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(for teachers)**  
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# PEARSON history

## NEW SOUTH WALES



### Student Book

The student book has been written specifically to meet the requirements of the Board of Studies syllabus for the Australian Curriculum: History. It features:

- content written for New South Wales teachers by New South Wales teachers
- a dedicated introduction to history skills through the History Skills Toolbox
- units which are clearly linked to the Board of Studies syllabus
- extensive use of primary source study material
- activities built around Bloom's Revised Taxonomy.

### Activity Book

The activity book is a write-in resource designed to:

- reinforce, extend and enrich learning initiated through the student book
- be used as part of an integrated homework program, or for independent classroom use.

### Teacher Companion

The teacher companion makes lesson preparation easy by linking student book pages to teaching and learning strategies. This teacher resource:

- creates explicit links between the student book and Board of Studies syllabus for the Australian Curriculum: History
- contains solutions to student book and activity book activities.



# How to use this book

Pearson History New South Wales has been created for the Board of Studies syllabus for the Australian Curriculum: History. It provides a fully integrated approach to teaching Historical Concepts and Historical Skills.

The student book chapters are divided into clear two- or four-page units which cover every depth study topic required by the syllabus.



## Chapter opener

Each chapter opens with a dynamic image and a timeline. Both of these sources can be used as a springboard for pre-topic discussion and to develop students' skills in using source material.

**CHAPTER 5**  
**Renaissance Italy**

The Renaissance was an innovative and intellectual period in European history which is a way of looking at the world developed in Europe in the fourteenth century. It is considered that the early nineteenth century is regarded as the Scientific Revolution, the Renaissance and the Enlightenment periods, all times of further change in European history. The term **Renaissance** in French, meaning 'rebirth' and 'revival' in relation to learning, art and architecture of the ancient world in Europe and Italy, which was first introduced by the philosopher, scholar and writer of the sixteenth century, was used to refer to the rebirth of the study of the history of Italy during this time.

**1453** Ottoman Empire captures Constantinople

**1454** Renaissance begins with the fall of the Byzantine Empire

**1455** Christ the Redeemer statue built and named in Brazil

**1469** Lorenzo de' Medici in Italy

**1472** Columbus discovers the Americas

**1479** Lorenzo de' Medici in Italy

**1492** Christopher Columbus discovers the Americas

**1493** Columbus in Mexico (the Mayan Empire)

**1494** Columbus in Mexico (the Aztec Empire)

**1498** Vasco da Gama reaches India

**1500** The British are colonised in America

**1500** Columbus discovers the Americas

**1501** Columbus discovers the Americas

**1504** Christopher Columbus discovers the Americas

**1517** The Renaissance movement begins

**1519** Spanish conquistador Hernán Cortés conquers the Aztec Empire

**1543** The Renaissance movement begins

**UNIT 4.1**  
**The Ottoman Empire**

**A powerful empire**  
The Ottoman Empire was one of the most powerful and enduring empires in world history. It grew out of the country now known as Turkey and came to dominate many parts of south-eastern Europe, including Greece and the Balkans, as well as the Middle East and North Africa. With Constantinople (modern Istanbul) as its capital, the empire controlled the routes between Asia and Europe—and between the Indian sea and the Chinese sea—for more than 600 years.

**Ottoman Bay**  
The Ottoman Empire began with Osman I (c.1250–1324 AD), who became the father of one of the most successful conquerors of his time, his son Roxelana. Osman became the father of his father's death in 1324, when he was just 27 years old.

**Osman I at present**

**Triumph**  
When Sultan Selim I (1512–1520) led his troops to capture Egypt in 1517, he achieved his greatest triumph. It was the end of the Ottoman Empire's expansion in the Middle East, and the beginning of its decline.

