



AUSTRALIAN CURRICULUM V9

# LiteracyWorks

LITERACY WORKS FOR

# History Year 8

Sample pages

Medieval Europe and the early modern world  
Empires and expansions  
Asia-Pacific world

Trish Weekes PhD

Quality literacy  
resources for  
subject areas

[literacyworks.com.au](http://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](http://literacyworks.com.au) or get in touch: [info@literacyworks.com.au](mailto:info@literacyworks.com.au)

# History Year 8 Contents

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2-43	<b>IA: Medieval Europe</b>
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## 3 Asia-Pacific World

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sample



# Contents - 1 Medieval Europe and the early modern world

Pages	Heading	Literacy Skill
<b>1A: Medieval Europe</b>		
2	<b>Curriculum links for this module</b>	
4-5	<b>Visual dictionary of the medieval world</b>	Learn spelling of key vocabulary and create a visual dictionary.
6-7	<b>The structure of feudal societies</b>	Participate in a dictogloss activity led by the teacher; interpret the meaning of two diagrams about feudal societies.
8-9	<b>The medieval world</b>	Read about feudal societies and annotate language features.
10-11	<b>Sources about the medieval world</b>	Interpret three sources about the medieval world and write seven interpretation statements using meaning verbs.
12-13	<b>The role of the medieval Church</b>	<b>Teaching and Learning Cycle: Descriptive report about the roles of the Church</b> Building the Field: Match three roles of the Church (political, social, cultural) with examples of Church activities.
14-15	<b>Describe roles of the Church</b>	Modelling: Match phases of a PEEL paragraph with the correct part. Supported writing: Complete a second PEEL paragraph.
16-17	<b>The cultural role of the Church</b>	Independent writing: Write a PEEL paragraph.
18-19	<b>Interpreting sources: role of women</b>	<b>Teaching and Learning Cycle: Source interpretation</b> Modelling: Read a three step process for interpreting sources about the role of women in medieval society.
20-21	<b>Interpreting sources: role of women</b>	Supported writing: Complete a source interpretation for Source A.
22-23	<b>Interpreting sources: role of women</b>	Supported writing: Complete a source interpretation for Source B. Independent writing: Write a source interpretation for Source C.
24-25	<b>Causes of the Crusades</b>	Read a short text explaining causes of the Crusades and identify cause and effect language. Use a diagram to show causes of the Crusades.
26-27	<b>Impacts of the Crusades</b>	<b>Teaching and Learning Cycle: Consequential Explanation about the impacts of the Crusades</b> Modelling: Write the first paragraph (Phenomenon to be Explained). Impact 1: Match the phases of a PEEL paragraph.
28-29	<b>Trade and the growth of cities</b>	Supported writing: Impact 2: Read about trade and the growth of cities and complete a PEEL paragraph explaining Impact 2.
30-31	<b>Tension between Christians and Muslims</b>	Independent writing: Impact 3: Read about tension between Christians and Muslims and write a PEEL paragraph. Write the General Statement.
32-33	<b>Origin of the Black Death</b>	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.
34-35	<b>Impacts of the Black Death</b>	<b>Teaching and Learning Cycle: Consequential explanation about impacts of the Black Death.</b> Building the field: Learn about the four types of impacts. Match types with examples.
36-37	<b>Social impacts</b>	Modelling: Write the Phenomenon to be explained based on information on the previous page. Supported writing: Complete a paragraph about social impacts
38-39	<b>Cultural and political impacts</b>	Supported writing: Work in pairs or groups to complete two PEEL paragraphs about cultural and political impacts of the Black Death.
40-41	<b>Religious impacts</b>	Independent writing: Write a PEEL paragraph about religious impacts of the Black Death. Write a General Statement summarising the impacts.
42-43	<b>Long term impacts of the Black Death</b>	Learn language for explaining long term impacts and write sentences explaining long term impacts.

# Contents - 1 Medieval Europe and the early modern world

Pages	Heading	Literacy Skill
<b>1B: The Renaissance</b>		
44	<b>Curriculum links for this module</b>	
46-47	<b>Features of the Renaissance</b>	Match features of the Renaissance with definitions. Then look at five sources that will be interpreted on the next page.
48-49	<b>Source interpretation</b>	Look at three more sources. Then interpret sources and relate them to features of the Renaissance.
50-51	<b>Significance of the Medici Family</b>	Write sentences in passive voice about the significance of the Medici family during the Renaissance.
52-53	<b>Galileo Galilei</b>	<b>Teaching and Learning Cycle: Biographical Recount</b> Modelling: Read a biographical recount about Galileo Galilei. Arrange jumbled events in the correct sequence.
54-55	<b>Significance and legacy</b>	Modelling: Answer questions about Galileo's significance. Building the Field/Supported Writing: Interpret three sources about Leonardo da Vinci.
56-57	<b>Leonardo da Vinci</b>	Supported/Independent Writing: Write the first and last paragraphs of a biographical recount about Leonardo.
<b>1C: The emergence of the modern world</b>		
58	<b>Curriculum links for this module</b>	
60-61	<b>Changes from the early to late medieval era</b>	Read about changes from the early to late medieval era. Use text connectives to contrast changes.
62-63	<b>Describing time</b>	Continue to write about changes using a range of language for describing time.
64-65	<b>Explain significance of literacy</b>	<b>Teaching and Learning Cycle: Explain the significance of literacy</b> Modelling: Read and annotate a model paragraph and highlight cause and effect language for the first impact: the spread of ideas
66-67	<b>Explain free thinking about religion</b>	Supported writing: Complete an explanation paragraph of Impact 2.
68-69	<b>Development of scientific ideas</b>	Independent writing: Explain the impact of scientific ideas.
70-71	<b>Galileo Galilei</b>	<b>Teaching and Learning Cycle: Biographical Recount</b> Modelling: Read a biographical recount about Galileo Galilei. Arrange jumbled events in the correct sequence.
72-73	<b>Significance and legacy</b>	Modelling: Answer questions about Galileo's significance. Building the Field/Supported Writing: Interpret two sources about Isaac Newton.
74-75	<b>Isaac Newton</b>	Supported/Independent Writing: Write the first and last paragraphs of a biographical recount about Isaac Newton.

# Contents - 2 Empires and expansions

Pages	Heading	Literacy Skill
<b>2A: Mongol Empire</b>		
76	<b>Curriculum links for this module</b>	
78-79	<b>Reasons for successful Mongol conquests</b>	<b>Teaching and Learning Cycle: Factorial Explanation</b> 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.
80-81	<b>Tactics, speed and mobility</b>	Supported writing: Add cause and effect language to a PEEL paragraph about tactics and complete a PEEL paragraph to explain speed and mobility.
82-83	<b>Enemy technology and communication</b>	Independent writing: Write two Factor paragraphs about enemy technology, communication and spies. Students can then write the final paragraph: General Statement.
84-85	<b>Genghis Khan</b>	<b>Teaching and Learning Cycle: Biographical recount</b> Building the Field: Discuss Mongol life before Genghis Khan. Modelling: Read a biographical recount and annotate language features based on teacher instructions.
86-87	<b>Significance and legacy</b>	Supported writing: Interpret two sources about Genghis Khan based on the recount. Answer comprehension questions about Genghis Khan's significance and legacy.
88-89	<b>Kublai Khan</b>	Building the field: Arrange events in the life of Kublai Khan. Supported writing: answer questions about Kublai Khan's significance and legacy.
90-91	<b>Write a biographical recount</b>	Supported writing/Independent writing: Write a biographical recount about Kublai Khan.
<b>2B: Ottoman Empire</b>		
92	<b>Curriculum links for this module</b>	
94-95	<b>Reasons for expansion of the Ottoman Empire</b>	<b>Teaching and Learning Cycle: Factorial Explanation</b> Modelling: Write the first paragraph (Phenomenon to be explained). Read the first Factor paragraph and draw lines to link the PEEL phase with the part.
96-97	<b>Strategic location, military strength</b>	Supported writing: Add cause and effect language to a PEEL paragraph about strategic location and complete a PEEL paragraph to explain military strength.
98-99	<b>Military technology, strategic leadership</b>	Independent writing: Write two more Factor paragraphs. Students can then write the final paragraph: General Statement.
100-101	<b>Mehmed II</b>	<b>Teaching and Learning Cycle: Biographical recount</b> Modelling: Annotate language features of a model text based on teacher instructions.
102-103	<b>Significance and legacy</b>	Supported writing: Interpret two sources about Mehmed II based on the recount. Answer comprehension questions about significance and legacy of Mehmed II.
104-105	<b>Suleiman I</b>	Building the field: Arrange events in the life of Suleiman I. Supported writing: Answer questions about his significance and legacy.
106-107	<b>Write a biographical recount</b>	Supported writing/Independent writing: Write a biographical recount about Suleiman I
108-109	<b>Features of Islamic Architecture 1</b>	Identify 4 features of Islamic architecture and match an image with its definition and significance.
110-111	<b>Features of Islamic Architecture 2</b>	Identify 4 more features of Islamic architecture and match an image with its definition and significance.
112-113	<b>Descriptive report on Islamic architecture</b>	Write a descriptive report on features of Islamic architecture.

