

Timeline 1

History for Secondary Level

THE ANCIENT WORLD

Teacher's Guide for
Book 1

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Teacher's Guide Timeline 1

Introduction

AIMS

The aim of this Teacher's Guide is to provide teachers with suggestions about how the Timeline textbooks and their accompanying Workbooks can best be used to increase pupils' interest and enjoyment of history, deepen their understanding, and provide challenging questions and projects appropriate to their abilities, in order to improve their attainment both in history and more generally.

STORYTELLING AND EVIDENCE

Each Timeline text and its accompanying Workbook should be used together as they are written to complement each other. The essence of history is storytelling and the Timeline series tells some of the big stories of the history of the Indus region and of the world. Historical stories are different from fiction since they recount past events as accurately as possible and are based on evidence, mainly written but also archaeological. Historians often have to think hard about the certainty of facts from such evidence. The Workbooks provide examples of some of the most important evidence on which historians base their accounts, and explain some of the problems faced in using it, especially questions of reliability and bias. Pupils should both enjoy the stories and come to understand the importance of evidence in getting as close to the truth about the past as possible.

THE INDUS REGION/PAKISTAN IN THE CONTEXT OF WORLD HISTORY

The history of the Indus region/Pakistan is among the most interesting in the world and that interest derives mainly from its geographical situation, being home to the world's major civilizations and empires, such as the Harappan, the Mauryan, the Gupta, and the Mughal. It also has been situated close to many Asian empires like the Persian, the Hellenic, the Ottoman, and the Chinese. In more recent times, it was drawn into the orbit of Europe, first by the Portuguese and then, more importantly, as part of the British Empire. Most recently it has been influenced by the

USA as well as Britain because it lies close to the oilfields of the Middle East and to Afghanistan, where the USA has become deeply involved. The Timeline series takes into consideration these links to help students better understand the history of their own region, as well as the importance of its geographical position and how it links with the other important parts of the world.

SIGNIFICANCE

With so much history to choose from, textbooks like Timeline need to select carefully the most significant events. These are events which affected deeply the lives of many people for many years, for example, the early hunters learning to farm, the emergence of the first civilizations, the life and teachings of great religious leaders, law-making as under Hammurabi, and empire-building as under Alexander the Great. Timeline requires pupils to consider Key Moments and why they were significant.

PRESENTATION

The text of the Timeline series has been written to be accessible to all pupils and the visuals chosen to increase both interest and accessibility. The questions both in the Timeline textbooks and the Workbooks are graded in difficulty, especially in the latter. The most able students will find some tasks easy, but others will stretch them fully, especially those on ‘Using the Evidence’ and ‘Finding out more.’

In the chapter-wise texts that follow in this Teacher’s Guide, the main stories are bullet-pointed; ► indicates the Key Moments, and **P** indicates recommendations for pupil projects, presentations, debates, and individual assignments. The answers to tasks in the textbooks and the workbooks are also included for each chapter.

FLEXIBILITY OF USE

Both the Timeline textbooks and the Workbooks are designed so that they can be used both in class and for homework. While most of the questions are for pupils to answer individually, many are designed so that they can also be the basis for group discussions.

QUESTIONS FOR CLASS WORK AND HOMEWORK

- a) In the Timeline texts: These are intended for use while the topic is being taught when the teacher considers it appropriate for pupils to do some individual writing. There are enough questions to involve all the class and keep the ablest busy.
- b) In the Workbooks: These are devised to be used when the topic is finished, first to check that it is fully understood and then to provide evidential exercises which pupils can undertake more confidently once they know the essential story to which the evidence relates. The Workbooks are generally intended for homework but the evidence provided in them can be used with the textbook topics. Additional source material is also available at the end of each Teacher's Guide.

USING ICT

Pupils should be encouraged to use ICT for their projects. However, the Web and the scope of e-learning are expanding so fast that any specific recommendations in this guide about usage will soon be out of date. Before the class starts a particular topic, teachers should undertake a web-search and identify sites which they can recommend to their pupils. Personally, I start with Google and, despite the well-publicized problems it has with its 'democratic' approach to the writing and improving of its articles, I find Wikipedia (and Wikimedia for visuals) useful for getting the basic facts, but it needs to be used with care when searching for scholarly explanations and interpretations.

