Pearson

Humanities

Victoria

8

Pearson Humanities Victoria 7–10

Engaging students of all levels

A new series designed to support Victorian students and teachers with comprehensive curriculum coverage of history, geography, economics and business, civics and citizenship. It's been created to engage and captivate students of all levels as they learn about humanities, to help them reach their full study potential.

Student Book

A visually engaging spread-based design, with each chapter featuring images, illustrations, infographics and source materials to engage and captivate all learners. The **student book** includes self-contained toolkit chapters for each discipline, covering key concepts and skills. All core chapters are supported by additional worksheets, solutions, teaching strategies, instructional rubrics, chapter tests and online interactives.

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We know you want to check the readiness of your students and keep track of their progress. With **Lightbook Starter**, you get an innovative digital learning and assessment resource that prepares students and assesses them against outcomes. It's all about helping you guide your students and helping them take control of their learning.

Student Reader+

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Teacher Reader+

Teacher Reader+ aids lesson preparation by combining student book page references with a wealth of teacher support to help you meet the demands of the Victorian Curriculum for humanities.

As the world's learning company, we're inspired by the way education changes lives.

We're creating innovative products and services to help all learners stay on the path to a better education.

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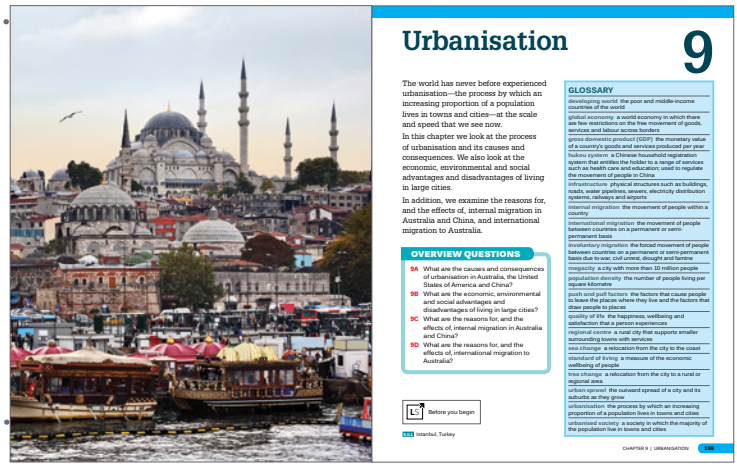
How to use this book

Student resources

Pearson Humanities Victoria 8 uses subtle learning strategies to introduce, reinforce, differentiate, deepen and accelerate learning for students. The student resources provide a comprehensive coverage of the **Victorian Curriculum for the humanities** and are fully supported by an innovative digital offering. Elective chapters are available in print, digital or through customisation, and all the content chapters are fully supported by Lightbook Starter and Student Reader+ resources. Students are set for success with this complete solution for learning about the humanities!

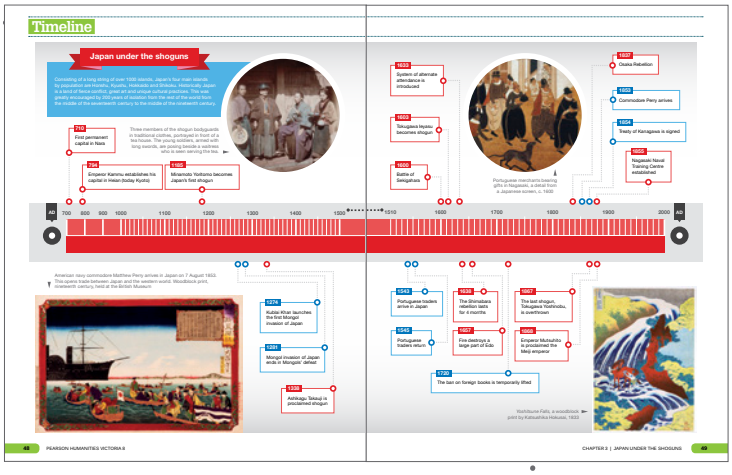
Be set

The **chapter opening page** sets the context for the chapter by engaging students through ideas that get them thinking about the content and concepts to come. The key vocabulary for each chapter is presented in the **chapter glossary**, which helps students to prepare for discipline-specific terminology. The stunning chapter-opening imagery and overview questions help to frame students' thinking about the chapter before they begin.



