



NSW 2024 SYLLABUS

LiteracyWorks

LITERACY WORKS FOR

History Stage 4 Year 8

THE MEDIEVAL WORLD

THE ERA OF COLONISATION

Sample pages

Trish Weekes PhD

Quality literacy
resources for
subject areas

literacyworks.com.au



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About the author, Dr Trish Weekes

Dr Trish Weekes is Australia's leading expert in literacy in secondary schools.

Trish obtained her PhD in disciplinary literacy which is the study of subject-area literacies such as History. Trish has designed and led professional development courses for teachers in more than 50 secondary schools and has written more than 20 books for Literacy Works. She has authored multiple academic papers on literacy in secondary schooling.

Trish's approach teaches literacy and content together. Her Literacy Works books save time for teachers and help students learn how to read and write like subject experts. For more, visit literacyworks.com.au or get in touch: info@literacyworks.com.au

History Stage 4 Year 8 Contents

Pages	Heading	Literacy Skill
x	How to use this book	
I	The research behind Literacy Works	

Module 1: The medieval world (core and option)

2	Syllabus links for this module	
4-5	Visual dictionary of the medieval world	Learn spelling of key vocabulary and create a visual dictionary.
6-7	The structure of feudal societies	Participate in a dictogloss activity led by the teacher; interpret the meaning of two diagrams about feudal societies.
8-9	The medieval world	Read a text about the structure of feudal societies and annotate language features.
10-11	Interpret sources about the medieval world	Interpret three sources about the medieval world and write seven interpretation statements using meaning verbs.
12-13	The role of the medieval Church	Teaching and Learning Cycle: Descriptive report about the roles of the Church Building the Field: Match three roles of the Church (political, social, cultural) with examples of Church activities.
14-15	Describe roles of the Church	Modelling: Match phases of a PEEL paragraph with the correct part. Supported writing: Complete a second PEEL paragraph.
16-17	The cultural role of the Church	Independent writing: Write a PEEL paragraph.
18-19	Interpreting sources: role of women	Teaching and Learning Cycle: Source interpretation Modelling: Read a three step process for interpreting sources about the role of women in medieval society.
20-21	Interpreting sources: role of women	Supported writing: Complete a source interpretation for Source A.
22-23	Interpreting sources: role of women	Supported writing: Complete a source interpretation for Source B. Independent writing: Write a source interpretation for Source C.
24-25	Causes of the Crusades	Read a short text explaining causes of the Crusades and identify cause and effect language. Fill in a diagram to show causes of the Crusades.
26-27	Impacts of the Crusades	Teaching and Learning Cycle: Consequential Explanation about the impacts of the Crusades Modelling: Write the first paragraph (Phenomenon to be Explained). Impact 1: Match the phases of a PEEL paragraph.
28-29	Trade and the growth of cities	Supported writing: Impact 2: Read about trade and the growth of cities and complete a PEEL paragraph explaining Impact 2.
30-31	Tension between Christians and Muslims	Independent writing: Impact 3: Read about tension between Christians and Muslims and write a PEEL paragraph. Write the General Statement (final paragraph).
32-33	Changes from the early to late medieval era	Read about changes from the early to late medieval era. Use text connectives to contrast changes.
34-35	Describing time	Continue to write about changes using a range of language for describing time.
36-37	Explain significance of literacy	Teaching and Learning Cycle: Explain the significance of literacy Modelling: Read and annotate a model paragraph and highlight cause and effect language for the first impact: the spread of ideas
38-39	Explain free thinking about religion	Supported writing: Complete an explanation paragraph of Impact 2.
40-41	Development of scientific ideas	Independent writing: Explain the impact of scientific ideas.

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<i>Pages</i>	<i>Heading</i>	<i>Literacy Skill</i>
Module 2: Expansion of Islam		
42	Syllabus links for this module	
44-45	Expansion of the Islamic Empire	Talking activity in pairs. Students complete a map showing the expansion of the Islamic Empire.
46-47	Islamic architecture	View images of a mosque and horseshoe arches.
48-49	Features of Islamic Architecture 1	Identify 4 features of Islamic architecture and match an image with its definition and significance.
50-51	Features of Islamic Architecture 2	Identify 4 more features of Islamic architecture and match an image with its definition and significance.
52-53	Descriptive report on Islamic architecture	Write a descriptive report on features of Islamic architecture.
54-55	Legacies of Islam's Golden Age	Explain the significance of legacies of Islam's Golden Age including mathematics, medicine, education, trade, technology and architecture.
Module 3: Polynesian expansion across the Pacific		
56	Syllabus links for this module	
58-59	Impact of geography and natural features	Draw a line to match a feature with an impact or impacts.
60-61	Impact of geography and natural features	Write sentences showing the impact of geography and natural features on the development of the culture. Write a short paragraph explaining impacts using a range of cause and effect language.
62-63	Groups in Maori society	Teaching and Learning Cycle: Descriptive report about groups in Maori society Modelling: Match the parts of a five-part PEEEL paragraph.
64-65	Nobles and experts	Supported writing: Work in pairs or groups to complete two PEEEL paragraphs about groups in society.
66-67	Commoners and slaves	Independent writing: Write two more PEEEL paragraphs.
68-69	The moai of Rapa Nui	Write passive voice sentences about the moai.
70-71	The moai as a cultural achievement	Interpret two sources and explain how the moai are a cultural achievement. Use passive voice and 'it passive' sentences.

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Pages	Heading	Literacy Skill
Module 4: The Vikings		
72	Syllabus links for this module	
74-75	Reasons for successful Viking expansion	Teaching and Learning Cycle: Factorial Explanation Modelling: Write the first paragraph (Phenomenon to be explained). Read the first paragraph and link the PEEL phase with the correct part.
76-77	Desire for wealth, enemy weakness	Supported writing: Add cause and effect language to a PEEL paragraph about desire for wealth. Complete a PEEL paragraph to explain enemy weakness.
78-79	Navigation and seafaring, quest for fame	Independent writing: Write Factor paragraphs about navigation and seafaring, and the quest for fame. Students can then write the final paragraph: General Statement.
80-81	Erik the Red	Teaching and Learning Cycle: Biographical recount Modelling: Read a biographical recount and annotate language features.
82-83	Significance and legacy	Supported writing: Interpret two sources about Erik the Red. Answer comprehension questions about Erik the Red's significance and legacy.
84-85	Leif Erikson	Building the field: Arrange events in the life of Leif Erikson. Supported writing: Answer questions about Leif Erikson's significance and legacy.
86-87	Write a biographical recount	Supported writing/Independent writing: Write a biographical recount about Leif Erikson.
Module 5: The Angkor/Khmer Empire		
88	Syllabus links for this module	
90-91	Impact of geography and natural features	Draw a line to match a feature with an impact or impacts.
92-93	Impact of geography and natural features	Write sentences explaining the impact of geography and natural features on the development of the culture. Write a short paragraph explaining impacts using a range of cause and effect language.
94-95	Groups in Angkor/Khmer society	Teaching and Learning Cycle: Descriptive report about groups in Angkor/Khmer society Modelling: Match the parts of a five-part PEEEL paragraph.
96-97	Nobles and brahmins	Supported writing: Work in pairs or groups to complete two PEEEL paragraphs about two groups in society.
98-99	Artisans, farmers and fishers	Independent writing: Write two more PEEEL paragraphs with less teacher support.
100-101	Water management	Write passive voice sentences about water management.
102-103	The significance of Angkor Wat	Interpret three sources and explain how Angkor Wat is a cultural achievement using passive voice and 'it passive' sentences.

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Pages	Heading	Literacy Skill
Module 6: Japan under the Shoguns		
104	Syllabus links for this module	
106-107	Impact of geography and natural features	Draw a line to match a feature with an impact or impacts.
108-109	Impact of geography and natural features	Write sentences explaining the impact of geography and natural features on the development of the culture. Write a short paragraph explaining impacts using a range of cause and effect language.
110-111	Groups in Japan under the Shoguns	Teaching and Learning Cycle: Descriptive report about groups in Japan under the Shoguns Modelling: Match the parts of a five-part PEEEL paragraph.
112-113	Samurai and peasants	Supported writing: Work in pairs or groups to complete two PEEEL paragraphs about two groups in society.
114-115	Artisans and merchants	Independent writing: Write two more PEEEL paragraphs.
116-117	Forestry under the Shoguns	Write passive voice sentences about forestry management.
118-119	Values of society under the Shoguns	Interpret three sources and explain the values of Japanese society under the shoguns using 'it passive' sentences.
Module 7: Mongol Expansion		
120	Syllabus links for this module	
122-123	Reasons for successful Mongol conquests	Teaching and Learning Cycle: Factorial Explanation Modelling: Write the first paragraph (Phenomenon to be explained). Read the first Factor paragraph and draw lines to link the PEEL phase with the correct part.
124-125	Tactics, speed and mobility	Supported writing: Add cause and effect language to a PEEL paragraph about tactics and complete a PEEL paragraph to explain speed and mobility.
126-127	Enemy technology and communication	Independent writing: Write two Factor paragraphs about enemy technology, communication and spies. Students can then write the final paragraph: General Statement.
128-129	Genghis Khan	Teaching and Learning Cycle: Biographical recount Building the Field: Discuss Mongol life before Genghis Khan. Modelling: Read a biographical recount and annotate language features based on teacher instructions.
130-131	Significance and legacy	Supported writing: Interpret two sources about Genghis Khan based on the recount. Answer comprehension questions about Genghis Khan's significance and legacy.
132-133	Kublai Khan	Building the field: Arrange events in the life of Kublai Khan. Supported writing: answer questions about Kublai Khan's significance and legacy.
134-135	Write a biographical recount	Supported writing/Independent writing: Write a biographical recount about Kublai Khan

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Pages	Heading	Literacy Skill
Module 8: Ottoman Expansion		
136	Syllabus links for this module	
138-139	Reasons for expansion of the Ottoman Empire	Teaching and Learning Cycle: Factorial Explanation Modelling: Write the first paragraph (Phenomenon to be explained). Read the first Factor paragraph and draw lines to link the PEEL phase with the correct part.
140-141	Strategic location, military strength	Supported writing: Add cause and effect language to a PEEL paragraph about strategic location and complete a PEEL paragraph to explain military strength.
142-143	Military technology, strategic leadership	Independent writing: Write two more Factor paragraphs. Students can then write the final paragraph: General Statement.
144-145	Mehmed II	Teaching and Learning Cycle: Biographical recount Modelling: Annotate language features of a model text based on teacher instructions.
146-147	Significance and legacy	Supported writing: Interpret two sources about Mehmed II based on the recount. Answer comprehension questions about the significance and legacy of Mehmed II.
148-149	Suleiman I	Building the field: Arrange events in the life of Suleiman I. Supported writing: Answer questions about his significance and legacy.
150-151	Write a biographical recount	Supported writing/Independent writing: Write a biographical recount about Suleiman I
Module 9: The Black Death		
152	Syllabus links for this module	
154-155	Origin of the Black Death	Interpret a map of the progress of the Black Death outbreaks. Answer comprehension questions. Create a cause and effect chain to explain how the Black Death spread.
156-157	Impacts of the Black Death	Teaching and Learning Cycle: Consequential explanation about impacts of the Black Death. Building the field: Learn about the four types of impacts. Match types with examples.
158-159	Social impacts	Modelling: Write the Phenomenon to be explained based on information on the previous page. Supported writing: Complete a paragraph about social impacts
160-161	Cultural and political impacts	Supported writing: Work in pairs or groups to complete two PEEL paragraphs about cultural and political impacts of the Black Death.
162-163	Religious impacts	Independent writing: Write a PEEL paragraph about religious impacts of the Black Death. Write a General Statement summarising the impacts.
164-165	Long term impacts of the Black Death	Learn language for explaining long term impacts and write sentences explaining long term impacts.