One website which can be recommended as invaluable to history teachers the world over, especially for significant source material is: [Paul Halsall/Fordham University/InternetSourcebooksProject](#). You will quickly find this free and wide-ranging site at Google> Internet Sourcebooks.

Chapter 1 **The First Humans**

The main stories are:

- the evolution of early humans over two million years (a difficult concept for young pupils)
- their movement from Africa over much of the globe by 35,000BC.

This is prehistory, i.e. before people learnt how to write, so a linked theme, emphasized in the Workbook, is the importance of archaeologists and scientists in finding out about these distant times.

Events of great significance which would have occurred in different places over thousands of years were (a) learning to make tools for weapons for hunting and (b) to take control of fire. The warmth that fires brought enabled early human groups to live in colder climates and so spread more widely across the earth.

The prehistory in the Indus Region can be used to bring these themes to life. For example, in the Soan River Valley near Rawalpindi, archaeologists have found evidence of human groups living there 500,000 years ago, in shelters in the rocks near streams and rivers. With stone tools they hunted deer and wild cattle, goats, and cats. Near Gilgit, there are prehistoric pictures painted on rock, mainly of deer.

The Workbook focuses on an episode in the life of Louis Leakey, a famous and controversial archaeologist who devoted his life to researching early man in the African Rift Valley. The dispute he had with Professor Boswell helps pupils understand how archaeologists work and the importance of making accurate records of exactly where evidence is found. It also shows how difficult it can be to draw certain conclusions from limited evidence.

- ▶ **When humans first learnt to use tools:** Using tools marked them out as more advanced than animals because tools enabled them to make weapons to kill animals, to cut them up, and make use of their skin for clothes and shelter, and bones for tools like needles and harpoons.
- ▶ **Using fire:** Fire enabled them to survive the worst winters and to live in cold climates where hunting might be better and survival easier.

P A good group project would be to first discuss how these early human families survived, and then, if they needed to move from a familiar area because of climate change or threats from another larger stronger group, what kind of land would they look for? Interesting topics for further study are the Ice Ages and how the climate changed, the discovery of fire, and how early hunters were able to kill such powerful and dangerous animals as mammoth elephants and lions.

Answers to the questions for Chapter 1, Timeline Book 1

1. The three different kinds of early humans were: a) 'skilful man' or 'homo habilis' who walked on two feet, was about 4 ft tall and used simple stone tools; b) the more advanced 'upright man' or 'homo erectus' who was taller at about 5 ft, made better tools and could control fire; and c) 'wise man' or 'homo sapiens' who was taller and had a larger brain. Homo sapiens was our ancestor.
2. How did 'upright man' get his food? By killing animals with stone or bone weapons, by trapping them with ropes or by using their fear of fire to drive them into trenches where they could easily be killed.
3. The evidence for the answer to Question 2: Fossilized stone and bone weapons; also the bones of animals piled together in what must have been a trap.
4. How might the Ice Ages have affected human behaviour? Humans moved from the areas covered with ice and some got used to living in a cooler climate. With the ocean levels being lower then, they were able to move from Asia into North America and to Australia.
5. Different methods of finding out about early man are: a) fossils; b) scientific methods like radiocarbon dating; and c) studying peoples like the Aborigines in Australia whose way of life until recently had probably hardly changed for many thousands of years.

Answers to the questions for Chapter 1 in the Workbook

- 1.1 a) hominids
b) 2.0 to 1.6 million; tools
c) 2.0 million to 400,000 years; fire
d) Homo sapiens; 200,000; hunter; clothes
- 2.1 This is quite a difficult diagram as the time of the Old Stone Age (25,000 years) is so small compared to that of the evolution of homo sapiens (more than 2 million years), so give the class some guidance before they start their own timeline.