# Contents - 2 Empires and expansions

Pages	Heading	Literacy Skill
<b>2C: Vikings</b>		
114	<b>Curriculum links for this module</b>	
116-117	<b>Reasons for successful Viking expansion</b>	<b>Teaching and Learning Cycle: Factorial Explanation</b> Modelling: Write the first paragraph (Phenomenon to be explained). Read the first paragraph and link the PEEL phase with the correct part.
118-119	<b>Desire for wealth, enemy weakness</b>	Supported writing: Add cause and effect language to a PEEL paragraph about desire for wealth. Complete a PEEL paragraph to explain enemy weakness.
120-121	<b>Navigation and seafaring, quest for fame</b>	Independent writing: Write Factor paragraphs about navigation and seafaring, and the quest for fame. Students can then write the final paragraph: General Statement.
122-123	<b>Erik the Red</b>	<b>Teaching and Learning Cycle: Biographical recount</b> Modelling: Read a biographical recount and annotate language features.
124-125	<b>Significance and legacy</b>	Supported writing: Interpret two sources about Erik the Red. Answer comprehension questions about Erik the Red's significance and legacy.
126-127	<b>Leif Erikson</b>	Building the field: Arrange events in the life of Leif Erikson. Supported writing: Answer questions about Leif Erikson's significance and legacy.
128-129	<b>Write a biographical recount</b>	Supported writing/Independent writing: Write a biographical recount about Leif Erikson.
<b>2D: The Spanish conquest of the Americas</b>		
130	<b>Curriculum links for this module</b>	
132-133	<b>Motivations for the Spanish conquest of the Americas</b>	<b>Teaching and Learning Cycle: Factorial Explanation</b> 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.
134-135	<b>Political advantage, personal glory</b>	Supported writing: Add cause and effect language to a PEEL paragraph about political advantage. Complete a PEEL paragraph to explain personal glory.
136-137	<b>Desire for wealth and adventure</b>	Independent writing: Write two Factor paragraphs about desire for wealth and the quest for adventure. Students can then write the final paragraph: General Statement.
138-139	<b>Moctezuma II</b>	<b>Teaching and Learning Cycle: Biographical recount</b> Modelling: Read a biographical recount and annotate language features based on teacher instructions.
140-141	<b>Significance and legacy</b>	Supported writing: Interpret two sources about Moctezuma II. Answer comprehension questions about Moctezuma II's significance and legacy.
142-143	<b>Atahualpa</b>	Building the field: Arrange events in the life of Atahualpa. Supported writing: answer questions about Atahualpa's significance and legacy.
144-145	<b>Write a biographical recount</b>	Supported writing/Independent writing: Write a biographical recount about Atahualpa.

# Contents - 3 Asia-Pacific world

Pages	Heading	Literacy Skill
<b>3A: The Angkor/Khmer Empire</b>		
146	<b>Curriculum links for this module</b>	
148-149	<b>Impact of geography and natural features</b>	Draw a line to match a feature with an impact or impacts.
150-151	<b>Impact of geography and natural features</b>	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.
152-153	<b>Groups in Angkor/Khmer society</b>	<b>Teaching and Learning Cycle: Descriptive report about groups in Angkor/Khmer society</b> Modelling: Match the parts of a five-part PEEEL paragraph.
154-155	<b>Nobles and brahmins</b>	Supported writing: Work in pairs or groups to complete two PEEEL paragraphs about two groups in society.
156-157	<b>Artisans, farmers and fishers</b>	Independent writing: Write two more PEEEL paragraphs with less teacher support.
158-159	<b>Water management</b>	Write passive voice sentences about water management.
160-161	<b>The significance of Angkor Wat</b>	Interpret three sources and explain how Angkor Wat is a cultural achievement using passive voice and 'it passive' sentences.

<b>3B: Japan under the Shoguns</b>		
162	<b>Curriculum links for this module</b>	
164-165	<b>Impact of geography and natural features</b>	Draw a line to match a feature with an impact or impacts.
166-167	<b>Impact of geography and natural features</b>	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.
168-169	<b>Groups in Japan under the Shoguns</b>	<b>Teaching and Learning Cycle: Descriptive report about groups in Japan under the Shoguns</b> Modelling: Match the parts of a five-part PEEEL paragraph.
170-171	<b>Samurai and peasants</b>	Supported writing: Work in pairs or groups to complete two PEEEL paragraphs about two groups in society.
172-173	<b>Artisans and merchants</b>	Independent writing: Write two more PEEEL paragraphs.
174-175	<b>Forestry under the Shoguns</b>	Write passive voice sentences about forestry management.
176-177	<b>Values of society under the Shoguns</b>	Interpret three sources and explain the values of Japanese society under the shoguns using 'it passive' sentences.



# Contents - 3 Asia-Pacific world

Pages	Heading	Literacy Skill
<b>3C: Polynesian expansion across the Pacific</b>		
178	<b>Curriculum links for this module</b>	
180-181	<b>Impact of geography and natural features</b>	Draw a line to match a feature with an impact or impacts.
182-183	<b>Impact of geography and natural features</b>	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.
184-185	<b>Groups in Maori society</b>	<b>Teaching and Learning Cycle: Descriptive report about groups in Maori society</b> Modelling: Match the parts of a five-part PEEEL paragraph.
186-187	<b>Nobles and experts</b>	Supported writing: Work in pairs or groups to complete two PEEEL paragraphs about groups in society.
188-189	<b>Commoners and slaves</b>	Independent writing: Write two more PEEEL paragraphs.
190-191	<b>The moai of Rapa Nui</b>	Write passive voice sentences about the moai.
192-193	<b>The moai as a cultural achievement</b>	Interpret two sources and explain how the moai are a cultural achievement. Use passive voice and 'it passive' sentences.

<b>Fact sheets</b>	
194	<b>Fact Sheet 1: Cause and effect language</b>
195	<b>Fact Sheet 2: Modal language</b>
196	<b>Fact Sheet 3: Interpreting sources</b>

sample

# How to use this book



## 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**

### Causes of the Crusades

**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).

```

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

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	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.**

```

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

causes      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:



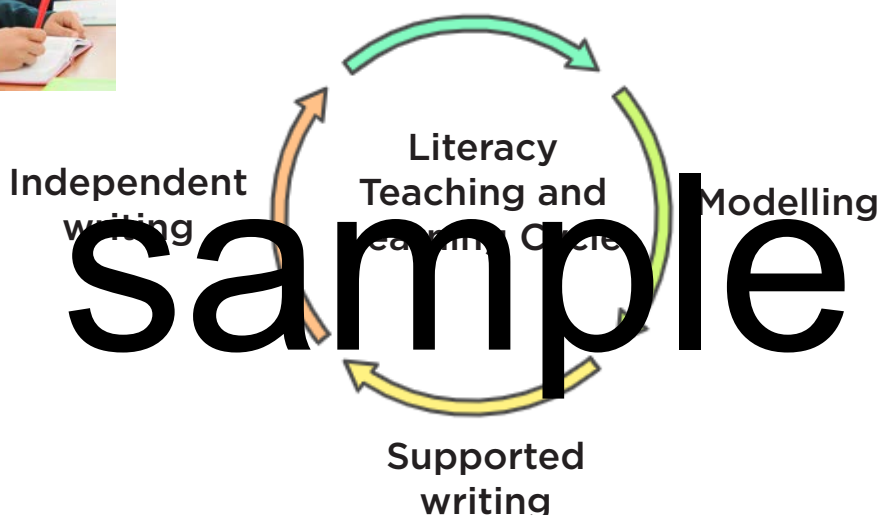
4.  
Students write independently without support. This stage also includes peer review, teacher conferencing and editing.

