
   A. was built on the edges of Lake Texcoco
   B. was situated in the middle of Lake Texcoco
   C. was built on the site of present-day Mexico City.

3. The city:
   A. was extremely sophisticated
   B. was extremely primitive
   C. was comparable to other great cities in Europe at the time.

Everyday life
Insert dot points under the headings below to summarise the most important and/or interesting aspects of Aztec daily life.

<table>
<thead>
<tr>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Food</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Crime and punishment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
Warfare

Complete the following sentences.

a Aztec life was not ......................

b The Aztecs were always in conflict with ................................

c When necessary, every male was expected to......................

d In battle, there were fewer casualties than in European battles because Aztecs ......................

e Any of the enemy who were captured could be used as ......................

f Therefore, Aztec soldiers did not aim to kill the enemy — only to ......................

g ...................... probably used the same tactics as the Aztecs for the same reasons.

Religion

1 True or false? Circle T or F.

a The Aztecs worshipped only one god. T/F

b Religion was a very important part of Aztec life. T/F

c Their beliefs were completely different from European beliefs at the time. T/F

d Unlike in Europe, the importance of Aztec religion was expressed in art and architecture. T/F

e Unlike in Europe, human sacrifice was central to Aztec religion. T/F

f Like Christians and Muslims, Aztecs believed in an afterlife. T/F

g Aztecs were more sure of going to heaven if they died quickly, as a sacrifice or in battle, than if they died from old age. T/F

2 Why would Aztecs believe it was very important to please — and even to aid — the sun god?............................................................
........................................................................................................
........................................................................................................
........................................................................................................
........................................................................................................

3 What do you find the most interesting aspect of Aztec religion? Why?
........................................................................................................
........................................................................................................
........................................................................................................
........................................................................................................
........................................................................................................
CHAPTER 12: The Spanish conquest of the Americas (c. 1492–1572)

Worksheet 12.2

The contribution of Columbus

Student: ................................................................. Class: ................ Due date: .................................

It is often helpful to look closely at the lives of historical figures to help us understand attitudes at the time.

1 Fill in the following boxes to create a word portrait of Columbus.

<table>
<thead>
<tr>
<th>Personal details</th>
<th>First voyage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name:</td>
<td>Aim:</td>
</tr>
<tr>
<td>Nationality:</td>
<td>Departure (year):</td>
</tr>
<tr>
<td>Patrons:</td>
<td>Ships:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other voyages</th>
<th>Achievements:</th>
</tr>
</thead>
<tbody>
<tr>
<td>When?</td>
<td>●</td>
</tr>
<tr>
<td>How many?</td>
<td>●</td>
</tr>
<tr>
<td>Achievements:</td>
<td>●</td>
</tr>
</tbody>
</table>

2 In what sense can we say that Columbus ‘died in ignorance’?

3 Historical narratives are written based on the pieces of the puzzle we have at hand. Sometimes, new pieces of the puzzle are found or interpreted in the light of new information.
   a What has changed in historians’ view of who discovered America?

   b Why do you think the above sort of information is sometimes called ‘revisionist history’?

4 What were two significant outcomes of Columbus’s arrival in the Americas?
   a
   b
 worksheet 12.3

Analysing a painting

Student: .................................................................  Class: ..................  Due date: ................................

1  Look carefully at the painting (Source 2) on page 361 of your text.
   a  Generally, what is being shown? (Things to consider: What is this place? Who are the figures?
       Why are they here? What are they doing?)
       ........................................................................................................................................
       ........................................................................................................................................
       ........................................................................................................................................
       ........................................................................................................................................
       ........................................................................................................................................
   b  Who or what seems to be the main focus?
       ........................................................................................................................................
       ........................................................................................................................................
       ........................................................................................................................................
   c  What are some other key aspects being shown?
       ........................................................................................................................................
       ........................................................................................................................................
   d  What do you think is the main message — that is, why was this scene painted? (Hint: Consider for
       whom it might have been painted: what is the artist trying to show about the Aztecs? What is the
       artist trying to show about the Spanish?)
       ........................................................................................................................................
       ........................................................................................................................................
       ........................................................................................................................................
   e  From whose perspective do you think this scene is painted — from the Aztecs’ point of view or
       from the conquistadors’ point of view? Give reasons for your answer.
       ........................................................................................................................................
       ........................................................................................................................................

2  Given what you know of the history of the Aztecs and the conquistadors, at what point in their
    relationship would this scene have occurred? Give a reason for your answer.
    ........................................................................................................................................
    ........................................................................................................................................
    ........................................................................................................................................
New Spain

1 Fill in the gaps to complete the following paragraph.
Cortes defeated the ...................... Empire and founded the colony of ...................... as part of the ...................... Empire. Eventually, this colony included most of modern-day ...................... and ...................... . This region was dominated by Spain for over ...................... hundred years.