On a scale of 1cm = 100,000 years, the line would be 25cm long to represent 2,500,000 years. 'Skilful man' would be marked at 20cm (two million years); 'upright man' between 20 to 21.4cm (two million to 1.6 million years); homo sapiens at 23cm; Ice Ages from 17 to 24.9cm (mark Ice Ages in blue).

It shows how long a time, 2 million years, humans have taken to evolve from hominids to our present form and what a comparatively small time—200,000 years—homo sapiens, thinking man, has been in existence. And if history proper only begins when humans learnt to write about 5000 years ago, what a comparatively tiny amount of time that is, in comparison with the two million years of evolution from hominids.

- 3.1 Leakey found an early human jaw close to the remains of a deinotherium (the ancestor of the elephant, which had died out a million years ago). Leakey was very pleased and excited about this discovery because he thought it proved that these human remains must be as old as the deinotherium.
- 3.2 He marked the position of the bones with iron pegs and got a friend to photograph their position. However, when he returned in 1935 with another expert, Professor Boswell, to double check this discovery, the iron pegs were gone and the photographs turned out to be of a different part of the Gorge.

- 3.3 Professor Boswell did not agree with Leakey that the early human jaw must be as old as that of the deinotherium. He pointed out that rainwater or a cliff fall could have brought the human jaw from a higher part of the Gorge, which meant that it could have been many thousands of years younger.
- 3.4 Leakey was a very successful archaeologist so he could have been right. However, he could have been careless, and the disappearance of the pegs and the mistake with the photographs meant that Professor Boswell was quite right when he said that there was no clear evidence in 1935 that the human jaw and the deinotherium bones were of a similar date.

Chapter 2 **The First Farmers**

The main stories are:

- the origins of farming
- the spread of farming across the fertile areas of the world
- the growth in the world's population and of villages and towns, which made farming possible, and the ability of some people to specialize in other occupations which made civilization possible.

Explain that farmers would continue hunting and tribes that mainly hunted would also cultivate crops. Increasingly, archaeologists have found evidence of men fighting, mainly over who controlled the best land both for farming and for hunting. Jericho had strong walls and Catal Huyuk was carefully designed to prevent strangers from entering its streets and houses.

The climate and crops of West and Central Asia were particularly favourable to early farming. Jericho, which lies in the valley of the River Jordan to the north of the Dead Sea and not far from the Mediterranean, is the oldest town archaeologists have yet discovered with impressive fortifications.

The Workbook, however, focuses on Catal Huyuk in Central Turkey. This is because Catal Huyuk is both the largest and archaeologically the richest Neolithic settlement so far discovered. Its inhabitants probably numbered as many as 10,000 and its houses, their decoration, and evidence of their religious practices are particularly interesting. The detail described in the Workbook comes from recent international excavations and shows the wide range of evidence being uncovered.

► The beginning of farming was in itself a hugely significant change. So too was learning the skills of firing pottery and using heat to extract metals from the earth and then make metal tools.

P Pupils may be particularly interested in the famous and local site of Mehrgarh, which is another very old and extensive settlement not far from Quetta. The discovery there of seashells and lapis lazuli shows that its people traded with settlements both on the coast of the Arabian Sea and in Afghanistan. It is also the first town where we have evidence that some of its inhabitants went to the dentist—almost certainly a very

painful experience. You may wish to involve them in a discussion about why Mehrgarh was eventually deserted. Archaeologists think that it may have been due to climate change or because the new cities of the Harappan civilization in the Indus Valley were more attractive places to live.

P As a group project, ask pupils to consider what the sites of Jericho, Mehrgarh, and Catal Huyuk had in common and why many farmers settled together there to create small towns. Get them to decide on the main points they would make to a cousin, whose family still lived mainly by hunting, to explain some of the advantages of their farming settlement.