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Pages	Heading	Literacy Skill
Module 10: Renaissance Italy		
166	Syllabus links for this module	
168-169	Features of the Renaissance	Match features of the Renaissance with definitions. Then look at five sources that will be interpreted on the next page.
170-171	Source interpretation	Look at three more sources. Then interpret sources and relate them to features of the Renaissance.
172-173	Significance of the Medici Family	Write sentences in passive voice about the significance of the Medici family during the Renaissance.
174-175	Galileo Galilei	Teaching and Learning Cycle: Biographical Recount Modelling: Read a biographical recount about Galileo Galilei. Arrange jumbled events in the correct sequence.
176-177	Significance and legacy	Modelling: Answer questions about Galileo's significance. Building the Field/Supported Writing: Interpret three sources about Leonardo da Vinci.
178-179	Leonardo da Vinci	Supported/Independent Writing: Write the first and last paragraphs of a biographical recount about Leonardo.
Module 11: The Spanish conquest of the Americas		
180	Syllabus links for this module	
182-183	Motivations for the Spanish conquest of the Americas	Teaching and Learning Cycle: Factorial Explanation Modelling: Write the first paragraph (Phenomenon to be explained). Read the first Factor paragraph and draw lines to link the PEEL phase with the correct part.
184-185	Political advantage, personal glory	Supported writing: Add cause and effect language to a PEEL paragraph about political advantage. Complete a PEEL paragraph to explain personal glory.
186-187	Desire for wealth and adventure	Independent writing: Write two Factor paragraphs about desire for wealth and the quest for adventure. Students can then write the final paragraph: General Statement.
188-189	Moctezuma II	Teaching and Learning Cycle: Biographical recount Modelling: Read a biographical recount and annotate language features based on teacher instructions.
190-191	Significance and legacy	Supported writing: Interpret two sources about Moctezuma II. Answer comprehension questions about Moctezuma II's significance and legacy.
192-193	Atahualpa	Building the field: Arrange events in the life of Atahualpa. Supported writing: answer questions about Atahualpa's significance and legacy.
194-195	Write a biographical recount	Supported writing/Independent writing: Write a biographical recount about Atahualpa.

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Pages

Heading

Literacy Skill

Module 12: The era of colonisation

196	Syllabus links for this module	
198-199	Reasons for European exploration	Teaching and Learning Cycle: Factorial Explanation Modelling: Read the first paragraph (Phenomenon to be explained) and add information to a diagram. Analyse types of reasons.
200-201	Economic reasons for exploration	Modelling: Draw lines to link the PEEL paragraph phase with the correct part. Supported writing: Complete a PEEL paragraph.
202-203	Advances in navigation and ship design	Building the field: complete cause and effect chains to understand how new technology led to successful exploration. Supported writing: Write a PEEL paragraph.
204-205	Political and religious reasons	Independent writing: Write a paragraph about political rivalry. Add a P and L phase to a fifth paragraph. Complete the General Statement.
206-207	The Wampanoag experience of colonisation	Read a Historical Account about the experience of the Wampanoag people of North America.
208-209	Colonisation and the Wampanoag	Interpret two sources about different views of land ownership. Explain qualities displayed by the Wampanoag people.

Module 13: Aboriginal Peoples' experiences of colonisation in Australia

210	Syllabus links for this module	
212-213	Worldviews about land and Country	Read and interpret several sources representing different worldviews about land and Country.
214-215	Contrast worldviews	Write a paragraph contrasting worldviews using a range of language for contrasting. Match four key terms related to colonisation with definitions. Explain how these words represent different worldviews.
216-217	Frontier wars	Read a short text about frontier wars and answer 'here, hidden, head' comprehension questions.
218-219	Significance of the Gweagal spears	Identify language for interpreting significance. Read quotes and explain the significance of the repatriation of the Gweagal spears.

Fact sheets

220	Fact Sheet 1: Cause and effect language
221	Fact Sheet 2: Modal language
222	Fact Sheet 3: Interpreting sources

How to use this book

At the start of the term



At the start of the week



Before the lesson



During the lesson



After the lesson



Plan

Look through your unit of work and plan where and when you can use this book to teach content and literacy at the same time. Feel free to print student booklets.

Teach content

Teach the content related to each activity first. This is not a text book and we assume you will teach content before each literacy activity.

Choose pages

Read the teaching suggestions and work out what suits your class and learners. Photocopy or print paper pages of the activities. You might need to take spare highlighters and pens.

Implement

Just copy or print and teach.

Reflect

Reflect on what worked and what students struggled with. Look ahead to find more relevant pages to meet student needs.

Book layout

For each activity, there is a teacher page on the left and a student page on the right.

sample

Teacher page

The teacher page contains answers plus teaching suggestions.

Student page

The student page has a headline master worksheet to copy and print a map as well like. Most activities work best with paper copies so students can annotate, highlight, fill in gaps and write by hand.

Causes of the Crusades

Teacher page

Teaching suggestions

The next few pages are about the Crusades. The literacy focus is on Explanations. Historians use a range of cause and effect language to explain the past. This page helps students to identify cause and effect language in an explanation of the main causes of the Crusades. The next pages will explore the effects or impacts of the Crusades.

When annotating the Explanation paragraph, teachers could use the instructions below right to help students understand the structure and language features.

Before starting, teachers can build the field by reading the paragraph in yellow at the top of the page and exploring the map.

Islamic Expansion

Teachers may like to choose additional literacy pages from the Module on Expansion of Islam in this book. In that module, there is another map activity where students describe and label the Islamic Empire.

Answers

The Crusades were a series of religious wars that had several causes. The main motivation was that the Pope and Christians in western Europe wanted to take back control over Jerusalem and other holy Christian places that were controlled by Muslims. In 1095, Pope Urban II promised that anyone who joined the Crusades would have their sins forgiven. As a result, thousands went on the journey so they could please God and help other Christians. Another reason was the desire for wealth and land. Many nobles and knights, especially younger sons who would not inherit family property, participated in the Crusades in order to gain land, riches and a better social position. Political ambition was another factor that led to the Crusades. Kings, rulers, nobles and the Popes wanted more power and respect. Consequently, they hoped that the Crusades would expand their reputations and power in Europe and the Middle East and, this, strengthened their fame and political position. Overlapping rationales – religious duty, desire for economic gain and pursuit of power – resulted in 200 years of conflict and bloodshed in the Crusades.

Teacher instructions

Highlight the cause and effect language.
Ask students to underline reason 1

Highlight the cause and effect language

Ask students to underline reason 2

Highlight the cause and effect language

Ask students to underline reason 3

Highlight the cause and effect language

Ask students to find the three main causes in this sentence (underlined).

Diagram showing causes of the Crusades:

```

    graph LR
      A[Christians wanted to take back Jerusalem/ religious duty] --> D[The Crusades]
      B[desire for wealth and land] --> D
      C[political ambition] --> D
  
```

Causes of the Crusades

Student page

The Crusades were a series of religious wars between Christians and Muslims during the Middle Ages. They began in 1096 and they continued in six waves of Crusades until around 1291. The main goal of the Christian Crusaders was to capture Jerusalem and other holy Christian sites that were under Islamic control. As shown on the map on the right, Crusaders travelled from Western Europe towards Jerusalem. They established Crusader kingdoms, as shown in the pink highlighted area on the map, but the kingdoms only lasted around 200 years.

THE CRUSADES

Map showing the Crusades routes and the establishment of Crusader kingdoms (pink highlighted area).

Table below shows a range of cause and effect language. Read the paragraph that explains causes of the Crusades and highlight the cause and effect language.

Cause and effect language					
Conjunctions and text connectives (linking words)	because	since	so	therefore	thus
	as a result	consequently	therefore	thus	in order to
Verbs (processes or happenings)	caused	led to	result in	affect	impact on
Nouns (things)	reason	cause	rationale	factor	motivation

The Crusades were a series of religious wars that had several causes. The main motivation was that the Pope and Christians in western Europe wanted to take back control over Jerusalem and other holy Christian places that were controlled by Muslims. In 1095, Pope Urban II promised that anyone who joined the Crusades would have their sins forgiven. As a result, thousands went on the journey so they could please God and help other Christians. Another reason was the desire for wealth and land. Many nobles and knights, especially younger sons who would not inherit family property, participated in the Crusades in order to gain land, riches and a better social position. Political ambition was another factor that led to the Crusades. Kings, rulers, nobles and the Popes wanted more power and respect. Consequently, they hoped that the Crusades would expand their reputations and power in Europe and the Middle East and, this, strengthened their fame and political position. Overlapping rationales – religious duty, desire for economic gain and pursuit of power – resulted in 200 years of conflict and bloodshed in the Crusades.

Based on the information above, fill in the diagram below to show the main causes of the Crusades.

Diagram showing causes of the Crusades:

```

    graph LR
      A[ ] --> D[The Crusades]
      B[ ] --> D
      C[ ] --> D
  
```

arrows mean 'caused' or 'resulted in'

The research behind Literacy Works

Literacy Works resources are based on evidence and research into effective literacy in secondary schools. The model of language is called Systemic Functional Linguistics (see references below). The scaffolding pedagogy used in Literacy Works resources is known as the Literacy Teaching and Learning Cycle, shown below:



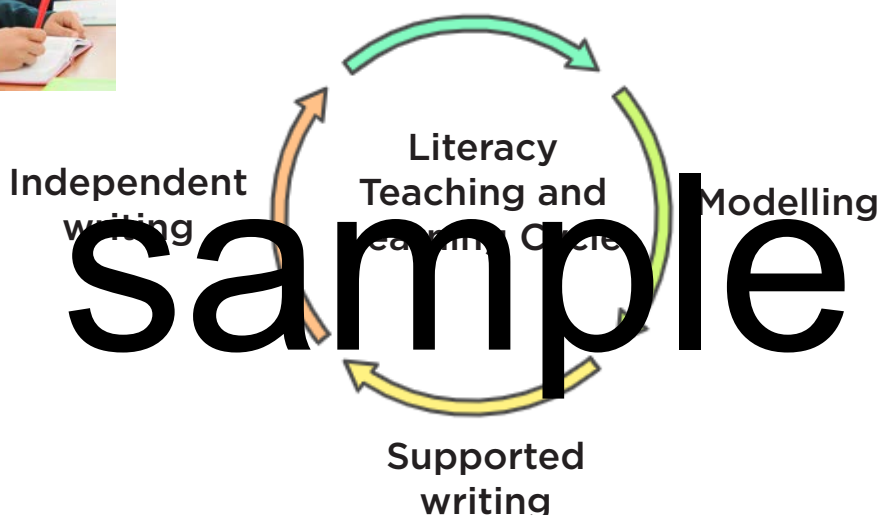
4.
Students write independently without support. This stage also includes peer review, teacher conferencing and editing.

1.
Remind students of subject content and knowledge (the field). Pre-teach subject content.



Building the field

2.
Teachers give students a paper copy of a model text which is an example of what students will write. Students learn a lot from seeing an actual example, not just an empty table or list of questions or prompts. Students deconstruct, annotate and unpack the model text using highlighters and colours so they can see the language features and patterns.



3.
Students write a similar text in groups with support. Teachers can write with students or students can write in pairs or groups to practise what they have learned from the model text.