2 Underline the correct terms.
To ensure the success of the colony, Spain:
a sent Cortes/a viceroy to govern the area
b established cities/colonies throughout the area
c developed trade with/a trade route to South-East Asia.

3 Many of the cities were named after saints.
a Why? .......................................................................................................................... ................................
.............................................................................................................................. ................................
.............................................................................................................................. ................................

b The following present-day cities were established by the Spanish Empire. Draw lines to match them with the English version of the saints’ names on the right.

<table>
<thead>
<tr>
<th>City (in Spanish)</th>
<th>Saint (in English)</th>
</tr>
</thead>
<tbody>
<tr>
<td>San Diego (USA)</td>
<td>Saint John</td>
</tr>
<tr>
<td>Santiago (Chile)</td>
<td>Saint James</td>
</tr>
<tr>
<td>San Juan (Puerto Rico)</td>
<td>Saint Joseph</td>
</tr>
<tr>
<td>San Jose (Costa Rica)</td>
<td>Saint James</td>
</tr>
</tbody>
</table>

4 Write a short paragraph (three or four sentences) that answers the following questions.
a What was the Treaty of Tordesillas?
b What was its purpose?
c To what extent was it successful?
5 After more than three centuries of Spanish domination, which often involved conflict, many colonies wanted independence from the Spanish Empire.

a Which was the first colony to declare independence?

................................................................................................................................................................................................................................................

When? ..................................................................................................................................................................................................................

b By which decade had most Spanish colonies broken with Spain?

........................................................................................................................................................................................................................................................................

c Do you think this was inevitable? Why or why not?

........................................................................................................................................................................................................................................................................

A portrait of Hernan Cortes, created c. 1850
1 a What is slavery?

b What is a slave?

2 Was the Spanish Empire the only empire to use slaves?

3 a How did a person become a slave in Aztec society? Refer also to spread 12.2 of your textbook.

b How might an Aztec slave gain their freedom?

c What is one way in which European slavery differed from Aztec slavery?

4 a How could the Europeans in the New World have enslaved the native people despite the Pope saying they were not to do so?

b Why did the European colonists in New Spain believe they needed slaves from overseas as well?

5 List three horrific aspects of a slave’s journey from Africa to New Spain.

6 a What brought about the end of the slave trade, and when did this take place?

b Did slavery continue to exist in the New World despite the abolition of the slave trade?
Fill in the second ring of the cause and effect wheel below to summarise the impact Spanish colonisation had on the Americas and on Europe.
Recognising different perspectives

Develop your skills in source analysis by responding to the following.

Source 1  A scene from an Aztec codex showing ritual human sacrifice

1  a  Where is the author from?

b  For whom is the author writing?

c  What do you know of the author’s background?

d  What do you think is the author’s purpose in producing this piece?

e  Would the author have anything to gain from exaggerating the truth?
Hernan Cortes: Excerpt from his second letter to Charles V, 1520.

I said everything to them I could to divert them from their idolatries, and draw them to a knowledge of God our Lord. Moctezuma replied, the others assenting to what he said, that they had already informed me they were not the aborigines of the country, but that their ancestors had emigrated to it many years ago; and they fully believed that after so long an absence from their native land, they might have fallen into some errors; that I having more recently arrived must know better than themselves what they ought to believe; and that if I would instruct them in these matters, and make them understand the true faith, they would follow my directions, as being for the best. Afterwards, Moctezuma and many of the principal citizens remained with me until I had removed the idols, purified the chapels, and placed the images in them, manifesting apparent pleasure; and I forbade them sacrificing human beings to their idols as they had been accustomed to do; because, besides being abhorrent in the sight of God, your sacred Majesty had prohibited it by law, and commanded to put to death whoever should take the life of another. Thus, from that time, they refrained from the practice, and during the whole period of my abode in that city, they were never seen to kill or sacrifice a human being.
CHAPTER 12: The Spanish conquest of the Americas (c. 1492–1572)

Legacy

Student: .............................................................................. Class: .................. Due date: .................................

The focus of chapter 12 has been on the impact of a great colonial power on the peoples it colonised. We can now consider the legacy of the Spanish colonisation of the Americas.

