

# HOW TO USE THE PEARSON HISTORY NEW SOUTH WALES ACTIVITY BOOK 8

The *Pearson History New South Wales Activity Book 8* has been designed to further consolidate students' historical concepts and historical skills in accordance with the New South Wales Board of Studies syllabus for the Australian Curriculum: History.

The Activity Book consists of twelve chapters. Each chapter incorporates a range of the following features, which have been constructed to engage students in a variety of learning styles to strengthen their skills.

## MAP WORK AND TIMELINE ACTIVITIES:

- Build students' understanding of the importance of location and geography in history.
- Enable students to identify patterns of movement and change within societies.
- Further develop students' understanding of chronology.

## EVIDENCE-BASED ACTIVITIES AND QUESTIONS:

- Employ a variety of sources for students to examine critically:
  - primary sources
  - secondary sources
  - written sources
  - visual sources.

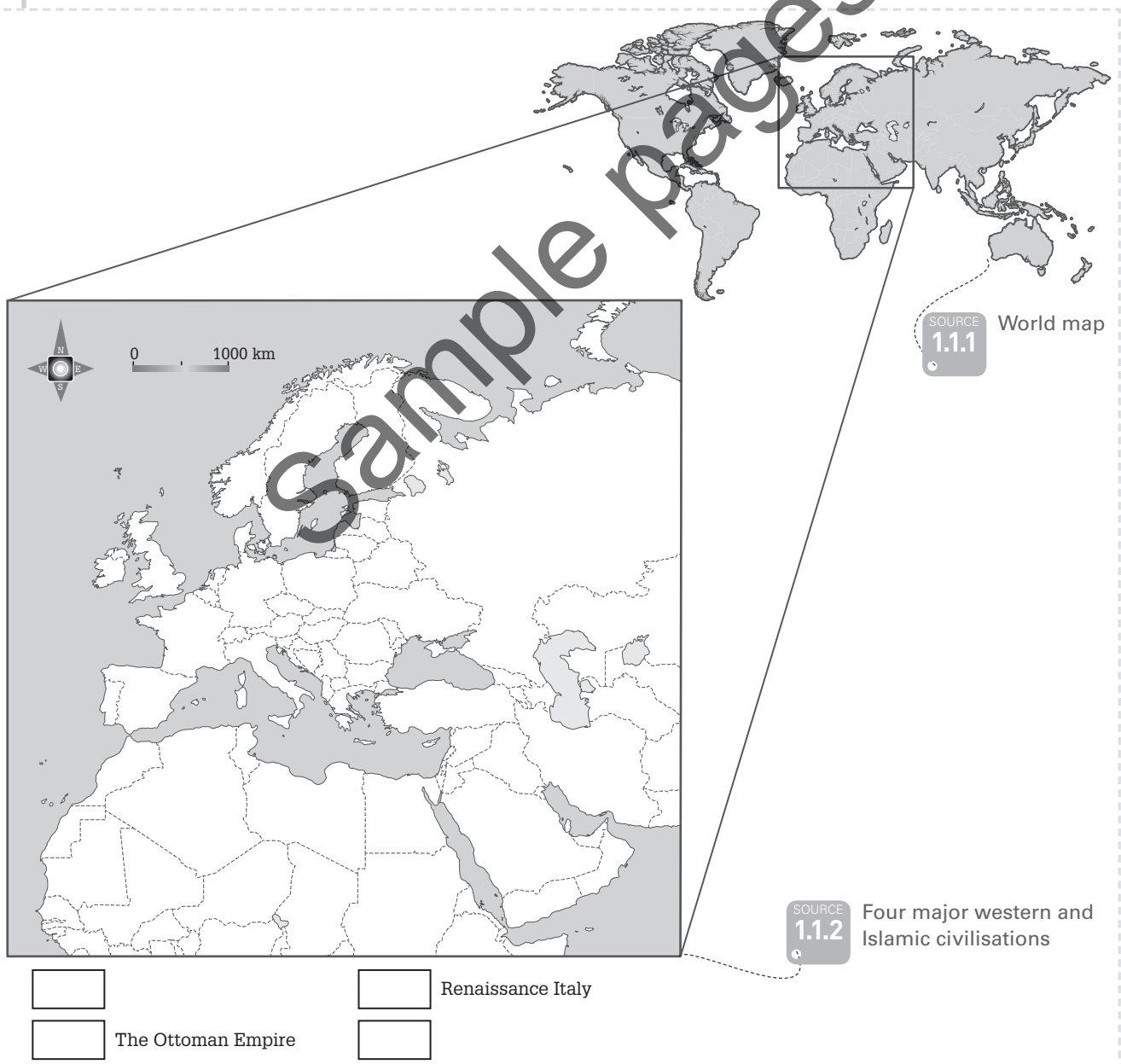
## LITERACY-BASED ACTIVITIES AND QUESTIONS:

- Are designed to test and consolidate students' knowledge of key historical words and phrases.
- Include:
  - stories from the past
  - creation stories, stories about gods or traditional stories from primary sources
  - crosswords
  - word finds
  - matching words and definitions.

# CHAPTER 1: OVERVIEW: THE ANCIENT TO THE MODERN WORLD

## 1.1 THE WESTERN AND ISLAMIC WORLD

Look carefully at the maps that show the region of four of the world's major and progressive civilisations between the period of the fall of the Roman Empire and the start of the modern age. Refer to an atlas and conduct research on the internet and in your school library to help you with these tasks.



**1 a** Examine Source 1.1.2 and use an atlas or the internet to help you complete the map and the legend by filling in the colours and names of the four major civilisations listed below.