Literacy Teaching and Learning Cycles can be found in each module of this book. See the Contents for more details.

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- Literacy Works for History Stage 4 Year 8: The medieval world © Literacy Works

Syllabus links for this module



Syllabus links

This module aligns with syllabus content for Historical context 2 (core):The medieval world (c.500–c.1600) and Depth study (option) - Medieval Europe (c.590–c.1600)

The medieval world and role of the Church p4-17

NSW 2012

Depth Study 4:The Western and Islamic World Topic 4b: Medieval Europe (c.AD 590 – c. 1500)

Overview

Students briefly outline:

- the transformation of the Roman world and the spread of Christianity and Islam
- key features of the medieval world (feudalism, trade routes, voyages of discovery, religion, contact and conflict)

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Historical context 2 (core):The medieval world (c.500–c.1600)

- Collapse of a 'unified' Roman world in Western Europe and the role Christianity played in laying the political, social and cultural foundations of post-Roman European societies, collectively known as 'Christendom'
- Dominance of religion as a source of knowledge and authority
- The expansion of Islam and the creation of an Islamic Empire in the Middle East, North Africa and Spain
- Islam's interactions with Christendom, including the Crusades
- Cross-cultural contact across the globe through trade routes

Depth study (option) - Medieval Europe (c.590–c.1600)

Background and origins of medieval Europe

- Key events within the chronology of medieval Europe e.g. The Crusades

Significant groups, individuals, ideas, beliefs, practices or events in medieval Europe

- Origins and structure of feudal society and the role of key groups

The role and influences of the Church as a centre of legal, economic and political power in medieval Europe

Interpreting sources: Role of women p18-23

NSW 2012

Depth Study 4:The Western and Islamic World Topic 4b: Medieval Europe (c.AD 590 – c. 1500)

Students briefly outline:

- key features of the medieval world (feudalism, trade routes, voyages of discovery, religion, contact and conflict)

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Historical context 2 (core):The medieval world (c.500–c.1600)

- Sources of evidence about social hierarchies, including the roles of women

Depth study (option) - Medieval Europe (c.590–c.1600)

Significant groups, individuals, ideas, beliefs, practices or events in medieval Europe

- Origins and structure of feudal society and the role of key groups

Causes and Impacts of the Crusades p24-31

NSW 2012

Depth Study 4:The Western and Islamic World Topic 4b: Medieval Europe (c.AD 590 – c. 1500)

Students briefly outline:

- the transformation of the Roman world and the spread of Christianity and Islam
- key features of the medieval world (feudalism, trade routes, voyages of discovery, religion, contact and conflict)

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Historical context 2 (core):The medieval world (c.500–c.1600)

- Islam's interactions with Christendom, including the Crusades

Depth study (option) - Medieval Europe (c.590–c.1600)

Background and origins of medieval Europe

- Key events within the chronology of medieval Europe e.g. The Crusades

Impact and legacies of medieval Europe

- Changing interpretations and representations of the legacy of medieval Europe, including the impact of the Crusades and new ideas and technologies

Changes from the early to late Medieval era p32-41

NSW 2012

Depth Study 4:The Western and Islamic World Topic 4b: Medieval Europe (c.AD 590 – c. 1500)

Students briefly outline:

- the emergence of ideas about the world and the place of people in it by the end of the period (such as the Renaissance, the Scientific Revolution and the Enlightenment).

NSW 2024

Historical context 2 (core):The medieval world (c.500–c.1600)

- The shift in societal dynamics including the rise of movements such as the Reformation and reactions to ideas emerging from the Renaissance

Depth study (option) - Medieval Europe (c.590–c.1600)

Impact and legacies of medieval Europe

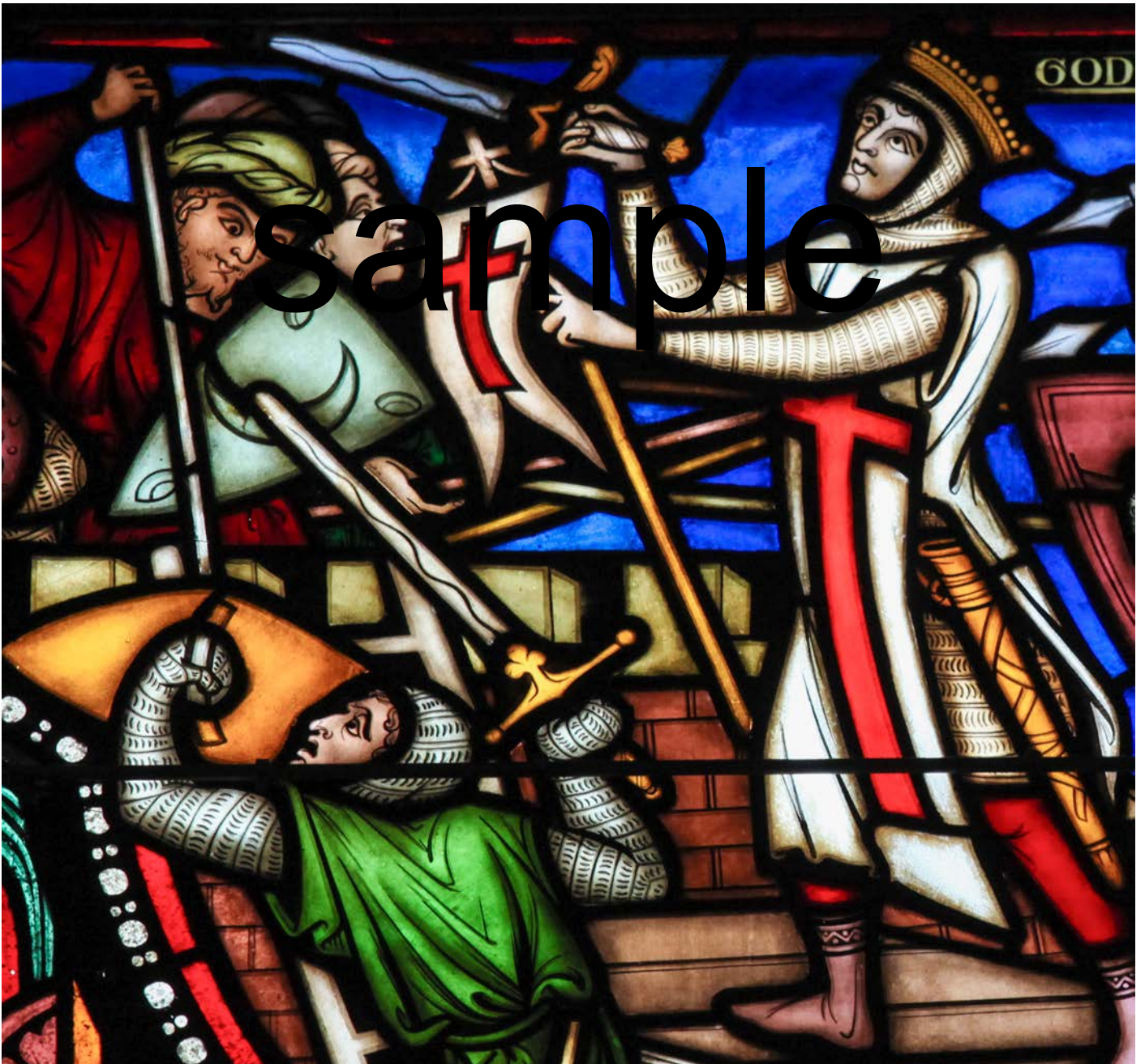
- The decline of feudalism and the growth of cities in medieval Europe
- Changing interpretations and representations of the legacy of medieval Europe, including the impact of the Crusades and new ideas and technologies

For more content on Medieval Europe, see:

- Module 2: Expansion of Islam
- Module 9: The Black Death

Right: Stained glass window in Cathedral of Brussels showing the first Crusades in 1096 and violent clashes between Christians and Muslims.

The medieval world





Teaching suggestions

The next few pages are about the Crusades. The literacy focus is on Explanations. Historians use a range of cause and effect language to explain the past. This page helps students to identify cause and effect language in an explanation of the main causes of the Crusades. The next pages will explore the effects or impacts of the Crusades.

When annotating the Explanation paragraph, teachers could use the instructions below right to help students understand the structure and language features.

Before starting, teachers can build the field by reading the paragraph in yellow at the top of the page and exploring the map.

Islamic Expansion

Teachers may like to choose additional literacy pages from the Module on Expansion of Islam in this book. In that module, there is another map activity where students describe and label the Islamic Empire.



Answers

The Crusades were a series of religious wars that had several causes. The main motivation was the Pope and Christians in Western Europe wanted to take back control over Jerusalem and other holy Christian places that were controlled by Muslims. In 1095, Pope Urban II promised that anyone who joined the Crusades would have their sins forgiven. As a result, thousands went on the journey so they could please God and help other Christians. Another reason was the desire for wealth and land. Many nobles and knights, especially younger sons who would not inherit family property, participated in the Crusades in order to gain land, riches and a better social position. Political ambition was another factor that led to the Crusades. Kings, rulers, nobles and the Popes wanted more power and respect. Consequently, they hoped that the Crusades would expand their reputations and power in Europe and the Middle East and, thus, strengthen their fame and political position. Overlapping rationales – religious duty, desire for economic gain and pursuit of power – resulted in 200 years of conflict and bloodshed in the Crusades.

Teacher instructions

Highlight the cause and effect language
Ask students to underline reason 1

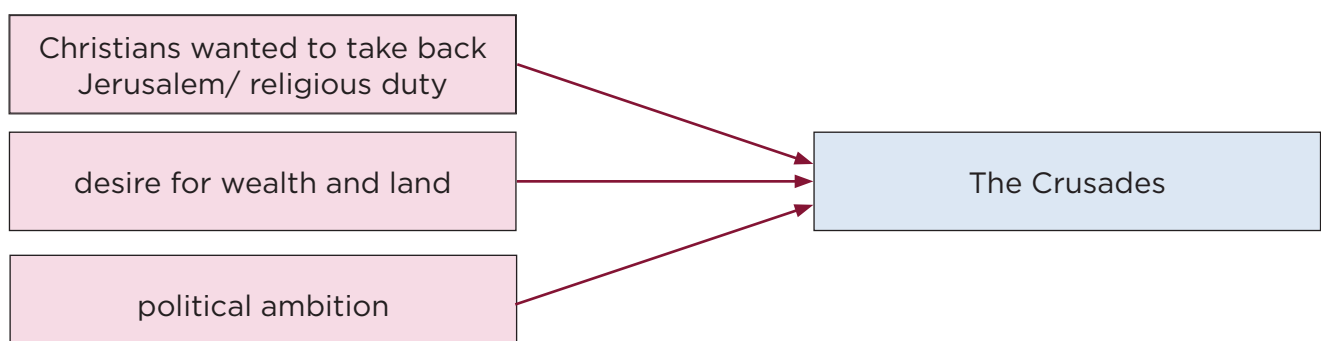
Highlight the cause and effect language

Ask students to underline reason 2

Highlight the cause and effect language
Ask students to underline reason 3

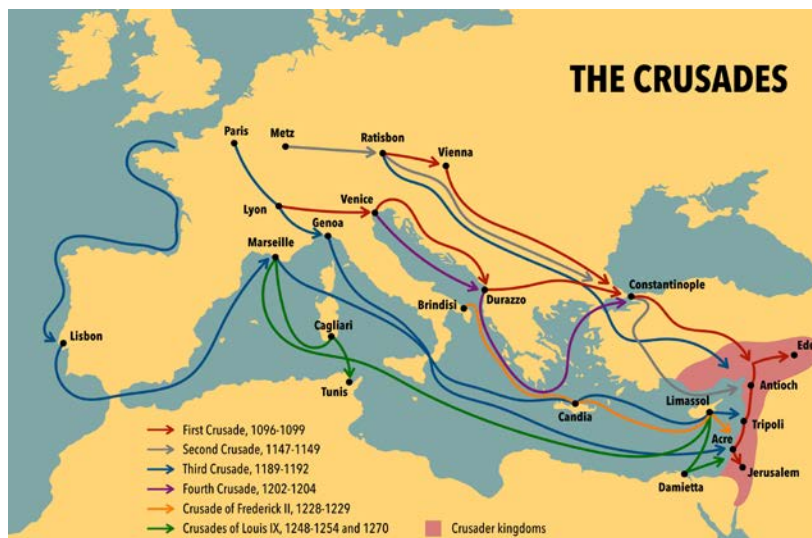
Highlight the cause and effect language

Ask students to find the three main causes in this sentence (underlined).



