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Sandra McLachlan

Email: sandra.mclachlan@oup.com | Mobile: 0411 759 608

Catherine Stephenson

Email: catherine.stephenson@oup.com | Mobile: 0404 021 237

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BRUCE DENNETT
EMILY SHANAHAN
BERNIE HOWITT
STEPHEN DIXON

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BRUCE DENNETT
EMILY SHANAHAN
BERNIE HOWITT
STEPHEN DIXON

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PART

A

INVESTIGATING THE ANCIENT PAST: AN OVERVIEW

DEPTH STUDY 1: INVESTIGATING THE ANCIENT PAST

STUDENTS MUST COMPLETE THE
FOLLOWING TOPIC:

INVESTIGATING THE
ANCIENT PAST

1

CHAPTER

OVERVIEW OF THE ANCIENT WORLD 60 000 BC–AD 650

0.1 OUT OF AFRICA?

Modern humans have lived on Earth for about 200 000 years. Over time and across the globe there have been two major changes in human history:

- the move from hunting and gathering for food (foraging) to the earliest stages of conventional farming
- the move from farming or agriculture to manufacturing or industry.

These critical changes in human history took place between 60 000 BC and AD 650. During this time, people began to live in villages, and then towns, and then cities. The people of the ancient world developed cultural practices and organised societies that influence how we live today.

There is still argument among the experts about when modern humans first appeared and then spread to different parts of the world. Since the 1990s, most historians have favoured an explanation known as the **‘Out of Africa’ theory**. This theory states that early humans originally appeared in Africa about 200 000 years ago. Then about 100 000 years ago, migrating groups left Africa in waves, initially arriving in the Middle East. These waves of **migration** continued until around 12 000 years ago. Source 1 shows the spread of humans from their beginnings in East Africa to other parts of the world.

In the past, some scholars believed that early humans developed at the same time in different parts of the world. However, **fossil** and genetic evidence strongly supports the ‘Out of Africa’ theory. This is an example of the difference between knowledge and belief. In this case, knowledge is understanding how and why beliefs about the ‘Out of Africa’ theory have been formed, and being willing to change beliefs or opinions in light of new evidence.



Source 1 This satellite image of Earth shows the likely migration routes and settlement patterns of modern humans (*Homo sapiens*) according to the ‘Out of Africa’ theory.

Source 2 This *Homo sapiens* skull, dated at around 100 000 years ago, was found in the Qafzeh cave in Israel. Nearby were burned flakes of stone and a horse tooth.



Indigenous peoples in Australia

Some Indigenous Australians have traditionally claimed that their ancestors originated in Australia rather than migrating from elsewhere. By contrast, other Indigenous groups, especially in northern Australia, have stories about their ancient ancestors making journeys by sea. What we do know, however, is that the famous Australian Mungo Man skeleton is the oldest ritually buried human found anywhere in the world, and dates back around 42 000 years. Furthermore, in 2018, with the cooperation of Indigenous Australian elders, **DNA** tests were completed that indicated that Australia’s first people are the oldest continuous civilisation and cultures on Earth.

DNA the abbreviation of deoxyribonucleic acid; DNA is found in the cells of all known living organisms; it is the unique genetic code of each living thing

0.1 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

- 1 In your own words, outline the ‘Out of Africa’ theory.
- 2 What does archaeological evidence such as Source 2 reveal about this theory?
- 3 What are the problems or limitations with this theory?
- 4 What is the traditional view of Indigenous Australians about their origins?

0.2 FROM FORAGING TO FARMING

hunter-gatherer

a member of an ancient group of people who survived by hunting animals and gathering (foraging) plants in the wild

prehistory

the period of time before written records

nomad

a person who lives by moving from place to place rather than staying in a fixed place; people who are nomads are said to be nomadic

Neolithic Revolution

the period in human history when people stopped hunting and gathering for food, instead choosing to settle and farm the land; this change resulted in a huge increase in human populations and many cultural advances

Our ideas about **hunter-gatherers** in the distant past have been put together by experts who have observed modern hunter-gatherers living in Africa, Australia and South America. They have assumed that the distant ancestors of these people lived in similar ways. Based on these observations, and the few archaeological finds from this period of **prehistory**, experts have concluded that the lives of these communities would have been very difficult. Every day would have been a struggle to find enough food. It is likely that people lived in small, **nomadic** groups, walking long distances each day to hunt and find food.

Gradually, some hunter-gatherer communities developed techniques that allowed them to grow food and locate more resources from the land around them. As a result, these communities started to become more settled. The shift in human behaviour – from hunting and gathering to farming – took place in many societies at different times. It was such a significant development that it is often called a revolution: the **Neolithic Revolution**. These changes took place around 15 000 years ago in Mesopotamia, near the Tigris and Euphrates rivers in modern Turkey and Iraq, and along the Nile valley. In recent years, Australian writers such as Bill Gammage and Bruce Pascoe have revealed that settled agriculture may have been taking place in Australia well before this. Early accounts by European explorers of Australia included observations of permanent housing and crop management. However, this was largely overlooked as British colonisers sought to ignore Indigenous achievements to justify the occupation of an ‘empty land’.

Source 3 Paintings found in the Lascaux caves in France were painted by hunter-gathers who lived in Europe between about 20 000 and 9000 years ago.



Source 4 When early farming communities worked together to produce enough food, they had more time to spend on learning and cultural activities.

Settled farming communities began to appear in a number of fertile regions between 8000 and 7000 BC. Communities growing crops and keeping domesticated animals could produce a surplus of food. This allowed time for building, studying, creating art and sharing knowledge. These in turn led to the development of more organised trade, government, the rule of law and religion. Some of these early farming communities developed into the first great **civilisations** of the ancient world:

- the ancient Egyptian civilisation, which grew from the early farming communities that appeared along the fertile banks of the Nile River
- the ancient Chinese civilisation, which grew initially from the farming communities that sprang up in valleys along the Huang He (Yellow River)
- the ancient Indian civilisation, which emerged from the early farming communities that appeared along the fertile valley of the Indus River.

New research is under way, using **radiocarbon dating**, to find which was the oldest of these river-based civilisations. The findings suggest that the earliest of these might have been in the Indus valley in the area of modern-day India and Pakistan.

civilisation

a highly organised and complex culture and way of living; there are different forms of civilisation in different places and at different times

radiocarbon dating

a method used to estimate the age of something that was once alive; the amount of radioactive carbon in the remains of the object is tested and gives a good indication of age because carbon breaks down over time at a known rate

0.2 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

- 1 What evidence does Source 3 tell us about early hunter-gatherers in Europe?
- 2 Why did some hunter-gatherers become more settled?

APPLY AND ANALYSE

- 3 What do the origins of the ancient Egyptian, Chinese and Indian civilisations have in common?

0.3 EVIDENCE OF ANCIENT SOCIETIES

society

a community of people living in a particular area who have a shared culture, customs and laws

culture

the customs and traditions that a community, society or civilisation develops over time that are passed down from generation to generation

artefact

any object that is made or changed by humans (e.g. a primitive tool, remains of a building)

archaeologist

a person who uncovers and interprets sources from the past, such as the remains of people, buildings and artefacts

As early farming communities developed into **societies**, interaction between people increased, and they had more opportunities to think about and discuss matters that puzzled or frightened them. These might have included birth and death, day and night, the seasons, fertility, natural disasters, eclipses and so on. Beliefs and behaviours evolved to explain such events, and **cultures** began to take shape. Some ways in which ancient people expressed their cultures are evident in their tools and utensils, art, writings, rituals, sacred sites and monuments.

Tools and utensils

Archaeological evidence indicates there was a significant increase in the creation of **artefacts**, such as pottery, from around 5000 years ago. They include tools and utensils to hold water, oil or grain.



Source 5 Ancient Greek *amphorae* for holding oil

Art

Archaeologists think early rock art, such as the example shown in Source 3, may have been a ‘magical’ ritual to ensure success in an important activity, such as a hunt. Later, as Source 6 shows, ancient art often became more elaborate and symbolic. For many societies, it became an important part of funeral and religious rituals.



Source 6 Detail from a decorated panel found in a royal tomb at Ur, a city in ancient Sumer

Writing

Scholars think that writing began as an attempt by people to keep visible records of trading. These might be notches made on bones, or arrangements of pebbles or sticks. The ancient Sumerians produced the first script around 3500 BC. Other scripts developed in Egypt, China, India and Mesoamerica (the area from modern-day central Mexico to northern Costa Rica). As scripts developed, inscriptions might have been made on the tombs of the more privileged people in different societies. These inscriptions, as well as tomb paintings and figurines, have provided historians with a wealth of information about the beliefs and everyday lives of ancient peoples.

Source 7 Clay tablet displaying a cuneiform script used by the ancient Sumerians

Rituals and ceremonies

As thinking evolved to explain the mysteries of life, people began to share those ideas through myths, legends and stories. Rituals and ceremonies helped to reinforce these ideas. These ceremonies could involve:

- the making of talismans (small objects like lucky charms) that people hoped would protect them from things they could not control
- sacrifices
- singing, chanting or dancing
- certain places being treated as shrines where people could reflect on the spirits or gods
- the building of monuments or temples in or near people’s sacred sites to support their beliefs
- laws and taboos to ensure certain behaviours would be observed (such as a punishment for killing an animal regarded as sacred)
- particular funeral practices (such as preparing the dead for an afterlife).



Source 8 This traditional smoking ceremony performed by Indigenous Australians involves burning plants to produce smoke believed to have cleansing properties.



Source 10 Stonehenge is a prehistoric monument in southern Britain. Experts believe it was a holy place, and that its pattern of stones has astronomical significance. The precise placement of the huge stones suggests an ancient society with advanced engineering skills who chose to spend an enormous amount of time and energy to construct the monument.



Source 9 The outer coffin of Henettaway, identified as ‘mistress of the house and chantress of Amun-Re’ (Egypt’s main god). The symbols all have religious significance and panels of hieroglyphs (ancient Egyptian writing) divide the illustrations.

0.3 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

- 1 How did ancient peoples respond to events in their lives that seemed mysterious or frightening?
- 2 What is meant by the term ‘culture’?

APPLY AND ANALYSE

- 3 Why is a culture more likely to evolve when small communities develop into societies?
- 4 Choose two of the examples of evidence from ancient societies. What evidence do they provide about the ancient peoples who created, performed or used them?

0.4 FEATURES OF ANCIENT SOCIETIES

Social classes

As societies flourished, distinct social groups began to form. A group's rank or class reflected the value that society placed on their roles. This way of organising people from most to least important is known as a **hierarchy**. Rulers came from social groups with the most wealth and prestige, often from landowners, warriors or religious leaders. There were also administrative groups (such as tax collectors and law makers), traders and merchants, soldiers, artisan groups (such as potters, weavers and tool makers) and farmers. Many ancient societies had slaves, the lowest social class, whose role was to provide a vital source of labour.

hierarchy

a way of organising things (or people) from the top down in order of importance or significance; ancient societies had strict hierarchies with a ruler at the top and peasants at the bottom

STRANGE BUT TRUE

The art form we know as drama evolved from an ancient Greek festival to celebrate the god Dionysus. This happened when dialogue – an innovation at the time – was added to the songs and dances that told the myths and legends of the god.

SPOTLIGHT

PERSPECTIVES

Religion is a great example of how different views shape experiences. Frequently throughout history, people of all classes have made decisions based on their religious perspective.

Silk Roads

a network of trade routes stretching west from China to the Mediterranean Sea; it was the main way in which silk was transported to the West

The growth of farming

Farmers in different parts of the world farmed crops and animals that were best suited to their environment. The earliest evidence of farming comes from the Fertile Crescent, an area from the eastern end of the Mediterranean Sea to the Persian Gulf, which includes Mesopotamia, an area of rich soil between the Tigris and Euphrates rivers in Iraq (*mesopotamia* means 'between rivers'). Farmers there adapted native grasses and other plants to create crops that could be harvested. Barley and einkorn, a type of wheat, were among the first crops to be grown. Sheep and goats were among the first animals to be domesticated.

Trade

Growing villages and towns began to exchange their surplus crops and manufactured goods for other goods that they needed. Grain and stone, which was useful for making tools, were among the earliest goods traded. Trade introduced settlements not only to new goods, but also to new ways of conducting business and new ways of thinking. Trading towns became prosperous, and the first economies took shape.

Religion

Belief systems explained the many things that frightened or mystified ancient peoples. The idea that spirits or forces were responsible gave people comfort that 'someone' was in control. Societies created images to represent these spirits or gods, and behaviours such as prayer and rituals emerged. In many societies, a social group developed whose role was to provide a link between ordinary people and these beings or spirits. These were the priests and priestesses of ancient Egypt, Greece and Rome, and the Brahmin caste in ancient India. Often, a ruler was seen to be closely linked to the spirit world and was regarded as a god, as in ancient Egypt and China. The world's major religions emerged and spread in ancient times: Hinduism, Buddhism, Daoism, Shinto, Judaism, Islam and Christianity. The **Silk Roads** became a critical pathway for this movement of religious beliefs.

Source 11 Ancient societies created images to represent spirits or gods, such as this statue of Buddha.



The rule of law

As societies developed and became more complex, people's day-to-day customs became 'rules' about how people should behave. The first written laws were recorded about 4000 years ago by a king of Ur, in ancient Sumer. About 300 years later, Hammurabi, the king of Babylon, recorded a detailed set of 282 laws known as the Code of Hammurabi. The laws dealt with a range of issues including theft, treatment of slaves and maintenance of property. The law codes of some ancient societies were framed around religious practices; for example, Judaism has the law of Moses (which includes the Ten Commandments), and Muslims have the law of the Five Pillars, based on the teachings of the Prophet Muhammad.