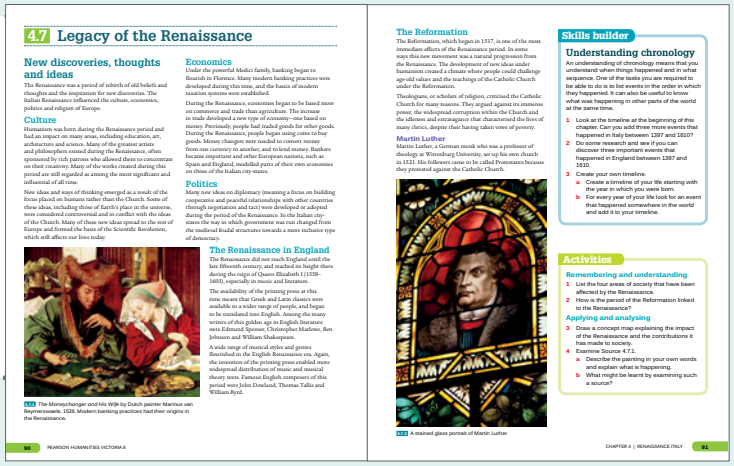
Be engaged

The spectacular **photos**, **illustrations**, **maps**, **timelines** and **infographics** are relevant and purposefully selected to build students' understanding of the text. A dedicated series literacy consultant, Dr Trish Weekes, has helped to craft the content so that it is accessible and contains enhanced scaffolding and explanation for students. The content's design is also geared towards **improving readability and navigation** of the text, and the maps comprise inset **locator maps** to aid students' understanding of physical geography.



Be skilled

Each **skills builder** outlines a subject-specific method or technique for students to master; they are instructive and self-contained, and step students through key skills to prepare and build student fluency and application. **Toolkit chapters** for each discipline cover key concepts and skills from the Victorian Curriculum and are tailored for Level 8. There are also additional graphic organisers and useful templates available for students via the Student Reader+.



4.7 Legacy of the Renaissance

New discoveries, thoughts and ideas

The Renaissance was a period of rebirth of old beliefs and thoughts and the inspiration for new discoveries. The Italian Renaissance influenced the culture, economies, politics and religion of Europe.

Culture

Humanism was born during the Renaissance period and had an impact on many areas, including education, art, architecture and science. Many of the greatest artists and philosophers existed during the Renaissance, often sponsored by rich patrons who allowed them to concentrate on their creativity. Many of the works created during this period are still regarded as among the most significant and influential of all time.

New ideas and ways of thinking emerged as a result of the focus placed on humans rather than the Church. Some of these ideas, including those of Earth's place in the universe, were considered controversial and in conflict with the ideas of the Church. Many of these new ideas spread to the rest of Europe and formed the basis of the Scientific Revolution, which still affects our lives today.

Economics

Under the powerful Medici family, banking began to flourish in Florence. Many modern banking practices were developed during this time, and the basics of modern taxation systems were established.

During the Renaissance, economies began to be based more on commerce and trade than agriculture. The increase in trade developed a new type of economy—one based on money. Previously, people had traded goods for other goods. During the Renaissance, people began using coins to buy goods. Money changers were needed to convert money from one currency to another, and to lend money. Bankers became important and other European nations, such as Spain and England, modelled parts of their own economies on those of the Italian city-states.

Politics

Many new ideas on diplomacy (meaning a focus on building cooperative and peaceful relationships with other countries through negotiation and tact) were developed or adopted during the period of the Renaissance. In the Italian city-states the way in which government was run changed from the medieval feudal structures towards a more inclusive type of democracy.

The Renaissance in England

The Renaissance did not reach England until the late fifteenth century, and reached its height there during the reign of Queen Elizabeth I (1558–1603), especially in music and literature.

The availability of the printing press at this time meant that Greek and Latin classics were available to a wider range of people, and began to be translated into English. Among the many writers of this golden age in English literature were Edmund Spenser, Christopher Marlowe, Ben Johnson and William Shakespeare.

A wide range of musical styles and genres flourished in the English Renaissance era. Again, the invention of the printing press enabled more widespread distribution of music and musical theory texts. Famous English composers of this period were John Dowland, Thomas Tallis and William Byrd.