- The Vikings
- The Ottoman Empire
- Medieval Europe
- Renaissance Italy

**b** Refer to an atlas and name the countries today that were the homeland of the Vikings.

\_\_\_\_\_

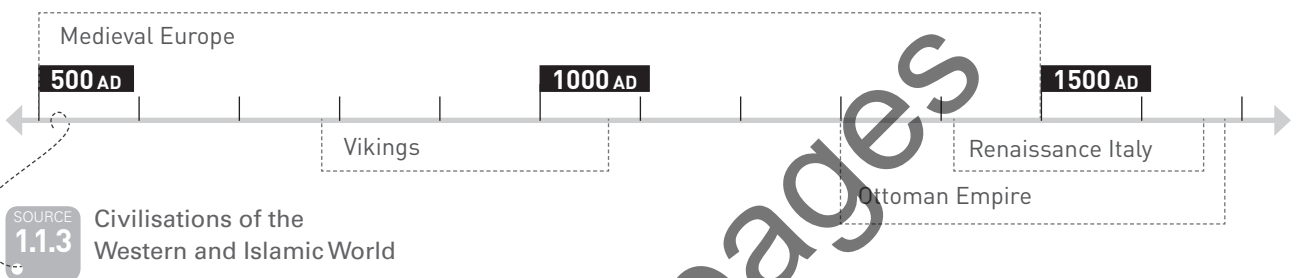
**c** Which country today was the centre of the Ottoman Empire?

\_\_\_\_\_

**d** From which modern country did the Renaissance begin?

\_\_\_\_\_

**2** Look carefully at the timeline for these four civilisations and complete the following tasks.



**a** Indicate whether the statements are true or false by circling the correct answer.

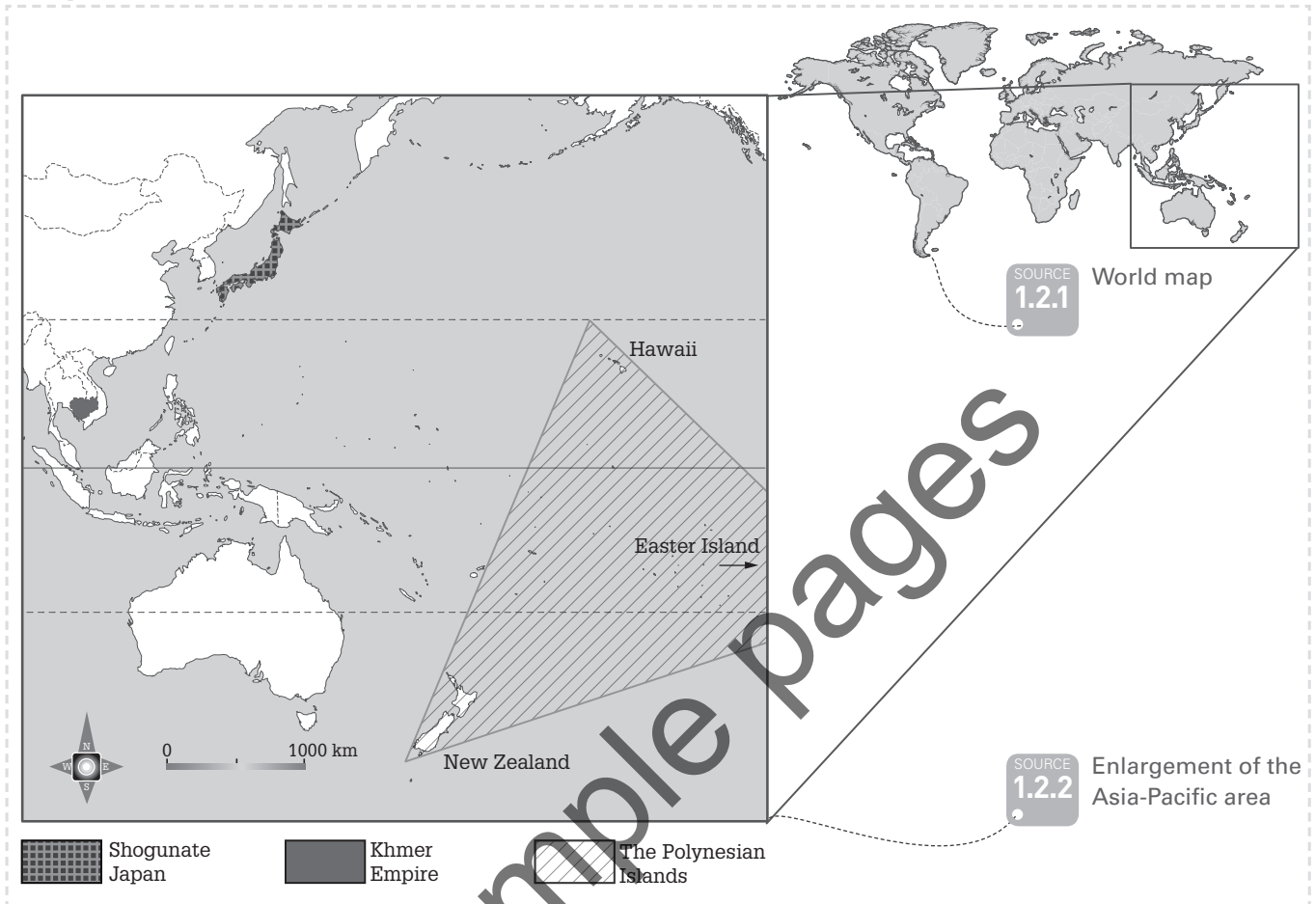
- The Age of the Vikings began about the year 790. *True / False*
- The Ottoman Empire and Age of Vikings began at the same time. *True / False*
- Europe experienced Medieval times for 1500 years. *True / False*
- The Renaissance occurred before Medieval times. *True / False*
- By 1066 the Age of the Vikings was over. *True / False*
- The Ottoman Empire flourished at approximately the same time as the Renaissance in Italy. *True / False*
- The fall of the Ottoman Empire was in about 1680. *True / False*
- The Renaissance in Italy ended in the 1500s. *True / False*
- The Ottoman Empire lasted about 350 years. *True / False*
- In the year 950, the Vikings were expanding their territory while in Europe, it was the Medieval period. *True / False*