SPOTLIGHT

CONTINUITY AND CHANGE

Many laws from the Code of Hammurabi are still relevant today, demonstrating continuity with legal systems. However, many laws are updated and changed depending on the needs and culture of a society.

0.4 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

- 1 Create a concept map to summarise the key features of ancient societies.

APPLY AND ANALYSE

- 2 In groups, choose one key feature of societies and investigate this in relation to one or more ancient societies. Share the results of your investigation with the class, making sure you include interesting facts and relevant images.

GO DEEPER

- 3 Locate a map of the region where farming is thought to have first begun. Conduct some research to find out why this region was called the Fertile Crescent.

STRANGE BUT TRUE

Some of Hammurabi's laws were very harsh. For example, law 195 states, 'If a son hits his father, his hands shall be cut off'.

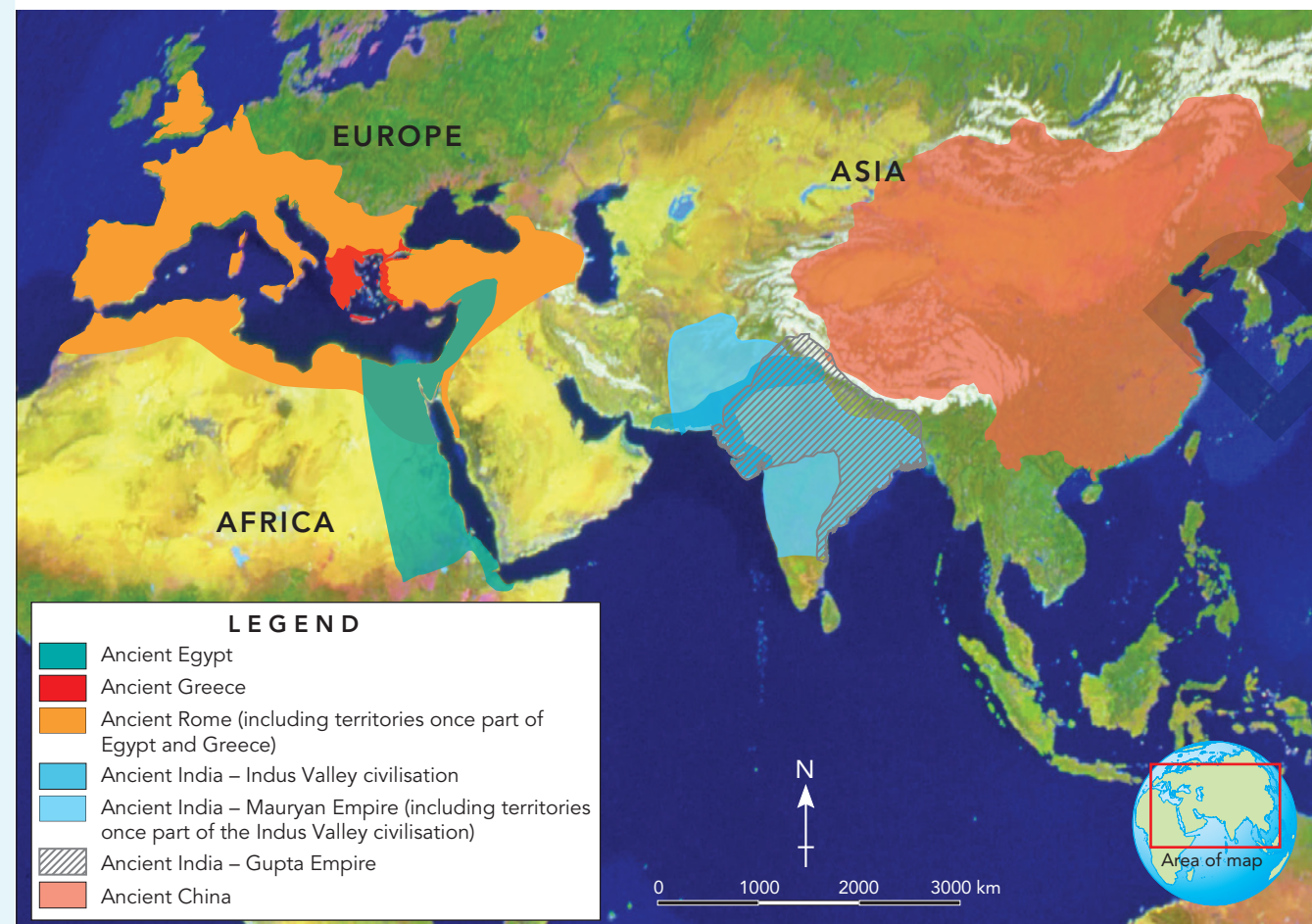
Source 12 Part of the Silk Roads, the trading route between China and India



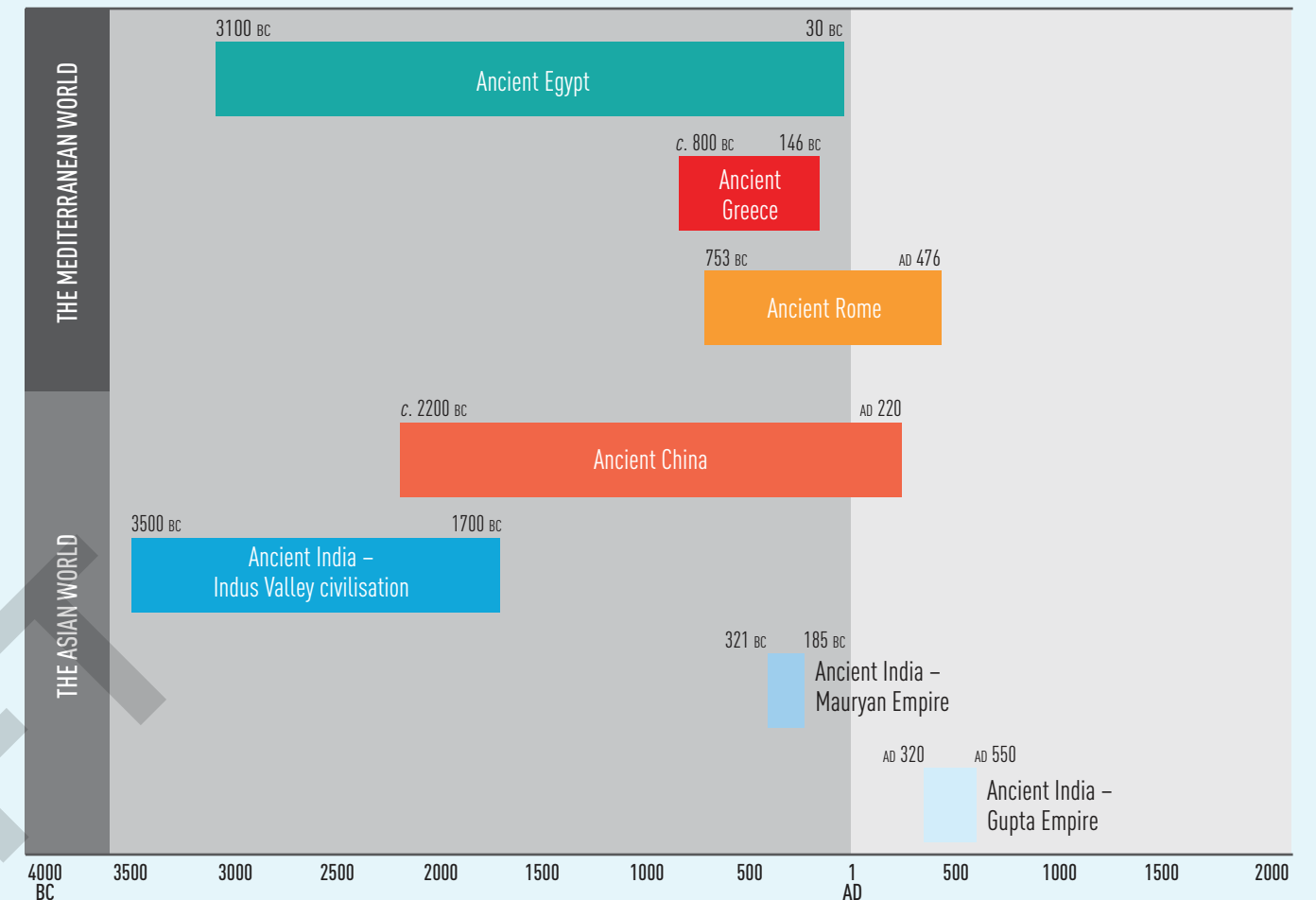
0.5 ANCIENT CIVILISATIONS

Some of the world's most significant ancient civilisations developed on the continents we know as Africa, Europe and Asia. Source 13 shows the location, size and key information about these ancient civilisations. Source 14 shows the dates of their rise and fall. Note that not all of these ancient civilisations existed in the same time periods.

Ancient Egypt (c. 3100–30 BC)	Ancient Greece (c. 800–146 BC)	Ancient Rome (753 BC – AD 476)	Ancient India (3500 BC – AD 550)	Ancient China (c. 2200 BC – AD 1912)
Ancient Egypt was a civilisation based around the Nile River in northern Africa. It was one of the world's first civilisations. For much of its history, ancient Egypt was ruled by one government, with a pharaoh as the ultimate authority. Between 3100 BC and 30 BC, when the last pharaoh died, there were 31 dynasties (ruling families) and 70 pharaohs.	Ancient Greece covered all of modern-day Greece as well as parts of Turkey and other settlements around the Mediterranean and Black seas. The civilisation lasted only about 400 years, before becoming part of the empires of Alexander the Great and then Rome, but its legacy (including democracy) influences the Western world to this day.	The civilisation of ancient Rome lasted approximately 1300 years. It was centred on the city of Rome, in modern-day Italy. The Romans conquered the ancient Egyptians and Greeks, as well as many other peoples. During its history, Rome was ruled as a monarchy, a republic and an empire. It was a powerful civilisation with a strong military and an advanced culture.	Civilisation in India began in the Indus Valley in 3500 BC. For much of its history, ancient India was a collection of separate regions and kingdoms, some of which were at war with one another. At different times, some of these were ruled as part of dynasties or empires; these included the Mauryan Empire, whose authority rose and fell in just 120 years, and the Gupta Empire.	Ancient China was ruled for 3600 years by dynasties. The Han Dynasty ended in AD 200, and the last dynasty – the Qing – ended in 1912. Chinese society was one of the earliest in the world to establish towns and cities. It also contributed important technological developments to the rest of the world, such as gunpowder and printing.



Source 13 The location and size of key ancient civilisations when they were at their peak



Source 14 A timeline showing the rise and fall of key ancient civilisations

0.5 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

- Use the map and timeline to order the ancient civilisations by:
 - size
 - length of time they existed.
- Suggest how these ancient civilisations may have influenced each other. Explain your reasoning.

APPLY AND ANALYSE

- Consider the ancient civilisations mentioned above.
 - Use bullet points to list five things you know about each civilisation. Share this in a class discussion.
 - Which civilisation is best and least known among your classmates? Propose why this might be the case.

Source 15 This terracotta warrior was created in ancient China in the third century BC to honour Qin Shi Huang, the first emperor of China.



Historians are time detectives, always asking questions. They investigate historical mysteries and piece together accurate pictures of what life was like in days gone by. They also look for patterns, to understand what has remained the same, what has changed, and why. In their investigations, historians follow a process of historical inquiry – they ask questions, form opinions and theories, locate and analyse sources, and use evidence from these sources to develop an informed explanation about the past. As a student of history, it's now your turn to do the same.

HOW DO HISTORIANS AND ARCHAEOLOGISTS INVESTIGATE HISTORY?

1.1 HISTORY IS INVESTIGATION

KEY CONTENT

In this topic you will:

- outline the main features of history and archaeology
- outline the role of historians and archaeologists
- describe and explain the different approaches to historical investigation taken by archaeologists and historians.

A note on ethical approaches to studying history

When studying the past, historians and archaeologists encounter not only many **artefacts**, but also human remains. These remains can provide great insight into how people lived, what they ate, their health and sometimes how they died. In this chapter there are images of ancient human remains. As historians, it is essential that we treat images of human remains with respect.

artefact

any object that is made or changed by humans (e.g. a primitive tool, remains of a building)

hypothesis

a considered opinion, theory or statement, based on research and evidence, about something that has not been proven ('hypotheses' is the plural form)

evidence

the information or clues gathered from a historical source; evidence can be used to support a hypothesis (theory) or prove it wrong

source

any item (e.g. artefact, building, document) that has been left behind from the past

Historians use a process of historical inquiry to investigate the past. This section will introduce the process of historical inquiry and familiarise you with the key skills and concepts that historians use every day. We also look at the work of archaeologists and other experts.

The word 'history' comes from the ancient Greek word *historia*, which means 'investigation'. Understanding that history is an ongoing investigation (or inquiry) is the key to the subject. History is not about memorising a list of dates or facts; it is about thinking, understanding and developing research and other skills that are useful in life.

Historians use an inquiry approach when they investigate controversies and mysteries of the ancient past. They:

- develop an inquiry question to clearly identify the problem or issue they want to investigate
- form theories known as **hypotheses** (by stating what they think the likely answer might be)
- conduct research to gather **evidence** from a range of **sources**
- assess the value of the sources and analyse the evidence they gather from them
- confirm or modify their hypotheses on the basis of this evidence.

In many cases, when investigating the ancient past, some of the evidence is missing. For this reason, historians need to piece together the past – kind of like putting together a giant jigsaw puzzle that is missing some of its pieces.

Investigating the mysteries of the Sphinx

The Great Sphinx is an ancient monument located near the pyramids at Giza in Egypt. It has the body of a lion and the head of a man, and was carved from large blocks of limestone. It is the largest sculpture made in ancient times that still survives today. It measures 73 metres long and 20 metres high.