**Decline**  
Selim's reign ended in 1520 and he was replaced by a son of a brother and brother-in-law, Suleiman the Magnificent. Suleiman began a decline in Ottoman power. He was the last of the great Ottoman sultans. He began the decline, but he was not the cause of it. The Ottoman Empire had reached its peak in the sixteenth century. It had captured the Holy Land by 1517, and was the most powerful empire in the world. It had captured the Holy Land by 1517, and was the most powerful empire in the world. It had captured the Holy Land by 1517, and was the most powerful empire in the world.

**Crossing into Europe**  
After the death of Osman I, his son Orhan I moved his capital to Bursa. Under the leadership of Orhan, the Ottoman Empire expanded into Europe. In 1354, the Ottomans crossed the Hellespont under Orhan's son, Gazi I. The Ottoman Empire was a major threat to European expansion in Europe.

**Constantinople**  
Constantinople was founded by the Roman emperor Constantine (280–337) and later became the capital of the Byzantine Empire. It was a major city in the world. It was a major city in the world. It was a major city in the world.

**Remembering and understanding**

1. Write your own definition of the Ottoman Empire.
2. Look at the map of the Ottoman Empire and write down the names of the major cities.

**Applying and analysing**

1. Discuss the importance of Constantinople in the Ottoman Empire.
2. Explain the reasons for the Ottoman Empire's expansion into Europe.

## Unit content

Unit content is based on the requirements of the Board of Studies syllabus. The content is supported by written and visual primary and secondary source material, illustrations, maps, timelines and tables to enable and reinforce student learning.

## Unit 2.2 Everyday life in Viking society

### Farming

Viking households were largely determined by the environment. Those Vikings that lived in the regions of Norway, Sweden and Finland had to rely on hunting and fishing, as well as reindeer, sometimes supplementing their living by trading their skins and other animal by-products. Those Vikings that lived in the regions of Denmark and the Netherlands had to rely on agriculture, with the main crops being wheat and barley. Those Vikings that lived in the regions of the British Isles and the North Sea had to rely on a combination of hunting, fishing and agriculture.

### Housing

Vikings were typically called 'longhouses'. As the name suggests, they were long and narrow houses made of locally available building materials. In Norway and Sweden, where timber was difficult to come by, they were made of wattle and daub. In Denmark and the Netherlands, where timber was readily available, they were made of wood.



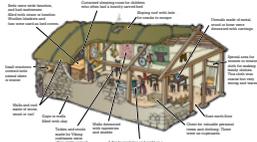
Illustration of a Viking longhouse in the Færeyskiptun, Faroe Islands.

Most families and the animals lived under the same roof in winter. At the beginning of the Viking Age, longhouses did not have any windows – fire in the middle of the building provided warmth. There was a row of windows under the eaves, which were used to let in the sun during the summer months. In winter, the windows were closed and the house was heated by the fire in the middle.

Women and children  
Viking women were relatively powerful and independent in Viking society. After working, Viking women lay their own clothes, held the keys to the household and were responsible for the household's economy. They were also responsible for the household's economy, which was a mix of agriculture and trade.

Children  
Viking children did not go to school but learned their skills from their parents. Viking boys were trained in hunting, fishing and agriculture. Viking girls were trained in weaving, spinning and sewing. Children were also trained in the use of weapons and the skills of a warrior.

Older people  
Older people were respected and valued in Viking society. They were often consulted for their wisdom and experience. Older people were also responsible for the household's economy and the well-being of the family.



A cross-section of a Viking longhouse.

Young girls would also learn from their mothers how to knit, sew, and make bread. They were also trained in the use of weapons and the skills of a warrior. Viking boys and girls usually married between the ages of 16 and 20. It was customary for the bride to bring a dowry to the marriage. The dowry was made up of land, tools, and other valuable items.

Slaves  
Slaves were used in Viking society for various purposes. They were often used as laborers on farms and in the household. Slaves were also used as soldiers and warriors. Slaves were often taken from other Viking longhouses or from other parts of the world.