4.1.1 *The Moneychanger and His Wife* by Dutch painter Marinus van Reymerswaele, 1539. Modern banking practices had their origins in the Renaissance.

The Reformation

The Reformation, which began in 1517, is one of the most immediate effects of the Renaissance period. In some ways this new movement was a natural progression from the Renaissance. The development of new ideas under humanism created a climate where people could challenge age-old values and the teachings of the Catholic Church under the Reformation.

Theologians, or scholars of religion, criticised the Catholic Church for many reasons. They argued against its immense power, the widespread corruption within the Church and the idleness and extravagance that characterised the lives of many clerics, despite their having taken vows of poverty.

Martin Luther

Martin Luther, a German monk who was a professor of theology at Wittenburg University, set up his own church in 1521. His followers came to be called Protestants because they protested against the Catholic Church.

4.1.2 A stained glass portrait of Martin Luther

Skills builder

Understanding chronology

An understanding of chronology means that you understand when things happened and in what sequence. One of the tasks you are required to be able to do is to list events in the order in which they happened. It can also be useful to know what was happening in other parts of the world at the same time.

1 Look at the timeline at the beginning of this chapter. Can you add three more events that happened in Italy between 1397 and 1610?
2 Do some research and see if you can discover three important events that happened in England between 1397 and 1630.
3 Create your own timeline.
   a Create a timeline of your life starting with the year in which you were born.
   b For every year of your life look for an event that happened somewhere in the world and add it to your timeline.

Activities

Remembering and understanding

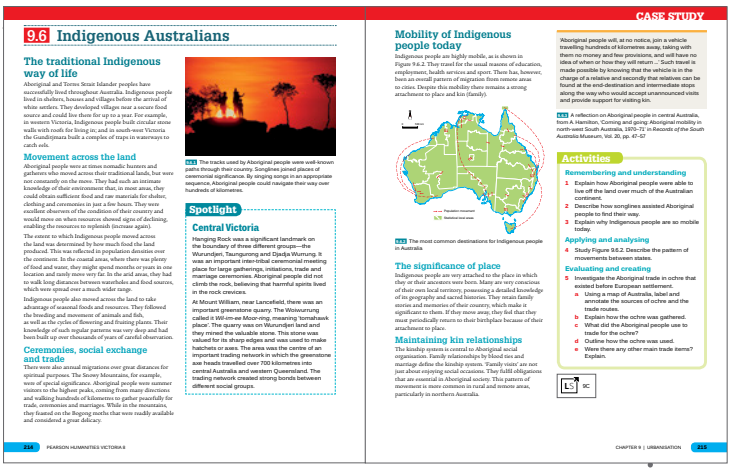
1 List the four areas of society that have been affected by the Renaissance.
2 How is the period of the Reformation linked to the Renaissance?

Applying and analysing

3 Draw a concept map explaining the impact of the Renaissance and the contributions it has made to society.
4 Examine Source 4.7.1.
   a Describe the painting in your own words and explain what is happening.
   b What might be learnt by examining such a source?

Be extended

The **case study** units relate to a specific event or location, and are written to extend students' knowledge and understanding. The **spotlight** boxes focus their attention on a place, an issue or a concept relating to the unit; they are designed to develop students' knowledge and understanding of the ideas and processes that are central to the Level 8 study of the humanities. The **in the field** units in the geography section provide a step-by-step guide to undertaking and evaluating fieldwork; they have been written as a guide and are not tied to a specific location, so they can be used with fieldwork studies the class is undertaking.



9.6 Indigenous Australians

The traditional Indigenous way of life

Aboriginal and Torres Strait Islander peoples have successfully lived throughout Australia. Indigenous people lived in shelters, houses and villages before the arrival of white settlers. They developed villages near a secure food source and could live there for up to a year. For example, in western Victoria, Indigenous people built circular stone walls with roofs for living in; and in south-west Victoria the Gunditjmara built a complex of traps in waterways to catch eels.

Movement across the land

Aboriginal people were at times nomadic hunters and gatherers who moved across their traditional lands, but were not constantly on the move. They had such an intimate knowledge of their environment that, in most areas, they could obtain sufficient food and raw materials for shelter, clothing and ceremonies in just a few hours. They were excellent observers of the condition of their country and would move on when resources showed signs of declining, enabling the resources to replenish (increase again).