Historians who have studied the Sphinx have gathered a lot of information about it and developed a number of hypotheses about why it was created, including:

- its age and the materials it is made from
- who built it and why
- an understanding of the creature it represents
- how it was damaged and why
- its social and religious importance to ancient Egyptians.

Despite these investigations, certain facts about the Sphinx remain a mystery. Uncovering the secrets of the past is not always easy, and historians do not always agree. This is referred to as **contestability**.

When was the Sphinx built?

The Sphinx has been buried in sand many times, and was last dug out in 1905. Between its front paws are a number of stones that are covered with **hieroglyphs**. These carved pictures, which relate a dream of the ancient Egyptian king Thutmose IV, say the Sphinx was made 'in the days of Khafre, when the world was young'. Not all historians agree that the Sphinx was built around 2500 BC on the orders of the **pharaoh** Khafre. Some say it was built much earlier – around 10 000 years ago. They base their opinion on the different erosion patterns visible on the Sphinx. Others say there were different erosion patterns because the limestone blocks had both hard and soft layers in them. More recently, it has been discovered that environmental pollution, in particular acid rain, is eroding the surface of the Sphinx.

contestability

a key concept in history: an appreciation of the fact that some historians may challenge or dispute particular interpretations of sources, events or issues put forward by other historians

hieroglyphs

picture-like symbols used in the original writing system of the ancient Egyptians

pharaoh

the leader of ancient Egypt who was believed to be a god; the pharaoh had absolute power and total control



Source 1 The Great Sphinx of Giza

Whose face is on the Sphinx?

Many historians say the Sphinx's face is the face of the pharaoh Khafre himself. Others disagree: they say it does not look anything like the face on Khafre's statue. Is this proof?

Are there secret chambers and tunnels under the Sphinx?

Three short passageways have been found under the Sphinx, but they lead nowhere. They may have been dug by robbers. The Roman historian Pliny wrote that local people believed the Sphinx was a king's tomb. Recent technical investigations suggest there is good reason to believe there may be chambers well below the Sphinx yet to be discovered.

Where have the Sphinx's nose and beard gone?

A common view is that the face was damaged when troops of the French general Napoleon used it for target practice in 1798. But a sketch by a French architect in 1737 clearly shows a missing nose. The historian Muhammad al-Husayni Taqi al-Din al-Maqrizi, writing in the early 1400s, said the face was vandalised in AD 1378 to fix up some 'religious errors'. But he said both the nose and ears were knocked off – however, we can see the ears quite clearly on photographs of the Sphinx today. Can his report be trusted if the ears are still there? Marks on the face do suggest that the nose was hacked off. Most experts think that the beard fell off. An archaeologist named Caviglia found what he thought were pieces of it in 1816. Some of these are now in the British Museum.

The role of archaeologists and other experts

Historians rely on the work of many other experts. These include:

- anthropologists – study the behaviours and customs of human societies
- archaeologists – uncover and interpret sources from the past, including the remains of people, buildings and artefacts
- biologists – scientists who study living things
- linguists and cryptographers – experts in languages and symbols who are able to read some of the ancient languages or decode unknown or secret writing
- forensic pathologists – specialists in the causes of death, called upon when investigating ancient bodies
- geophysical surveyors – use tools and techniques to locate something underground or underwater
- geneticists – scientists who study a living thing's unique genes
- palaeontologists – scientists who study the fossilised remains of plants and animals.

Historians use all the tools of science, maths, literature, economics, geography and a range of the humanities to help solve the riddles of the past. Archaeologists locate and uncover sources of evidence of past peoples, including:

- their skeletal remains
- places where they lived or travelled
- the ruins of their temples, towns and tombs
- artefacts they made, such as pottery, weapons, tools and coins
- inscriptions and stone reliefs they carved
- rubbish dumps (referred to by historians as **middens**) and fire sites.

Some archaeologists work underwater, scouring the sea bottoms for sources on or beneath the sea bed, such as ancient shipwrecks.

STRANGE BUT TRUE

Bill Gates, the founder of Microsoft and one of the richest people in the world, has often employed history graduates. Gates has preferred history graduates because of the way historians learn to think and are able to consider many different factors at once.

midden

a rubbish heap made up of food scraps, broken pottery and shells found near ancient sites; archaeologists use these to learn more about the people who lived at these sites

Excavating archaeological sites

Most sources found on land are buried. They might be covered by the silt of past floods, covered by sand blown by the wind or by dense jungle that has grown over them. Some lie beneath the ruins of other settlements built over time on the site. Archaeologists work to locate and then **excavate** artefacts and other sources of evidence.

Once archaeologists have located a historical site that they think may contain important artefacts, it is roped off from the public. These sites are referred to as archaeological digs. The area is then divided up and marked off in grid sections so that the precise location of items found can be recorded and catalogued. After surveying the site, archaeologists remove overlying rocks and dirt with great care, sometimes using teaspoons, small brushes, dental tools, sieves – even toothpicks. Once a source is fully exposed and excavated, the archaeologist photographs and numbers it, and records details of its description and the exact location where it was found.

1.1 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

- 1 Why are archaeological sites often buried underground?
- 2 Look at Source 2. Explain what the archaeologist is likely to do with any artefacts they bring to the surface.

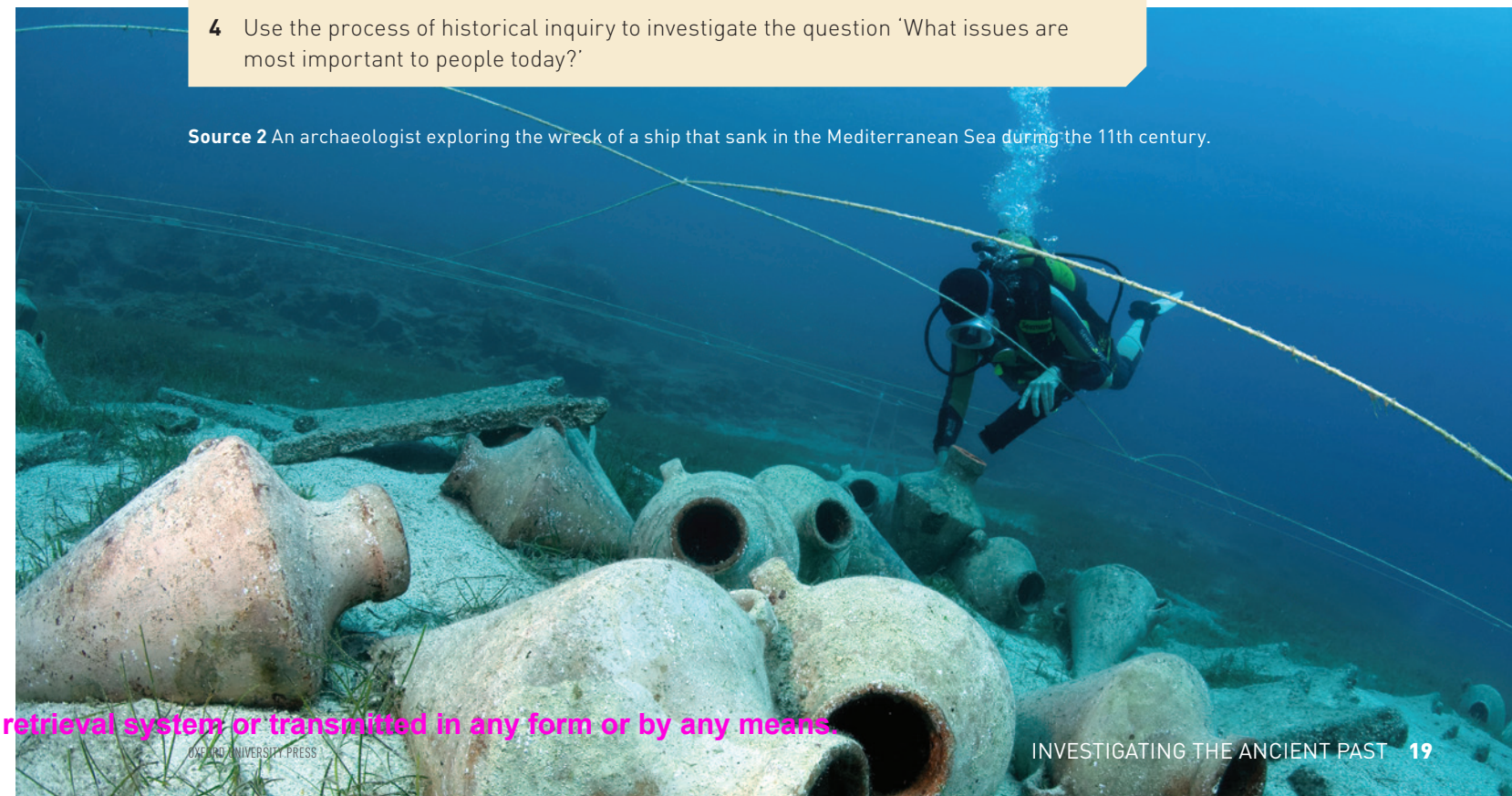
APPLY AND ANALYSE

- 3 Develop three inquiry questions about any aspects of the Sphinx that especially interest you. Before you write down your questions:
 - think about what you already know about the Sphinx, as well as what you want or need to know
 - focus your thinking by using words such as *who*, *what*, *where*, *when*, *why* and *how* as your question starters.

GO DEEPER

- 4 Use the process of historical inquiry to investigate the question 'What issues are most important to people today?'

Source 2 An archaeologist exploring the wreck of a ship that sank in the Mediterranean Sea during the 11th century.



excavate
to dig up

SPOTLIGHT

CONTINUITY AND CHANGE

Across time, people have investigated the past to find out about other societies, and they continue to do so. However, while people used to investigate because they were looking for treasures, now they excavate to learn, understand and educate.

I USED TO THINK, NOW I THINK

Reflect on your learning about the work of historians and archaeologists and complete the following sentences.

I used to think ...

Now I think ...

What has changed in your understanding?

SPOTLIGHT

COMPREHENSION:
CHRONOLOGY, TERMS
AND CONCEPTS

Historians use specific terms to communicate about the past. This helps them sequence events in the order in which they happened.

chronology
a record of events in the order they took place

1.2 TIME IN HISTORY

KEY CONTENT

In this topic you will:

- define terms and concepts relating to historical time.

To help us understand the past, it is useful to know when, and in what order, events happened. Arranging events in the order that they happened is known as **chronology**.

Time terms and concepts

It is important to understand the terms and abbreviations that historians use when they are talking about historical time. These are terms and abbreviations that you will encounter in every history text you read, so it is important to know them and understand how they work.

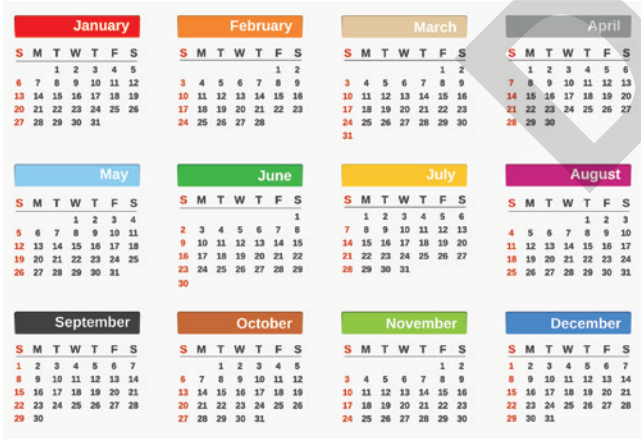
Representing time – BC and AD, BCE and CE

In the ancient world, time was measured with the rise and fall of the sun. Over generations, different societies devised their own ways of measuring time, such as the sundial shown in Source 3, which was used by the ancient Maya Empire of Mesoamerica (Central America).

As societies became more advanced they developed systems – such as calendars – to plan and record time, not only in days, but in weeks, months and years. Today, the most commonly used calendar is the Gregorian calendar. Despite the popularity of the Gregorian calendar, it is not the only way we record time. There are a number of other calendars used around the world, including the Jewish, Islamic and Lunar calendars.



Source 3 A sundial used to measure time by the Maya



Source 4 Most countries around the world today use the Gregorian calendar, which was introduced by Pope Gregory XIII in 1582.

The Gregorian calendar is a Christian-based calendar. It is broadly broken into two eras (specific periods of time):

- time before the birth of Christ – **BC** ('Before Christ')
- time since the birth of Christ – **AD** (from the Latin expression *Anno Domini*, which means 'in the year of our Lord').

The abbreviation BC is placed after the date (for example, 1025 BC), and the abbreviation AD is placed before the date (for example, AD 1678).

You may also come across texts and references that use the alternative terms **BCE** ('Before the Common Era') instead of BC, and **CE** ('Common Era') instead of AD. Both of these terms are placed after the date (for example, 1025 BCE and 1678 CE).

Sometimes we are not able to discover the exact date that an event took place. When this happens, historians use the symbol *c.* before a date, for example *c.* 1450 BC. The *c.* is an abbreviation of the Latin word **circa**, which means 'about' or 'around'.