**b** Add the following events to the timeline by placing a coloured dot in the correct location to represent:

- 844 Vikings launch first raids in Spain (red dot)
- 986 Viking Erik the Red lands in Greenland (blue dot)
- 1215 King John I of England signs the Magna Carta, which protects the rights of people and makes kings subject to laws (green dot)
- 1324 The Ottoman Empire expands into Europe (yellow dot)
- 1381 Peasants revolt in England (orange dot)
- 1450 Renaissance inventor Gutenberg invents the printing press (purple dot)
- 1453 Ottomans capture the city of Constantinople (black dot)
- 1502 Renaissance painter Leonardo da Vinci completes the Mona Lisa (brown dot)

# 1.2 THE ASIA-PACIFIC WORLD

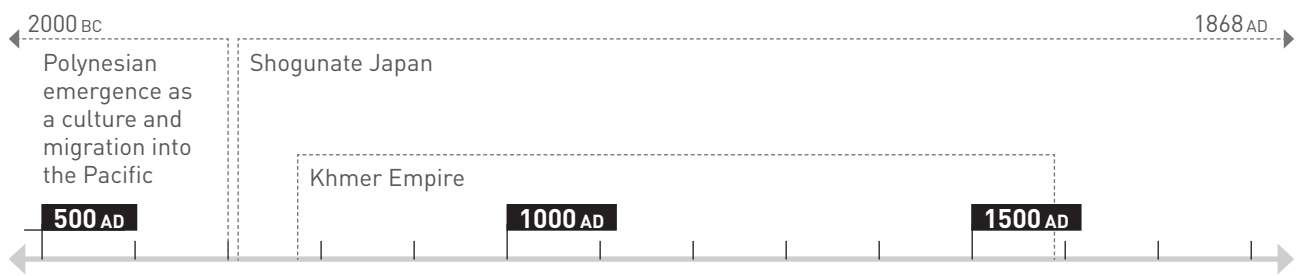
Look at Source 1.2.2 which shows Asian-Pacific civilisations in the period between the fall of the Roman Empire and the beginning of the modern world. Refer to an atlas and conduct research on the internet and in your school library to help you with these tasks.



1 Refer to Sources 1.2.1 and 1.2.2 to complete the paragraph by filling in the missing words. Select words from the box below.

The territory of Shogunate \_\_\_\_\_ extended over four \_\_\_\_\_ in the Pacific Ocean, just off the \_\_\_\_\_ coast of Asia. Its area was slightly larger than that of the \_\_\_\_\_ Empire that emerged in part of South-East Asia. The \_\_\_\_\_ territory was different to both that of the Khmer and Japan; it was largely \_\_\_\_\_ with islands of varying sizes scattered in a wide area, mainly in the \_\_\_\_\_ hemisphere. The largest of the Polynesian islands is known today as New \_\_\_\_\_.