The extent to which Indigenous people moved across the land was determined by how much food the land produced. This was reflected in population densities over the continent. In the coastal areas, where there was plenty of food and water, they might spend months or years in one location and tend to move very far. In the arid areas, they had to walk long distances between waterholes and food sources, which were spread over a much wider region.

Indigenous people also moved across the land to take advantage of seasonal foods and resources. They followed the breeding and movement of animals and fish, as well as the cycles of flowering and fruiting plants. Their knowledge of such regular patterns was very deep and had been built up over thousands of years of careful observation.

Ceremonies, social exchange and trade

There were also annual migrations over great distances for spiritual purposes. The Stoney Mountains, for example, were of special significance. Aboriginal people were summer visitors to the highest peaks, coming from many directions and walking hundreds of kilometres to gather peacefully for trade, ceremonies and marriages. While in the mountains, they feasted on the Bogong moths that were readily available and considered a great delicacy.

9.6.1 The tracks used by Aboriginal people were well-known paths through their country. Songlines joined places of ceremonial significance. By singing songs in an appropriate sequence, Aboriginal people could navigate their way over hundreds of kilometres.

Spotlight

Central Victoria

Hanging Rock was a significant landmark on the boundary of three different groups—the Wurundjeri, Taungurong and Djadja Wurrung. It was an important inter-tribal ceremonial meeting place for large gatherings, initiations, trade and marriage ceremonies. Aboriginal people did not climb the rock, believing that harmful spirits lived in the rock crevices.

At Mount William, near Lancefield, there was an important greenstone quarry. The Woiwurrung called it *Wil-im-ee-Moor-ring*, meaning 'tomahawk place'. The quarry was on Wurundjeri land and they mined the valuable stone. This stone was valued for its sharp edges and was used to make hatchets or axes. The area was the centre of an important trading network in which the greenstone axe heads travelled over 700 kilometres into central Australia and western Queensland. The trading network created strong bonds between different social groups.

CASE STUDY

Mobility of Indigenous people today

Indigenous people are highly mobile, as is shown in Figure 9.6.2. They travel for the usual reasons of education, employment, health services and sport. There has, however, been an overall pattern of migration from remote areas to cities. Despite this mobility there remains a strong attachment to place and kin (family).

Aboriginal people will, at no notice, join a vehicle travelling hundreds of kilometres away, taking with them no money and few provisions, and will have no idea of when or how they will return ... Such travel is made possible by knowing that the vehicle is in the charge of a relative and secondly that relatives can be found at the end-destination and intermediate stops along the way who would accept unannounced visits and provide support for visiting kin.

9.6.2 A reflection on Aboriginal people in central Australia, from A Hamilton, 'Coming and going Aboriginal mobility in north-west South Australia, 1970–71' in *Records of the South Australia Museum*, Vol. 20, pp. 47–57

9.6.3 The most common destinations for Indigenous people in Australia

The significance of place

Indigenous people are very attached to the place in which they or their ancestors were born. Many are very conscious of their own local territory, possessing a detailed knowledge of its geography and sacred histories. They retain family stories and memories of their country, which make it significant to them. If they move away, they feel that they must periodically return to their birthplace because of their attachment to place.

Maintaining kin relationships

The kinship system is central to Aboriginal social organisation. Family relationships by blood ties and marriage define the kinship system. 'Family visits' are not just about enjoying social occasions. They fulfill obligations that are essential in Aboriginal society. This pattern of movement is more common in rural and remote areas, particularly in northern Australia.

Activities

Remembering and understanding

1 Explain how Aboriginal people were able to live off the land over much of the Australian continent.
2 Describe how songlines assisted Aboriginal people to find their way.
3 Explain why Indigenous people are so mobile today.