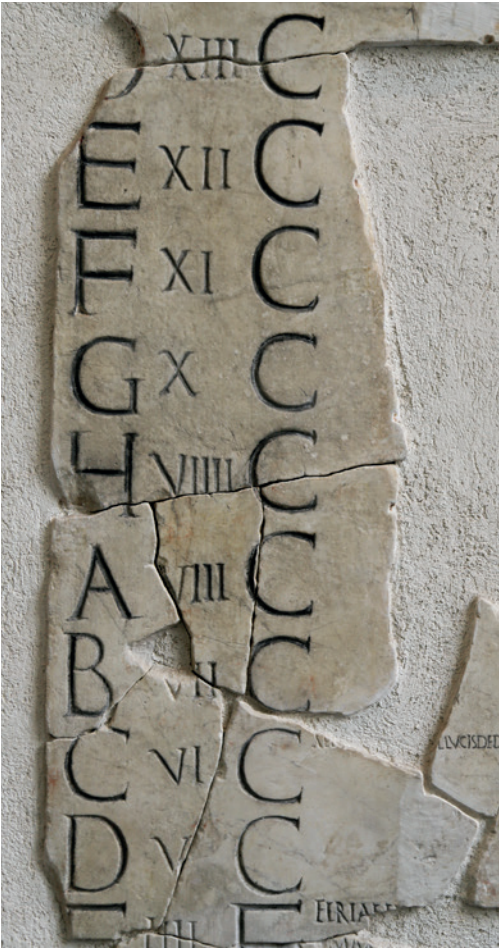
Measures of time – decades, centuries and millennia

There are 10 years in a **decade**, 100 years in a **century** and 1000 years in a **millennium**. Source 6 shows examples of the start and end dates of centuries, using the terms BC and AD. The 1st century BC ends with 1 BC and we count further back to the past. The 1st century AD begins with AD 1 and we count forward to the present.

Much larger (though less exact) chunks of time are often described as eras, epochs or ages.

Century	Year it started	Year it ended
1st century BC	100 BC	1 BC
7th century BC	700 BC	601 BC
16th century BC	1600 BC	1501 BC
1st century AD	AD 1	AD 100
7th century AD	AD 601	AD 700
16th century AD	AD 1501	AD 1600

Source 6 Examples of the start and end dates of centuries



Source 5 Detail of a fasti Praenestini calendar from ancient Rome, AD 20–23

BC
the abbreviation of Before Christ, used to indicate any time before the birth of Christ

AD
the abbreviation of *Anno Domini* (year of our Lord), used to indicate any time after the birth of Christ

BCE
the abbreviation of Before the Common Era, used to indicate any time before the birth of Christ

CE
the abbreviation of Common Era, which refers to any time after the birth of Christ

circa
a Latin word meaning 'around' or 'approximately'

decade
a period of 10 years

century
a period of 100 years

millennium
a period of 1000 years

SPOTLIGHT

SIGNIFICANCE

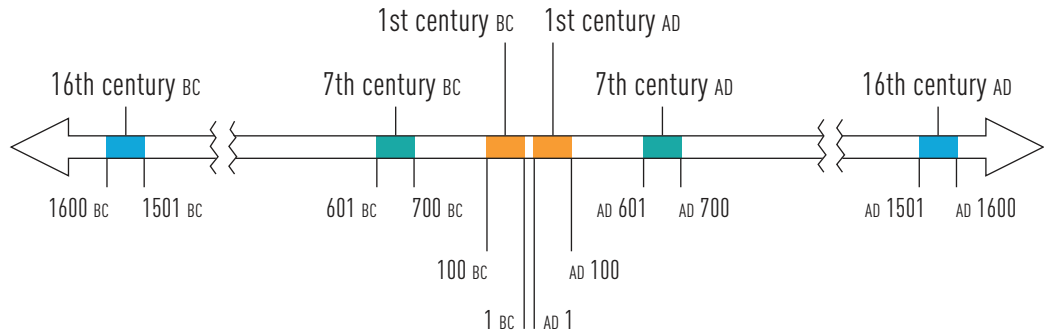
The birth of Jesus Christ is enormously significant – even for non-Christians – because the majority of the world measures time against this event.

Timelines

timeline
a visual representation of time showing a sequence of related historical events in chronological order

Timelines are a useful way to visually represent the scope of a time period, and to show the sequence of events. Source 7 gives a more immediate idea of the scope of time than the same dates presented in the table format of Source 6.

Source 9 gives a step-by-step guide to constructing timelines, including common timeline features. (A further example and activities on timelines can be found in ‘The historian’s toolkit’.)



Source 7 A timeline can give an immediate idea of the scope of time periods. Note that the year before AD 1 is 1 BC; there is no Year 0.

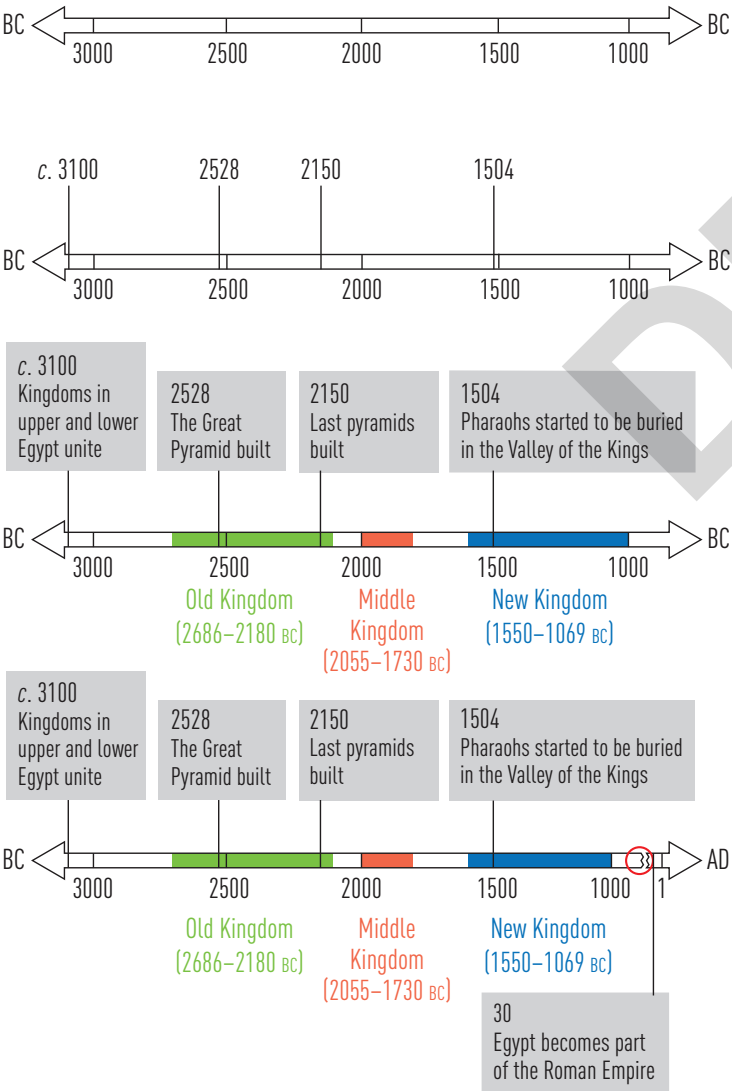
Step 1
Work out the length of time you want to represent on your timeline, such as from 3000 BC to 1000 BC. Then divide the timeline evenly into suitable blocks of time – in this case, 500 years. A timeline showing what you did yesterday might be divided into hours; one showing key events in the 20th century might be divided into decades.

Step 2
Mark specific dates onto the timeline. These dates need to be accurately plotted so that they appear in chronological order. If an exact date is not known, the abbreviation *c.* (from the Latin word *circa*, meaning ‘around’) is placed in front of it (e.g. *c.* 3100).

Step 3
Add a brief description for the dates plotted on the timeline, describing the events that took place.

Step 4
Sometimes, sections on a timeline are shaded in different colours and labelled to indicate a period or block of time, such as the different kingdoms in ancient Egypt.

Step 5
To represent a huge span of time, you may need to break your timeline into sections using a jagged line. This break shows that a section of time has been left out and will ensure that your timeline will fit on the page! Just make sure no important events fall in the time you are leaving out.



Source 8 Step-by-step guide to drawing timelines

Dating in history

Historians use various methods to date past events. For the recent past and where there are written sources it is fairly easy, but dating can be more difficult the further back we go. When there is no written record, archaeologists, palaeontologists and other scientists use a range of techniques to date ancient remains. (We examine these methods in more detail in section 1B ‘What types of sources are used in historical investigations?’) Many of these techniques determine whether an artefact or fossil is older or younger than other objects. This is known as **relative dating**. Some scientific techniques can provide an **absolute dating**. They can determine the age of an object in years, as precisely as current technologies allow.

Relative dating can also involve the historian working out the logical relationship between two events to decide which one came first. The two examples below show how the order of two events could be logically arranged.

Example 1: Which came first?

- the use of chariots by the ancient Egyptians
- the invention of the wheel.

Logically, the wheel came before the chariot, because you could not have built a chariot before the invention of the wheel.

Example 2: Which came first?

- the construction of the Great Wall of China
- the beginning of agriculture in China.

Logically, the appearance of agriculture in China was followed by the construction of the Great Wall of China. It is reasonable to assume that the construction of the wall would require much labour and time, which would not have been available to hunter-gatherers who had to spend most of their time and energy finding food.

relative dating
the process of determining the age of different objects or artefacts by comparing them with each other

absolute dating
the process of determining the age of an object or artefact in years based on its physical or chemical properties



Source 9 A relief from ancient Egypt showing a battle using horse-drawn chariots



Source 10 An artist’s impression of the building of the Great Wall of China

1.2 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

- 1 What is the Gregorian calendar?
- 2 Identify the two alternative ways of listing dates, based on the two eras of the Gregorian calendar.
- 3 What are the start and end dates of the following centuries?
 - a 3rd century BC
 - b 20th century AD
- 4 In which centuries were the following dates?
 - a AD 2020
 - b AD 1066
 - c AD 33
 - d 753 BC
- 5 Why are timelines useful for studying history?
- 6 Draw a timeline to show a decade, a century and a millennium.
- 7 Explain the difference between relative and absolute dating.

APPLY AND ANALYSE

- 8 The list below includes pairs of related events. Match the pairs correctly and then order the events in each pair. Write a sentence or two explaining the reasons for your decision on each pair.

• the beginning of agriculture around the Nile delta in Egypt	• discovery of the atom
• the first space flight	• permanent settlement by the British in Australia
• the discovery of electricity	• the appearance of horse shoes
• horses are tamed and used for transport and labour	• electric fans
• construction of the first Egyptian pyramids	• the explosion of the first atomic bomb
• the first Moon landing	• the opening of your school
- 9 Use the step-by-step guide shown in Source 9 to construct a timeline that shows these key discoveries and inventions. Then, add three more events from your own knowledge or research.

• wheel – 3500 BC	• rocket – AD 1232
• silk – 2700 BC	• car – AD 1885
• alphabet – 1100 BC	• personal computer – AD 1964
• paper – AD 900	• DVD – AD 1998
- 10 Investigate and report on the number of different calendars used in the world, such as the Jewish calendar, the Islamic calendar and the Lunar calendar.
- 11 During the French Revolution, beginning in 1789, the revolutionaries attempted to create new calendar months. What names did they choose, and why?

GO DEEPER

- 12 Locate an artefact, document or other source of evidence that interests you, either at home or in your local area. Conduct a mini historical investigation to find out more about it, following the process of historical inquiry outlined in this section.

SPOTLIGHT

RESEARCH

This is a great opportunity to conduct your first historical investigation.

HOW DO HISTORIANS AND ARCHAEOLOGISTS INVESTIGATE HISTORY?

» Outline the main features of history and archaeology

- 1 Explain the purpose and importance of the study of history. (3 marks)
- 2 What is the difference between the study of history and the study of archaeology? (3 marks)

» Outline the role of historians and archaeologists

- 3 What are the responsibilities and tasks performed by historians? In your answer, be sure to include some information about:
 - what historians investigate
 - why historians are important for us today. (5 marks)
- 4 What are the responsibilities and tasks performed by archaeologists? In your answer, be sure to include some information about:
 - what archaeologists investigate
 - why archaeologists are important for us today. (5 marks)

» Describe and explain the different approaches to historical investigation taken by archaeologists and historians

- 5 Which two experts should an archaeologist employ to assist after finding an unopened coffin covered in writing in an ancient language? Give reasons for your answer. (5 marks)
- 6 Outline the skills and technologies employed by historians and archaeologists during a historical investigation. (10 marks)

» Define terms and concepts relating to historical time

- 7 Define the following terms:

a chronology (1 mark)	e decade, century and millennium (3 marks)
b BC and AD (2 marks)	f timeline (1 mark)
c BCE and CE (2 marks)	g relative dating and absolute dating. (4 marks)
d circa (1 mark)	
- 8 Explain why some people use BC/AD and others use BCE/CE. Give examples to support your response. (5 marks)

Total marks [/50]

Check your Student obook assess for these digital resources and more:



Checkpoint
1A How do historians and archaeologists investigate history?



Interactive
Building a timeline

Check your Teacher obook assess for these resources and more:



Teacher notes
Chapter 1
Investigating the ancient past



Assess quiz
1A How do historians and archaeologists investigate history?

1A

CHECKPOINT

Marking guide

Questions with higher marks need answers with greater depth. For example:

- » 5 marks = a paragraph
- » 10 marks = 400 words

Include historical terms and concepts and give detailed examples to show your understanding.

WHAT TYPES OF SOURCES ARE USED IN HISTORICAL INVESTIGATIONS?

1.3 GATHERING EVIDENCE FROM A RANGE OF SOURCES

KEY CONTENT

In this topic you will:

- list a range of sources used by archaeologists and historians in historical investigations.