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

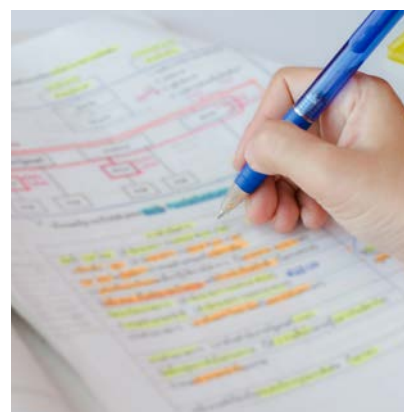


Building the field

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.

## References:

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- Rose, D., & Martin, J. R. (2012). *Learning to write, reading to learn. Genre, knowledge and pedagogy in the Sydney School*. Equinox Publishing Ltd.
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- Literacy Works for History Year 8 © Literacy Works

# Curriculum links for this module



## Curriculum links

**The medieval world, the role of the Church and the role of women p4-23**

### **Australian Curriculum V9 Year 8**

#### Medieval Europe and the early modern world

Students learn about:

the transformation of the ancient world to the early modern world, from the decline of the Roman Empire in western Europe through Medieval, Renaissance or pre-modern Europe AC9HH8K01

#### Medieval Europe

the roles and relationships of different groups in Medieval, Renaissance or pre-modern Europe AC9HH8K02

- describing the structure of feudal society, including the role and responsibilities of the king, nobles, church, knights, peasants, and women and men

#### Historical perspectives and interpretations

##### Communicating

create descriptions, explanations and historical arguments, using historical knowledge, concepts and terms that reference evidence from sources AC9HH8S08

**The Black Death origins and impacts p33-43**

### **Australian Curriculum V9 Year 8**

#### Medieval Europe

a significant event, development, turning point or challenge that contributed to continuity and change in Medieval, Renaissance or pre-modern Europe AC9HH8K03

- investigating the effects of the Black Death in a city such as Carthage, Damascus or Rome; for example, labour shortages, peasant uprisings, the weakening of feudal structures, increased social mobility, and challenges to religious ideas and power
- identifying the effect of the Black Death on human populations using studies of church records from the period, considering the reliability of these statistics and explaining the impact of the population change in areas such as farming, commerce, culture and religion

#### Historical perspectives and interpretations

##### Communicating

create descriptions, explanations and historical arguments, using historical knowledge, concepts and terms that reference evidence from sources AC9HH8S08

**Causes and Impacts of the Crusades p44-45**

### **Australian Curriculum V9 Year 8**

#### Medieval Europe

a significant event, development, turning point or challenge that contributed to continuity and change in Medieval, Renaissance or pre-modern Europe AC9HH8K03

- explaining the changing relations between Islam and Europe, including the effects of the Crusades and trade

#### Historical perspectives and interpretations

##### Communicating

create descriptions, explanations and historical arguments, using historical knowledge, concepts and terms that reference evidence from sources AC9HH8S08

also see Module 1C for the changes between early to the late medieval era p60-69

sample

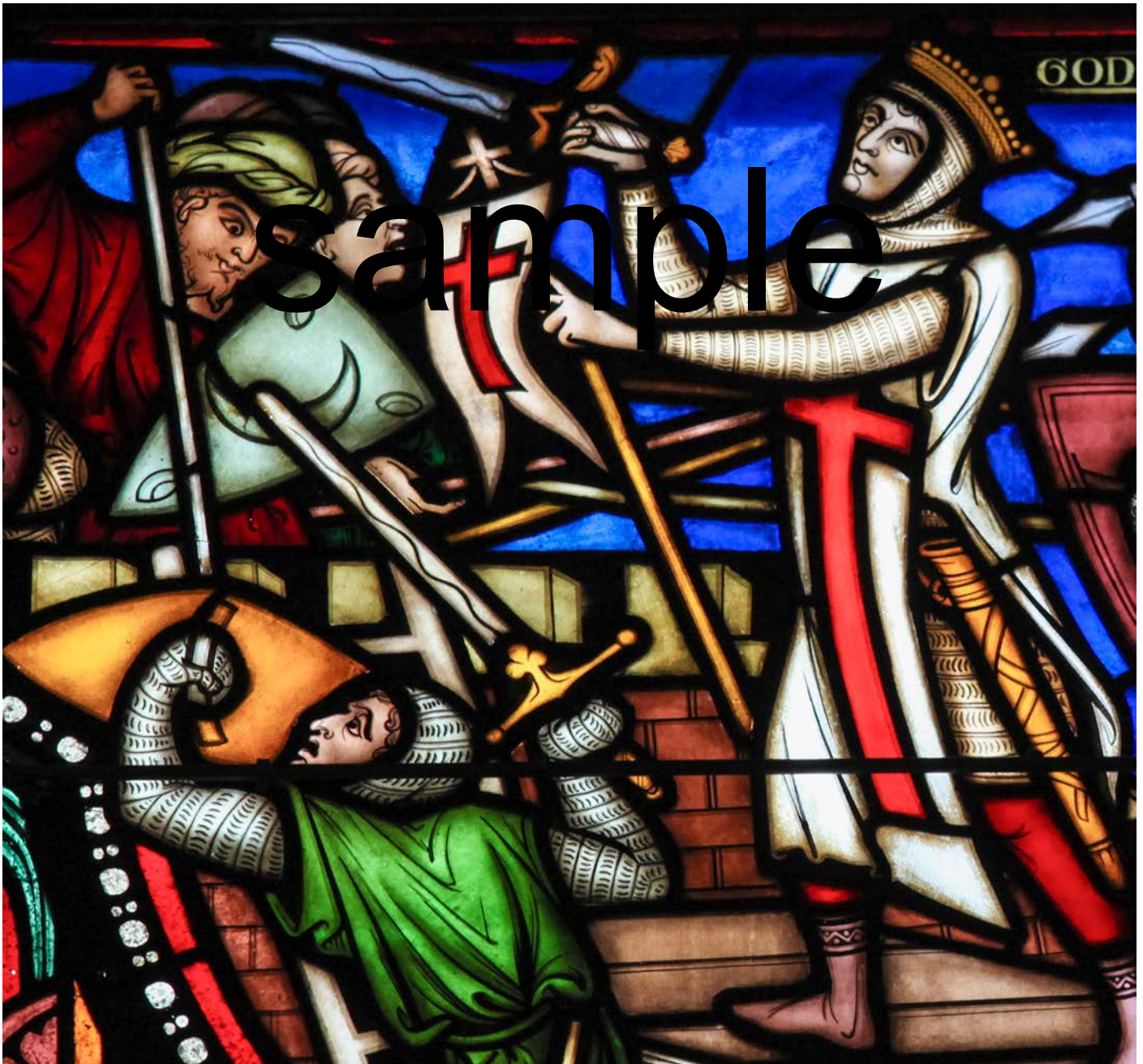
**Right:** Stained glass window in Cathedral of Brussels showing the first Crusades in 1096 and violent clashes between Christians and Muslims.