- Zealand
- Southern
- Japan
- Khmer
- east
- islands
- Polynesian
- ocean



SOURCE 1.2.3 Civilisations of the Asia-Pacific world

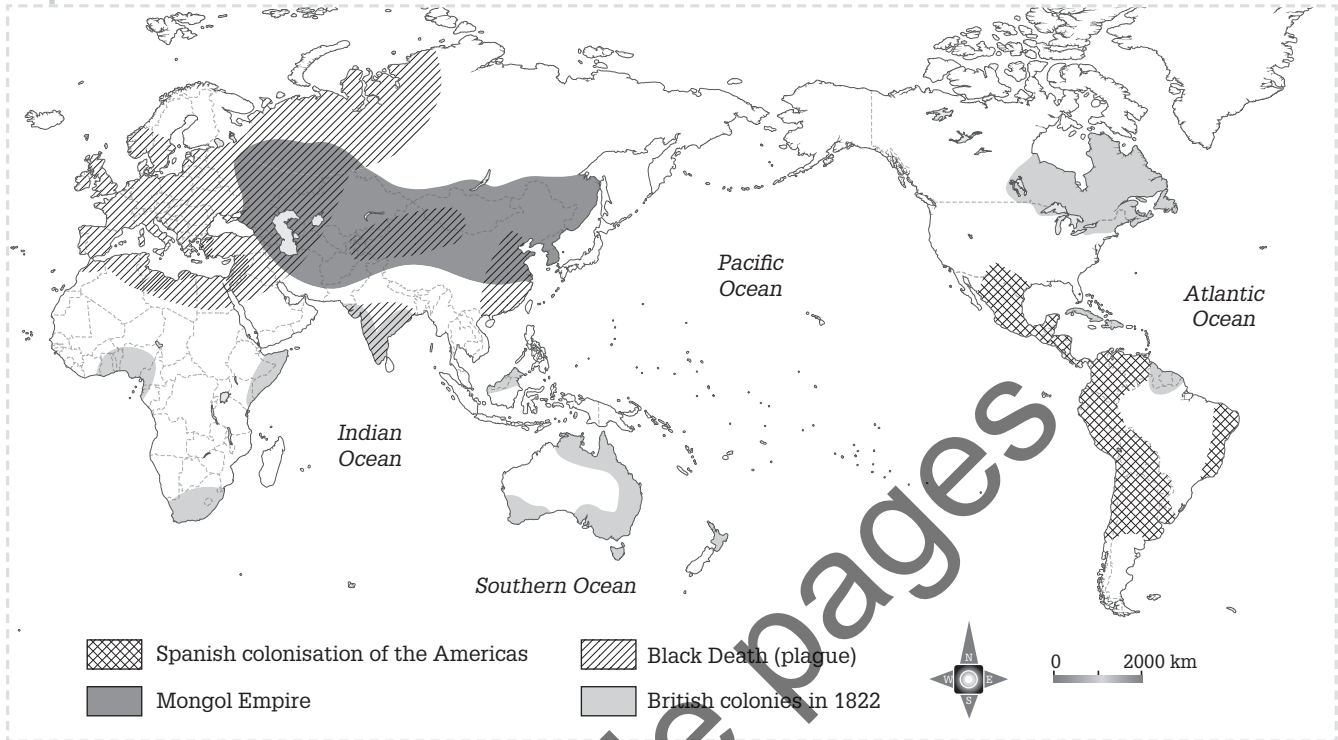
- 2 a** Add the following events to the timeline in Source 1.2.3 by placing a coloured dot in the correct location to represent:
- 700 Easter Islands are settled (red dot)
  - 300 Hawaiian Islands are settled (blue dot)
  - 792 Local governors begin formation of private armies of samurai (green dot)
  - 802 Jayavarman II unites smaller states to form Khmer monarchy (yellow dot)
  - 961 Construction of Angkor Wat (the capital of Khmer Empire) begins (orange dot)
  - 1521 Explorer Ferdinand Magellan reaches Polynesia (purple dot)
  - 1543 The Portuguese first arrive in Japan (black dot)
  - 1590 Toyotomi Hideyoshi gains power over all Japan (brown dot)
  - 1594 The neighbouring Thais defeat the Khmer and destroy the empire (pink dot)
  - 1642 Abel Tasman discovers New Zealand (grey dot)
- b** Indicate whether the statements are true or false by circling the correct answer. Refer to the information in this unit.
- Polynesians had completed their migration and settlement of Pacific islands before the Khmer Empire was established. *True / False*
  - Shogunate Japan and the Khmer Empire were both established within the same century. *True / False*
  - The time of shogun rule in Japan lasted longer than the time it took the Polynesians to emerge as a culture and migrate into the Pacific region. *True / False*
  - Abel Tasman discovered New Zealand at the same time the Khmer were constructing Angkor Wat. *True / False*
  - Ferdinand Magellan was the first European to reach shogunate Japan. *True / False*
  - The Thai people were responsible for the fall of the Khmer Empire. *True / False*
  - Easter Island was part of the Khmer Empire. *True / False*
  - Jayavarman II united small states to form the Khmer Empire. *True / False*
  - It was about 1000 years after the Polynesian settlement of the Pacific islands that explorer Abel Tasman reached the western-most part of Polynesia. *True / False*

# 1.3

## EXPANDING CONTACTS

Examine Source 1.3.1., which shows selected countries and their contact and expansion into other parts of the world, after 1200. The map also shows the spread of the Black Death.

Refer to an atlas and conduct research on the internet and in your school library to help you with these tasks.



**SOURCE 1.3.1** Expanding contacts between 1200 and the beginning of the modern world.

**1** Refer to Source 1.3.1 to complete the paragraph by filling in the missing words. Select words from the box on page 7.

In the years after 1200 there was increased interest in trade by many \_\_\_\_\_ countries. They wanted to trade with Asia and beyond. Explorers set out from Europe, seeking \_\_\_\_\_ opportunities in new lands. In addition, some European countries wanted to spread their religious \_\_\_\_\_ too. Britain had another motive: the establishment of a penal settlement. The \_\_\_\_\_ and colonisation of new lands was especially pronounced after 1600.

Many Spanish explorers ventured into unknown waters. The result was that Spain took possession of large areas of \_\_\_\_\_ America, Central \_\_\_\_\_ and the southern part of North America. British exploration resulted in Britain establishing \_\_\_\_\_ on four continents. In Africa, the British colonised South \_\_\_\_\_ and the east and west African coastlines, by 1822. While the British had

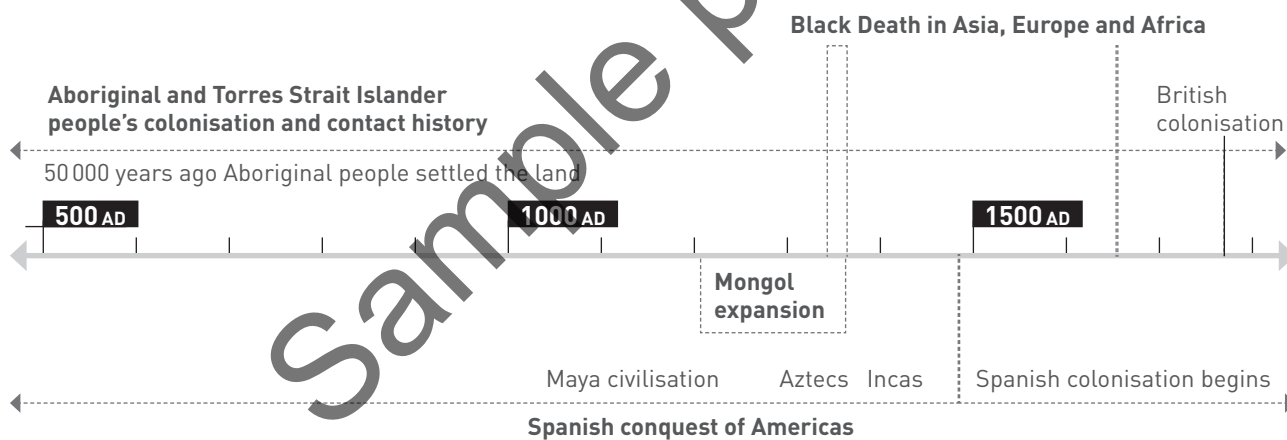
much smaller holdings in South America than the Spanish, they controlled more of \_\_\_\_\_ America. The eastern half of present-day Canada was British.