1 True or false? Circle T or F.
(Note: You will need to draw on material from your textbook as well as your own general knowledge.)

a In Europe during the Age of Exploration, the Church continued to be a major influence in most of society. T/F

b The primary reason for sending missionaries to the New World was to gain wealth for the Church. T/F

c Catholicism in the Americas is no longer a dominant religion. T/F

d The Christian religion was accepted by many native Americans, who ‘mixed’ it with their traditional religious practices. T/F

e This mixing of Christian faith with traditional religion no longer happens today. T/F

f Thanks to the Spanish Empire, Spanish remains the official language of all Central and South American countries today. T/F

g Spanish colonisation wiped out all native culture, including traditional farming methods. T/F

h The distinctions between Maya, Inca and Aztec civilisations were not affected when the Spanish opened up trade and communications. T/F

i Today’s Mexican flag was inspired by the legend of the founding of Tenochtitlan. T/F

j The Spanish colonisation of the Americas failed to contribute to the exchange of ideas and goods between Asia, Europe and the Americas. T/F

2 Look again at the Mexican flag of today.

a In your own words, explain the significance of the central image. ..............................................
..............................................................................
..............................................................................
..............................................................................
..............................................................................

b Why do you think this image was chosen for the flag? ......................................................
..............................................................................
..............................................................................
ACROSS
5 someone who follows a religion other than Christianity (7)
7 the bird in the centre of the present-day Mexican flag (5)
8 Aztec agricultural system using ‘floating gardens’ and canals (8)
9 a Spanish conqueror (12)
10 the position in society of an enemy defeated by the Aztecs (5)
12 the explorer who ‘discovered’ the Americas (8)
14 passed on from one generation to the next (10)
16 a pictorial book (5)
17 the explorer who helped conquer the Aztecs (6)
18 when mixed with maize it formed a drink for the Aztec nobility (9)

DOWN
1 an introduced disease that wiped out much of the Aztec population (8)
2 live together (7)
3 the lake on which the Aztecs built their capital city (7)
4 a sequence of rulers from the same family (7)
6 the term used for the trade route of slaves and goods between Europe, Africa and the Americas (10)
11 the Viking who discovered North America in the Middle Ages (8)
13 when a person or group has sole control of something (8)
15 the continent that was a source of slaves for the New World (6)
CHAPTER 12: The Spanish conquest of the Americas (c. 1492–1572)

Summing up

Student: ................................................................. Class: .................. Due date: ..................

Aztec civilisation before the Spanish conquest

1 a In what ways would a European have seen the Aztecs as civilised? Write a short paragraph.
............................................................................................................................. ................................
............................................................................................................................. ................................
............................................................................................................................. ................................
............................................................................................................................. ................................

b In what ways would a European have seen the Aztecs as uncivilised? Write one or two sentences.
............................................................................................................................. ................................
............................................................................................................................. ................................

Reasons for conquest

2 Tick the correct boxes

☐ Finding trade routes by sea to Asia ☐ Finding trade routes by land to Asia
☐ Discovery of silks and spices ☐ Discovery of gold
☐ Turning native people into Christians ☐ Turning native people into slaves
☐ Finding more land for crop production ☐ Finding more goods to trade

Key events in the conquest

3 Number these events in the correct order and provide a date.

..... ............... Smallpox breaks out, killing up to half the Tenochtitlan population
..... ............... Columbus discovers the Venezuelan coast
..... ............... Bernardino de Sahagun begins the Florentine Codex
..... ............... Cortes and conquistadors arrive in Tenochtitlan
..... ............... The Pope establishes the Treaty of Tordesillas
..... ............... Columbus ‘discovers’ the Americas
..... ............... The year Quetzalcoatl was prophesied to return
..... ............... Cortes claims Tenochtitlan for Spain

Impact of conquest

4 a What was the impact on the native peoples of the Americas?

•
•
•

b What was the impact on Europe and the Spanish Empire?

•
•
•
CHAPTER 12: The Spanish conquest of the Americas (c. 1492–1572)

Reflection

Student: ................................................................. Class: ................ Due date: ...........................................

Thinking about what you have learned …
1 Do you think the Spanish had justification for the colonisation of the Americas? Why or why not?
....................................................................................................................................................................
....................................................................................................................................................................
....................................................................................................................................................................

2 What did you find most interesting about Aztec culture? Why?
....................................................................................................................................................................
....................................................................................................................................................................
....................................................................................................................................................................

3 What do you think is a significant legacy from this period? Why?
....................................................................................................................................................................
....................................................................................................................................................................
....................................................................................................................................................................

Thinking about how you have learned …
4 What do you remember most clearly from this unit of work?
....................................................................................................................................................................
....................................................................................................................................................................

5 What teaching/learning strategy helped you remember this?
....................................................................................................................................................................
....................................................................................................................................................................

6 What did you understand most clearly from this unit of work?
....................................................................................................................................................................
....................................................................................................................................................................

7 What teaching/learning strategy helped you understand this?
....................................................................................................................................................................
....................................................................................................................................................................

Self-evaluation
Rank yourself from 1 to 5 in each of the following areas (1 = weak, 5 = strong).

<table>
<thead>
<tr>
<th>Statement</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>I make the effort to contribute to class discussions.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I listen well to the ideas and opinions of others.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am prepared to change my views in the light of new ideas or evidence.</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I review the work done in class.</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
My notes