# 1 Medieval Europe and the early modern world

1A

## Medieval Europe





## 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

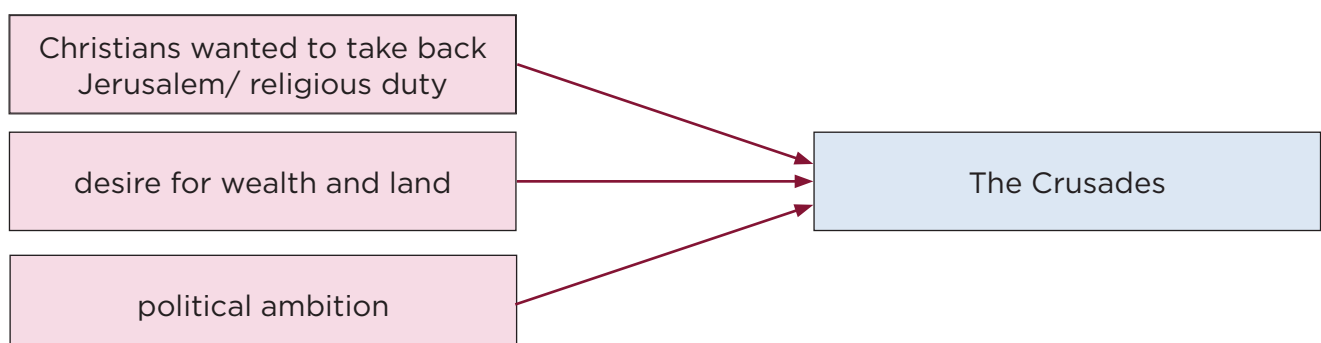
Highlight the cause and effect language

Ask students to underline reason 2

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

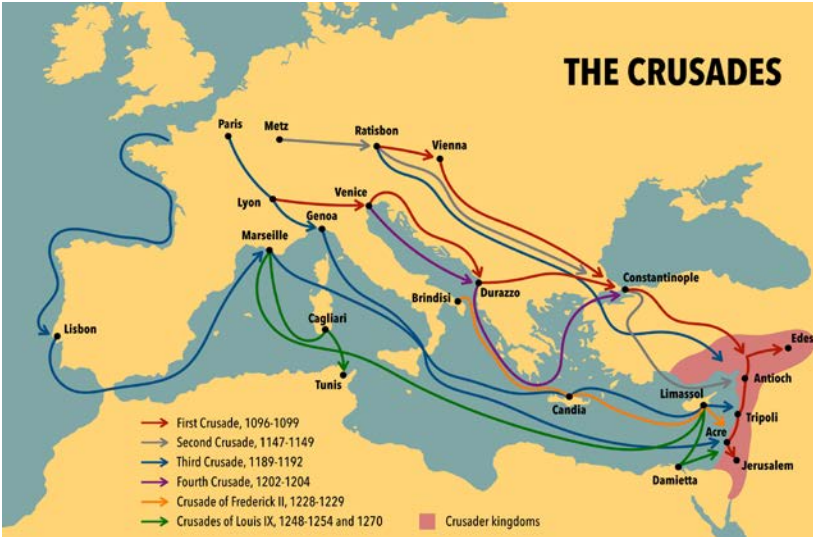
Highlight the cause and effect language

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

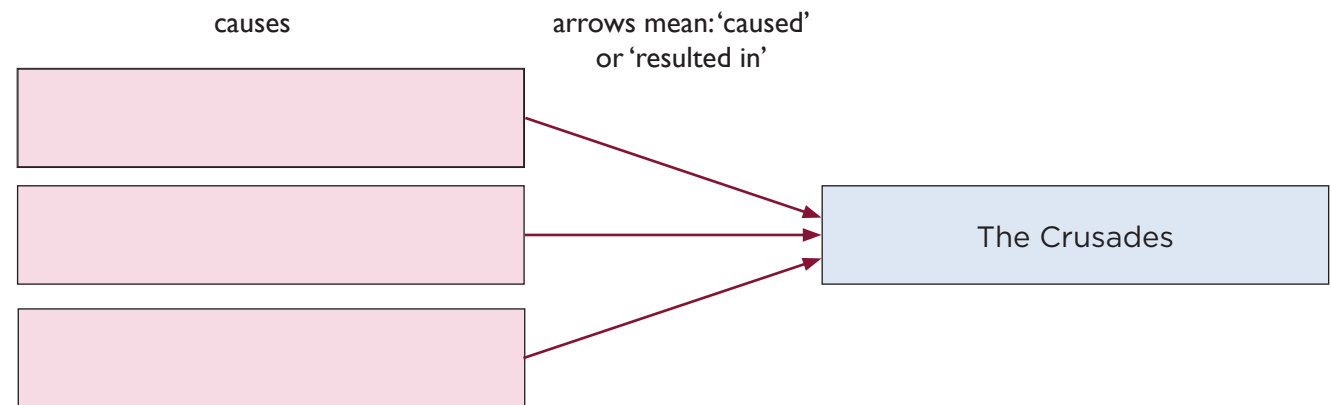
<b>Conjunctions and text connectives</b> (linking words)	because	since	so		
	as a result	consequently	therefore	thus	in order to
<b>Verbs</b> (processes or happenings)	caused	led to	result in	affect	impact on
<b>Nouns</b> (things)	reason	cause	rationale	factor	motivation

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.





## Curriculum links

### Features of the Renaissance

#### **Australian Curriculum V9 Year 8**

##### Medieval Europe and the early modern world

Students learn about:

the transformation of the ancient world to the early modern world, from the decline of the Roman Empire in western Europe through Medieval, Renaissance or pre-modern Europe AC9HH8K01

- investigating the emergence of ideas about the world such as those formed during the Renaissance, and the place of significant individuals and people that caused change

##### The Renaissance

a significant event, development, turning point or challenge that contributed to continuity and change in Medieval, Renaissance or pre-modern Europe AC9HH8K03

- investigating learning in the Renaissance period (for example, humanism and the influence of ancient Greece and Rome) and analysing the symbolic representation of this learning in architecture, artworks and inventions from individuals such as Brunelleschi, Copernicus, Donatello, da Vinci, Michelangelo and Titian
- identifying a range of primary sources such as art, music, literature, architecture, correspondence and diaries, that demonstrate the spread of the Renaissance across Europe

##### Historical perspectives and interpretations

##### Communicating

create descriptions, explanations and historical arguments, using historical knowledge, concepts and terms that reference evidence from sources AC9HH8S08

### Significance of the Medici family

#### **Australian Curriculum V9 Year 8**

##### The Renaissance

the role and achievements of a significant individual and/or group in Medieval, Renaissance or pre-modern Europe AC9HH8K05

- explaining the influence of the Medici family in Florence as bankers and merchants, and their patronage of the arts

##### Historical perspectives and interpretations

##### Communicating

create descriptions, explanations and historical arguments, using historical knowledge, concepts and terms that reference evidence from sources AC9HH8S08

### Galileo Galilei and Leonardo da Vinci

#### **Australian Curriculum V9 Year 8**

##### The Renaissance

the role and achievements of a significant individual and/or group in Medieval, Renaissance or pre-modern Europe AC9HH8K05

- explaining the influences and contributions of individuals such as Lucrezia Borgia, Galileo, Leonardo da Vinci, Niccolo Machiavelli, Martin Luther and Louis XIV

##### Historical perspectives and interpretations

##### Communicating

create descriptions, explanations and historical arguments, using historical knowledge, concepts and terms that reference evidence from sources AC9HH8S08

sample

Also see Module 1 for changes from the early to late medieval era.

**Right:**

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



1B

## The Renaissance





# Source interpretation



**Source F:** The cover of a book 'Il Principe' (The Prince) by Machiavelli, a story about politics from 1550.



**Source G (above):** The School of Athens by Raphael from 1511 features ancient Greek philosophers, mathematicians and scientists: Plato, Aristotle, Socrates, Pythagoras and others.



**Source H (above):** A map of Venice from around 1590.

Meaning verbs	
reveals	illustrates
means	represents
indicates	highlights
symbolises	conveys



**Complete the sentence below to interpret the sources and what they mean about the features of the Renaissance.**

Identify the source and what it shows. Describe something specific.		Meaning verb	What it means about the features of the Renaissance
eg.	Source A shows a printing press from 1568 that could print 200 copies per hour. This	highlights	how the printing press enabled the rapid spread of new ideas in the Renaissance.
1	Source B shows _____		architectural developments inspired by _____
2	In Source C, _____		the use of _____ in Renaissance art.
3	Source D is a quote from _____ about _____		humanist ideas about _____
4	Source E shows _____		
5			
6	In Source G, _____		
7			



## Knowledge about literacy

### Passive voice

Passive voice is a writing tool for historians. It is helpful when:

- we do not want to repeat the same 'doer' in every sentence
- we need to refer to sources often and not be repetitive
- we want to focus on other content at the start of the sentence  
e.g. *famous artists were supported by the Medici family (passive)*  
not *the Medici family supported famous artists.*

Both are correct. It just depends on whether we want to focus on the Medici family or artists at the start of the sentence.



## Answers

### ACTIVE voice

We know who or what is doing it. The 'doer' is at the start

**The Medici bank**

Doer  
Who/what did it?

**managed**

Verb  
What process or happening?  
What did they do?

**the Pope's finances**

Done to  
What was managed?

**in Rome.**

Where?  
Any more information?

### PASSIVE voice

The 'doer' is at the end or left out.