While Spain and Britain gained territory overseas, the Mongols expanded across \_\_\_\_\_ to create an empire that stretched from east to west of the continent.

These movements of people across and between continents also caused \_\_\_\_\_ of diseases. British contact with indigenous peoples in \_\_\_\_\_ and Spanish contact in the Americas brought in diseases that killed large numbers of the local \_\_\_\_\_.

In Asia, the opening of trade \_\_\_\_\_ between the \_\_\_\_\_ continents made it possible for the movement of the \_\_\_\_\_ into Europe, where millions died.

- |           |             |               |               |
|-----------|-------------|---------------|---------------|
| ■ America | ■ plague    | ■ beliefs     | ■ exploration |
| ■ routes  | ■ European  | ■ Asia        | ■ colonies    |
| ■ North   | ■ South     | ■ Australia   | ■ two         |
| ■ Africa  | ■ movements | ■ populations | ■ trade       |



SOURCE 1.3.2 Expanding contacts across the world.

- 2 Add the following events to the timeline in Source 1.3.2 by placing a coloured dot in the correct location to represent:
- 1264 Mongols conquer and rule China (red dot)
  - 1348 The plague reaches London (blue dot)
  - 1492 Christopher Columbus, sponsored by the Spanish queen, discovers America (green dot)
  - 665–1666 Great Plague of London (yellow dot)
  - 1788 First Fleet arrives at Botany Bay with a cargo of convicts, to establish a settlement (orange dot)
  - 1790 Outbreak of smallpox kills half the Aboriginal population around Sydney (purple dot)

## PRIMARY SOURCES: FIRST CONTACT WITH AUSTRALIA

Discovery of the Americas occurred in the sixteenth and seventeenth centuries. There was strong competition amongst European nations to secure colonies there, develop trade relations and expand Christianity. Europeans first discovered Australia in the seventeenth century. However, there seemed to be no rush to establish colonies there; possibly due to Australia's remoteness from Europe. It was not until 1788, about 180 years after the first discovery, that Australia was settled by the British as a penal colony.

Read the two accounts of impressions of Australia written by British and Dutch explorers.

The 4th day of January, 1688, we fell in with the Land of New Holland ... The Inhabitants of this Country are the miserablest People in the world. The Hodmadods of Monomatapa, though a nasty people, yet for Wealth are Gentlemen to these; who have no Houses and skin Garments, Sheep, Poultry, and Fruits of the Earth, Ostrich Eggs, etc., as the Hodmadods have: And setting aside their Humane Shape, they differ but little from Brutes. They are tall, strait-bodied, and thin, with small long Limbs. They have great Heads, round Foreheads, and great Brows ... The colour of their Skins ... is coal black, like that of the Negroes of Guinea ... They have no sort of Cloaths ... to cover their Nakedness.

.... I did not perceive that they did worship any thing ... their place of Dwelling was only a Fire, with a few Boughs before it.

SOURCE  
1.4.1

British explorer William Dampier's account of his visit to New Holland (Australia) in 1688

... The colour and stature of these men appears from the description given to resemble most that of the Indians of the east. But they go stark naked, without any regard to age or sex ...

... Seeing that our people could not be induced by their grimaces, violent gestures, yelling and flourishin, of assegais, and all kinds of weapons, to retreat from the shore, they were imprudent enough to throw some of their assegais, or rather sharpened sticks, at our men, with the intention of wounding and intimidating them ...

The nature of these tribes is foul and treacherous ... They, however, possess nothing which is of value themselves, and have neither iron nor anything like mineral ore or metal, but only a stone which is ground and made to serve as a hatchet. They have no habitations, either houses or huts; and feed on fish, which they catch with harpoons of wood ...

SOURCE  
1.4.2

Adapted from the translation of the account of the Doriados voyage (Dutch ship) in 1705 to New Holland (Australia) and Van Diemen's Land (Tasmania)



- 1 a** Compare the Dutch and British first impressions of the Aboriginal people. Explain whether they are similar or different.

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- b** Explain how accounts of explorers such as these could influence the further exploration of Australia as a site for a colony and trade.

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- 2** Photographs are a valuable source of historical information. As the camera was not invented until the early nineteenth century, historians do not have any photographs of the first encounters between Europeans and Aboriginal people. However, there are a few rare mid-nineteenth century photographs. Look carefully at the rare photograph shown in Source 1.4.3, then answer the questions.

- a** Describe the natural environment and any man-made features that are visible in the photograph.

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- b** Using evidence from the photograph, try to describe the Aboriginal people's way of life at the time this photograph was taken.

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- c** Do you think this group of people had come into contact with Europeans at the time the photograph was taken? Explain your answer.

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SOURCE  
1.4.3

Two Aboriginal women and an Aboriginal man, photographed between 1865 and 1875.