Causes of the Crusades

The Crusades were a series of religious wars between Christians and Muslims during the Middle Ages. They began in 1096 and they continued in six waves of Crusades until around 1291. The main goal of the Christian Crusaders was to capture Jerusalem and other holy Christian sites that were under Islamic control. As shown on the map on the right, Crusaders travelled from Western Europe towards Jerusalem. They established Crusader kingdoms, as shown in the pink highlighted area on the map, but the kingdoms only lasted around 200 years.



The table below shows a range of cause and effect language. Read the paragraph that explains causes of the Crusades and highlight the cause and effect language.

Cause and effect language

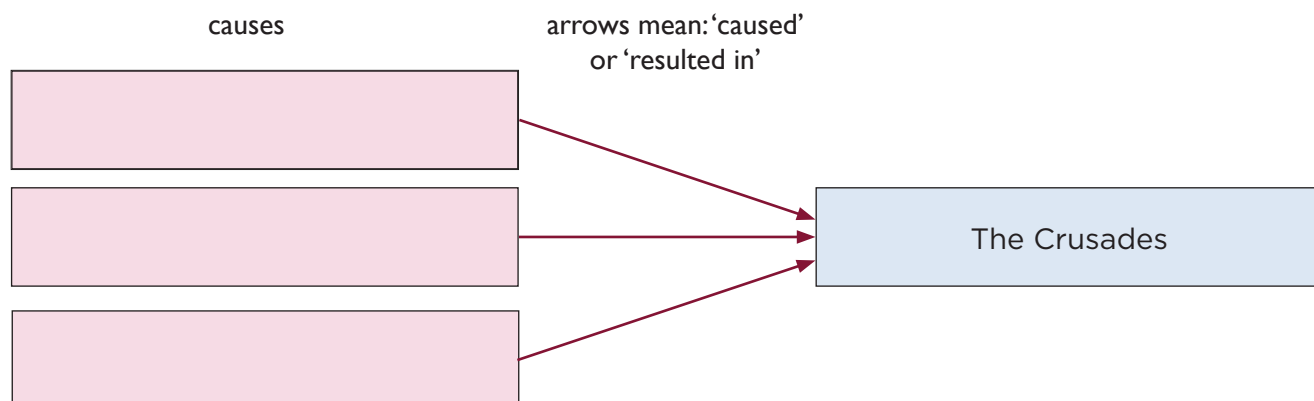
Conjunctions and text connectives (linking words)	because	since	so		
	as a result	consequently	therefore	thus	in order to
Verbs (processes or happenings)	caused	led to	result in	affect	impact on
Nouns (things)	reason	cause	rationale	factor	motivation

sample

The Crusades were a series of religious wars that had several causes. The main motivation was that the Pope and Christians in western Europe wanted to take back control over Jerusalem and other holy Christian places that were controlled by Muslims. In 1095, Pope Urban II promised that anyone who joined the Crusades would have their sins forgiven. As a result, thousands went on the journey so they could please God and help other Christians. Another reason was the desire for wealth and land. Many nobles and knights, especially younger sons who would not inherit family property, participated in the Crusades in order to gain land, riches and a better social position. Political ambition was another factor that led to the Crusades. Kings, rulers, nobles and the Popes wanted more power and respect. Consequently, they hoped that the Crusades would expand their reputations and power in Europe and the Middle East and, thus, strengthen their fame and political position. Overlapping rationales – religious duty, desire for economic gain and pursuit of power – resulted in 200 years of conflict and bloodshed in the Crusades.



Based on the information above, fill in the diagram below to show the main causes of the Crusades.



Syllabus links

Expansion of the Islamic Empire

NSW 2024

Historical context study 2 (core): The medieval world

- The expansion of Islam and the creation of an Islamic Empire in the Middle East, North Africa and Spain

Depth study (option) – Expansion of Islam (c. 610-1258)

Background and origins of the expansion of Islam

- Key events within the chronology of the expansion of Islam

Features of Islamic architecture

NSW 2024

Depth study (option) – Expansion of Islam (c. 610-1258)

Significant groups, individuals, ideas, beliefs, practices or events in the expansion of Islam

- Features of art and architecture, culture, philosophy, science and technology during the Golden Age of Islam

Inquiry questions

- What were the distinctive features of art, architecture, culture, philosophy, science and technology during the Golden Age of Islam?

Legacies of Islam's Golden Age

NSW 2024

Depth study (option) – Expansion of Islam (c. 610-1258)

Impact and legacies of the expansion of Islam

- Changing interpretations and representations of the legacy of the Umayyads and Abbasids

Inquiry questions

- What were the distinctive features of art, architecture, culture, philosophy, science and technology during the Golden Age of Islam?

For other pages related to Expansion of Islam please refer to:

Module	Related pages
I The medieval world	The medieval world Causes of the Crusades Impacts of the Crusades
8 The Ottoman Empire	Entire module

sample

The Great Mosque of Kairouan, Tunisia

Kairouan in present-day Tunisia was founded around 670 by the Arab Umayyad Caliphate, based in Damascus, Syria, as its first point of expansion into Africa (North Africa). Kairouan began as a military base for operations against both the Byzantium Empire and fierce local Berber tribes; later it became a prosperous city. In 750, the Umayyad Caliphate was overthrown by the Abbasid Caliphate, based in Baghdad, Iraq. Faced with continued unrest and attacks from the Berber tribes, the Abbasid caliph delegated one of his generals, Ibrahim ibn al-Aghlab, to restore order, and in return, transferred Africa to him and his descendants. The resulting Aghlabid dynasty (800 to 909) set up efficient administration, fostered trade and craftsmanship, and revived the economy.

The Great Mosque (see photo on the right) was built in 836 by the Aghlabid ruler Ziyadat Allah and was enlarged in 862 and 875 to accommodate the growing population. The mosque combines aspects of pre-Islamic, Roman, and Byzantine architecture. The floor plan of the prayer hall became the standard layout for all later mosques in North Africa and Spain. The minaret is the oldest surviving minaret in the world.

Right:
Outer wall, domes and minaret, Great Mosque (836),
Kairouan, Tunisia
© Rod Sainty





Expansion of Islam



Features of Islamic architecture 2



Four more features of Islamic architecture are listed in the box below. Write a caption below each image to identify the feature. Then draw a line to match the feature with a description in a box and its significance or importance on the right.

dome	minaret	mihrab	muqarnas
Description			Significance
<div>decorative elements like stalactite or honeycomb shapes under domes or arches</div>			<div>helps Muslim people know which way to face during prayer</div>
Image 5: _____			
<div>a rounded, curved roof structure like the upper half of a sphere</div>			<div>reminds people of daily prayers</div>
Image 6: _____			
<div>a decorated alcove in the qibla wall of a mosque pointing towards Mecca</div>			<div>symbolises the vastness of heaven; the circular shape reflects the infinite nature of the divine</div>
Image 7: _____			
<div>a tall, slender tower next to a mosque where the call to prayer is announced</div>			<div>create a complex layered pattern that emphasise abstract beauty and spiritual transcendence</div>
Image 8: _____			



Syllabus links

Impact of geography and natural features

NSW 2012

Topic 5c: The Polynesian expansion across the Pacific (c.AD 700 – 1756)

- Theories about the origin and spread of Polynesian settlers throughout the Pacific (ACDSEH013)

Students:

- identify the geographic extent and natural features of Polynesia

NSW 2024

Depth study (option) – Polynesian expansion across the Pacific (c. 700–1756)

Background and origins of Polynesian expansion across the Pacific

- Geographical context and natural features that shaped the development of Polynesian societies throughout the Pacific

Key ideas

- The geographical context, natural features and climate that shaped the development of Polynesian societies

The moai as a cultural achievement

NSW 2012

Topic 5c: The Polynesian expansion across the Pacific (c.AD 700 – 1756)

The cultural achievements of ONE Polynesian society, such as the Ta moko, the haka and hangi in Maori society and/or the moai constructed on Easter Island (ACDSEH067)

Students:

- using a range of sources, describe the cultural achievements of ONE Polynesian society, such as the role of the ariki and related tribal roles in Maori and Rapa Nui society (Easter Island)

NSW 2024

Depth study (option) – Polynesian expansion across the Pacific (c. 700–1756)

A student:

- explains the key features of past societies, historical periods and events HI4-SPE-01
- accounts for significant ideas and events that shaped the past HI4-IEP-01

Impact and legacies of Polynesian expansion across the Pacific

The legacy of at least ONE Polynesian society

Historical context

Significance – Polynesian art including the creation and purposes of moai statues

Groups in society: Maori culture

NSW 2012

Topic 5c: The Polynesian expansion across the Pacific (c.AD 700 – 1756)

The way of life in ONE Polynesian society, including social, cultural, economic and political features, such as the role of ariki and related tribal roles in Maori and in Rapa Nui society (ACDSEH066)

Students:

- describe key political features of ONE Polynesian society

NSW 2024

Depth study (option) – Polynesian expansion across the Pacific (c. 700–1756)

A student:

- explains the key features of past societies, historical periods and events HI4-SPE-01

Significant groups, individuals, ideas, beliefs, practices or events during Polynesian expansion across the Pacific

- The social and political structure of Maori society

Key ideas

- Social and political structures of Polynesian societies, including the role of women

Inquiry questions

- What were the key features of the social and political structure of one Polynesian society?

Right: Moai on Rapa Nui (Easter Island)

Polynesian expansion across the Pacific



Impact of geography and natural features

The geographical and natural features of a place have an impact on the way a culture or society develops.



Look at the features of Polynesia on the left. Read about the impacts on how Polynesian societies developed on the right. Draw a line to match a feature with at least one impact. Some features have several impacts.