Applying and analysing

4 Study Figure 9.6.2. Describe the pattern of movements between states.

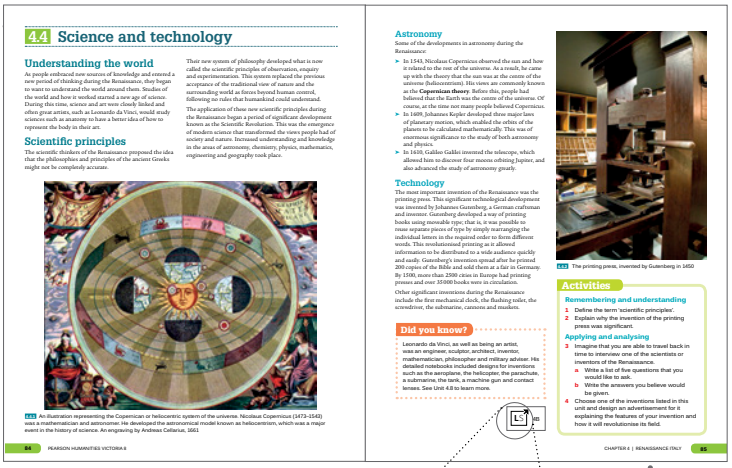
Evaluating and creating

5 Investigate the Aboriginal trade in ochre that existed before European settlement.
   a Using a map of Australia, label and annotate the sources of ochre and the trade routes.
   b Explain how the ochre was gathered.
   c What did the Aboriginal people use to trade for the ochre?
   d Outline how the ochre was used.
   e Were there any other main trade items? Explain.

Be progressed

The student book **activities** reinforce key understandings and extend students beyond the text by involving them in a variety of learning experiences; they are crafted using Bloom's taxonomy to cater for the full range of learning abilities to move learners towards what they are expected to know and to help them consolidate that knowledge. Many of the activities are based on the stimulus material presented in the chapters, to facilitate the development of the skills.

There are handy icons in the student book to indicate the best time for students to engage with the corresponding **Lightbook Starter** assessment module. These formative assessment modules link back to overview questions at the start of the chapter.



4.4 Science and technology

Understanding the world

As people embraced new sources of knowledge and entered a new period of thinking during the Renaissance, they began to want to understand the world around them. Studies of the world and how it worked started a new age of science. During this time, science and art were closely linked and often great artists, such as Leonardo da Vinci, would study sciences such as anatomy to have a better idea of how to represent the body in their art.

Scientific principles

The scientific thinkers of the Renaissance proposed the idea that the philosophers and principles of the ancient Greeks might not be completely accurate.

Their new system of philosophy developed what is now called the scientific principles of observation, enquiry and experimentation. This system replaced the previous acceptance of the traditional view of nature and the surrounding world as forces beyond human control, following no rules that humankind could understand.

The application of these new scientific principles during the Renaissance began a period of significant development known as the Scientific Revolution. This was the emergence of modern science that transformed the views people had of society and nature. Increased understanding and knowledge in the areas of astronomy, chemistry, physics, mathematics, engineering and geography took place.

4.4.1 An illustration representing the Copernican or heliocentric system of the universe. Nicolaus Copernicus (1473–1543) was a mathematician and astronomer. He developed the astronomical model known as heliocentrism, which was a major event in the history of science. An engraving by Andreas Cellarius, 1661

Astronomy

Some of the developments in astronomy during the Renaissance:

- In 1543, Nicolaus Copernicus observed the sun and how it related to the rest of the universe. As a result, he came up with the theory that the sun was at the centre of the universe (heliocentrism). His views are commonly known as the **Copernican theory**. Before this, people had believed that the Earth was the centre of the universe. Of course, at the time not many people believed Copernicus.
- In 1609, Johannes Kepler developed three major laws of planetary motion, which enabled the orbits of the planets to be calculated mathematically. This was of enormous significance to the study of both astronomy and physics.
- In 1610, Galileo Galilei invented the telescope, which allowed him to discover four moons orbiting Jupiter, and also advanced the study of astronomy greatly.

Technology

The most important invention of the Renaissance was the printing press. This significant technological development was invented by Johannes Gutenberg, a German craftsman and inventor. Gutenberg developed a way of printing books using moveable type; that is, it was possible to reuse separate pieces of type by simply rearranging the individual letters in the required order to form different words. This revolutionised printing as it allowed information to be distributed to a wide audience quickly and easily. Gutenberg's invention spread after he printed 200 copies of the Bible and sold them at a fair in Germany. By 1500, more than 2500 cities in Europe had printing presses and over 35 000 books were in circulation.

Other significant inventions during the Renaissance include the first mechanical clock, the flushing toilet, the screwdriver, the submarine, cannons and muskets.

Did you know?