SPOTLIGHT

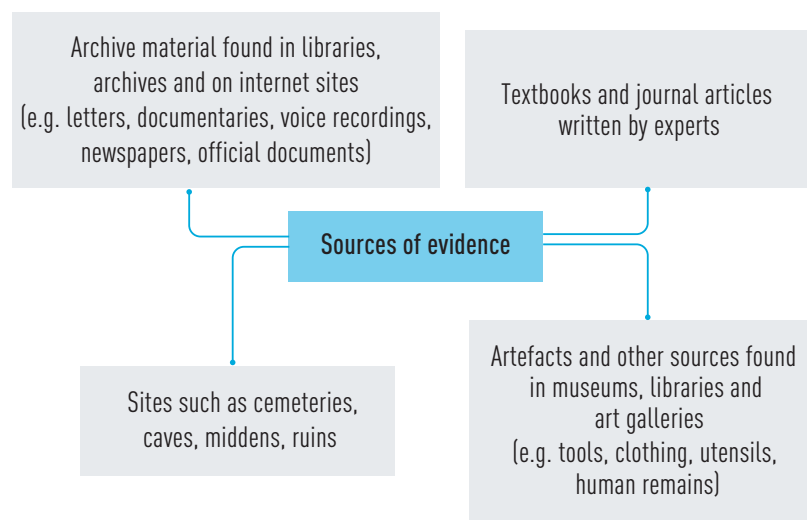
PERSPECTIVES

Historians must consider a variety of perspectives to inform their understanding. They do this by examining different sources of information.

A historian is constantly looking for and checking clues. This means looking for evidence, the information gathered from historical sources. Historians do not always agree on what the evidence is telling them, even when it is gathered from the same source. This is why historians are always searching for new sources of evidence, checking and re-checking the evidence they already have. They need to use a range of different sources to help them gain a more complete picture of the past.

Types of sources

The types of sources that historians might use to gather evidence are summarised in Source 1. These can include the written evidence of eyewitnesses who observed an event. Evidence can also come in the form of artefacts and objects – tools, weapons and household items – or in the form of buildings and other physical remains from the past. Evidence from the more recent past can be found in photographs, films and sound recordings.



Source 1 Some sources of evidence for a historical inquiry

Evaluating sources

Historians evaluate a source by asking questions such as:

- How old is the source?
- Who made or created it, or where did it come from?
- Is it from a trustworthy source?
- What motives might have been behind its creation?
- Are there any gaps and silences in the evidence it presents? (Is there anything missing, has it been damaged, has the creator deliberately left something out – if so, what and why?)

They also consider whether the source is a **primary source** or a **secondary source**.

Primary and secondary sources

Historians classify sources of evidence into two categories:

- Primary sources are objects created or written at the time being investigated, such as during an event or very soon after. Examples of primary sources include official documents, such as laws and treaties; personal documents, such as diaries and letters; stone carvings and other artefacts. **Oral history** is also considered a primary source, even if it is being told many years later. This is because the memory was created at the time.
- Secondary sources are written accounts about the past that were created after the time being investigated, or objects that were created after the event. They often use or refer to primary sources and present a particular interpretation. Examples of secondary sources include writings of historians, encyclopaedia entries, documentaries, history textbooks and websites.

primary source

a source that was created during the time being studied

secondary source

a source that was created after the time being studied

oral history

the collection of historical information through interviews or recordings of people telling their story or memory of the past



Source 2 A photograph taken in 1922 shows British archaeologist Howard Carter leaving the tomb of Tutankhamun. The artefacts shown in the photograph and the photograph itself are primary sources because the artefacts were made during the rule of the ancient Egyptians and the photograph was taken at the time of the discovery of the tomb.



Source 3 An illustration shows Howard Carter inside the tomb of Tutankhamun. The illustration is a secondary source because it was drawn by an artist long after the discovery of the tomb in 1922. It is only a representation of the inside of Tutankhamun's tomb, even though it is based on a photograph taken at the time of its discovery. If the artist had been present inside the tomb, then the illustration could be considered a primary source.

Oral history

Some cultures, such as that of the Indigenous peoples of Australia, have oral cultures. This means that their records were not written but were preserved in other forms. With no form of writing, their records were preserved in the paintings they left, as well as the ceremonies, rituals, stories, laws and traditions that they have passed on. Historians and anthropologists rely on sources such as these when searching for evidence of their history.

SPOTLIGHT

ANALYSIS AND USE OF SOURCES

It can be difficult to determine which sources are accurate and which are problematic. Reading widely helps uncover the most accurate information.

Digital sources

An internet search can provide a huge amount of possible source material for historians and researchers. However, as anyone can post material online, the reliability of the material needs to be evaluated, in the same way that any historical source would be evaluated and checked against other sources. More reliable sources may be found at websites of government organisations (.gov), academic institutions (.edu), museums and libraries. These websites have material that has been written, edited and reviewed by experts.

1.3 SOURCE STUDY

Evaluating sources

In the digital age, where so much information is available, it is even more important to gather information from a variety of reliable historical sources when seeking an answer to a question. Look carefully at the following sources related to the Colossus of Rhodes, reportedly the tallest statue built in ancient times and one of the Seven Wonders of the ancient world. It was built on the Greek island of Rhodes.

Source 4

The project was commissioned by the Rhodian sculptor Chares of Lindos. To build the statue, his workers cast the outer bronze skin parts. The base was made of white marble, and the feet and ankle of the statue were first fixed. The structure was gradually erected as the bronze form was fortified with an iron and stone framework. To reach the higher parts, an earth ramp was built around the statue and was later removed. When the colossus was finished, it stood about 33 m (110 ft) high ... The construction of the Colossus took 12 years and was finished in 282 BC. For years, the statue stood at the harbor entrance, until a strong earthquake hit Rhodes about 226 BC.

Rhodos travel service—/www.rodos.com/index.htm

Source 5

Even as it lies it excites our wonder and admiration. Few men can clasp the thumb in their arms, and its fingers are larger than most statues. Where the limbs are broken asunder, vast caverns are seen yawning in the interior. Within it, too, are to be seen large masses of rock, by the weight of which the artist steadied it while erecting it.

Pliny the Elder, Roman author (AD 23–79)



Source 6 A modern artist's interpretation of the Colossus of Rhodes

Source 7

As fate would have it, however, an untimely end was destined for the Colossus. In 224 BC, only sixty-five years after its completion, the statue was toppled by a strong earthquake, crushing many houses as it fell. King Ptolemy III immediately offered to pay for it to be rebuilt, but the Rhodians had been warned by an oracle to let it lie and so declined his generous offer. The statue lay where it fell for over 875 years until Arab invaders pillaged its remains and sent the scrap metal to Syria, where it was carried off on the backs of 900 camels to be melted down – probably into bronze lamps. Nothing of the Colossus remains today, and the site upon which it once stood has not been securely identified.

www.amazingart.com/seven-wonders/colossus.html

Source 8

Colossus of Rhodes (Gk. kolossos, 'a more than life-size statue'), a bronze statue of the Greek sun-god Helios, one of the Seven Wonders of the ancient world. Erected to commemorate the successful defence of the city against a siege in 305–304 BCE, it stood at the entrance of the harbour (the tradition that it stood astride the entrance is discredited), and was 70 cubits high (30–35 m, 100–115 ft). It was completed c. 280 BCE and overthrown by an earthquake c. 224 BCE.

Oxford Companion to Classical Literature, Oxford University Press

INTERPRET

- 1 Create a table with headings as shown below. Rank the sources from most (1) to the least (5) reliable or trustworthy (think about who created them, and why). Justify your choices.
- 2 Form small groups to answer the following questions, based on your evaluation of the sources' reliability.
- 3 Which is the primary source? At what point in the history of the statue was it written?
- 4 What are the limitations of the sources? Consider what historians still don't know.

1.3 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

- 1 List some of the types of sources used by historians.
- 2 What is the difference between a primary source and a secondary source?
- 3 Classify each of the sources below as either a primary source or secondary source. Explain the reasons for your answers.
- 4 What methods and sources do you think historians and other scholars would use when investigating the history of a people with an oral culture?
- 5 Explain why material on the internet needs to be carefully evaluated.

1.4 METHODS AND SOURCES USED IN HISTORICAL INVESTIGATIONS

KEY CONTENT

In this topic you will:

- list a range of sources used by archaeologists and historians in historical investigations.

Sometimes historians (or just ordinary people) accidentally find something of historical importance. For example, they might notice something unusual about the landscape that suggests that something intriguing lies beneath the surface of the earth, or they stumble across an interesting and unexpected artefact that leads them to investigate a site more closely. Other times, historians know exactly what they are looking for, but they have to use a variety of methods to uncover and correctly identify the historical treasures they are seeking.

Locating archaeological sites

Earlier, we looked at the approach taken by archaeologists when excavating archaeological sites underwater and underground. Sometimes these sites are located during a search, with help from aerial photographers, geophysical surveyors, sonar technologists and other specialists. One site that is easy to locate from the air is the Serpent Mound of Ohio in the United States (see Source 9). Historians believe it may have been built by the Native American Adena people who are thought to have lived in the area for a millennium from about 800 BC.

Archaeological sites are sometimes found by accident, when a field is being ploughed or when the foundations of a building are being dug. Sometimes artefacts are revealed after they are uncovered by floods, landslides or erosion.

The 5000-year-old remains of Ötzi the Iceman (see Source 9) were found by hikers in 1991, after an unusually warm summer melted ice high up in the Ötztal Alps on the border between Austria and Italy.



Source 9 The remains of Ötzi the Iceman

SEE, THINK, WONDER

Look at Source 10.

What do you see?

What do you think?

What does it make you wonder?



Source 10 The Serpent Mound

Dating methods

Many of the experts called on to help historians and archaeologists with their investigations use the latest technologies to work out the likely age of sources. Some techniques are absolute dating techniques, which assess the age of the source as precisely as possible. Others are relative dating techniques, assessing whether sources are older or younger than other sources.

Stratigraphy

Stratigraphy is a relative dating technique. It involves looking at the different layers of earth (known as strata) where an artefact or fossil is found. The assumption is that – like at the local rubbish tip or in an untidy bedroom – the oldest objects are at the bottom of the pile and the most recent objects are closer to the top (see Source 11). Note that a thicker layer (or stratum) would indicate a longer time period than a very thin layer.

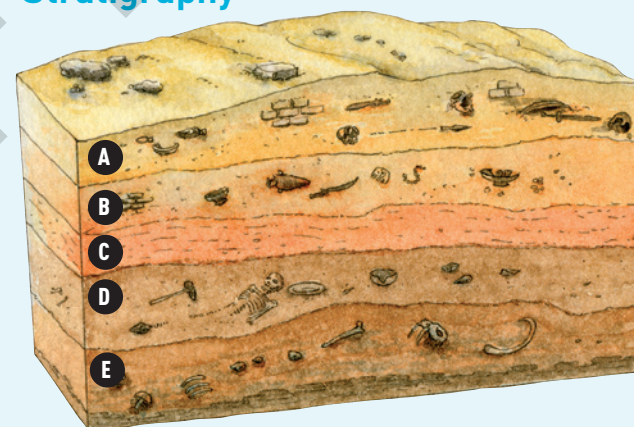
Stratigraphy is not an exact science, however, because natural disasters such as earthquakes and landslips can change the way strata are arranged.

stratigraphy

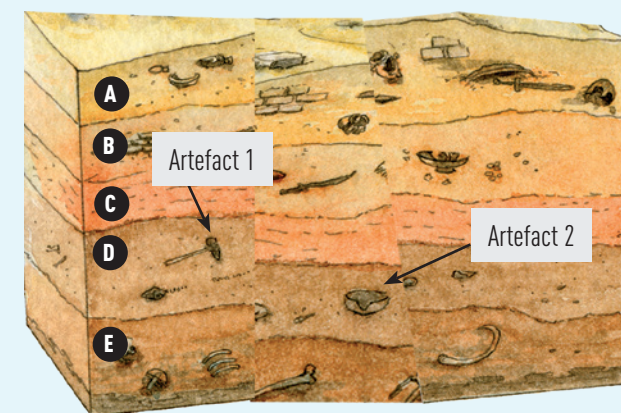
a method used to determine the approximate (or likely) age of remains from the past based on the strata (or layers) of earth or rock in which they were found

1.4 SOURCE STUDY

Stratigraphy



Source 11 A diagram showing how different artefacts can be found in different strata, generally arranged according to their age



Source 12 A diagram showing how strata can be disrupted as a result of an earthquake

INTERPRET

Look carefully at Source 11.

- Which layer is likely to provide the oldest sources?
- Which layer do you think is likely to have the more recent sources – D or B?
- Why do you think layer C contains no historical sources?
- Imagine there was an earthquake. It affected the middle section of this part of earth. Look carefully at Source 12. Explain why it would be misleading for an archaeologist to say that Artefact 2 was older than Artefact 1.

Radiocarbon dating

Radiocarbon dating is an absolute dating technique. It uses complex instruments to work out how much Carbon-14, a particular form of carbon, is still present in once-living remains. All objects that were once living things – plants, wood, human remains, parts of animals – contain Carbon-14. The Carbon-14 drops at a constant rate after the object dies. Scientists can determine when an organism died and therefore how old it is by measuring the amount of Carbon-14 left in the organism's remains.

dendrochronology
a method used to estimate the age of trees by counting the rings in the cross-section of tree trunks once they have been cut down

thermoluminescence dating
a scientific method used to estimate the age of objects; it involves heating an object to help experts measure how much radiation the object can store and therefore judge how old it is

fluorine dating
a scientific method used to estimate the age of objects by measuring the amount of fluorine they contain

DNA
the abbreviation of deoxyribonucleic acid; DNA is found in the cells of all known living organisms; it is the unique genetic code of each living thing



Source 13
A cross-section of a tree trunk, showing the new rings that grow each year

Dendrochronology

Dendrochronology dates a tree by counting the rings in a cross-section of its trunk. For each year in a tree’s life, a new ring forms. The rings vary in shape and width depending on climate and weather conditions. Sometimes experts can calculate the relative age of wooden artefacts, such as bowls or floorboards, by matching the ring patterns with the same species of locally growing trees.

Thermoluminescence dating

Thermoluminescence dating is used to date objects that contain particles of crystal, such as clay pots and stone objects. Scientists heat the objects to very high temperatures and measure the light that is released. They can then use these measurements to work out the relative age of the material.