**The Pope's finances**

Done to  
Who was managed?

**were**

Auxiliary verb: is, are, was, were

**managed**

Verb (past)  
What process or happening?

**by the Medici bank**

by Doer  
Who/what did it?  
(can be left out)

**in Rome.**

Where?  
Any more information?  
(leave this here)

sample

Verbs

Passive voice sentences

- control** The government of Florence **was controlled** behind the scenes by the Medici family.
- fund** Major public projects like cathedrals **were funded** by the Medici bank.
- paid** Famous artists like Michelangelo **were paid** by the Medici family to create art and sculpture.
- establish** An academy for the study of ancient classical texts **was established** by the Medici family.



## Suggested answers

The start of a sentence (called Sentence Theme) is a powerful way of organising information. It is the springboard for how meaning unfolds in a sentence. Teachers could ask students to highlight the start of each sentence in the given text to notice that the focus is the Medici family. When they write in passive voice, the focus will be on what they did: public works, artists, masterpieces. Both are correct. This is a demonstration of how passive voice can be a tool for writers to change the focus of the information.

The Medici family influenced politics and culture in Florence during the Renaissance. They financed many buildings and public works. They also paid for the construction of the dome of the Florence cathedral. They also supported artists like Michelangelo and Leonardo da Vinci. The Medici family enabled the creation some of the world's greatest masterpieces.

Politics and culture were influenced by the Medici family during the Renaissance. Many buildings and public works were financed by the Medici family. The construction of the dome of the Florence cathedral was paid for by the Medici family. Artists like Michelangelo and Leonardo da Vinci were also supported by the Medici family. Some of the world's greatest masterpieces were enabled by the Medici Family.



## Curriculum links

### Changes from early to late medieval era

#### Australian Curriculum V9 Year 8

##### Medieval Europe and the early modern world

Students learn about:

the transformation of the ancient world to the early modern world, from the decline of the Roman Empire in western Europe through Medieval, Renaissance or pre-modern Europe AC9HH8K01

- identifying the key events that have shaped the modern era, such as the decline of ancient empires and societies; the spread of Christianity in Europe; the spread of Islam through the Arab world, Mediterranean coast Egypt, North Africa and Persia; the development of the feudal system; the growth of towns and cities; trade; the migration of peoples and the emergence of new ideas

a significant event, development, turning point or challenge that contributed to continuity and change in Medieval, Renaissance or pre-modern Europe AC9HH8K03

##### The emergence of the modern world

- describing the impact of the printing press on the rise of literacy
- investigating the Enlightenment ideas about human freedom and the exercise of authority which promoted radical change to the political order for example constitutional government and the separation of Church and state

##### Historical perspectives and interpretations

###### Communicating

create descriptions, explanations and historical arguments, using historical knowledge, concepts and terms that reference evidence from sources AC9HH8S08

### Galileo Galilei and Isaac Newton

#### Australian Curriculum V9 Year 8

##### The emergence of the modern world

the role and achievements of a significant individual and/or group in Medieval, Renaissance or pre-modern Europe AC9HH8K05

- investigating the importance of the Scientific Revolution, in particular the scientific theories and discoveries of Copernicus, Galileo, Kepler and Newton, for overturning traditional views of the motion of the planets, and how these contributed to science being seen by many as an alternative to the Church as a source of fundamental truth about reality

##### Historical perspectives and interpretations

###### Communicating

create descriptions, explanations and historical arguments, using historical knowledge, concepts and terms that reference evidence from sources AC9HH8S08

sample

**Right:**

Woodcut of a printing press  
1568 by Jost Amman (1539-1591)



1C

## The emergence of the modern world



# Explain the significance of literacy

Historians consider the significance of the past. Early in the Medieval period, only clergy and some nobles could read and write in Latin. By the 1400s, many more people could read and write in Latin as well as in local languages. The rise of literacy during the medieval period transformed Europe and enabled new ideas and new movements to spread such as the Renaissance, Enlightenment and the Scientific Revolution.

When a Historian explains significance, they consider short and long term impacts and they support their claim with reasons and evidence.

Some **language for significance** is shown on the right.

**Cause and effect language to explain significance** is shown below right.

Language for significance	
<b>Nouns</b> (about significance)	significance, importance, value, legacy
<b>Adjectives</b> (describers)	significant, important, vital, major, influential, valuable
<b>More nouns</b> (about change)	innovation, development, transformation, progress, shift



Above: A bronze plaque of Petrarch. Metropolitan Museum of Art New York

Cause and effect language to explain significance	
<b>Verbs</b> (processes or happenings)	
- caused directly	led to, resulted in, caused, brought about, was responsible for, enabled, made it possible for
- caused by helping	contributed to, influenced, played a role in, encouraged, helped, aided, assisted, supported
- caused by starting ideas	inspired, gave rise to, generated, sparked, triggered, paved the way for, laid foundations for

The paragraph below explains how literacy led to new ideas such as humanism. Find and highlight the language for significance and cause and effect language.

The rise in literacy had an important role in spreading new ideas. At the start of the medieval period, only clergy and some nobles could read and write. Rising literacy enabled more people to read and learn from books containing new ideas about philosophy, art, mathematics and medicine. The printing press, invented in the 1440s, also made book publication faster and easier. Books and letters were translated into local languages so more people could understand them, leading to innovations and shifts in thinking. One significant thinker was Petrarch (1304–1374), an influential Italian scholar, who is known as the ‘father of humanism.’ Humanism focused on human potential, individual achievement and the study of classical Roman texts such as the letters of Cicero. Petrarch’s writings inspired others to value learning and individual creativity. Improved literacy made it possible for ideas about humanism to spread. Therefore, literacy contributed to the spread of new ideas like humanism throughout Europe, which paved the way for the decline of feudalism and Church authority.



**Mark the PEEL paragraph phases or parts above**

1. POINT Give a reason why the rise of literacy was significant
2. EXPLAIN Explain short term impacts
3. EXAMPLE Explain a specific example
4. LINK Link to long term impacts of literacy



## Curriculum links

### Reasons for successful Mongol conquests

#### Australian Curriculum V9 Year 8

##### Empires and expansions

the significant social, religious, cultural, economic, environmental and/or political features of different groups related to the empire and/or expansion AC9HH8K07

a significant event, development, turning point or challenge that contributed to continuity and change related to the empire and/or expansion AC9HH8K08

- explaining the role of the Mongols in forging connections between Europe and Asia through conquest, settlement and trade; for example, the use of paper money and coinage; the growing number of European merchants travelling to China

##### Historical perspectives and interpretations

##### Communicating

create descriptions, explanations and historical arguments, using historical knowledge, concepts and terms that reference evidence from sources AC9HH8S08

### Genghis Khan and Kublai Khan

#### Australian Curriculum V9 Year 8

##### Empires and expansions

the significant social, religious, cultural, economic, environmental and/or political features of different groups related to the empire and/or expansion AC9HH8K07

- describing the nomadic nature of Mongol life and how it enabled the rise of Temujin (Genghis Khan), who united all Mongol tribes in 1206 CE

a significant event, development, turning point or challenge that contributed to continuity and change related to the empire and/or expansion AC9HH8K08

- analysing the effects of Mongol expansion including life in China before, during and after the Mongol conquest

the role and achievements of a significant individual and/or group connected to the empire and/or expansion AC9HH8K10

- identifying the similarities in leadership styles and successes of Genghis Khan and Kublai Khan

##### Historical perspectives and interpretations

##### Communicating

create descriptions, explanations and historical arguments, using historical knowledge, concepts and terms that reference evidence from sources AC9HH8S08

sample

**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.



## 2 Empires and expansions

2A

# Mongol Empire

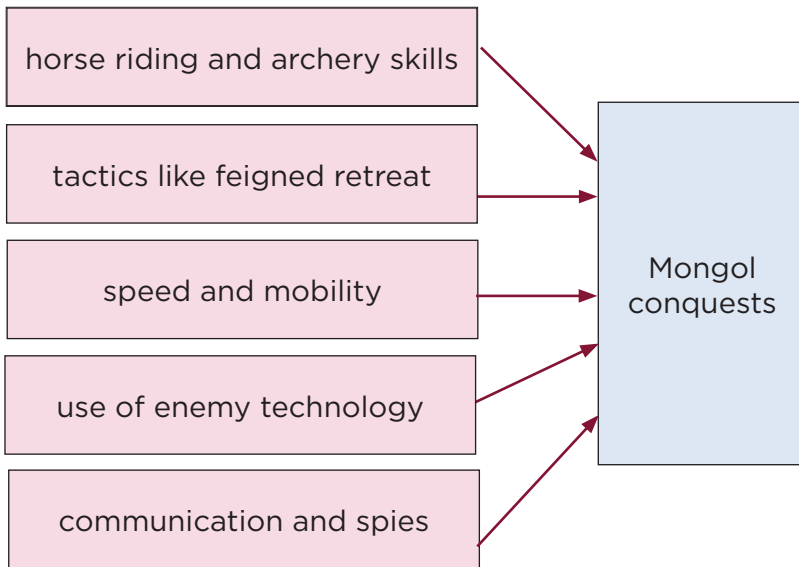




# Reasons for successful Mongol conquests



Several factors or reasons helped the Mongol army to be successful at conquests, which means taking control by force. Use the information in the diagram below to complete the first paragraph of an Explanation below the diagram.