Answers to the questions for Chapter 2, Timeline 1

1. Task: learning from the archaeologists:
 - ia) Flint is a hard stone which, when broken, has sharp edges, ideal for making tools.
 - ib) Obsidian is a volcanic rock which makes particularly sharp tools and, when polished, acts as a mirror.
 - ic) Pottery is objects like plates and bowls made from clay.
 - id) Lapis lazuli is a blue-coloured precious stone.
 - ii) An archaeologist is someone who will tell you how deep in the ground the objects were found. Usually the deeper they are the older they are. Scientists using radiocarbon methods of dating can also help.
 - iii) The three objects on the left are made of flint. The one in the centre is an early needle, the ones on either side are hand axes for cutting up animal skins, flesh and bones, also wood. The one on the right is an obsidian arrowhead.
2. Early men observed wild plants and realized that they grew from seeds which started growing in the spring and could be harvested in autumn. They learnt to take the seeds, plant them in soil where they grew best, harvest them in the autumn and create a supply of food which would last them throughout the year until the next crop. They grew cereals like wheat and barley, and pulses like peas and beans.
3. Farming is important to civilization as it led first to humans settling in one place and creating villages. Before long farmers produced so much

food that not everyone in the villages had to work as farmers. They could develop other skills like pottery, metalworking, and trading. Some became priests and others artists. So civilization began.

Answers to the questions for Chapter 2 in the Workbook

1.1 Permanent huts with mud-brick walls, pottery, millstones for grinding corn, woven clothes, domesticated animals like ducks, goats, and cattle

1.2 Crossword Answers

Across: 1 = obsidian; 3 = wheat; 5 = pottery; 7 = village; 8 = necklace

Down: 2 = sheep; 4 = trade; 6 = cattle

2 Matching dates and events:

c.10,000BC	humans first begin to control wild plants like wheat and barley
c.8000BC	farmers begin to settle around Jericho
c.7000BC	farmers begin to settle around Mehrgarh
c.6500BC	farmers begin to settle around Catal Huyuk
c.3500BC	farmers begin to settle in Britain

3.2 The evidence found by the archaeologists tells us:

- The farmers kept sheep and goats while also cultivating barley, peas, and almonds.
- They used fires in their houses to cook and to keep warm.
- They ate both meat and vegetables, and also used spices in their cooking.
- The evidence found by these archaeologists tells us nothing about the religion of the people of Catal Huyuk. Other archaeologists however have found paintings of a Mother Goddess and shrines in some of the houses.
- The fire damage suggests that possibly the town came to an end because it was attacked and damaged by enemies. However, there could be other reasons such as climate change, problems with the water supply, new trade routes that made other places more attractive, and/or disease.

Chapter 3 **The Invention of Writing**

There are three main stories:

- the invention of writing in Mesopotamia and its importance to the development of civilizations
- how cuneiform was deciphered, mainly by Grotefend and Rawlinson
- how hieroglyphics was deciphered by Champollion

The Workbook continues with Champollion, taking pupils step by step through the brilliant process by which he managed to make sense of such a different way of writing, the understanding of which had been lost for more than a thousand years.

History proper begins with the coming of writing without which it is almost impossible to preserve accurate stories about the past. People cannot record their thoughts, nor lasting philosophies and religions. A civilized society needs laws and regulations, which are easily ignored, forgotten, or distorted if not written down. Trade works better if merchants keep records of what they owe and who is in debt to them. If governments are to govern well, they need to keep records of the agreements they have with other governments and with their citizens. In particular, they need to keep written accounts of landownership in their state and calculate taxes and their mode of payment, and determine how that tax income is spent.

The early civilizations of Mesopotamia and Egypt not only invented their own writing system but their rulers and priests employed professional scribes who wrote at length, in Mesopotamia on clay tablets, in Egypt, on papyrus and carved in stone, or painted on tomb walls. From these written records we have learnt much about individual pharaohs and emperors, about religious ideas, and methods of government.

Consequently, for the study of the history of the Ancient World, deciphering cuneiform and hieroglyphics greatly enriched our understanding of these civilizations. The deciphering of the Mayan script transformed historians' views about this Central American civilization. The archaeological investigations of its spectacular ruined cities had caused the Mayans to be thought of as a peace-loving, priest-ruled people,

skilled in mathematics and astronomy. Once their written records could be read, it became clear that they were constantly at war and cruel in their victories.