Polynesia comprises more than 1,000 islands scattered around the Pacific ocean

volcanoes on high islands sometimes erupted



climate is tropical and warm

tropical climate has storms and cyclones



some islands are large



some islands are small

low islands like coral atolls have poor soil



sometimes islands had excess resources or not enough resources

religious beliefs developed to explain storms as signs from the gods

these islands could support larger populations

people became skilled sailors, navigators and ship-builders

people could grow crops all year round, such as bananas, yam, breadfruit, taro, sugarcane and coconuts

the sea was the main source of food

weather prediction was an important skill that the people developed

people could not grow enough food on low islands

the outrigger canoe was developed to help people fish and travel between islands for trade

many zones could be created across the island with different areas for living and growing crops

people traded their excess resources with people from other islands

people used island resources to make their homes, such as stones, wood from palm and coconut trees, tree leaves, woven mats and bark

competition for resources led to tension and warfare

people performed rituals to try to please the gods and to avoid volcanic eruptions

these islands could only support a smaller population

storm surges from cyclones caused damage to gardens from salt water and could lead to famines

the ocean became spiritually important to the people

island use was specialised e.g. one small island would be for habitation and a nearby island would be for crops



Syllabus links

Factors that led to Viking expansion

NSW 2012

Topic 4a: The Vikings (c. AD 790- c. 1066)

Viking conquests and relationships with subject peoples, including the perspectives of monks, changes in the way of life of the English, and the Norman invasion (ACDSEH048)

Students:

- discuss the significance of the Norwegian (Viking) and Norman invasions of England in 1066

NSW 2024

Historical context 2 (options)

The Vikings (c. 790-1066)

Significant groups, individuals, ideas, beliefs, practices or events in Viking society

- The nature of Viking exploration, trade and warfare, including developments that made Viking expansion possible

Impact and legacies of the Vikings

- The causes and effects of contact and conflicts within Viking society and/or with other societies

Inquiry questions

- How did advancement of technology, building technology, navigational techniques enable the Vikings to expand and establish trade routes?

Erik the Red and Leif Erikson

NSW 2012

Topic 4a: The Vikings (c. AD 790- c. 1066)

The role of a significant individual in the expansion of Viking settlement and influence (ACDSEH049)

Students:

- investigate and assess the role of significant individuals involved in the expansion of Viking settlement and influence, eg Erik the Red or Leif Ericson
- use sources to identify different perspectives on the chosen individual

NSW 2024

Historical context 2 (options)

The Vikings (c. 790-1066)

Significant groups, individuals, ideas, beliefs, practices or events in Viking society

- The actions and significance of a chosen individual involved in Viking expansion
- Example(s): Erik Thorvaldsson (Erik the Red), Freydis Eiríksdóttir, Leif Erikson.

Impact and legacies of the Vikings

- The causes and effects of contact and conflicts within Viking society and/or with other societies

sample

Right: Viking force arriving in England. c. 1130.
Folio 9v of Miscellany on the Life of St. Edmund,
Morgan Library, New York

The Vikings

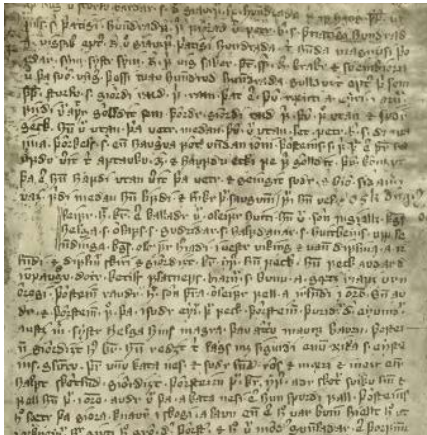


Significance and legacy

In History, people like Erik the Red are evaluated for their significance and legacy.

Significance means importance and impact (what they caused).

Legacy means what they left behind for future generations.



Source A (left): The first page of the saga of Erik the Red, written in the 13th Century in Iceland. The saga tells how Erik led a colony in Greenland.



Source B (above): Reconstruction of a small chapel in Brattahlíð, Greenland, on the site of Erik the Red's farm. Ruins of a farm found on the site have been dated at around 1000.



What do Sources A and B below show about Erik the Red's significance and legacy? Use the 3-step process below to interpret these sources.

1

Describe the source

2

Use a meaning verb

3

Interpret meaning

	1 <i>Describe the source</i>	2 <i>Use a meaning verb</i>	3 <i>Interpret meaning</i>
A	Source A is _____	This shows _____	_____
B	_____	_____	_____

sample



The questions below can help a historian interpret significance and legacy. Answer the questions below about Erik the Red and refer to the sources above.

1	What major changes did this person or event cause at the time?	_____
2	How many people did it impact?	_____
3	For how long was the event or person remembered or talked about?	_____
4	What lasting changes or ideas came from this?	_____
5	Are there positive or negative perspectives on the person or event today?	_____



Syllabus links

Impact of geography and natural features

NSW 2012

Topic 5a: Angkor/Khmer Empire (c.AD 802 – c. 1431)

- The way of life in the Khmer Empire, including social, cultural, economic and political features (including the role of the king) (ACDSEH011)

Students:

- identify key sites and the extent of the Angkor/Khmer Empire during this period

The reasons for Angkor's rise to prominence, including wealth from trade and agriculture (ACDSEH060)

NSW 2024

Depth study (option) – The Angkor/Khmer Empire (c. 802 – c. 1431)

Background and origins of the Angkor/Khmer Empire

- Geographical context and natural features that shaped society under the Angkor/Khmer Empire

Inquiry questions

How did the geographical context and natural features of modern-day Cambodia, including natural features of the Mekong River and Tonle Sap Lake, impact on the development of the Angkor/Khmer Empire?

Water management

NSW 2012

Topic 5a: Angkor/Khmer Empire (c.AD 802 – c. 1431)

The cultural achievements of the Khmer civilisation, including its system of water management and the building of the temples of Angkor (ACDSEH061)

NSW 2024

Depth study (option) – The Angkor/Khmer Empire (c. 802 – c. 1431)

Significant groups, individuals, ideas, beliefs, practices or events in the Angkor/Khmer Empire

- The features of Angkor/Khmer art, architecture and technology

Historical concepts

- Cause and effect – construction of extensive irrigation systems to support a growing population and growth of towns

Groups in society

NSW 2012

Topic 5a: Angkor/Khmer Empire (c.AD 802 – c. 1431)

- The way of life in the Khmer Empire, including social, cultural, economic and political features (including the role of the king) (ACDSEH011)

Students:

- identify the roles and relationships of key groups in the Angkor/Khmer Empire

NSW 2024

Depth study (option) – The Angkor/Khmer Empire (c. 802 – c. 1431)

Significant groups, individuals, ideas, beliefs, practices or events in the Angkor/Khmer Empire

Teaching advice:

- Sources of evidence about social hierarchies, including the roles of women

The significance of Angkor Wat

NSW 2012

Topic 5a: Angkor/Khmer Empire (c.AD 802 – c. 1431)

Students:

- explain the significance of Angkor today

NSW 2024

Depth study (option) – The Angkor/Khmer Empire (c. 802 – c. 1431)

Impact and legacies of the Angkor/Khmer Empire

- The significance of Angkor Wat and Angkor Thom as UNESCO World Heritage sites

sample

The Angkor/Khmer Empire



Groups in Khmer society

From the 9th to the 15th centuries, Khmer society was hierarchical. Power was concentrated at the top with the **king** who had complete control over all levels of society. Other groups in society were shaped by the Hindu caste system which assigned people to fixed social classes from birth. Groups in Khmer society included:

- king (devaraja)
- nobles, warriors and leaders (kshatriya)
- brahmins (priests), monks and nuns
- artisans
- farmers and fishers
- slaves.



Above: The faces of kings at Bayom Temple, Angkor Thom (12th century)



The PEEEL paragraph below has five parts. It describes the role of the king in society. The parts in the left column below are in the wrong sequence. Tick a box to show what part it is (e.g. Point, Elaborate, Explain or Link).

Paragraph parts	POINT Identify the role	ELABORATE Describe their role in society	ELABORATE Describe the role of women	EXPLAIN Explain their interaction with other groups	LINK Link to how the role maintained stability and continuity in society
The role of king was hereditary for males only. Women could be influential as the mother (mother of the king) and queen (wife of the king).					
He was believed to be the earthly incarnation of a Hindu god - usually Shiva or Vishnu - or later, the Buddha. His role was to maintain cosmic order and oversee the prosperity of the empire.					
The king provided stability for society because he was a figurehead and ruler to unite the empire and control the entire society.					
At the top of Khmer society was the king, known as the devaraja or god-king, who was the supreme political and spiritual leader.					
The king commanded loyalty from all other social groups. He required complete obedience from nobles, priests, artisans and farmers.					



Syllabus links

Impact of geography and natural features

NSW 2012

Topic 5b: Japan under the Shoguns (c.AD 794 – 1867)

The use of environmental resources in Shogunate Japan and the forestry and land use policies of the Tokugawa Shogunate (ACDSEH064)

Students:

- describe how the Japanese used land and forests as resources

NSW 2024

Depth study (option) – Japan under the Shoguns (c. 794–1867)

Background and origins of Japan under the Shoguns

- Geographical context and natural features that shaped the development of Japanese society under the Shoguns

Inquiry questions

How did Japan's unique geography and natural features contribute to the development of its society under the Shoguns?

Forestry and values under the Shoguns

NSW 2012

Topic 5b: Japan under the Shoguns (c.AD 794 – 1867)

The use of environmental resources in Shogunate Japan and the forestry and land use policies of the Tokugawa Shogunate (ACDSEH064)

Students:

- describe how the Japanese used land and forests as resources
- outline the Tokugawa Shogunate's policies on forestry and land use

NSW 2024

Depth study (option) – Japan under the Shoguns (c. 794–1867)

Impact and legacies of Japan under the Shoguns

- The legacy of the Shogunate in modern day Japan
Examples: Forestry and land-use policies of the Tokugawa Shogunate; the influence of samurai history on popular culture and literature.

sample

Groups in society

NSW 2012

Topic 5b: Japan under the Shoguns (c.AD 794 – 1867)

The way of life in Shogunate Japan, including social, cultural, economic and political features (including the feudal system and the increasing power of the shogun) (ACDSEH012)

Students:

- identify the roles and relationships of key groups in this society using sources.

NSW 2024

Depth study (option) – Japan under the Shoguns (c. 794–1867)

Significant groups, individuals, ideas, beliefs, practices or events in Japan under the Shoguns

- The political organisation and roles of key groups in Japan under the Shoguns

Key ideas

The function of political organisations and roles of key groups such as the Shogun, Daimyo and Samurai and shifting power dynamics over time

Right:

Portrait of Shogun Tokugawa Ieyasu (1543-1616) by Kano Tanyu.

Japan under the Shoguns



Answers

The four largest islands of Japan are surrounded by sea.

Japanese people were able to control their borders and trade.

It was harder for a foreign army to invade Japan.

It was possible to close the country to foreign influence.

Fishing and seafood became staples of the Japanese diet.

Japan is located near Korea and China

Many Chinese influences came to Japan via Korea, including writing, Buddhism and Confucianism, ideas about government, agriculture, clothing, art and poetry.

Around 70% of Japan is mountainous in the interior

Populations and cities were concentrated in flatter coastal areas.

Mountains separated communities leading to the development of regional centres with their own customs and local leaders.

Japan has over a hundred active volcanoes

Volcanic eruptions killed thousands of people.

Area near volcanoes had fertile soil that is rich in minerals and ideal for growing rice.

Ashfall from volcanic eruptions damaged crops leading to famine and hardship.

Earthquakes were frequent and sometimes severe

Thousands of people were killed during major earthquakes.

Earthquakes sometimes caused tsunami (giant waves) that killed thousands of people, destroyed towns and damaged crops.

Only a small percentage of land was fertile for farming

Crops became precious especially rice. Rice became a unit of currency and a form of payment for samurai.

Japan has distinct seasons and natural beauty

Agriculture and harvests were seasonal.

Cultural traditions developed to celebrate nature e.g. cherry blossom viewing, seasonal food.

Shinto beliefs about natural spirits acknowledged the beauty of nature.

sample

Artisans and merchants



Read the information below and complete paragraphs about two more groups.