Above: Mongol cavalry and archers. Rashid al-Din Jami *al-Tawarikh*, 1300-1325.

## PHENOMENON TO BE EXPLAINED

The Mongol army was highly effective at defeating larger armies and conquering walled cities. These conquests were vital for the expansion of the Mongol empire. Key factors that led to successful Mongol conquests included:

Make a general statement about the topic: Factors that led to Mongol conquests

review the five factors

sample



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 parts on the left with the correct section on the right. Highlight the cause and effect language.

<b>P</b>	<b>POINT</b> Identify the factor
<b>E</b>	<b>EXPLAIN</b> Explain the factor
<b>E</b>	<b>EXAMPLE</b> Explain a specific example
<b>L</b>	<b>LINK</b> Link to the topic (reasons for successful Mongol conquests)

For example, during the Battle of Kalka River in 1223, the Mongols faced a much larger Russian Army. The Mongol horse archers stayed mobile so they could surround the Russians and shoot at from a distance. In order to confuse the enemy, the Mongol cavalry changed tactics and charged towards the enemy lines. The skilful horse riding and archery resulted in Mongol victory.

As a consequence, the superior horse riding and archery skills of the Mongols contributed to their conquest of Asia and eastern Europe.

Superior horse-riding and archery skills were a major reason for Mongol success in battle.

Horse riding and archery gave the Mongols a powerful advantage in battle because they could strike quickly while riding at full speed. Their small, fast horses enabled them to outmanoeuvre heavier, slower armies. Mongol bows were flexible so archers could reload arrows quickly.



## Curriculum links

### Reasons for expansion of the Ottoman Empire

#### Australian Curriculum V9 Year 8

##### Empires and expansions

a significant event, development, turning point or challenge that contributed to continuity and change related to the empire and/or expansion AC9HH8K08

- explaining the role of warfare in expanding Ottoman territory, including the sieges of Bursa (1317–1326 CE) and Nicaea (1328–1331 CE)

##### Historical perspectives and interpretations

##### Communicating

create descriptions, explanations and historical arguments, using historical knowledge, concepts and terms that reference evidence from sources AC9HH8S08

### Features of Islamic architecture

#### Australian Curriculum V9 Year 8

##### Empires and expansions

a significant event, development, turning point or challenge that contributed to continuity and change related to the empire and/or expansion AC9HH8K08

- describing Ottoman art and architecture, such as Selimiye Mosque in the city of Edirne in Turkey, and Islamic geometric design

##### Historical perspectives and interpretations

##### Communicating

create descriptions, explanations and historical arguments, using historical knowledge, concepts and terms that reference evidence from sources AC9HH8S08

### Mehmed II and Suleiman I

#### Australian Curriculum V9 Year 8

##### Empires and expansions

the experiences and perspectives of rulers and of subject peoples, and how the interaction between power and/or authority relates to the empire and/or expansion AC9HH8K09

##### Historical perspectives and interpretations

##### Communicating

create descriptions, explanations and historical arguments, using historical knowledge, concepts and terms that reference evidence from sources AC9HH8S08

sample

**Right:** The Sultan Ahmed Mosque ('The Blue Mosque') in Istanbul, Türkiye, constructed between 1609 and 1617.

2B

# The Ottoman Empire

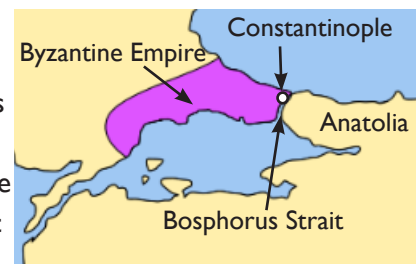




# Strategic location, military strength

 **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

<b>P</b>	<b>POINT</b> Identify the factor	The _____ was another reason for the rapid rise and expansion of the Ottoman Empire.
<b>E</b>	<b>EXPLAIN</b> 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 _____ _____
<b>E</b>	<b>EXAMPLE</b> 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. _____ _____ _____
<b>L</b>	<b>LINK</b> 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, _____ _____



## Curriculum links

### Reasons for successful Viking expansion

#### Australian Curriculum V9 Year 8

##### Empires and expansions

the significant social, religious, cultural, economic, environmental and/or political features of different groups related to the empire and/or expansion

AC9HH8K07

a significant event, development, turning point or challenge that contributed to continuity and change related to the empire and/or expansion AC9HH8K08

- explaining the significance of the construction of longboats and their role in exploration, including innovations in keel and sail design

##### Historical perspectives and interpretations

##### Communicating

create descriptions, explanations and historical arguments, using historical knowledge, concepts and terms that reference evidence from sources AC9HH8S08

### Erik the Red and Leif Erikson

#### Australian Curriculum V9 Year 8

##### Empires and expansions

the role and achievements of a significant individual and/or group connected to the empire and/or expansion

AC9HH8K10

- outlining Erik the Red's development of Viking settlements in Eastern and Western Greenland in 985 CE
- comparing the artefacts discovered at L'Anse aux Meadows in Newfoundland (Canada) with Viking artefacts as possible evidence that the Vikings had journeyed to North America 500 years before Christopher Columbus

interpretations about the society and events, and/or individuals and/or groups connected to the empire and/or expansion AC9HH8K11

- analysing the extent to which historians' interpretations are corroborated with the oral histories contained in Icelandic sagas, such as about Erik the Red founding Greenland

##### Historical perspectives and interpretations

##### Communicating

create descriptions, explanations and historical arguments, using historical knowledge, concepts and terms that reference evidence from sources AC9HH8S08

sample

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



## 2 Empires and expansions

2C

# Vikings





# Desire for wealth, enemy weakness



Read the paragraph explaining the desire for wealth and resources. Add the PEEL paragraph phases in the left column. Add cause and effect language.

Another strong \_\_\_\_\_ for Viking expansion was the desire for wealth and new resources. Scandinavia had limited fertile land and it was not rich in precious metals \_\_\_\_\_ many Vikings began raiding and trading to gain resources. Viking leaders valued treasure \_\_\_\_\_ they used it to reward warriors and to gain loyalty and status in society. \_\_\_\_\_, Vikings explored new lands and developed trading routes for gold, silver and textiles. An example of Viking wealth is shown in the burial site of the Oseberg ship in Norway (c. 834). It contained luxury items like gold brooches, a decorative buckle, tapestries and finely carved sleds. This is valuable evidence \_\_\_\_\_ it shows that Viking society valued treasure. \_\_\_\_\_, the pursuit of wealth was a major \_\_\_\_\_ why Vikings conquered new lands.



Above: Gold buckle found in the Oseberg ship burial, Norway, 834.



The weakness of European enemies also contributed to Viking success in conquests. Use the information in the fact box to complete the PEEL paragraph below.

## Great Heathen Army invasion of England 865

Anglo-Saxon England was divided into separate kingdoms. Each kingdom fought against the others. They did not unite against the Vikings. They were unprepared for a full scale attack. A huge army of Vikings invaded by sea in 865. After several years, the Vikings controlled most of England.



Right: Viking longships in England, 1135.