► A Key Moment was the discovery of the Rosetta Stone and the subsequent deciphering of hieroglyphics by Champollion. If we could not read Egyptian writing, an enormous amount of knowledge about the Egyptians would still be unknown.

P Have the class research the inscriptions on the Harappan seals and discuss first what they might represent and then, if the script was deciphered, what more might we learn about the Harappans, besides what we know already.

Answers to the questions for Chapter 3, Timeline 1

1. a) A scribe was a person, in ancient times, whose task was to write.
b) To decipher means to work out the meaning of different kinds of writing or, in modern times, of secret codes.
2. The Sumerians invented cuneiform and wrote on damp clay tablets with reed pens which produced wedge-shaped characters.
3. Hieroglyphics is the name given to the picture writing developed by the Ancient Egyptians.
4. The Behistun Rock is a great cliff overlooking one of the major trade routes of Central Asia. There, the Persian Emperor Darius had carved—in three different languages—a record of his many victories. It was written in three different kinds of cuneiform, one of which was Old Persian. A German scholar, Grotefend, had been able to decipher Old Persian. Using their knowledge of Old Persian, other scholars, like the Englishman Rawlinson, were able to use the Behistun inscriptions to decipher earlier forms of cuneiform.

The Rosetta Stone taken from Egypt by the French general, Napoleon Bonaparte, also had a single message inscribed in three different languages, one of which was Greek, which European scholars could

read, and hieroglyphics which they could not. The Rosetta Stone was the key to deciphering hieroglyphics. Without the Rock of Behistun and the Rosetta Stone, we might still be unable to read cuneiform and hieroglyphics so that all we would know about the civilizations of Mesopotamia and Ancient Egypt would be only the ruins there and what archaeologists dug up. We would know nothing of the many real people and their doings about which the written records tell us.

5. Champollion studied the hieroglyphics on the Rosetta Stone and saw that there were some signs with a border around them. He thought, correctly, that these cartouches were the names of the pharaohs. He worked out the symbols that made up the names and in this way he was able to decipher the hieroglyphics.
6. Before the Mayan script was deciphered, archaeologists believed that the Mayans were a peaceful people ruled by priests devoted to astronomy and mathematics. Once their script was deciphered, they were revealed as a warring people who used torture and human sacrifice.

Answers to the questions for Chapter 3 in the Workbook

- 1 The correct order for filling the blank spaces is:
writing, records, stories, less, Stonehenge, hieroglyphs, cuneiform, deciphered, Rosetta Stone, the Rock of Behistun
- 2 Matching dates to events:

c.3500BC	the first writing appears in Mesopotamia
AD1799	French soldiers discover the Rosetta Stone
1830–50	Rawlinson and others continue with the deciphering of cuneiform
1950–75	Scholars decipher the script of the Maya people
- 3.2 a) The Rosetta Stone provided both a Greek and a hieroglyphic inscription, so scholars could compare the Greek language they knew with the hieroglyphics they needed to decipher.
b) Cartouches contained the names of pharaohs, so when a name like Ptolmys appeared in a cartouche in the Greek section of the Rosetta Stone, scholars like Young and Champollion knew

that the symbols in the equivalent cartouche in the hieroglyphic section of the Rosetta Stone were likely to be the hieroglyphs for Ptolemy.

- c) Thomas Young was the first expert to realize that the Egyptian picture signs or hieroglyphs represented just a sound rather than a whole word.
- d) Having worked out the hieroglyphs for later pharaohs like Ptolemy and Ramesses from cartouches on the Rosetta Stone, Champollion then checked whether his system worked on the cartouches of earlier pharaohs. He found that it did and from there he was able to decipher many more hieroglyphic inscriptions.
- e) From his knowledge of the Coptic language, which was descended from Ancient Egyptian, he knew that the word for sun was 'ra'. So he decided that the sun-shaped hieroglyph was likely to stand for 'ra'. This enabled him to decipher the cartouche for the many pharaohs named Ra-messes or Ramesses.