Leonardo da Vinci, as well as being an artist, was an engineer, sculptor, architect, inventor, mathematician, philosopher and military adviser. His detailed notebooks included designs for inventions such as the aeroplane, the helicopter, the parachute, a submarine, the tank, a machine gun and contact lenses. See Unit 4.8 to learn more.

4.4.2 The printing press, invented by Gutenberg in 1450

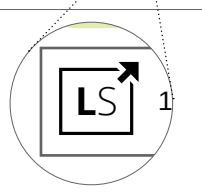
Activities

Remembering and understanding

1 Define the term 'scientific principles'.
2 Explain why the invention of the printing press was significant.

Applying and analysing

3 Imagine that you are able to travel back in time to interview one of the scientists or inventors of the Renaissance.
   a Write a list of five questions that you would like to ask.
   b Write the answers you believe would be given.
4 Choose one of the inventions listed in this unit and design an advertisement for it explaining the features of your invention and how it will revolutionise its field.



Lightbook Starter

The **Lightbook Starter** is a cutting-edge **formative** and **summative** assessment platform, containing **complementary sets of questions** for reviewing the student book's units and chapters. These digital questions serve as an alternative or additional assessment opportunity for students who enjoy the benefits of **instant feedback**, **hints** and **auto-correction**.

Students and teachers can enjoy the visibility of learning through a progress tracker that shows each student's achievement against selected curriculum learning outcomes.

Be ready

The **before you begin** section includes useful preparatory material and questions to **activate** the **prior knowledge** of students and to establish their knowledge baselines. In addition, the expected **learning outcomes** present the key knowledge of the chapter in a student-friendly manner.

Be assessed

A variety of **interactive question types** with **hints** and **solutions** help students to check their understanding of what they are learning; these tools provide scaffolding and guidance to students so that they can confidently attempt review questions in class or at home. The module reviews are useful as a revision device to help students identify their areas of weakness or as a **formative assessment** to inform teachers in their lesson planning. The Lightbook Starter can also be used by students to check their understanding throughout the chapter; students benefit from the Lightbook Starter's **auto-corrected** responses that re-teach key concepts and provide them with instant feedback.

Be in control

The Lightbook Starter enables teachers and students to use a digital assessment tool as an alternative or addition to the questions in the student book. The Lightbook Starter's structure mirrors the overview questions on each chapter opening of the student book so that it provides a **fully integrated approach to digital assessment** and feedback.

Be reflective

An integrated set of **reflection** questions support students in considering their progress and future areas for focus. Students are frequently prompted to reflect on what they've learnt, and how they've worked.

Be tracked

Students can enjoy seeing progress through the learning outcomes that are updated instantly in the **progress tracker**; the progress tracker **teacher dashboard** shows where the learners are in their learning and is mapped to Victorian Curriculum content descriptors.

Teacher Reader+

The **Teacher Reader+** makes lesson preparation easy by combining additional teaching strategies and ideas for class activities along with differentiation and EAL/D support. Suggested solutions are also included, as well as all the answers to the student book activities.

Be prepared

The **chapter resource summary** for each chapter provides an easy reference point and overview for teachers; there are also categorised activity references for each student book unit to help make tailored lesson planning easier. Full **answers**, including suggested alternative solutions, to all the activities are also supplied. Further, each unit's **learning objectives** are clearly stated.

Be supported

The **teacher guide** offers a range of ideas to introduce students to each new topic, as well as to spark and activate their prior knowledge in the subject area. There are also skills continuum rubrics for each discipline. Further, students can be encouraged to track their progression on the continuum throughout their learning.

Be differentiated

The **differentiated rich task worksheets** help learners to increase their fluency in using specific skills and to demonstrate their understanding of key concepts. The rich tasks are differentiated along three complexity levels to support different entry points for students. There is an accompanying **rubric** for each task that teachers can give students upfront to more explicitly define their goals.

Be report-ready

Students' understanding can be tested by using the ready-made **Lightbook Starter chapter assessment**. This **summative assessment** can be assigned by teachers; alternatively, teachers can use the **printable and editable chapter test** format available via the Teacher Reader+.

Student Reader+

Reader+ is our next generation eBook. Students can read, take notes, save bookmarks and more—anywhere, anytime.

Be equipped

Integrated resources and interactive activities enhance and extend the learning experience, helping to engage students, and give them choice and flexibility in their learning.