Folio 9v of Miscellany on the Life of St. Edmund, Morgan Library, New York

sample

P	POINT Identify the factor	The political and military _____ of many European regions also helped the Vikings succeed in _____
E	EXPLAIN Explain the factor	During the medieval period, Europe was divided into _____ _____ Coastal towns and religious centres, like monasteries, were often wealthy but had little or no protection so _____ _____ _____
E	EXAMPLE Explain a specific example	_____ _____ _____ _____ _____ _____
L	LINK Link to the topic (reasons for successful Viking conquests)	Viking attacks were often met by limited resistance because _____ _____ As a result, _____ _____



## Curriculum links

### Motivations for Spanish conquest of the Americas

#### Australian Curriculum V9 Year 8

##### Empires and expansions

a significant event, development, turning point or challenge that contributed to continuity and change related to the empire and/or expansion AC9HH8K08

- explaining the arrival of Spanish conquistadores in Mexico and Peru from 1510 CE (Balboa) to 1531 (Pizarro), and their reasons; for example, seeking wealth, claiming land for their king, converting the local populations to Christianity, sense of adventure
- analysing the significance of Alexander VI's papal decrees of 1493 in legalising Spanish territorial expansion and claims in the Americas

##### Historical perspectives and interpretations

##### Communicating

create descriptions, explanations and historical arguments, using historical knowledge, concepts and terms that reference evidence from sources AC9HH8S08

### Moctezuma II and Atahualpa

#### Australian Curriculum V9 Year 8

##### Empires and expansions

the significant social, religious, cultural, economic, environmental and/or political features of different groups related to the empire and/or expansion AC9HH8K07

- describing pre-Columbian life in the Americas, including the social organisation of the Aztecs (for example, nobility and slaves), their beliefs (for example, worship of a number of gods and the need to make human sacrifices to appease these gods), and life in the capital city of Tenochtitlan

the role and achievements of a significant individual and/or group connected to the empire and/or expansion

##### AC9HH8K10

- explaining the significance of key chronological events in the lives of individuals such as Columbus, Balboa, Cortés, Montezuma II and/or Pizarro

##### Historical perspectives and interpretations

##### Communicating

create descriptions, explanations and historical arguments, using historical knowledge, concepts and terms that reference evidence from sources AC9HH8S08

sample

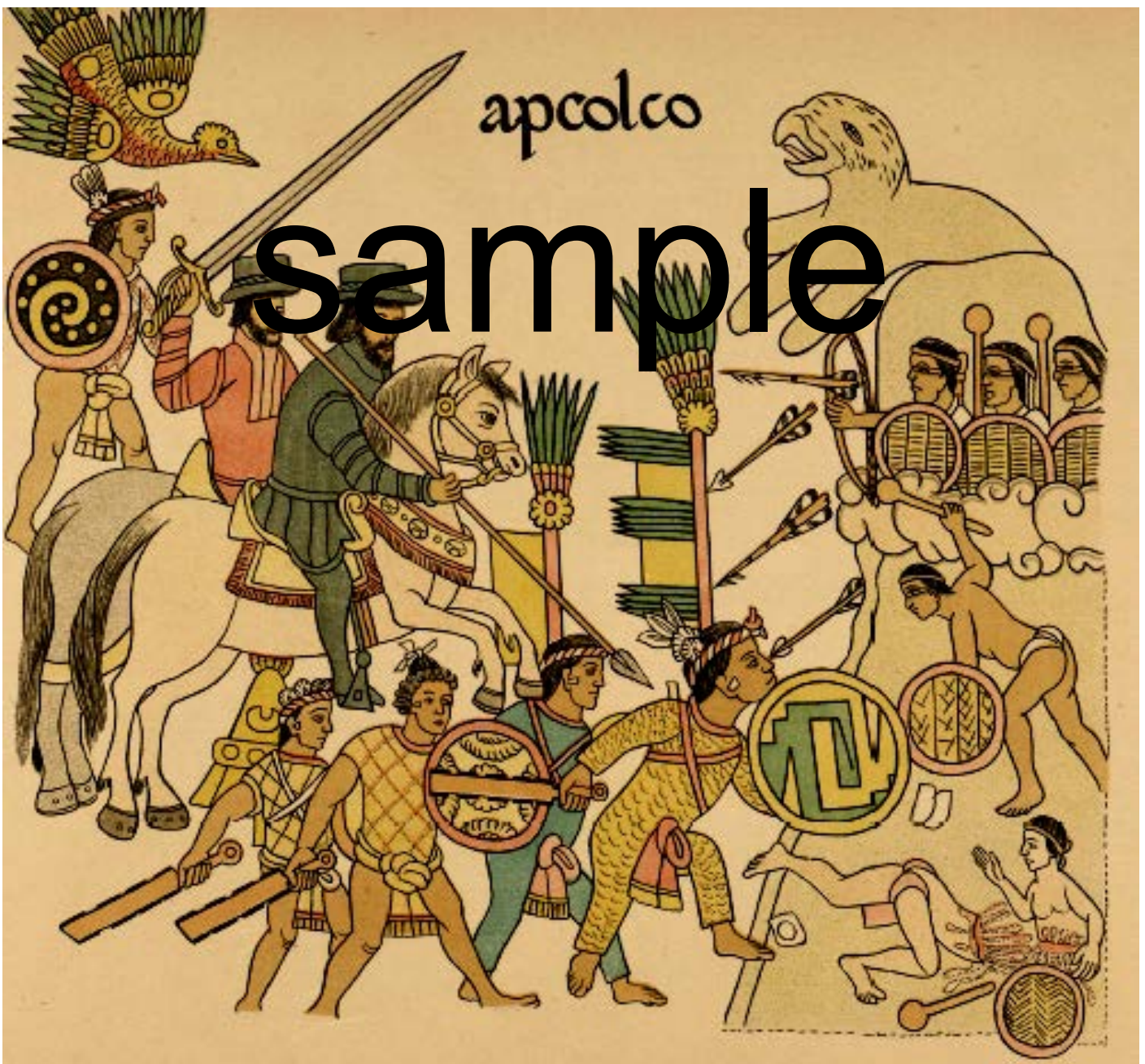
**Right:**

Apcolco, 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

## 2 Empires and expansions

2D

# 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

<b>P</b>	<b>POINT</b> Identify the factor
<b>E</b>	<b>EXPLAIN</b> Explain the factor
<b>E</b>	<b>EXAMPLE</b> Explain a specific example
<b>L</b>	<b>LINK</b> Link to the topic (reasons for expansion of the Spanish Empire)

The \_\_\_\_\_ was a powerful \_\_\_\_\_ for Spanish explorers to join overseas conquests.

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 \_\_\_\_\_

For instance, \_\_\_\_\_ . After the conquest of \_\_\_\_\_

\_\_\_\_\_ the pursuit of \_\_\_\_\_ motivated many men to join expeditions of conquest to the Americas.

## Curriculum links

### Impact of geography and natural features

#### Australian Curriculum V9 Year 8

##### Asia-Pacific world

the significant social, religious, cultural, economic, environmental and/or political features of different groups in the Asian-Pacific society AC9HH8K12

##### Historical perspectives and interpretations

##### Communicating

create descriptions, explanations and historical arguments, using historical knowledge, concepts and terms that reference evidence from sources AC9HH8S08

### Groups in society

#### Australian Curriculum V9 Year 8

##### Asia-Pacific world

the significant social, religious, cultural, economic, environmental and/or political features of different groups in the Asian-Pacific society AC9HH8K12

the experiences and perspectives of rulers and of subject peoples, and the interaction between power and/or authority in the Asian-Pacific society AC9HH8K14

##### Historical perspectives and interpretations

##### Communicating

create descriptions, explanations and historical arguments, using historical knowledge, concepts and terms that reference evidence from sources AC9HH8S08

### Water management

#### Australian Curriculum V9 Year 8

##### Asia-Pacific world

a significant development, event, turning point or challenge that contributed to continuity and change in the Asian-Pacific society AC9HH8K13

- investigating theories about the decline of the Khmer Empire; for example, the development of an unstable climate such as drought and monsoons, the rise of Theravada Buddhism, the breakdown of Angkor's water management system

##### Historical perspectives and interpretations

##### Communicating

create descriptions, explanations and historical arguments, using historical knowledge, concepts and terms that reference evidence from sources AC9HH8S08

### The significance of Angkor Wat

#### Australian Curriculum V9 Year 8

##### Asia-Pacific world

a significant development, event, turning point or challenge that contributed to continuity and change in the Asian-Pacific society AC9HH8K13