Fluorine dating

Bones can be dated using **fluorine dating**. Bones absorb fluorine from the surrounding soil and groundwater (water that lies below the surface of the ground). The longer they are immersed, the more fluorine they absorb, allowing scientists to assess their relative age.

DNA analysis

Historians often rely on **DNA** analysis to explore genetic links between ancient remains. For example, DNA analysis has been used as evidence to support theories about early human migration or family links when investigating the remains of bodies such as Egyptian mummies. More recently, new methods of DNA testing have identified plant DNA from the *amphorae* found in ancient shipwrecks. This new evidence has enabled archaeologists to change their theories about the types of goods carried by traders in ancient Greece.

1.4 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

- 1 Identify the experts whose skills can be used to locate an archaeological site.
- 2 Identify dating methods that determine:
 - a an absolute dating
 - b a relative dating.
- 3 Identify the techniques that would be useful in analysing:
 - a the ancient human remains found in Source 9
 - b *amphorae* found in ancient shipwrecks.

APPLY AND ANALYSE

- 4 Draw a concept map to summarise your knowledge about techniques used by archaeologists and scientists to analyse sources of evidence. Include sketches and information about the types of sources relevant to each method and the evidence that can be gained.
- 5 With a partner, study the cross-section of the tree trunk shown in Source 13. Work out how old this tree is and share your findings with your partner. Discuss any differences.

EVALUATE AND CREATE

- 6 Draw and label a diagram to show your understanding of what radiocarbon dating involves.

WHAT TYPES OF SOURCES ARE USED IN HISTORICAL INVESTIGATIONS?

» List a range of sources used by archaeologists and historians in historical investigations

- 1 List the different types of sources used by archaeologists and historians in their investigations, including examples of tools and techniques used to identify and classify these sources. (10 marks)
- 2 What are three benefits of artefacts for historians studying an ancient society? (3 marks)
- 3 What are three limitations of artefacts when studying history? (3 marks)
- 4 What are three questions historians might ask to evaluate a source? (3 marks)
- 5 What does it mean if a site is found by accident? Give two examples to support your answer. (4 marks)
- 6 How does technology help historians and archaeologists to study the past? (4 marks)
- 7 How can written and archaeological sources work together to enhance our understanding of history? (4 marks)
- 8 Explain the value and limitations of oral histories. (10 marks)
- 9 Identify whether the following statements are true or false. (10 marks)

Statements	T/F
a All sources are useful, even if they only tell one part of the story.	
b Secondary sources have more value to historians than primary sources.	
c Oral histories are usually unreliable.	
d Indigenous rock paintings are primary sources.	
e Oral histories are primary sources.	
f Stratigraphy can be useful for studying chronology.	
g <i>The Diary of Anne Frank</i> is a secondary source.	
h Good historians study a range of sources.	
i Egyptian mummies are an example of a secondary source.	
j Primary and secondary sources have limitations.	

Total marks [/50]

1B

CHECKPOINT

Marking guide

Questions with higher marks need answers with greater depth. For example:

- » 5 marks = a paragraph
- » 10 marks = 400 words

Include historical terms and concepts and give detailed examples to show your understanding.

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1B What types of sources are used in historical investigation?

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Chapter 1 Investigating the ancient past

Assess quiz

1B What types of sources are used in historical investigation?

HOW DO HISTORIANS AND ARCHAEOLOGISTS INVESTIGATE HISTORICAL MYSTERIES?

1.5 INVESTIGATING HISTORICAL MYSTERIES

KEY CONTENT

In this topic you will:

- use the process of historical investigation to examine a historical controversy or mystery.

In this section we will look at some historical mysteries that have puzzled modern historians and archaeologists. In doing so, we can learn how historians and archaeologists went about solving some of the mysteries of the ancient past. We will also consider the key historical concepts that helped historians investigate and understand the past in order to solve these mysteries.

The mystery of Tollund Man

Tollund Man was found more than 2 metres below the surface of a **peat** bog near Tollund, Denmark, in 1950. The eyes and mouth of the man were closed. He was about 150 cm tall, and appeared to have died around the age of 40. He was found wearing a pointed sheepskin cap and a belt made from animal hide. His body was in a foetal position (with his knees drawn up and his arms tucked in). A narrow strip of leather was tied around his neck. Historians are not completely sure why Tollund Man died, though most think he was sacrificed. Various scientific methods have been used to test the remains in an effort to find out more about this historical mystery. Some of the findings of this research and testing are detailed in Source 2.

peat
decomposed vegetable matter that can be dried and burned as fuel

Source 1 Tollund Man's remains were so well preserved by the peat that the people who found him thought he was a recent murder victim. What is left of his remains is displayed in the Silkeborg Museum in Denmark.



1.5 SOURCE STUDY

Investigating Tollund Man

Source 2 Some of the findings about Tollund Man

Source of evidence	Findings based on historical investigations and dating methods
His remains	Radiocarbon dating confirmed he died about 350 bc.
Vegetable soup containing barley, weeds and seeds in his stomach	The food was in the large intestine, suggesting it was eaten less than 24 hours before death. Some of the seeds appear in the region only in spring.
Position of the body	The body was placed in a foetal position, with eyes and mouth closed after death – such care and respect is unlikely for a murder victim or an executed criminal.
Text of Roman writer Tacitus (AD 56–117). He said of Germanic people 'to the north': 'They hang traitors and renegades in trees; cowards, evaders and unnaturally immoral people they lower into filthy swamps and cover them with branches.'	Further research has confirmed that these same Germanic people worshipped a goddess of spring during ceremonies at which slaves were sacrificed.
Peat around the body	Radiocarbon dating confirmed this to be about 2000 years old.
Scars on the soles of this feet	He sometimes went barefoot.
Location of the body	Ancient Germanic people regarded watery marshes as places where they could talk to their gods and goddesses.

INTERPRET

Read the information in Source 2 to answer the following questions.

- 1 Tollund Man appears to have been strangled.
 - a What evidence is there that Germanic people hanged traitors?
 - b Does the treatment of the body after death suggest Tollund Man was a traitor? Explain why or why not.
- 2 It is believed that Tollund Man died in the spring.
 - a How did researchers determine that he died in the spring?
 - b Why was that timing significant when trying to understand why this man might have died?

Key concepts for historical inquiry

Historians use six concepts to help them investigate and understand the past. These are very useful when they are developing their inquiry questions, analysing sources of evidence, and forming their opinions and hypotheses.

Sometimes you will use one of these concepts to help with your historical inquiry, while at other times you may use several at once. As you learn to apply each concept, you will begin to think like a historian. The six historical concepts are:

- continuity and change – aspects of the past that have remained the same or have changed over time
- cause and effect – the reasons for a historical event or development, and the effects or outcomes of the event as a result
- perspectives – the points of view of historians analysing historical events or issues, which may lead to differing interpretations of the same event; historians also take into account the perspectives of people who wrote or created the source material they are analysing

SPOTLIGHT

EXPLANATION AND COMMUNICATION

Historical inquiry can only be effective if historians learn to develop an argument, supporting it with evidence from a range of sources.

- empathetic understanding – the ability to understand the points of view of others, which allows historians to enter into the world of the past and appreciate motivations and values that may be different from their own
- significance – the importance of an aspect of the past, such as an archaeological site or a past event
- contestability – different interpretations of the past.

These historical concepts are explained in more detail in ‘The historian’s toolkit’ chapter, which you can refer to throughout the year to help you with your study and understanding of historical inquiries.

Source 3 Archaeologists carefully remove dirt to uncover buried artefacts.



1.5 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

- 1 Copy the graphic organiser in Source 4 and provide at least one example that relates to each of the historical concepts. Examples could come from investigations and material from this chapter. Add to your organiser as you progress through your depth study topics this year.



Source 4 Key historical concepts

APPLY AND ANALYSE

- 2 Understanding perspectives: write two or three paragraphs about what you remember happening in the classroom during your previous history class. Share what you have written with others in a small group. Then discuss what this exercise taught you about the situation historians face when presented with different recounts.

GO DEEPER

- 3 Conduct research to find out how historians and archaeologists have investigated other ancient human remains and write a 200-word report that summarises:
 - how they were discovered
 - theories about how they died
 - sources used in the investigation.
 Suggestions include Lindow Man, Juanita the Ice Maiden, the Chimú Children of Huanchaco Peru, Windeby Girl, Narrabeen Man.

HOW DO HISTORIANS AND ARCHAEOLOGISTS INVESTIGATE HISTORICAL MYSTERIES?

» Use the process of historical investigation to examine a historical controversy or mystery.

- 1 Identify three issues about Tollund Man that remain a mystery to historians. (3 marks)
- 2 What are three questions historians might have asked when first examining the remains of Tollund Man? (3 marks)
- 3 What evidence is there that Tollund Man’s society used animals for resources? (4 marks)
- 4 Explain why historians suggest that Tollund Man’s death is connected to religious practices. (5 marks)
- 5 Explain why historians think it is unlikely that Tollund Man was a traitor. (5 marks)
- 6 Earlier in this chapter you developed three inquiry questions about aspects of the Sphinx that particularly interested you.
 - a Choose one of the questions and write a hypothesis stating the most likely explanation in answer to the question.
 - b Use the internet or library to locate and select sources that will be useful in providing evidence that will test your hypothesis.
 - c Classify your sources as either primary or secondary sources.
 - d Summarise the key points of any evidence that your sources provide.
 - e Confirm or modify your hypothesis, and present your findings and conclusions in the form required by your teacher. This may be an essay, oral presentation, PowerPoint display, multimedia presentation or some other form. (10 marks)
- 7 Select one historical mystery of your choice and find out how the historians and archaeologists who have studied it so far have gone about conducting their investigations. Suggestions include the Pharos Lighthouse, Angkor Wat, Teotihuacan, Atlantis. Consider:
 - their hypotheses
 - the tools and methods they used
 - the sources of evidence they used. (20 marks)

Total marks [/50]

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1C How do historians and archaeologists investigate historical mysteries?



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Lindow Man

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Teacher notes
Chapter 1
Investigating the ancient past



Assess quiz
1C How do historians and archaeologists investigate historical mysteries?

1C

CHECKPOINT

Marking guide

Questions with higher marks need answers with greater depth. For example:

- » 5 marks = a paragraph
- » 10 marks = 400 words
- » 20 marks = 600 to 800 words

Include historical terms and concepts and give detailed examples to show your understanding.

WHAT DO SOURCES REVEAL ABOUT AUSTRALIA'S ANCIENT PAST?

1.6 SOURCES FROM ANCIENT AUSTRALIA

KEY CONTENT

In this topic you will:

- locate and describe a variety of sources for ancient Australia
- investigate what these sources reveal about Australia's ancient past.

The study of ancient Australia includes the stories and artefacts of Aboriginal and Torres Strait Islander peoples, who have the world's oldest continuous cultures. There are two types of sources that can be used to investigate Australia's ancient past: oral accounts and archaeological evidence.

Oral accounts of Aboriginal and Torres Strait Islander peoples

Oral accounts are the collected stories that Indigenous peoples used to tell their story and record their customs, rituals and laws. This oral tradition does not operate on a timeline from the oldest to the most recent, rather their history centres on the importance of home, place and country. It tells stories about places rather than times or historical periods. For example, **Dreaming** stories explain the origins of life and are passed on from generation to generation (see Source 1).

Dreaming, the time of creation and the origin of all things, according to the beliefs of Aboriginal and Torres Strait Islander peoples

Source 1

The story I am telling is about my fathers in the Dreamtime who made the stars travel across the sky ... They were not made randomly, but by the Japaljarri-Jungarrayi Dreaming who created the Milky Way and carried stars and witi poles [logs, set on fire at one end to provide light] as he travelled ... We were taught about these Dreamings by our grandfathers, fathers and elder brothers. The [people to the north and west of Alice Springs] instructed us in the Warlpiri law and told us not to forget what we had been taught ... I am now telling the Dreaming of the Milky Way, all of those millions of stars up above us, as I was told it by our old men.

Paddy Japaljarri Sims, 'Yiwarrakurlu/Milky Way' in Warlukurlangu Artists, Kuruwarri/Yuendumu Doors, Australian Institute of Aboriginal Studies, Canberra, 1987, Door 29, p. 127

Archaeological evidence

Because there is no written evidence in the traditional Western understanding, archaeologists also rely on the remaining archaeological evidence. Sources of evidence include burial sites and middens, rock engravings and rock paintings, and artefacts such as tools and fossils. Sources 2 and 3 are examples of these archaeological sources. (Examples of ancient paintings can also be seen in Source 8.)

1.6 SOURCE STUDY

Archaeological evidence of ancient Australia



Source 2 Middens, such as this one at Boulder Point in Tasmania, are places where people have left the remains of their meals, such as shells and bones. The charcoal remains of fireplaces and artefacts such as tools can also be found at these sites.



Source 3 Rock engravings at West Head near Sydney's northern beaches. This engraving depicts fish and an eel.

INTERPRET

Study Sources 2 and 3.

- Describe each source in your own words.
- Which scientific dating techniques could be useful in analysing each of these sources?
- What is the value of these sources for educating historians about life in ancient Australia?
- What aspects of society aren't represented in these sources?
- Use the sources and question starters such as *who*, *what*, *where*, *when*, *why* and *how* to develop three inquiry questions about ancient Australia.

1.6 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

- What are the two types of sources used to investigate the history of Australia's Indigenous people?
- What are Dreaming stories?

APPLY AND ANALYSE

- How is the Aboriginal and Torres Strait Islander tradition of recording history different from the Western/European tradition?

1.7 MYSTERIES OF ANCIENT AUSTRALIA

KEY CONTENT

In this topic you will:

- locate and describe a variety of sources for ancient Australia
- investigate what these sources reveal about Australia's ancient past.