3.3 The Egyptian temples and tombs are covered with hieroglyphs and many sheets of papyrus covered in hieroglyphic writing have survived. These records tell us a huge amount about the Egyptians, how they lived, and what they believed in, which otherwise we should never know.

Chapter 4 **The Land of the Two Rivers**

Mesopotamia—present-day Iraq—is the land of the two rivers, Euphrates and Tigris. The two main stories in this chapter are:

- the rise and fall of kingdoms and empires, of rulers like Sargon, Hammurabi, Sennacherib, Nebuchadnezzar, and Cyrus
- arguably more important than its conquering kings are the characteristics which made Mesopotamia such a centre of civilization—its irrigation schemes which made it rich in crops, its skill in building in brick creating cities with ziggurats, palaces, fortifications, broad streets, parks and gardens, its statues and reliefs, its learning and knowledge of mathematics and astronomy, and literature. The Epic of Gilgamesh is the first story to survive in human history, read by people across the world.

A key concept that needs careful explanation is ‘civilization’ which occurs frequently in histories of the Ancient World. Point out to pupils that not only is Mesopotamia the earliest of all civilizations but remained a centre of civilization for thousands of years after the emergence of Sumeria in 3500BC.

This chapter describes Sumeria, Babylon, and Nineveh which flourished in the Land of the Two Rivers. Later in Timeline 1, we learn how it was an important part of the empires of Persia and of Alexander the Great. In Timeline 2, we find Baghdad on the River Tigris becoming one of the leading cities of the world under the rule of the Abbasid caliphs and later Mesopotamia was an important part of the Ottoman Empire.

- ▶ c3500BC: the building of cities like Ur which marked the start of this civilization more than 5000 years ago.
- ▶ c.530BC: the reign of Cyrus the Great which made this area and its many cities part of a much larger empire stretching from the Mediterranean to the Indus and whose rulers came from other lands like Persia, Greece, and Turkey.

P Two projects pupils would enjoy would be to first research the Babylon of Nebuchadnezzar II and then to make a presentation describing as accurately as they can, how it would have appeared to a tourist. The second is to find out how much of Babylon now survives (it is sited about

50 miles south of Baghdad) and many armies have passed by it in the last two and a half thousand years, most recently an American one in 2003. The Iraqi dictator Saddam Hussein whom the Americans overthrew had plans to rebuild the ruins in honour of himself and his regime, while the Americans have built a helipad in the ruins.

Answers to the questions for Chapter 4, Timeline 1

- 1 a) Hammurabi was the ruler of Babylon c.1790–50BC. His legal code, carved on a stone pillar, is the earliest known to history.
 - b) Hammurabi gives as reasons for making his laws:
 - the gods ordered him to
 - he wished to bring the rule of righteousness to the land
 - to destroy evil-doers
 - to prevent the strong from harming the weak.
 - c) He had a special law about keeping dams in good condition because the dams were crucial to the irrigation of the area and prevented flooding, which could be very damaging. A lazy man who allowed his dam to break would be sold in slavery and the money made from the sale would be used to pay for the grain ruined by the flood caused by the failure of the dam.
 - d) Clause 200 tells you that Hammurabi's society worked on the principle of 'an eye for an eye and a tooth for a tooth'. If you harmed your equal, he or his family could harm you to the same degree. Clause 201 however makes it clear that it was a very unequal society and if a freeman knocked out the tooth of a slave, there was no way a slave could legally knock out the tooth of that freeman as a punishment. Instead, the freeman would only have to pay a small fine.
- 2 The historical importance of the Land of the Two Rivers derives from the fact that it was the first of many great civilizations with large cities, impressive buildings and statues, its own writing and literature, new skills in mathematics and astronomy, and improving technology—such as, metalwork, pottery, wheeled vehicles.