Artisans

- skilled craftsmen who created goods by hand, such as tools, furniture, pottery, weapons, textiles and artworks.
- lived in towns and cities, specialised in crafts
- children were apprenticed to a master usually without pay
- women assisted with production, especially textile-making, ceramics and family-run workshops
- ranked below peasants but above merchants; sold goods to merchants or samurai



Above: Woodblock print of artisan women by Utagawa Kunisada

P

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L

_____ The knowledge of the craft was passed down orally and by observing the master.

Artisans could be supported by daimyo who commissioned artworks, textiles or other goods. _____

Since they supplied tools, goods and cultural products for society, _____

sample

Merchants

- traders who made their living from selling goods e.g. rice, silk, paper
- mostly lived in cities; were not respected because they did not grow or create anything and they profited from the work of others
- women assisted with business, managed household finances or worked in markets and shops
- merchants depended on artisans and peasants for goods to sell and managed supplies for the samurai class



Right:
A merchant
in Yoshiwara
by Hiroshige
c. 1842.



Reasons for successful Mongol conquests

NSW 2012

Topic 6a: Mongol expansion (c.AD 1206-1368)

Students:

- Describe the life and impact of Temujin (Genghis Khan) on Asia and the Middle East

The organisation of the Mongol army under Genghis Khan and the treatment of conquered peoples, such as the codification of laws and exemption of teachers, lawyers and artists from taxes (ACDSEH077)

Students:

- outline the organisation of Genghis Khan's Mongol army
- using a range of sources, describe how the Mongols treated conquered peoples

The extent of the Mongol expansion as one of the largest land empires in history, including life in China before, during and after the Mongol conquest (ACDSEH078)

NSW 2024

Depth study (option): Mongol expansion (c. 1206-1368)

Significant groups, individuals, ideas, beliefs, practices or events during Mongol expansion

- The role of warfare from Genghis Khan to Kublai Khan
Example(s): Battles to illustrate tactics (Bagdad against the Assassins, Battle of Kadesh)

Historical skills

- researching a specific topic related to the Mongol expansion, for example military tactics, horsemanship, economic impact or cultural exchange to gain a comprehensive understanding of the significance of the expansion

Inquiry questions

- In what ways did Mongol innovations in military tactics and warfare contribute to their successes in conquest and expansion?

Genghis Khan and Kublai Khan

NSW 2012

Topic 6a: Mongol expansion (c.AD 1206-1368)

- The nomadic lifestyle of the Mongols and the rise of Temujin (Genghis Khan) (ACDSEH014)

Students:

- Describe the life and impact of Temujin (Genghis Khan) on Asia and the Middle East

The consequences of the Mongol expansion, including contributions to European knowledge and trade routes (ACDSEH079)

Students:

- using a range of sources describe and assess the significance of Mongol expansion, including contributions to European knowledge and the increase in commerce with Asia and Europe
- assess the reign and contributions of Kublai Khan to the Chinese empire and the wider world

NSW 2024

Depth study (option): Mongol expansion (c. 1206-1368)

Background and origins of the Mongol expansion

- Early life and family background of Genghis Khan

Significant groups, individuals, ideas, beliefs, practices or events during Mongol expansion

- The significance of Genghis Khan and his descendants in the expansion of the Mongols
- The role of warfare from Genghis Khan to Kublai Khan

Impact and legacies of Mongol expansion

- The legacy of Kublai Khan and the Yuan dynasty

Right: Temujin being proclaimed as Genghis Khan. *Jami' al-tawarikh* by Rashid al-Din Hamadani (1247-1318). Edition from c. 1430. Bibliothèque Nationale de France.

Mongol Expansion



Significance and legacy

In History, people like Genghis Khan are evaluated for their significance and legacy.

Significance means importance and impact (what they caused).

Legacy means what they left behind for future generations.



What do Sources A and B below show about Genghis Khan's significance and legacy? Use the 3-step process below to interpret these sources.

Source A: Modern banknote from Mongolia featuring Genghis Khan.



Source B: Modern map showing the Mongol Empire in 1259 at its peak under the rule of Kublai Khan, Genghis Khan's grandson.



2

3

Describe the source

Use a meaning verb

Interpret meaning

A Source A is _____

This indicates

B **can**

This indicates

sample



The questions below can help a historian interpret significance and legacy. Answer the questions below about Genghis Khan and refer to Source A and B where relevant.

What major changes did this person or event cause at the time?

2 How many people did it impact?

3 For how long was the event or person remembered or talked about?

4 What lasting changes or ideas came from this?

5 Are there positive or negative perspectives on the person or event today?



Syllabus links

Reasons for expansion of the Ottoman Empire

NSW 2012

Topic 4c: The Ottoman Empire (c. AD 1299- c. 1683)

Significant developments and/or cultural achievements that reflect the power and influence of the Ottoman Empire, such as the fall of Constantinople in AD 1453, art and architecture (ACDSEH053)

Students:

- sequence and explain significant developments in extending the strength and influence of the Ottoman Empire in the Middle East and Europe, eg the Battle of Kosovo, the fall of Constantinople, and the Sieges of Rhodes and Vienna

NSW 2024

Historical context 2 (options)

The Ottoman Empire (c. 1299- c. 1683)

Background and origins of the Ottoman Empire

- The decline of the Byzantine Empire and the founding of the Ottoman Empire

Example(s): Factors behind the rise of the Ottomans such as the spread of Islam, the Crusades, Mongol expansion and the decline of the Byzantine Empire; the movement of Turcoman populations into the Byzantine Empire.

Cause and effect – Ottoman conquest of Constantinople in 1453 in terms of geopolitics and trade

Inquiry questions

- How did the Ottoman Empire evolve from a small Anatolian principality into a vast imperial power?

Mehmed II and Suleiman I

NSW 2012

Topic 4c: The Ottoman Empire (c. AD 1299- c. 1683)

The role of significant individuals in maintaining the strength and influence of the Ottoman Empire (ACDSEH055)

Students:

- investigate and assess the importance of significant individuals, eg Selim I, or Suleiman the Magnificent, in extending and maintaining the strength and influence of the Ottoman Empire
- use sources to identify different perspectives on the chosen individuals
- discuss how the Ottoman Empire has influenced the world today

NSW 2024

Historical context 2 (options)

The Ottoman Empire (c. 1299- c. 1683)

Significant groups, individuals, ideas, beliefs, practices or events

- The role of at least ONE sultan in expanding and maintaining the empire

Impact and legacies of the Ottoman Empire

- The legacy of the Ottoman Empire, including medicine and technology

sample

Right: The Hagia Sophia mosque in Istanbul taken over by the Ottomans after the Fall of Constantinople in 1453, originally a Byzantine Cathedral built in 537.

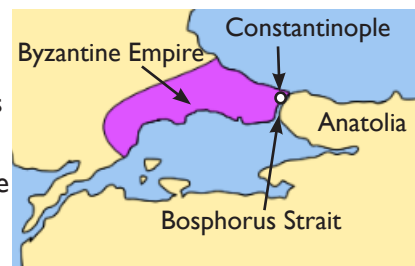
The Ottoman Empire



Strategic location, military strength

 **Read the paragraph about the location of the Ottoman Empire. Write the names of PEEL paragraph phases on the left. Adding cause and effect language on the lines.**

The strategic location of the early Ottoman state was another _____ for their successful and rapid expansion. The Ottoman state was near the weakening Byzantine Empire _____ they were able to launch attacks into neighbouring territories. Their location was also strategic for trade _____ they were at the crossroads of Europe and Asia on major trade routes, such as the Silk Road. _____, they gained economic power, wealth and influence. For example, northwestern Anatolia was only around 200km from Constantinople across the narrow Bosphorus Strait. _____ the distance was short, the Ottomans could move troops easily, build fortifications and launch attacks on the Byzantine Empire. This _____ the successful attack on Constantinople in 1453. _____ their strategic location, the Ottomans could expand and engage in trade which gave them military and economic advantages.



Above: Location of Anatolia near Byzantine Empire and Constantinople

 **Military strength was another reason for the expansion of the Ottoman Empire. Complete the paragraph below.**

Military strength

- established one of the first standing (or permanent) armies in Europe
- highly disciplined and centralised military
- elite soldiers called Janissaries had advanced training and combat skills
- Siege of Constantinople in 1453 - Janissaries advanced the formation and forced back the Byzantine defenders, inner walls were breached and the Ottomans took control of the city



Above: Janissaries in 1573 by Lambert Wyts

sample

P	POINT Identify the factor	The _____ was another reason for the rapid rise and expansion of the Ottoman Empire.
E	EXPLAIN Explain the factor	The Ottomans established one of the first standing armies in Europe. As a result, _____ _____ _____ One of the most important elements of their army was the _____ _____
E	EXAMPLE Explain a specific example	Superior military tactics and organisation helped the Ottomans win key battles such as _____. After 53 days of siege, the Janissaries were sent to enter the city. _____ _____ _____
L	LINK Link to the topic (reasons for expansion of the Ottoman Empire)	The professional army and elite Janissary fighters gave the Ottomans a consistent and loyal fighting force. Consequently, _____ _____



Syllabus links

Origin of the Black Death

NSW 2012

Topic 6b: The Black Death in Asia, Europe and Africa (14th-century plague)

The role of expanding trade between Europe and Asia in the Black Death, including the origin and spread of the disease (ACDSEH069)

Students:

- outline the extent of trade between Europe and Asia in the 14th century
- explain how trade and travel contributed to the outbreak and spread of the Black Death

NSW 2024

Depth study (option) – The Black Death in Asia, Europe and North Africa (c. 1347 – c. 1351)

Background and origins of the Black Death in Asia, Europe and North Africa

- Origins and spread of the Black Death, including the role of trade and travel

Significant groups, individuals, ideas, beliefs, practices or events during the Black Death in Asia, Europe and North Africa

- The causes and symptoms of the Black Death

Long term impacts of the Black Death

NSW 2012

Topic 6b: The Black Death in Asia, Europe and Africa (14th-century plague)

Other immediate and long-term effects of the Black Death, including labour shortages, peasant uprisings, the weakening of feudal structures, and increased social mobility (ACDSEH072)

Students:

- describe short-term and long-term effects of the Black Death on medieval societies
- assess the role of the Black Death in breaking down the feudal system in Europe

NSW 2024

Depth study (option) – The Black Death in Asia, Europe and North Africa (c. 1347 – c. 1351)

Impact and legacies of the Black Death in Asia, Europe and North Africa

- Debates on the short-term and long-term impacts of the Black Death on medieval societies in Asia, Europe and North Africa
- Example(s): Changes to the system of serfdom; the effects of depopulation on society and the economy in Europe and the Middle East; the undermining of religious authority.

Impacts of the Black Death

NSW 2012

Topic 6b: The Black Death in Asia, Europe and Africa (14th-century plague)

The effects of the Black Death on Asian, European and African populations, and conflicting theories about the impact of the plague (ACDSEH071)

NSW 2024

Depth study (option) – The Black Death in Asia, Europe and North Africa (c. 1347 – c. 1351)

Significant groups, individuals, ideas, beliefs, practices or events during the Black Death in Asia, Europe and North Africa

- Responses to the spread of the Black Death, including the role of religion

Example(s): Medical response to the Black Death in Europe and the Middle East; longer life expectancy; the concept of divine punishment, religious responses included Flagellants and other religious movements.