# CHAPTER 2: THE VIKINGS

## 2.1 VIKING TIMELINE



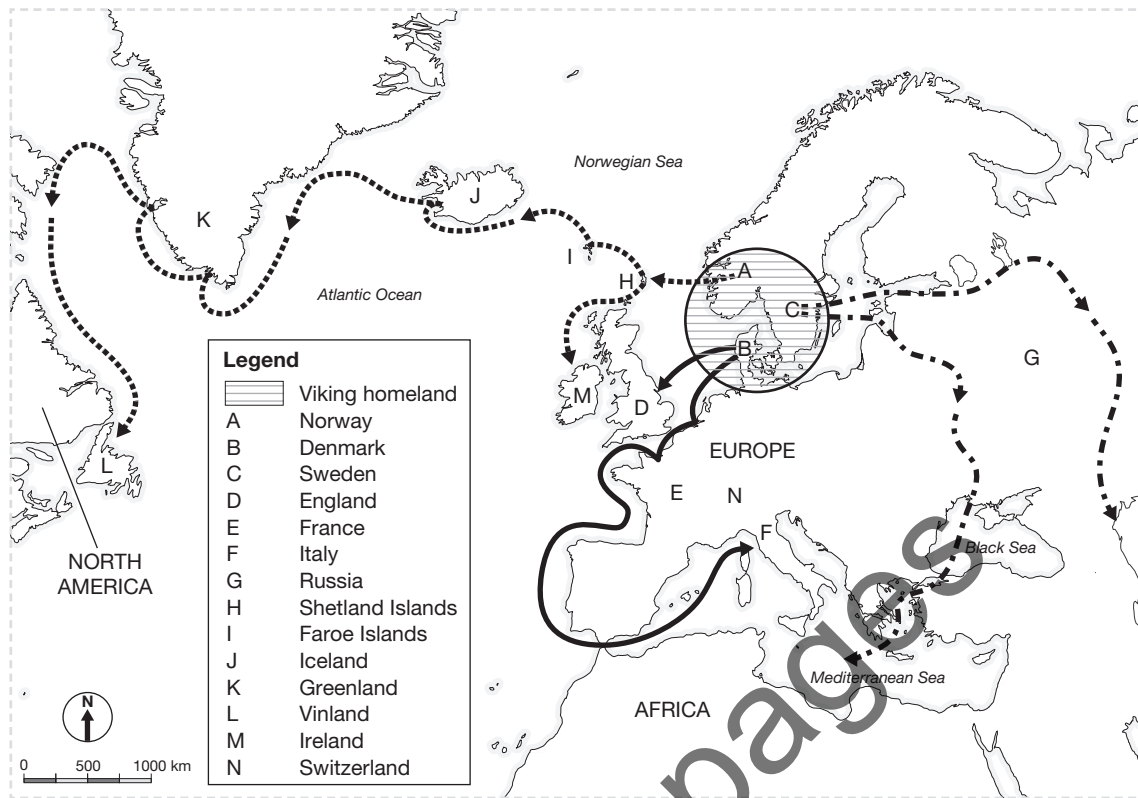
Look carefully at the timeline, which shows some of the key events in Viking history between 798 and 1066 AD, and indicate whether the following statements are true or false.

	STATEMENT	TRUE OR FALSE?
1	The Vikings attacked Spain before they launched an attack on Constantinople.	
2	The Vikings established the city of Oslo as a major trade centre in England.	
3	Erik the Red was Leif Ericson's son.	
4	The Vikings reached Canada in 1000 AD.	
5	The Vikings did not establish settlements in Russia.	
6	The Vikings were powerful for approximately 400 years.	
7	The Vikings had a settlement in North America for five years.	
8	The Viking settlement in France was called Vinland.	
9	The Vikings gained territory and settled in Normandy, France.	
10	Danelaw was established in England in 886 AD.	

# 2.2

## MAP OF VIKING TERRITORY

Look carefully at Source 2.2.1 to answer the questions that follow.



SOURCE 2.2.1

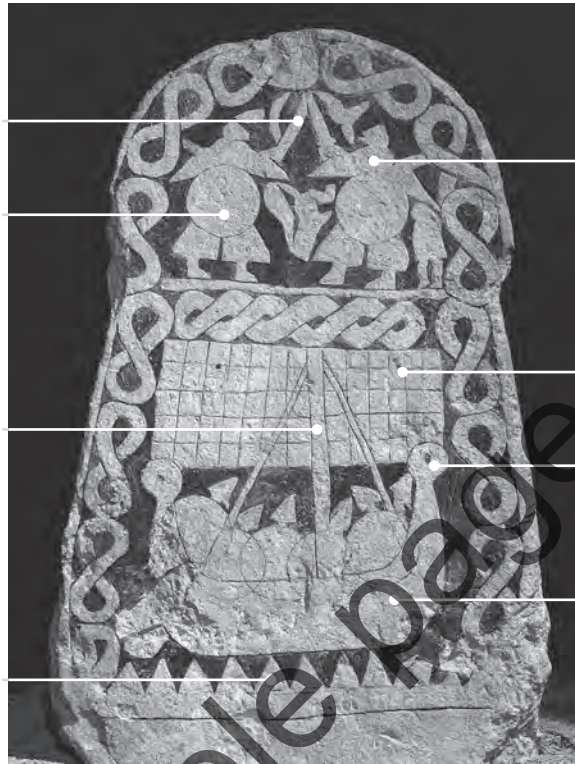
Viking voyages between 700 and 1000 AD

- 1 What was the most distant area reached by the Vikings?  
\_\_\_\_\_
- 2 From which part of Scandinavia did the Vikings who travelled and settled in Russia originate?  
\_\_\_\_\_
- 3 Identify the areas discovered by the Norwegian Vikings.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- 4 Is England or Switzerland more likely to have descendants dating back to the age of the Vikings? Explain your answer.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## 2.3

# PRIMARY SOURCE: A VIKING PICTURE STONE

Much of the historical evidence about Vikings has been sourced from stone carvings. Hundreds of Viking picture stones have been discovered to date. These are highly decorative stone slabs, usually placed at elevated positions along bridges and roads. Some stones are up to 3 metres high. Look carefully at the Viking picture stone in Source 2.3.1 and complete the tasks that follow.