Answers to the questions for Chapter 4 in the Workbook

- 1.1 The first river is the Tigris and the second is the Euphrates; they fall into the Gulf around modern Basra (Iraq) and Abadan (Iran).
- 1.2 a) Civilization means a time and a place where people live in cities as well as the countryside and many different kinds of human activities such as religious, artistic, trading, building, learning, and technological, take place, leading to development.
- b) Irrigation means when humans build canals and dams to tame rivers like the Tigris and Euphrates to spread water as widely as possible to increase the amount of cultivable land.
- c) A ziggurat was a large pyramid-shaped Sumerian temple with a flat top, and rising in a series of wide steps. It was a brick building, usually near the centre of a Sumerian city, and was considered holy, the home of their gods.
- a) Sumeria lies across the lower waters of the Tigris and Euphrates. There, in lands made highly productive by irrigation schemes, the first civilization in human history flourished from c.3500BC.
- b) Sennacherib was the king of Assyria. A fearsome warrior, he destroyed the city of Babylon, the greatest rival of Assyria, in 689BC.
- c) Nebuchadnezzar II was king of Babylon who ruled from 605–562 BC. Another successful warrior, he conquered the Hebrew people and destroyed their temple at Jerusalem. He was most famous, however, for the remarkable buildings in Babylon, making it one of the most impressive cities in the world.
- d) Cyrus the Great was king of the Persians, who brought the Babylonian Empire to an end in 538BC. His Persian Empire spread across most of Western Asia.

2 Getting the dates right:

c.3500–c.2000BC	the Sumerian kingdoms
c.1790–c.1750BC	the Babylonian Empire of Hammurabi
c.800–539BC	wars between Babylon and Nineveh
538BC	the beginning of Cyrus the Great's Persian Empire

- 3.1 Utnapishtim was the ancestor of Gilgamesh, who told him the story of the Great Flood of which he, Utnapishtim, was the only survivor.
- 3.2 In Layer A, Woolley found human remains. The next layer down, Layer B, contained no remains at all, it was simply soil. Three metres further down, in Layer C, he found human remains again.
- 3.3 Woolley concluded that Layer B must be the clay deposited by a huge flood which destroyed the villages in Layer C. Such a flood must be the Great Flood described in the Bible.

Chapter 5 **Ancient Egypt of the Pharaohs: c.3200–1200BC**

The big story is:

- the longest least-changing civilization in history: the first pharaoh, Menes, united Upper and Lower Egypt c.3200BC; the Old Kingdom pharaohs ruled the Nile Valley from their capital Memphis (near modern Cairo) c.2600BC. More than 2500 years later, the last ruler, the remarkable Cleopatra, committed suicide in 39BC rather than be taken captive to Rome, defeated by Octavius Caesar. You can see a huge carving of Cleopatra and her son Caesarion (by the Roman general Julius Caesar) on a wall of the Temple of Dendera. Both the style of carving and of the temple architecture changed little during these three millennia.

Explain how the River Nile was the lifeblood of an otherwise desert region and the main means of transport from the Mediterranean Sea to the First Cataract (rough water) where the Aswan dam now stands. This narrow north-south strip was the heart of Egypt, though sometimes warlike pharaohs took their armies south into Nubia (modern Sudan) or north up the Mediterranean coast into what is now Palestine, Lebanon, and Syria.

► There are five key dates:

1. c.3200BC (dating early Egyptian history is difficult) when Menes united the Upper and Lower Kingdoms of Egypt.
2. c.2600BC when the pyramid-building pharaohs like Khufu reigned (the so-called Old Kingdom).
3. c.2050BC when Mentuhotep II revived the kingdom after years of weakness and began a glorious period of conquest and temple-building (the so-called Middle Kingdom).
4. c.1550BC when more warlike pharaohs drove invaders known as the Hyksos eastwards back into Asia and also took control of much of Nubia in the south (the so-called New Kingdom).
5. c.1200BC when the mysterious Sea Peoples attacked the Mediterranean coast of Egypt. In the last thousand years of their history, the Egyptian pharaohs found it harder and harder to defend their kingdom effectively. First the Persians conquered it, then Alexander the Great and his Greek successors, and finally the Romans.