Impact and legacies of the Black Death in Asia, Europe and North Africa

- Debates on the short-term and long-term impacts of the Black Death on medieval societies in Asia, Europe and North Africa

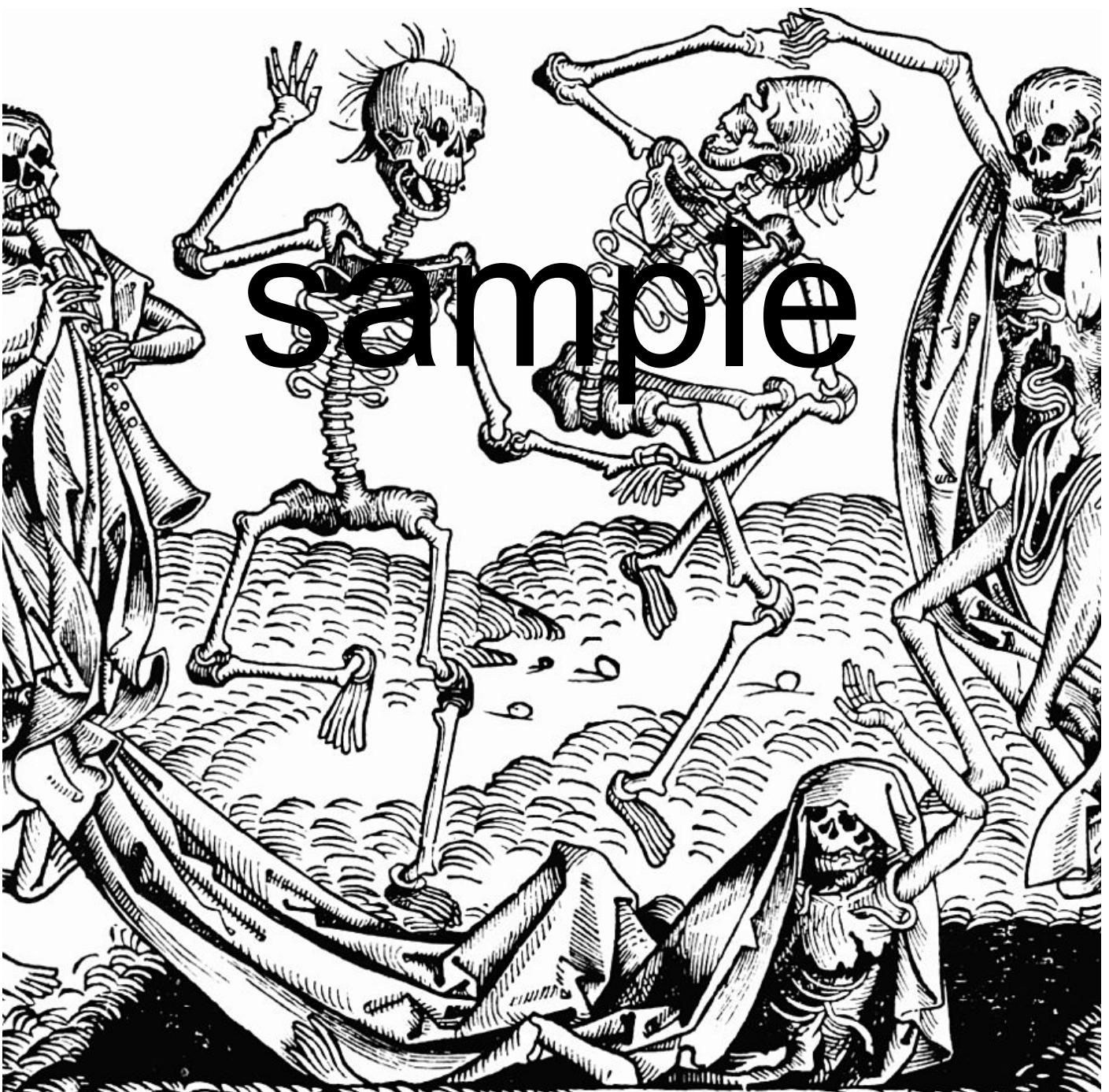
Example(s): Changes to the system of serfdom; the effects of depopulation on society and the economy in Europe and the Middle East; the undermining of religious authority.

sample

Right:

Dance Macabre (Dance of Death)
Illustrations from the Nuremberg Chronicle,
by Hartmann Schedel (1440-1514)

The Black Death



Social impacts



Use the information on the previous page to help you complete the first paragraph of a Consequential Explanation of impacts of the Black Death.

PHENOMENON TO BE EXPLAINED

The Black Death plague had devastating impacts on Europe, Asia and North Africa in the 14th Century, killing millions and transforming life in the medieval world. Socially, the Black Death changed how people _____
Culturally, it led to _____
Politically, the Black Death weakened the _____ system _____ the shortage of labour. It also caused many people to question the Church's authority and teachings, leading to _____ impacts.

Underline the statement about the topic: Impacts of the Black Death

Preview the four types of impacts of the Black Death and define each type. Highlight cause and effect language



Complete this PEEL paragraph below about first type of impact: social impacts. Use cause and effect language from the box below.



Above: Citizens of Tournai bury plague victims by Pierart dou Tiel (1340-1360)

Cause and effect language

Conjunctions and text connectives (linking words)	because	since	so
	as a result	consequently	therefore
Verbs (processes or happening)	in order to	thus	due to
	caused	led to	result in
Nouns (things)	affected	impacted on	
	outcome	impact	result
	factor	result	consequence
	implication	consequence	

sample

P

POINT

Identify the impact

The Black Death had major _____ impacts because it _____

E

EXPLAIN

Explain the impacts in more detail

E

EXAMPLE

Explain a specific example

For example, some peasants inherited land and more money so they did not have to rely on their lord for protection. _____

L

LINK

Link to long term impacts e.g. weakened feudal structures

The _____ of the Black Death profoundly changed _____



Syllabus links

Features of the Renaissance

NSW 2012

Topic 4d: Renaissance Italy (c.AD 1400 – c. 1600)

The way of life in Renaissance Italy (social, cultural, economic and political features) and the roles and relationships of different groups in society (ACDSEH010)

Students:

- explain why this period is known as the Renaissance

Significant developments and/or cultural achievements that reflect the concentration of wealth and power in the city-states (ACDSEH056)

NSW 2024

Depth study (option) – Depth study (option) – Renaissance Italy (1400 – c. 1600)

Background and origins of Renaissance Italy

- Role of wealth in the development of the Renaissance

Significant groups, individuals, ideas, beliefs, practices or events in Renaissance Italy

- Ideas regarding the influence of classical thinking on ways of perceiving the individual and the world

Key ideas

- The reasons for the development of the Renaissance in Italy
- Features of art, architecture, science and technology in Renaissance Italy, including the work of key individuals

Significance of the Medici family

NSW 2012

Topic 4d: Renaissance Italy (c.AD 1400 – c. 1600)

Significant developments and/or cultural achievements that reflect the concentration of wealth and power in the city-states (ACDSEH056)

Students:

- describe how the patronage of wealthy families encouraged these developments and/or cultural achievements

NSW 2024

Depth study (option) – Depth study (option) – Renaissance Italy (1400 – c. 1600)

Significant groups, individuals, ideas, beliefs, practices or events in Renaissance Italy

- The role of patronage of families such as the Medici and their relationship with artists in the creation of works of art and architecture

Historical concepts

- Significance – Medici family in Renaissance Italy



Syllabus links

Galileo Galilei and Leonardo da Vinci

NSW 2012

Topic 4d: Renaissance Italy (c.AD 1400 – c. 1600)

The role and achievements of significant individuals (ACDSEH058)

Students:

- investigate and assess the importance of significant individuals, eg Cesare Borgia, Lucrezia Borgia, Caterina Sforza, Leonardo da Vinci, Michelangelo, Artemisia, Niccolò Machiavelli, Galileo Galilei

NSW 2024

Depth study (option) – Depth study (option) – Renaissance Italy (1400 – c. 1600)

Significant groups, individuals, ideas, beliefs, practices or events in Renaissance Italy

- The role and significance of a chosen individual during the Renaissance

sample

Right:

The Santa Maria del Fiore cathedral in Florence. The dome was designed by Filippo Brunelleschi and built between 1420-1436.

Renaissance Italy



Galileo Galilei

A Biographical Recount tells us about the life of a person of historical significance. The genre has three stages:

- Identification of person
- Events
- Significance



Right: Portrait of Galileo by Justus Sustermans in 1635. Uffizi gallery.

Biographical recount

Identification of person

Galileo Galilei (1564–1642) was an Italian astronomer, physicist and mathematician who played a key role in the scientific advancements of the Renaissance. Galileo is often called the “father of modern science” and he is best known for his improvements to the telescope and his astronomical discoveries. His work laid the foundations for modern physics and challenged long-standing beliefs about the universe.



Highlight all the wordings related to time below. Then cut and rearrange these jumbled events in Galileo’s life in the correct sequence.

In the 1590s, Galileo moved to Padua where he conducted more experiments about motion and the movement of objects. He developed theories about motion that became the foundations of modern science.

During nine years of house arrest, he continued to write and study. In 1638, he published his major work, a book called ‘Two New Sciences’, which summarised all of his discoveries. This book became the foundation for later developments in physics, motion and mechanics and influenced Isaac Newton’s laws of motion.

In 1616, Galileo came into conflict with the Church. The Church issued a warning against promoting the heliocentric theory because it was against the Church’s teachings. However, Galileo continued to write and teach about it. The Church responded by putting him on trial for heresy (challenging the Church’s teachings).

Galileo died in 1642 as a prisoner under house arrest.

Galileo was born in Pisa, Italy, in 1564. He came from a poor family and his father was a musician who taught the lute and experimented with stringed instruments.

In the early 1600s, Galileo learned about a new Dutch invention—the telescope—and quickly improved its design. With his enhanced telescope, he made several groundbreaking discoveries and observed mountains on the Moon, four moons orbiting Jupiter, the phases of Venus and dark spots on the Sun. At the time, the Church taught that the Earth was the centre of the universe. However, Galileo’s observations provided strong evidence for the heliocentric theory where the Sun was the centre of the solar system. He made some errors: for example, he thought that the orbits of planets were circles.

In 1633, Galileo was found guilty of heresy and he was forced to withdraw his views and live the rest of his life under house arrest.

As a young man, Galileo initially studied medicine at the University of Pisa but soon turned to mathematics. He was interested in how the physical world worked. One of his earliest discoveries was the law of pendulum motion which he observed by watching a swinging lamp in a cathedral. This insight led to experiments with time and motion.

Significance and legacy

Galileo was a brilliant and original thinker whose work fundamentally changed how people understood the universe. He was innovative because he shifted scientific thinking away from old ideas and beliefs towards observation, experimentation and mathematics. Even though he was punished by the Church during his lifetime, Galileo is now recognised as a hero of the Renaissance and a pioneer of modern science.



Syllabus links

Motivations for Spanish conquest of the Americas

NSW 2012

Topic 6c: The Spanish Conquest of the Americas (c.AD 1492 – c.1572)

When, how and why the Spanish arrived in the Americas, and where they went, including the various societies and geographical features they encountered (ACDSEH073)

Students:

- outline and explain the reasons for Spanish conquest and settlement in the Americas

NSW 2024

Historical context

Depth study (option) – The Spanish conquest of the Americas (c. 1492 – c. 1572)

Background and origins of the Spanish conquest of the Americas

- Reasons for Spanish exploration, conquest and settlement of the Americas

Key ideas

- Role of technology, military superiority and alliances in aiding Spanish conquests

Historical context

- Contestability – motivations behind Spanish conquests of the Americas.