Trade  
Vikings were known for their long-distance trade. They traded goods such as furs, honey, and slaves. They also traded with other parts of the world, including the Mediterranean and the Middle East. Trade was an important part of Viking society and helped to spread their influence.

### ACTIVITIES

#### Remembering and understanding

- 1 List three important items of Viking society.
- 2 Explain how the natural environment of the Vikings influenced their daily life.
- 3 Describe the role of women in Viking society.

#### Applying and analysing

- 4 Create a story about a Viking longhouse.
- 5 Draw a plan of a Viking longhouse. Label the main rooms and the central fire pit.
- 6 Write a letter from a Viking woman to her husband, describing her daily life.
- 7 Write a letter from a Viking child to their parents, describing their life.

## Unit 12.6 The smallpox mystery

### The smallpox outbreak

In 1781, a smallpox epidemic struck the city of Philadelphia. The outbreak was the first of its kind in the United States. The disease was highly contagious and caused a high death toll. The outbreak was a mystery for many years, but it was eventually solved by a team of scientists.

Smallpox is a contagious disease caused by the smallpox virus. It is a highly contagious disease that can be spread through direct contact with an infected person or through the air. The disease is characterized by a fever, a rash, and blisters. It can be fatal, especially in young children and the elderly.

The smallpox outbreak in Philadelphia was a major event in the city's history. It caused a high death toll and led to the implementation of quarantine measures. The outbreak was a mystery for many years, but it was eventually solved by a team of scientists.

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### Other theories

There are several other theories about the smallpox outbreak in Philadelphia. Some scientists believe that the disease was introduced to the city by a ship from Europe. Others believe that the disease was spread by a person who had been infected in Europe.

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### Smallpox and the Americas

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## Activities

The activities have been written using Bloom's Revised Taxonomy. Answers require a range of responses of the Board of Studies syllabus. The activities can all be answered within the student book unit being studied. Answers are provided in the teacher companion.

## Source study unit

The source study unit is designed to actively engage students in exploring a range of written and visual primary and secondary sources. Students are prompted to develop the important historical skill of examining evidence, and to consider concepts such as cause and effect, perspectives and interpretation, empathetic understanding, and significance and contestability.

## Unit 9.8 Mongol expansion

### Analysing artworks

Study three artworks representing Mongol expansion from the chapter and answer the following questions. Write your answers in the spaces provided.

- 1 What is the main message of the artwork?
- 2 What is the artist's perspective on the artwork?
- 3 How does the artwork represent the Mongol expansion?

Write a concluding paragraph that identifies key messages and different perspectives in the three artworks, and suggest why the artist is using the artwork.

### Investigating Genghis Khan's early life

Write a short report or comment on a key event in Genghis Khan's early life. Consider his early experiences and how they influenced his later life. Write your report in the spaces provided.

### Mongol expansion into Baghdad

Only a few years after the Mongol conquest of Baghdad in the 1250s, the city was destroyed. The city was a major center of trade and culture. The destruction of Baghdad was a major event in the city's history.

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A map of the Mongol Empire at its greatest extent.

The Mongol Empire was the largest contiguous land empire in history. It was founded by Genghis Khan in 1206 and reached its greatest extent under his grandson, Kublai Khan, in 1279.

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### Glossary

**artwork** a visual representation of an idea or feeling

**commentary** a written or spoken statement that provides information or analysis about a particular subject

**conclusion** a statement or opinion that is reached after a process of reasoning or investigation

**document** a written or printed record of information

**empirical** based on observation or experience rather than theory

**event** a significant occurrence or incident

**expand** to increase in size or scope

## Investigating history

At the end of each chapter is a set of investigation tasks, based on Bloom's Revised Taxonomy. These tasks incorporate content from the whole chapter and appeal to a variety of learning styles. They can be set for further exploration and assignment work, for individuals, pairs or small groups. The tasks provide opportunities for further research and skills development as well as interdisciplinary and general capabilities learning.

A glossary of those terms not already defined or explained within the unit is provided at the end of each chapter.