Human occupation in ancient Australia

Non-Indigenous Australian experts now agree that Australia has been occupied for at least 60 000 years. This theory is based on the idea that Indigenous peoples came to Australia from South-East Asia during one of the last ice ages. During the ice age, sea levels were lower and it would have been easier for people to move from islands around what is now Indonesia into northern Australia. It is important to note that some Indigenous Australians believe that their ancestors originated here, rather than that they arrived from elsewhere.

Archaeological evidence of humans in Australia

In the 1960s, experts suggested that Indigenous peoples had lived in Australia for 9000 years. By 1980, that figure had extended to between 35 000 and 40 000 years, and since then archaeologists have continued to revise this estimate. Archaeologists today generally agree that the evidence for human occupation in Australia dates back to around 60 000 years ago. However, thermoluminescence dating in the Northern Territory suggests that it could even be up to 120 000 years ago. Rising sea levels have covered what would have been the earliest occupation sites, meaning that we may never know for sure. New technologies or discoveries could provide further evidence in the future. Without written records, historians must rely on archaeological evidence to reconstruct the past.

Important sources of evidence about ancient Australia are human remains found at Lake Mungo in New South Wales and Kow Swamp in Victoria, as well as the Bradshaw/Gwion Gwion paintings located in Western Australia's Kimberley region.

Source 4 The Willandra Lakes, including the ancient lake bed called Lake Mungo, is one of Australia's World Heritage-listed sites. Archaeologists have uncovered ancient burial and cremation sites and the fossils of giant marsupials at Lake Mungo.

Lake Mungo

In 1969, some burned bones were spotted by chance by a motorcyclist in the Willandra Lakes World Heritage Area in far western New South Wales. As the motorcyclist was also a scientist, he decided to investigate. The remains, later called Mungo Woman, were scientifically dated to about 25 000 years ago. The woman had been cremated and her bones buried, with evidence of ceremony. Five years later, another skeleton was found, this time intact. It was called Mungo Man. The man had been buried ritually after his remains were first smeared with red ochre. At first it was thought that Mungo Man lived 28 000 to 32 000 years ago, but new technologies in 1999 estimated that he lived up to 62 000 years ago. This was considered impossible by many scientists who accept the 'Out of Africa' theory, so a panel of experts met in 2003 to examine the evidence. They used optically stimulated luminescence dating methods across four different laboratories and determined that both Mungo Man and Mungo Woman lived 40 000 to 42 000 years ago.



Source 5 Mungo Man

Kow Swamp

Kow Swamp is the location of the biggest ancient burial site found in Australia so far. Optically stimulated luminescence has found that the remains are around 20 000 years old, which is older than previously thought. About 10 000 to 12 000 years ago, Kow Swamp was a large lake. The grave site was located on its then south-eastern edge. The first of the remains (a partial skeleton) was found in 1968. Within four years, archaeologists had uncovered the remains of about 40 people.

The physical appearance of the Kow Swamp skulls puzzled scholars. They had wide faces, prominent jaws and teeth, flat and receding foreheads, and heavy brow ridges. In fact, they more resembled the distant human ancestor scientists call *Homo erectus*. The reality is that they are much younger than the remains found at Willandra Lakes. One recent theory is that the stocky, robust shape of the Kow Swamp people was a result of their adapting to climate stress. Some 20 000 years ago, the world was at the peak of its last **glacial**. The research continues, with new tests applied and new theories put forward to find out more about these remains and their place in Australia's past.

glacial

a period of extreme cold during an ice age



Source 6 Three skulls – front: *Homo habilis*, 1.88 million years old, from Kenya; centre: *Homo erectus*, 13 000 years old, from Kow Swamp, Victoria, Australia; back: *Homo sapiens*, 13 000 years old, from Keilor, Victoria

CONTESTABILITY

The Gwion Gwion rock paintings have been interpreted in different ways by historians, even though they are examining the same evidence.

The Bradshaw or Gwion Gwion rock paintings

The Bradshaw or Gwion Gwion rock paintings are located in Western Australia's Kimberley region. Gwion Gwion is the name local Aboriginal people use for the area. A European cattleman, Joseph Bradshaw, spotted the paintings in 1891 while looking for land for his animals. He noticed that they were quite different from other Indigenous art he had seen. In fact, he said, '[l]ooking at some of the groups, one might think himself viewing the painted walls of an Egyptian temple'.

Thermoluminescence dating indicates some of the paintings could have been made 17 000 years or more ago. Some experts think they are three times as old. They are dispersed over what scientists think could be up to 100 000 sites. Scholars contest who created these paintings. Many insist they were painted by ancient Indigenous people. Some argue that they reveal evidence of a farming culture, perhaps an ancient Asian culture pre-dating the last glacial.

The amateur archaeologist Grahame Walsh, who has studied these paintings in detail over a long time, holds this latter view. Some argue that his position is racist. His claims have upset some Aboriginal groups and are strongly contested by some academic scholars.

1.7 SOURCE STUDY

The Bradshaw or Gwion Gwion rock paintings

Source 7

... And the first site, I actually went to with a traditional owner. I knew it was a deeply religious ... experience to go there. As he approached the site he'd stop and he'd talk to stones – just boulders. Then I heard him mention my name ... He was giving my background to the Wandjinas [creator spirits of some Indigenous groups, which were believed to bring rain], as it turned out. Wandjina art ... [is] relative to living cultures of today, so it's the art that was practised at the time of European contact ... the Bradshaw art represents a culture of an unknown, vastly different time and different resources.

Grahame Walsh,
www.abc.net.au/austory/transcripts/s696261.htm



Source 8 An example of the Bradshaw or Gwion Gwion rock paintings. Some depict people with hair decorations, tassels and perhaps clothing. Some depict boats with rudders.

Source 9

'No', they said 'no'. That was human long, long time before our time. But we can't tell the truth because we don't know they said. Not any Aborigines in the Kimberley know about Bradshaw painting.

Billy King, Ngarinyin Elder, www.abc.net.au/austory/transcripts/s696261.htm

Source 10

... I, as an academic, would certainly say that we have two distinct groups of styles of art. I wouldn't doubt that both were painted by Aboriginal people ... Grahame does certainly genuinely believe that he's recording the art and he's interested in its conservation, preservation, and all else is outside it. But living in Australia in these years, that's just about impossible. In an area where there are land claims, where there are traditional Aborigines still living, I think to say that nothing else impinges [has an impact] is an impossibility. And a bit naive, and a totally different world to, say, [the one] we were both living in when I met him in the 1960s.

John Mulvaney, <http://www.abc.net.au/austory/transcripts/s696261.htm>

Source 11

Well, this, they call them Bradshaws, but by right it's Gwion Gwion. That's the figure – that word now people used to call them before white man came. Gwion Gwion. The people put it up there – our great, great ancestors, before you know. Through the past generation that picture was there before any European people came, and then they pass them from generation to generation. And now it's with us, in the 20th century.

Donny Woolagoodja, a Warwa man from Mowanjumb, in the far north-west of the Kimberley,
http://www.abc.net.au/dimensions/dimensions_in_time/Transcripts/s578480.htm

Source 12

An indication of the types of boats that were used by Aboriginal people during the peak of the ice age can be gained from the ancient Kimberley rock paintings known as Bradshaw or Gwion Gwion art ... The Bradshaw paintings include graceful images of people, often with bent knees, long head-dresses, and decorative adornments, and commonly holding boomerangs or other objects... The dancers in a corroboree photographed at Pago (in the north Kimberley, near Kalumburu) during the 1930s are strikingly similar to those shown in Bradshaw paintings ... It therefore seems reasonable to conclude that the Bradshaw people were among the ancestors of modern Aborigines ...

Dr Phillip E. Playford,
Aboriginal Art and Culture in the Kimberley and Adjoining Areas: A Historical Perspective,
<http://www.kimberleysociety.org/past08.html>, 2 April 2008

INTERPRET

- 1 What is Grahame Walsh's view about the origins of these paintings? Why does he have this opinion?
- 2 Donny Woolagoodja contests Walsh's view. What is his perspective on the paintings?
- 3 What evidence does Dr Phillip Playford use to support a view that the people in the Bradshaw paintings were the ancestors of Aboriginal people?
- 4 Source 10 is a quote from John Mulvaney.
 - a What is his perspective on this issue?
 - b As a class, discuss why he might say that Walsh is being a 'bit naive'.
- 5 What is Billy King's perspective?
- 6 Which perspective do you believe is the most credible? Give reasons for your position.

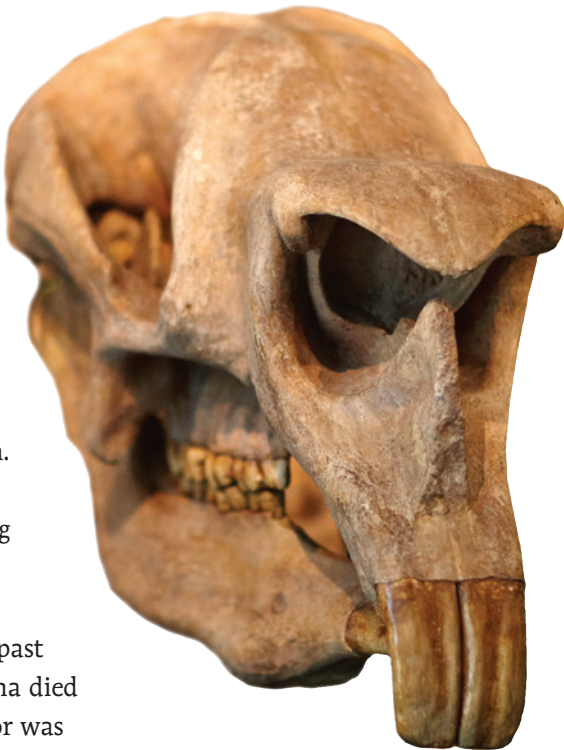
SIGNIFICANCE

Although there is dispute about the cause of the megafauna's extinction, the effect is the same. Either human behaviour or climate change caused the eradication of Australia's megafauna.

The fate of Australia's megafauna

The Australian megafauna were giant marsupials – wombats, emus and kangaroos – that once lived in Australia but became extinct about the same time as the appearance of Indigenous peoples. Source 13 shows an example of megafauna – the diprotodon (di-PRO-toe-don). Its name means ‘two forward teeth’. The diprotodon was a herbivore measuring 3 metres long and 2 metres high. It is believed to have been widespread in Australia 1.8 million years ago, disappearing about 40 000 years ago.

In recent years, one of the most intense debates associated with Australia's ancient past has been the question of how the megafauna died out: were Indigenous hunters responsible, or was it caused by climate change? Source 15 presents the arguments for both sides of the debate.



Source 13 A diprotodon fossil, discovered at Lake Callabonna, South Australia



Source 14 An artist's impression of Australian megafauna, with a diprotodon shown centre rear

Source 15 Arguments for and against the view that human activity was responsible for the extinction of megafauna in ancient Australia

The case for human activity	The case for climate change
<p>We have clear proof that human activity in the form of hunting led to the extinction of megafauna in other parts of the world, especially in North America.</p> <p>Even if the Indigenous peoples in Australia didn't hunt and kill off the megafauna, their practice of fire-stick farming (burning off large areas of bush) changed the environment to one less favourable for large animals.</p> <p>There is an archaeological site at Cuddie Springs in New South Wales that seems to offer evidence that Indigenous people cut up megafauna for food. We have bones with cut marks on them.</p>	<p>Drastic climate change during the last ice age resulted in extremely dry and windy conditions. It was a very cold drought. The megafauna had to stay close to the remaining limited supplies of water in order to survive. The result was that they ate all the food available near the water. This led directly to their extinction.</p> <p>Humans arrived in numbers around 50 000 to 60 000 years ago, but the megafauna only died out 25 000 years ago. That meant that megafauna and humans had lived together for 25 000 to 30 000 years before the megafauna became extinct. We need to look at something other than the arrival of human hunters to explain the extinction.</p> <p>All that the site at Cuddie Springs proves is that megafauna died there. It does not mean that they were killed by hunters. The animals could have died near the springs due to lack of food.</p>

1.7 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

- 1 According to the archaeological evidence, what is the earliest agreed-upon date of Indigenous occupation of the Australian continent? How is this different from the version offered by the oral tradition of Indigenous peoples?
- 2 Outline three instances where archaeologists, historians or Indigenous peoples have differing perspectives or interpretations about ancient sources in Australia.

APPLY AND ANALYSE

- 3 How has technology enhanced our understanding of the human remains at Lake Mungo?
- 4 Conduct research on Australian megafauna.
 - a What are megafauna?
 - b Find out about three different megafauna that lived in ancient Australia.
 - c Review the arguments set out in Source 15 that offer key parts of the case for both sides of the argument on how Australian megafauna died out. Identify the strongest and weakest argument for each side, giving reasons for your answer.
 - d Write a 100- to 200-word informative and persuasive text answering the question 'What caused the extinction of the Australian megafauna?'

GO DEEPER

- 5 The Willandra Lakes Region is one of Australia's World Heritage-listed sites. On UNESCO's World Heritage website, find the description and video for the Willandra Lakes Region then complete the following activities.
 - a List the types of archaeological evidence found in this region.
 - b What does this evidence tell archaeologists about the lives and beliefs of Australia's earliest inhabitants?

1D

CHECKPOINT

Marking guide

Questions with higher marks need answers with greater depth. For example:

- » 5 marks = a paragraph
- » 10 marks = 400 words
- » 15 marks = 500 to 600 words

Include historical terms and concepts and give detailed examples to show your understanding.

WHAT DO SOURCES REVEAL ABOUT AUSTRALIA'S ANCIENT PAST?