SOURCE  
2.3.1

A ninth century AD  
Viking picture stone

- 1 Select labels from the list below and write them in the correct boxes to describe the picture stone.
  - sword
  - Viking in battle
  - sail
  - mast
  - longboat
  - shield
  - waves
  - dragon-head boat decoration
- 2 The picture stone has a top and a bottom section. Each section shows a different scene.
  - a Describe the scene in the top section of the picture stone.  

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  - b Describe the scene in the bottom section of the picture stone.  

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- 3 Why do you think these scenes were so important to Vikings that they were carved to make this picture stone?  

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## 2.4 VIKING VOYAGES

The Vikings ventured long distances from their homelands and were excellent shipbuilders and navigators. There were many reasons why they undertook these dangerous voyages. Complete the paragraph below by filling in the missing words. Select words from the box below. Conduct research on the internet or in your school library for help with this task.

During an eighty-year period, Vikings embarked on long and dangerous \_\_\_\_\_.

Some voyages were purely for \_\_\_\_\_ and exploration of surrounding lands.

Vikings had an adventurous spirit and did not fear death.

Vikings also set out to \_\_\_\_\_ and plunder. They attacked easy targets, such as monasteries, and stole valuable gold and silver crosses and \_\_\_\_\_.

Often the Vikings destroyed everything before departing again for their homelands. In order to maximise the \_\_\_\_\_ caused on targets, Vikings learnt when the \_\_\_\_\_ feast days were held and attacked when the village populations were at church, often killing everyone.

The shortage of \_\_\_\_\_ in Scandinavia prompted voyages that would benefit the Viking trade. They set up \_\_\_\_\_ posts in places like Russia and Constantinople.

Items such as animal furs, silks, carpets and \_\_\_\_\_ were traded.

Equally important as a reason to embark on voyages was the need to find additional suitable land for \_\_\_\_\_ settlements. Scandinavia's harsh and \_\_\_\_\_ environment was unable to support an expanding population. New lands suitable for settlement and \_\_\_\_\_ had to be found.

Some Vikings migrated to new lands to get away from fighting at home. Viking tribes would fight over land and scarce resources. To avoid this violence, some people chose to \_\_\_\_\_ in new lands.

Finally, fear of forced conversion to Christianity, was also a reason for some voyages. European contact with Vikings at this time was seen as a chance to convert the \_\_\_\_\_ Vikings to Christianity. Persecutions of Vikings created fear among some Viking groups, who travelled to new settlements, seeking \_\_\_\_\_.

- |            |             |               |           |
|------------|-------------|---------------|-----------|
| ■ voyages  | ■ resources | ■ loot        | ■ Viking  |
| ■ refuge   | ■ jewellery | ■ mountainous | ■ pagan   |
| ■ trading  | ■ Christian | ■ spices      | ■ farming |
| ■ resettle | ■ adventure | ■ destruction |           |

## 2.5

## PRIMARY SOURCE: LEIF ERIKSSON'S VOYAGE TO GREENLAND AND DISCOVERY OF VINLAND

Read Source 2.5.1, an account of the voyage to Greenland and discovery of Vinland (also called Wineland), North America in 1000 AD, and examine Source 2.5.2 to help you complete the tasks that follow.

SOURCE  
2.5.1

Excerpt from the *Flateyrbok*, which tells 'The Saga of Erik the Red', compiled by Jon Thordharon about 1387 AD, translated by A. M. Reeves

There was now much talk about voyages of discovery. Leif, the son of Eric the Red ... bought a ship ... and collected a crew, until they formed altogether a company of thirty-five men ... when they were ready, they sailed out to sea, and found first that land ... and saw no grass there. Great ice mountains lay inland back from the sea ... and the country seemed to them to be entirely devoid of good qualities ...

They ... sailed away ... they sighted land ... and came to an island ... they observed that there was dew upon the grass, and it so happened that they touched the dew with their hands, and touched their hands to their mouths, and it seemed to them that they had never before tasted anything so sweet as this ...

They afterward determined to establish themselves there for the winter, and they accordingly built a large house. There was no lack of salmon there ... The country thereabouts seemed to be possessed of such good qualities that cattle would need no fodder there during the winters. There was no frost there in the winters, and the grass withered but little ...

A cargo sufficient for the ship was cut [of grapes and cut vines], and when the spring came they made their ship ready, and sailed away; and from its products Leif gave the land a name, and called it Wineland ...

SOURCE  
2.5.2

Illustration of Viking Leif Eriksson talking to his crew as they build houses

**1** In Source 2.5.1, identify which paragraph refers to Greenland and which paragraphs refer to Vinland.

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**2** Looking at Source 2.5.2:

**a** Do you think that this represents Leif Eriksson and his men in Greenland or in Vinland? Explain your answer.

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**b** Is this a primary or a secondary source? Explain your answer.

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**3** Complete two PMI charts to identify the advantages, disadvantages and interesting points for settlement of and trade in the land of great ice mountains (Greenland) and Vinland (North America). Use evidence from the sources to support your answers.