Moctezuma II and Atahualpa

NSW 2012

Topic 6c: The Spanish Conquest of the Americas (c.AD 1492 – c.1572)

When, how and why the Spanish arrived in the Americas, and where they went, including the various societies and geographical features they encountered (ACDSEH073)

NSW 2024

Historical context

Depth study (option) – The Spanish conquest of the Americas (c. 1492 – c. 1572)

Historical concepts

- Significance – lasting impact of figures such as Hernán Cortés and Moctezuma II

Significant groups, individuals, ideas, beliefs, practices or events

- Role and significance of a chosen individual during the Spanish conquest of the Americas

Example(s): Moctezuma II, Hernán Cortés, La Malinche/ Malintzin, Atahualpa, Francisco Pizarro.

Historical skills

- researching a key figure such as Hernán Cortés, Francisco Pizarro, Moctezuma II, Atahualpa and La Malinche/ Malintzin and their role in shaping the course of the Spanish conquest

sample

Right:

Apolco, the capital city of Nochistlan, in southern Mexico, is conquered by the Spanish in 1535, with help from the Tlaxcalans. Diego Muñoz Camargo, Canvas of Tlaxcala, 1585

The Spanish conquest of the Americas



Political advantage, personal glory

 Read the paragraph about. Write the PEEL paragraph phases on the left. Complete the sentences by adding cause and effect language.

Political advantage was another important _____ for the Spanish conquest of the Americas. In the 16th Century, European powers like Spain, Portugal, France and England competed for territory, power and trade. _____ this rivalry, Spain aimed to secure valuable territories and control important trade routes before its rivals. Conquest of new territories was a priority _____ Spain wanted to grow its global wealth and power. In 1494, Spain and Portugal signed the Treaty of Tordesillas _____ prevent conflict between them _____ both nations wanted to explore and claim new territories. The treaty drew an imaginary line down the Atlantic Ocean: lands to the west of the line would belong to Spain, while lands to the east would go to Portugal. _____ Spain gained control of most of the Americas, while Portugal kept control of areas like Brazil. _____, Spain was _____ to conquer the Americas quickly _____ it could compete with its rival powers in Europe.



Above: Map showing the Spanish empire in the Americas by the 17th century.

 The desire for glory and fame was another motivation for Spanish conquest. Complete the paragraph below.

Desire for glory, personal fame and honour

- Explorers wanted to prove their bravery, gain status and recognition
- Younger sons had no inheritance so they wanted to chance glory and status.
- Hernán Cortés was a nobleman who led an unauthorized expedition to Mexico in 1519.
- He defeated the Aztecs and was rewarded for becoming governor and gaining fame in Spain.

sample

P	POINT Identify the factor	The _____ was a powerful _____ for Spanish explorers to join overseas conquests.
E	EXPLAIN Explain the factor	Men from noble or military backgrounds saw conquest as a chance to _____ _____ Many younger sons had no inheritance so _____ _____. Explorers returned to Spain with tales of heroism and conquest could achieve _____ _____
E	EXAMPLE Explain a specific example	For instance, _____ _____. After the conquest of _____ _____ _____
L	LINK Link to the topic (reasons for expansion of the Spanish Empire)	_____ the pursuit of _____ motivated many men to join expeditions of conquest to the Americas.



Syllabus links

Reasons for European exploration

NSW 2024

Historical context 3 (core): The era of colonisation

- Reasons for the increase of European exploration from the 15th century onwards

Example(s): Technological developments, rivalries between states and/or individuals, religious motivations, intellectual motivations.

- Historical significance of the Doctrine of Discovery (1493) for European powers

Literacy Works acknowledges the Traditional Custodians of the land on which it operates, the Dharug and Wangal Peoples, and pays its respects to Elders, past, present and emerging.

We advise that some confronting topics are addressed in this module, including massacres.

Colonisation and the Wampanoag people

NSW 2012

Topic 6d: Aboriginal and Indigenous Peoples, Colonisation and Contact History

The nature of colonisation of ONE Indigenous community such as North America, the Pacific region, China, Africa, South-east Asia or South Asia

The nature of contact following colonisation of the chosen Indigenous people

The consequences of the colonisation of the chosen Indigenous people

NSW 2024

Historical context 3 (core): The era of colonisation

- The responses of at least ONE international Indigenous community from either North America, the Pacific region, China, Africa, South-East Asia or South Asia to occupation and colonisation

Valuing Indigenous voices

In order to create the literacy resources for this topic, Literacy Works has aimed to follow AIATSIS guidelines for educational resources that respect the voices of Indigenous peoples to recount their own experiences and histories.

Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS) 2022. AIATSIS Guide to evaluating and selecting educational resources. aiatsis.gov.au/education/guide-evaluating-and-selecting-education-resources

sample

Right:

The port of Lisbon, Portugal in 1572.
from Georg Braun and Frans Hogenberg's atlas
Civitates orbis terrarum, vol 1, 1572.

The era of colonisation



Economic reasons for exploration

This page covers two economic reasons for exploration: to find wealth and new trade routes. Both of these reasons are related because control of trade routes results in greater wealth.



The next stage of an Explanation explains the reasons or factors. The paragraph below explains the first reason. Draw a line to match the PEEL paragraph part on the left with the correct section on the right. Highlight the cause and effect language.

P	POINT Identify the reason
E	EXPLAIN Explain the reason
E	EXAMPLE Explain specific examples
L	LINK Link to the topic: reasons for European exploration

Many European nations hoped to discover new sources of gold and silver in order to fund wars and build their power. Individual explorers were motivated to gain personal fortunes. Luxury goods, such as spices like pepper, cinnamon and nutmeg, were in high demand in Europe so they were extremely valuable. Therefore, explorers wanted to find sources of gold, silver and spices to bring back to Europe.

As a result, the strong desire for riches in gold, silver and spices motivated Europeans to explore the world.

A key reason for European exploration was the desire for wealth.

For example, the Portuguese travelled to West Africa in the 1470s with the aim of finding gold. Portugal also traded in spices through their ports in the Spice Islands (modern Indonesia) which led to huge profits in Europe.



Read the information in the fact box below about trade and complete the PEEL paragraph about the second reason for exploration: to find new trade routes to Asia.

Trade routes

From the mid 1400s, the main trade routes over land were controlled by the Ottoman Empire and other Islamic powers.

Traded goods like spices became more expensive for Europeans.

Europeans searched for sea trade routes to Asia for spices.



P	POINT Identify the reason
E	EXPLAIN Explain the reason
E	EXAMPLE Explain specific examples
L	LINK Link to the topic: reasons for European exploration

_____ one of the main _____ for the exploration journey of Christopher Columbus in 1492 was to find a route to Asia by _____. His goal was to sail west to the East Indies where he could acquire _____ and bring them back to the King and Queen of Spain.



Syllabus links

Worldviews about land and Country

NSW 2012

Topic 6d: Aboriginal and Indigenous Peoples, Colonisation and Contact History

The nature of British colonisation of Australia

Students:

- describe the differences between Aboriginal and non-Aboriginal relationships to Land and Country

NSW 2024

Depth study (core): Aboriginal Peoples' experiences of colonisation in Australia (1788 – c. 1901)

- Differences between Aboriginal and non-Aboriginal worldviews of relationships to Country and land, including the concept of terra nullius

Example(s): Individuals belonging to land versus land belonging to individuals; land seen as a possession.

- Aboriginal Peoples' connection to Country as context for resistance throughout British colonisation and expansion

Impact and legacies relating to Aboriginal Peoples' experiences of colonisation in Australia to c. 1901

- Perspectives of Aboriginal and Torres Strait Islander Peoples on historical events such as 'invasion', 'colonisation' and 'settlement'

Significance of the Gweagal spears

NSW 2012

Topic 6d: Aboriginal and Indigenous Peoples, Colonisation and Contact History

The nature of British colonisation of Australia

Students:

- recall the nature of early British contact with Aboriginal and Torres Strait Islander peoples in Australia

NSW 2024

Depth study (core): Aboriginal Peoples' experiences of colonisation in Australia (1788 – c. 1901)

Suggested case studies

- The removal and repatriation of items such as the Gweagal shield and the Kamay spears from Custodians

sample

Frontier wars

NSW 2012

Topic 6d: Aboriginal and Indigenous Peoples, Colonisation and Contact History

The nature of British colonisation of Australia

Students recall the nature of early British contact with Aboriginal and Torres Strait Islander peoples in Australia

NSW 2024

Depth study (core): Aboriginal Peoples' experiences of colonisation in Australia (1788 – c. 1901)

Significant groups, individuals, ideas, beliefs, practices and events relating to Aboriginal Peoples' experiences of colonisation in Australia

- Significant conflicts during initial contact: Sydney Cove and surrounds
- Escalating tensions, resistance, conflicts and significance of Aboriginal identities involved

Teaching advice

Inquiry questions

- How have Aboriginal Peoples resisted British colonisation?

Historical concepts

Cause and effect – the nature and course of the Frontier Wars

Literacy Works acknowledges the Traditional Custodians of the land on which it operates, the Wangal People, and we pay our respects to Elders, past, present and emerging.

We advise that confronting topics are addressed in this module, including massacres.

This module contains names of deceased Aboriginal and Torres Strait Islander people.

Valuing Indigenous voices

In order to create the literacy resources for this topic, Literacy Works has aimed to follow AIATSIS guidelines for educational resources that respect the voices of Indigenous people to recount their own experiences and histories.

Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS) (2022). *AIATSIS Guide to evaluating and selecting education resources*. aiatsis.gov.au/education/guide-evaluating-and-selecting-education-resources

Aboriginal Peoples' experiences of colonisation in Australia



Significance of the Gweagal spears

When the HMS Endeavour arrived in Kamay (now Botany Bay) in April 1770, James Cook and the crew collected around 50 spears made by the Gweagal people. Some spears were lost but the remaining spears were held in museums in the United Kingdom for 253 years. In March 2023, four spears were repatriated, which means returned to their original place or home. The spears were presented to representatives of La Perouse Aboriginal Community and direct descendants of the Gweagal people.



Above right: Spears collected at Kamay (Botany Bay), 1770, returned to the La Perouse Aboriginal community, 2024. Image from media release 2024.

Language for significance

Nouns

(about significance)

significance, importance, value, legacy, symbol

Nouns

(about culture)

culture, cultural practices, continuation, connection,
past, traditions, ancestors, understanding, owners

Adjectives

(describers)

significant, important, momentous, traditional, first,
valuable, symbolic, respectful, rightful, shared

The quotes below explain the significance of the Gweagal spears. Highlight the language for significance in the quotes.

'The spears were pretty much the first point of European contact, particularly British contact with Aboriginal Australia. In fact, for a lot of people, it's almost too early to say that where Australia's history began in 1770 on the shores of Botany Bay and Kurnell, the spears that were undoubtedly taken without permission are returned to the rightful people.'

Ray Ingrey, Gujaga
Foundation Director

‘They are an important connection to our past, our traditions, and cultural practices, and to our ancestors. Our Elders have worked for many years to see their ownership transferred to the traditional owners of Botany Bay.’

Noeleen Timbery,
La Perouse Local Aboriginal
Land Council

‘Bringing our history back home provides an opportunity for Indigenous and non-Indigenous Australians, young and old, to build a greater understanding of our shared national story.’

The Honourable Linda Burney MP, Minister for Indigenous Australians in 2024

AIATSIS and National Museum of Australia. (23 April 2024). 'Return of the Gweagal Spears to the La Perouse Aboriginal Community'. Media release, <https://www.nma.gov.au/about/media/media-releases-listing-by-year/media-releases-2024/return-gweagal-spears-la-perouse-community>

Why is the repatriation of the Gweagal spears significant? Use a range of language for significance. Also use cause and effect language to explain your reasons.