» Locate and describe a variety of sources for ancient Australia

- 1 Describe the archaeological evidence of humans in ancient Australia. (5 marks)
- 2 How has technology changed our understanding of ancient Australia at the following sites:
 - a Lake Mungo (5 marks)
 - b Kow Swamp (5 marks)
 - c Gwion Gwion (5 marks)
- 3 Explain why climate change might have been responsible for the extinction of megafauna in ancient Australia. (5 marks)

» Investigate what these sources reveal about Australia's ancient past

- 4 Choose one specific source of evidence from ancient Australia and develop a series of inquiry questions. Create a table, such as the one below, and use the question starters in the left-hand column (or others) to focus your thinking. (10 marks)

Question starters	Inquiry questions
Who	
What	
Where	
When	
Why	
How	

- 5 Explain what evidence reveals about ancient Australia. In your response, refer to Lake Mungo, Kow Swamp and the Gwion Gwion rock paintings. (15 marks)

Total marks [/50]

SITE STUDY: ANCIENT AUSTRALIA

With your class or family, visit a historical Aboriginal site to see firsthand a source of evidence such as the rock engraving shown in Source 16. Write a report to describe the site and source, including sketches or photos, and develop some inquiry questions that could lead to further investigations.

To find a site, you can search online for appropriate places to visit. Try using search terms such as 'Aboriginal historical sites New South Wales', 'Aboriginal culture New South Wales' or similar. The New South Wales government site Environment and Heritage has excellent resources, such as the 'NSW Atlas of Aboriginal Places'. This interactive map shows a large number of Aboriginal places of interest that will be a good start to your site study.

Source 16 An Aboriginal rock engraving located north of Sydney. It depicts an ancestral hero wearing a headdress and carrying a club or woomera at his waist.



Source 17 Kow Swamp, Victoria

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1D What do sources reveal about Australia's ancient past?



Weblink

The Bradshaw paintings



Teacher notes

Chapter 1
Investigating the ancient past



Assess quiz

1D What do sources reveal about Australia's ancient past?

WHY IS IT IMPORTANT TO CONSERVE THE REMAINS OF THE ANCIENT PAST?

1.8 CONSERVING THE REMAINS OF THE ANCIENT PAST

KEY CONTENT

In this topic you will:

- identify ancient sites that have disappeared, are threatened or have been protected and preserved
- identify some methods of preserving and conserving archaeological and historical remains
- describe an Australian site which has preserved the heritage of Aboriginal and Torres Strait Islander peoples
- examine the UNESCO World Heritage criteria and explain why it is important for an ancient site to be preserved and conserved.

When people are affected by natural disasters such as fires, floods or earthquakes, they are often most upset by the loss of old family photos and other mementos. These items are part of every family's heritage and cannot be replaced. In a similar way, remains and sources from the ancient past are part of our world heritage. They reflect the hopes and dreams of past generations. They remind us where we have come from, and what has shaped our societies and cultures. They give us a sense of who we are as a people. Conserving these remnants of the past ensures that future generations will also be able to enjoy the same appreciation of their heritage.

The World Heritage List

UNESCO identifies **World Heritage sites** around the world to help safeguard them for future generations. Sites are nominated by countries that have signed an international agreement on the protection of the world's cultural and natural heritage. Currently, there are more than 1100 sites on the World Heritage List, including 20 sites in Australia that have been identified as cultural, natural or mixed sites. The Sydney Opera House and convict sites around Australia are cultural sites on the World Heritage List. Natural sites in Australia include the Greater Blue Mountains, the Great Barrier Reef and Kakadu National Park. The Willandra Lakes region is on the list to protect both the natural environment and archaeological remains.

In 2019, a new Australian site was added to the list: the Budj Bim Cultural Landscape in south-eastern Australia. This site provides evidence that the Gunditjmarra people used a system of waterways to trap, store and harvest eels, making it one of the world's oldest and most extensive aquaculture systems. This evidence supports the argument by authors such as Bill Gammage in *The Biggest Estate on Earth* and Bruce Pascoe in *Dark Emu* that Indigenous peoples in Australia created settled agricultural societies that managed the Australian landscape in a sustainable way.



Source 1 The Budj Bim Cultural Landscape, in south-eastern Australia

Preserving the heritage of Aboriginal and Torres Strait Islander peoples

In the case of Aboriginal and Torres Strait Islander peoples, their links to the remains of the past are perhaps even deeper and more spiritual. Indigenous Australians have a special connection with country and places. They associate these places with the spirits of all of their ancestors. The physical remains of the ancient past are, for them, forever linked to family, no matter how distant in time.

Protected sites

Threats to World Heritage sites have been successfully averted. A proposed highway near the Giza Pyramids was not built after negotiations between UNESCO and the Egyptian government in 1995. Similarly, a planned aluminium plant near the archaeological site of Delphi in Greece in 1987 was moved elsewhere.

Angkor Wat is an example of a successful restoration that has saved one of the most important sites in South-East Asia from problems such as unauthorised excavations, theft and landmines. Other restoration projects have been international, multimillion-dollar campaigns, such as the Abu Simbel project in the 1960s (see Source 2). The UNESCO-led campaign relocated the entire temple and monuments to save them from being submerged after the construction of a dam on the Nile River. It remains one of Egypt's most popular tourist destinations and is a significant part of Egypt's – and the world's – archaeological heritage.

SPOTLIGHT

EMPATHETIC UNDERSTANDING

Aboriginal and Torres Strait Islander peoples have a unique connection with the past, which is why caution must be taken when investigating the land. In some ways, most of Australia is a rich archaeological site for learning about Indigenous cultures.

UNESCO

United Nations Educational, Scientific and Cultural Organization

World Heritage site

a natural or built site, structure or feature deemed to be of international importance and worthy of special protection

Ancient sites under threat

Historical sources can be very fragile. Pollution and humidity (water vapour in the air) can cause them to deteriorate over time. Artefacts and archaeological sites can also be lost or damaged for other reasons – from theft and careless handling, to natural disasters and climate change. The number of tourists visiting popular sites, such as Egyptian tombs and the ruins of Pompeii, can also be a threat to their conservation.

Source 2 Detail from the temple of Rameses II at Abu Simbel in southern Egypt



In recent times, important sites in Iraq and Syria have been lost or irreparably damaged by warfare and looting. In Iraq, the site of the once-great city of Babylon has been used as a military base. Relics and archaeological fragments have been damaged or destroyed as areas were levelled for parking lots; heavy vehicles crushed relics buried near the surface and sandbags were filled with soil that included archaeological fragments. A reproduction of the Ishtar Gate has also suffered damaged since the Iraq War.

One of the greatest examples of destruction in recent times is Palmyra, a city on the Silk Roads that had some of the best-preserved ruins of antiquity until the militant group ISIS occupied and destroyed important parts of the site. In August 2015, the Temple of Baal Shamin and the Temple of Bel were blown up, followed by the destruction of the Arch of Triumph in October 2015. ISIS lost control of the city in 2016 and archaeologists were able to salvage some artefacts and move them to safety in Damascus. However, ISIS reclaimed Palmyra and destroyed both the Tetrapylon and the Roman Theatre in January 2017. In times of war, the focus is on establishing safety and security for civilians, meaning that archaeological sites become vulnerable.



Source 3 Images of Palmyra before and after destruction by ISIS

How are sources conserved?

Many important sources are stored in museums, galleries and libraries around the world. For example, the Mitchell Library in the State Library of New South Wales houses a huge collection of Australian historical sources. These venues provide security and proper storage conditions. For example, paper records can rot or deteriorate unless they are stored at the right temperature and humidity, and away from pests and ultraviolet light. Conservators working at museums and libraries can also restore and repair damaged items.

The following case study describes how archaeologists and conservators have worked to preserve sources from the ancient past in Iraq and Egypt.



Source 4

CONSERVING ANCIENT SITES

THE RUINS OF ANCIENT BABYLON

Reconstruction is one way of conserving the remains of the past. This has happened in the case of the Ishtar Gate, a double gateway to the ancient walled city of Babylon. Babylon was the busy hub of the neo-Babylonian and Persian empires, and its ruins are a vital part of Iraq’s heritage.

The Ishtar Gate was built around 2500 years ago. The gate’s foundations were excavated in the twentieth century. The front gate was reconstructed in Berlin’s Pergamon Museum, using the glazed bricks that could be found on the site. These glazed bricks recreated a blue wall with rows of bulls and dragons – symbols of two Babylonian gods. Because not all bricks were recovered, the Berlin reconstruction is shorter than the original front gate. A smaller reproduction of the front gate was also built in Iraq by

the former leader Saddam Hussein. Computer scans have identified that the original gate foundations that remain are under threat. Salts in groundwater are eroding the brick reliefs at the base of the mud-brick gate. Under a conservation plan developed by the World Monument Fund and Iraq’s State Board of Antiquities and Heritage, water is being diverted away from these ruins. In the longer term, they hope to generate wide-scale interest in the conservation of the ancient area of Mesopotamia and attract scholars and tourists.



Source 5 A paved Processional Way that ran through the Ishtar Gate was lined with glazed-brick reliefs of animals, including this lion. Some of these reliefs are now housed in various museums around the world.

Source 6 The reconstructed Ishtar Gate in the Pergamon Museum, Berlin



THE TOMB OF MENNA, EGYPT

The Tomb of Menna is one of 146 tombs dug into a hill on Egypt’s West Bank at Luxor (formerly the ancient city of Thebes). They are the tombs of nobles and officials. Menna died about 3400 years ago, during ancient Egypt’s eighteenth dynasty. As a scribe, he had high social status and probably a great deal of wealth. This conclusion is supported by the evidence found in his tomb, which is beautifully painted. Scenes throughout the tomb feature detailed depictions of members of his family. There are also many farming and riverside scenes that provide information about agricultural practices and about life along the river at that time.

Menna’s tomb has proved to be very popular with tourists. Over time, the continual stream of visitors and changing environmental conditions have begun to damage the precious wall paintings. The Tomb of Menna Project began in 2006. It aimed to document, and so help to preserve, the tomb’s art. A number of universities and conservation agencies were involved. Using advanced scientific methods, the conservators’ strategy included:

- cleaning parts of the paintings
- analysing the properties of the paint used on the wall
- taking high-resolution digital photos and joining them to create an exact visual record of the tomb’s art; conservators are able to compare this photographic record with the paintings to quickly detect any deterioration
- building a new wooden floor and rails to stop people getting too close to the paintings
- installing low-impact lighting.



Source 7 One of the paintings from the wall of Menna’s tomb



Source 8 Restoration work on Menna’s tomb

CASE STUDY: CHECK YOUR LEARNING

APPLY AND ANALYSE

- 1 What are the benefits of reconstructing the Ishtar Gate?
- 2 How has technology assisted with conservation of the Tomb of Menna?

1.9 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

- 1 Why are the remains of the ancient past important?
- 2 What is the World Heritage List?
- 3 Identify Australian sites on the World Heritage List.
- 4 Identify methods used by archaeologists and conservators to preserve the remains of the ancient past.

APPLY AND ANALYSE

- 5 Explain why the physical remains from ancient Australia are significant for Indigenous Australians.
- 6 What roles do museums, galleries and libraries play in conserving the remains of the past?

GO DEEPER

- 7 To be included on the World Heritage List, sites must be of 'outstanding universal value' and meet at least one out of the 10 selection criteria.
 - a Go to the UNESCO website and look for their selection criteria for inclusion on the World Heritage List.
 - b Select three examples of ancient sites, either from the text or your own research. Use the World Heritage criteria to propose why they should or should not be selected as World Heritage sites.
- 8 Conduct research using digital sources to identify ancient sites that have disappeared or are in danger of being lost through decay and deterioration.
- 9 On the UNESCO website, go to the current World Heritage List and find the interactive map of the sites. Select an ancient site and conduct research to find out why it is significant to world heritage. Present your findings as a written, digital or oral presentation.

WHY IS IT IMPORTANT TO CONSERVE THE REMAINS OF THE ANCIENT PAST?

» Identify ancient sites that have disappeared, are threatened or have been protected and preserved

- 1 Identify three ways that sites have been threatened. (3 marks)
- 2 Select and give a brief report about three ancient sites that are of interest to you. For each site, provide information about its location and current status (what condition it is in and why).
 - a one that has disappeared (4 marks)
 - b one that is threatened (4 marks)
 - c one that has been protected. (4 marks)

» Identify some methods of preserving and conserving archaeological and historical remains

- 3 Outline how archaeological sites can be preserved. (5 marks)
- 4 Outline how historical records and artefacts can be preserved. (5 marks)

» Describe an Australian site which has preserved the heritage of Aboriginal and Torres Strait Islander peoples

- 5 Identify a site that has preserved the heritage of Aboriginal and Torres Strait Islander peoples (refer to section 1D 'What do sources reveal about Australia's ancient past?'). Include:
 - a its location
 - b a brief description of the sources found there
 - c what it reveals about life in ancient Australia. (10 marks)

» Examine the UNESCO World Heritage criteria and explain why it is important for an ancient site to be preserved and conserved

- 6 Select one ancient site and explain why and for whom it is important to preserve and conserve it. (10 marks)
- 7 Outline the criteria for a site to be included on the World Heritage List. (5 marks)

Total marks [/50]

1E

CHECKPOINT

MARKING GUIDE

Questions with higher marks need answers with greater depth. For example:

- » 5 marks = a paragraph
- » 10 marks = 400 words

Include historical terms and concepts and give detailed examples to show your understanding.

Check your Student [ebook](#) [assess](#) for these digital resources and more:



Checkpoint
1E Why is it important to conserve the remains of the ancient past?



Interactive
World Heritage Sites

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Teacher notes
Chapter 1
Investigating the ancient past



Assess quiz
1E Why is it important to conserve the remains of the ancient past?

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