PMI OF SETTLEMENT OF AND TRADE IN THE LAND OF GREAT ICE MOUNTAINS (GREENLAND)		
Plus	Minus	Interesting

PMI OF SETTLEMENT OF AND TRADE IN VINLAND (NORTH AMERICA)		
Plus	Minus	Interesting

The Vikings created a rich mythology of gods and goddesses that is often referred to as Norse mythology. As in Ancient Greek and Roman mythology, some gods were good and others used their powers destructively.

- 1 Conduct research on the internet or in your school library on the Viking myth about the death of Baldur.
- 2 The myth is summarised in jumbled sentences in the box below. Your task is to arrange the sentences to resemble the myth's correct sequence of events. Do this by writing each sentence in the logical order and direction in the flow chart on the next page. Alternatively, you may wish to draw your answers as a cartoon strip.

#### The death of Baldur myth jumbled

- The goddess Hel says if everyone and everything weeps then Baldur will live again.
- Loki finds some mistletoe that was too young to promise to protect Baldur.
- Baldur is the god of light and happiness.
- The giantess Thokk refuses to weep for Baldur.
- Loki, the trickster god, is jealous of Baldur.
- Odin and Frigg ask all living things on earth to protect their son.
- Loki sharpens the point of the mistletoe like a spear.
- Everyone and everything agrees to weep for Baldur to bring him back.
- Hod unintentionally kills Baldur with the mistletoe spear.
- Frigg, Baldur's mother, fears for Baldur's life.
- During the games the gods and goddesses are playing with Baldur, Loki gives the mistletoe to Hod to throw.
- Loki disguises himself as a giantess called Thokk.
- The gods and goddesses weep over the loss of Baldur.

- 3 a How are Baldur and Odin related to each other?

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- b Who is the god who is talented in the art of disguise?

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- c Who killed Baldur and what is his relationship to Baldur?

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- d Who is Thokk and why did she refuse to weep for Baldur?

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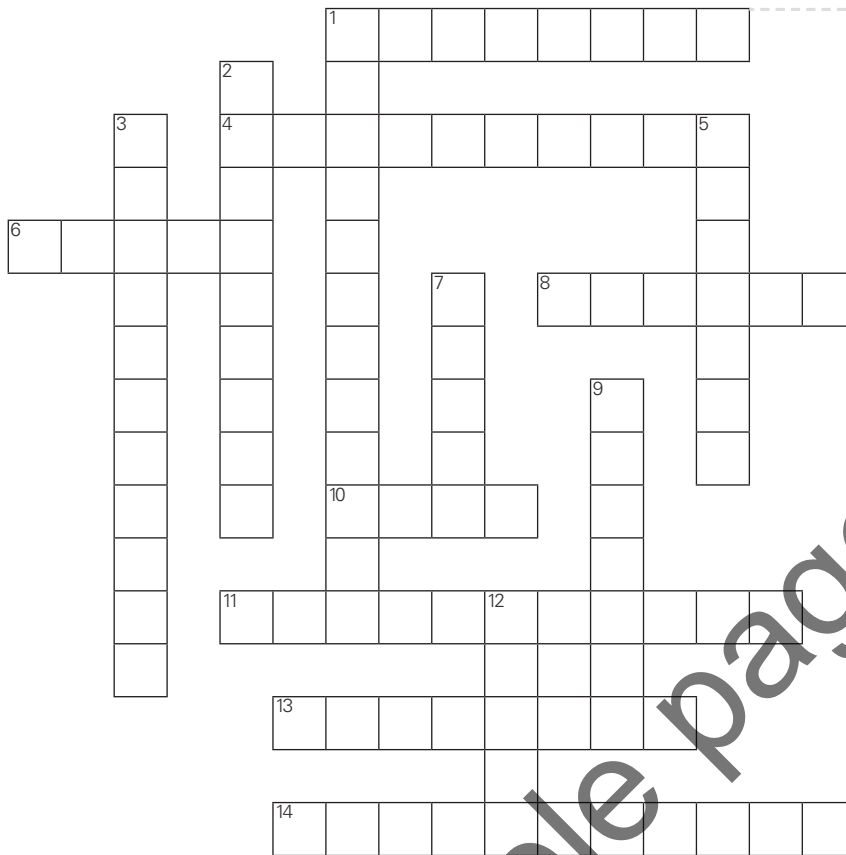
# The death of Baldur myth summarised



SOURCE  
2.6.1

An artist's interpretation of the death of Baldur myth

Complete the crossword about the Vikings. Conduct research on the internet or in your school library to help you with this task.


**Word bank**

- Bayeux
- berserker
- Danelaw
- Erik the Red
- Iceland
- Leif Eriksson
- Lindisfarne
- longship
- monasteries
- Normandy
- runes
- saga
- Scandinavia
- skald
- Thing

**Across**

- 1 Viking sea vessel
- 4 Viking who explored and settled Greenland
- 6 marks or 'letters' of the Viking writing system
- 8 tapestry that illustrates the Norman invasion of England
- 10 story about heroic deeds
- 11 location of the first recorded Viking raid in England
- 13 name of the territory in France that Vikings occupied
- 14 geographic area that was the homeland of the Vikings

**Down**

- 1 first European to discover land in North America
- 2 fierce and frenzied Viking warrior
- 3 buildings that were common targets of Viking raids
- 5 name of the territory in England that Vikings occupied
- 7 place where Viking chiefs gathered to create laws and govern a region
- 9 sub-polar island settled by the Vikings in 870 AD
- 12 Viking poet