- explaining the significance of the archaeological site of Angkor Wat as a demonstration of the empire's power

the experiences and perspectives of rulers and of subject peoples, and the interaction between power and/or authority in the Asian-Pacific society AC9HH8K14

- analysing the perspectives of Angkor as depicted through stone carvings and the writings of Chinese Ambassador Zhou Daguan; for example, in relation to fishing, trading in markets and temple construction

##### Historical perspectives and interpretations

##### Communicating

create descriptions, explanations and historical arguments, using historical knowledge, concepts and terms that reference evidence from sources AC9HH8S08

**Right:**  
Angkor Wat

3A

# 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 Bayon 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.					

## Curriculum links

### Impact of geography and natural features

#### Australian Curriculum V9 Year 8

##### Asia-Pacific world

the significant social, religious, cultural, economic, environmental and/or political features of different groups in the Asian-Pacific society AC9HH8K12

##### Historical perspectives and interpretations

##### Communicating

create descriptions, explanations and historical arguments, using historical knowledge, concepts and terms that reference evidence from sources AC9HH8S08

### Groups in society

#### Australian Curriculum V9 Year 8

##### Asia-Pacific world

the significant social, religious, cultural, economic, environmental and/or political features of different groups in the Asian-Pacific society AC9HH8K12

- describing the way of life in feudal Japan under the shoguns; for example, “bushido” – the chivalric code of conduct of the samurai that emphasised frugality, loyalty, mastery of martial arts and honour
- analysing how the relationship between the different social classes, such as the emperor, shogun, daimyo, samurai and workers, promoted social and cultural continuity

the experiences and perspectives of rulers and of subject peoples, and the interaction between power and/or authority in the Asian-Pacific society AC9HH8K14

- discussing the role of the Tokugawa Shogunate in reimposing a feudal system (based on daimyo and samurai) and explaining the impact of this change on the daily life of different classes

##### Historical perspectives and interpretations

##### Communicating

create descriptions, explanations and historical arguments, using historical knowledge, concepts and terms that reference evidence from sources AC9HH8S08

### Forestry and values under the Shoguns

#### Australian Curriculum V9 Year 8

##### Asia-Pacific world

the significant social, religious, cultural, economic, environmental and/or political features of different groups in the Asian-Pacific society AC9HH8K12

- describing the way of life in feudal Japan under the shoguns; for example, “bushido” – the chivalric code of conduct of the samurai that emphasised frugality, loyalty, mastery of martial arts and honour

a significant development, event, turning point or challenge that contributed to continuity and change in the Asian-Pacific society AC9HH8K13

- outlining the reasons for attempts by the Tokugawa Shogunate to curb deforestation, such as imposing heavy regulations on farmers, managing the harvesting of trees, and using new, lighter and more efficient construction techniques

##### Historical perspectives and interpretations

##### Communicating

create descriptions, explanations and historical arguments, using historical knowledge, concepts and terms that reference evidence from sources AC9HH8S08

sample

**Right:**

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



3B

# Japan under the Shoguns





# 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

E

E

E

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.

## Curriculum links

### Impact of geography and natural features

#### Australian Curriculum V9 Year 8

##### Asia-Pacific world

the significant social, religious, cultural, economic, environmental and/or political features of different groups in the Asian-Pacific society AC9HH8K12

- describing the way of life in one Polynesian society, including the social, cultural, economic and political features, such as the role of the ariki in Maori and in Rapa Nui society

a significant development, event, turning point or challenge that contributed to continuity and change in the Asian-Pacific society AC9HH8K13

- explaining how environmental challenges were overcome on different islands to make settlement possible; for example, the practice of aquaculture in Nauru and/or agricultural practices in Hawaii

##### Historical perspectives and interpretations

##### Communicating

create descriptions, explanations and historical arguments, using historical knowledge, concepts and terms that reference evidence from sources AC9HH8S08

### Groups in society: Maori culture

#### Australian Curriculum V9 Year 8

##### Asia-Pacific world

the significant social, religious, cultural, economic, environmental and/or political features of different groups in the Asian-Pacific society AC9HH8K12

- describing the way of life in one Polynesian society, including the social, cultural, economic and political features, such as the role of the ariki in Maori and in Rapa Nui society

the experiences and perspectives of rulers and of subject peoples, and the interaction between power and/or authority in the Asian-Pacific society AC9HH8K14

##### Historical perspectives and interpretations

##### Communicating

create descriptions, explanations and historical arguments, using historical knowledge, concepts and terms that reference evidence from sources AC9HH8S08

### The moai as a cultural achievement

#### Australian Curriculum V9 Year 8

##### Asia-Pacific world

a significant development, event, turning point or challenge that contributed to continuity and change in the Asian-Pacific society AC9HH8K13

- investigating the construction of the moai (giant statues) on Easter Island (Rapa Nui), the techniques used to make and transport them, and theories about their meaning, such as that they are representations of dead ancestors or chiefs

the role and achievements of a significant individual and/or group in the Asian-Pacific society AC9HH8K15

- describing the achievements of one Polynesian group of people such as Maori, Samoan, Tahitian (Maohi), Tongans or Rapa Nui

##### Historical perspectives and interpretations

##### Communicating

create descriptions, explanations and historical arguments, using historical knowledge, concepts and terms that reference evidence from sources AC9HH8S08

sample

**Right:** Moai on Rapa Nui (Easter Island)



3C

# Polynesian expansion across the Pacific





# Groups in Māori society

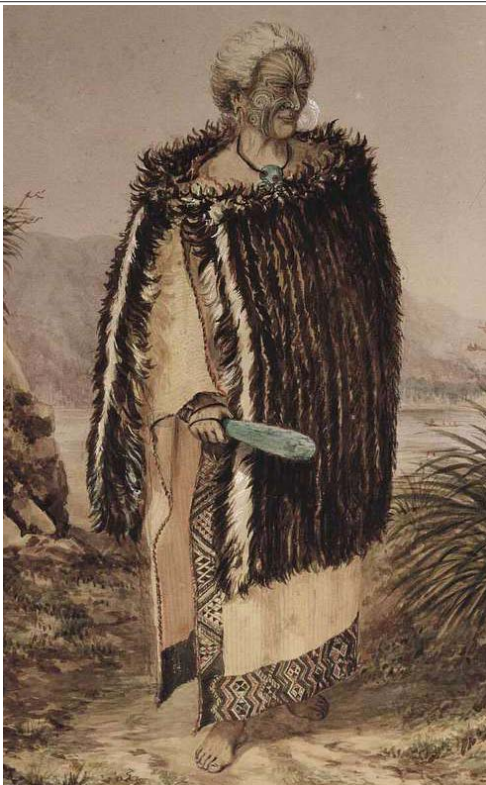
Before contact with Europeans, Māori society was relatively equal compared to other societies in the world. There were five groups:

- ariki (chief of the iwi, large tribal groups)
- rangatira (leaders of the smaller clans, the hapū)
- tohunga (priests and experts)
- tūtūā (commoners)
- taurekareka (slaves).

The PEEEL paragraphs below have 5 phases or sub-section:

P	POINT Identify the group
E	ELABORATE Describe their role in society
E	ELABORATE Describe the role of women
E	EXPLAIN Explain their interaction with other groups
L	LINK Link to how the group maintained stability and continuity in society

Right: Te Rangihaeata (1780?-1855), ariki of the Ngāti Toa. Portrait by Charles Barraud.



The parts of the PEEEL paragraph in the left column below are in the wrong sequence. Tick the box to show what part it is (e.g. Point or Elaborate).

Paragraph parts	POINT Identify the group	ELABORATE Describe their role in society	ELABORATE Describe the role of women	EXPLAIN Explain their interaction with other groups	LINK Link to how the group maintained stability and continuity in society
The ariki was usually a male. However, a noble woman could also become ariki or ariki tapairu which was a position of high influence.					
Ariki played a vital role in maintaining stability and continuity by preserving sacred knowledge and ensuring decisions were made for the long-term benefit of the iwi.					
The ariki worked closely with rangatira (chiefs) of smaller clans (hapū), providing leadership and uniting different groups under shared ancestry. Their decisions impacted on all of the groups including the commoners and slaves.					
The ariki were the highest-ranking leaders in Māori society who led the iwi (large tribal group).					
Ariki had both spiritual and political authority. Their role was to guide important decisions, oversee rituals and act in the collective interests of their people.					