► The reign of Ramesses II was a Key Moment because in his long reign he left so many buildings and statues which demonstrate the power and confidence of the pharaohs of the New Kingdom. However, warn pupils against thinking too highly of Ramesses II. He was by no means the most successful of the pharaohs; rather he lived a long time, built many buildings which he used to boast about himself. The Workbook focuses on Ramesses II and the boasting inscriptions he had carved in his temples, to introduce pupils to the idea of rulers producing propaganda, i.e. a distorted version of history which exaggerates their achievements and minimizes those of their enemies.

P Research the neighbours of the Egyptians such as the Nubians, the Hittites, the Sea Peoples, and evaluate how civilized they were in comparison.

Answers to the questions for Chapter 5, Timeline 1

1. The Ancient Egyptians described the River Nile as the 'giver of life' because its regular floods brought fertile alluvial soil to Egypt, enabling crops to grow; without the Nile, Egypt would have been a desert.
2.
 - a) Menes was the effective founder of Egypt, uniting the Upper and Lower Kingdoms c.3200BC.
 - b) Khufu, a pharaoh of the Old Kingdom, had built the Great Pyramid.
 - c) Mentuhotep II was the warrior pharaoh who revived the kingdom c.2050BC, beginning the period known as the Middle Kingdom.
 - d) The Hyksos were a warrior tribe from Asia who invaded and ruled Lower Egypt between 1700 and 1600BC. They brought with them horse-drawn chariots.
 - e) Hatshepsut was one of the few women to rule in Ancient Egypt. She lived during the New Kingdom. Mother of Thutmose III, she acted as pharaoh during his youth and had built for herself a fine tomb near the Valley of the Kings which is today one of the most popular places to visit in modern Egypt.

3. The pharaohs of the Middle Kingdom, like Senusret III, brought a golden age to Egypt. They united the country, drove away its enemies, improved irrigation, and built many temples and tombs.
4. Thutmose III fought and won a great battle against the Mitanni at Megiddo (now in northern Israel) c.1460BC. There is an account of this victory in the Temple of Karnak.
5. Ramesses II made himself famous by his account of the Battle of Qadesh. There he won a narrow and lucky victory over the Hittites, but he boasted that he had won a great victory and had this claim repeated time and time again in the carvings in his many temples.

Answers to the questions for Chapter 5 in the Workbook

1.1 dynasty

1.2 pharaohs

1.3 pyramids

1.4 hieroglyphics

1.5 papyrus

1.6 mummification

2 Check the answers against the map on page 23 of Timeline 1.

3.1 Ramesses was near Qadesh in 1275BC because he was aiming to defeat Muwatalli, leader of the Hittites, and win back the border area of Amurru.

3.2 An Egyptian studying a picture about the battle carved in a temple in Egypt would have believed that the battle was great victory for the Egyptians, won by the personal bravery of Ramesses himself.

3.3 Muwatalli tricked Ramesses by sending two Hittites who pretended to be deserters and told Ramesses falsely that Muwatalli was retreating, while in fact he was lying in ambush.

3.4 According to Ramesses' account, he alone charged against the enemy and with the help of a newly arriving Egyptian army defeated the Hittites.

- 3.5 If Ramesses had actually won the great victory he claimed, he would have made Muwatalli return Amurru to him. In fact, he soon made peace and left Amurru under Hittite control.
- 3.6 Good generals check out the land into which they are advancing and look carefully for ambushes and other trickery.
- 3.7 Ramesses' main aim was to give a good impression of himself as a brave and skilful general. He exaggerated the events of the Battle of Qadesh to create this impression, as if he defeated the Hittites single-handed—an unlikely tale. And he returned to Egypt without regaining Amurru. His account sounds more like propaganda than historical truth.
- 3.8 Group work and projects.

Question 4 is aimed to encourage pupils to evaluate the achievements of historical figures, in this case some of the most famous pharaohs. There is no right answer, except that Ramesses II should not emerge as the greatest! Check that pupils link the achievements to the correct pharaoh and argue their case clearly.

Chapter 6 **Daily Life in Ancient Egypt**

The big story is the richness of the evidence we have for reconstructing in detail how people so many years ago lived.

Tourists flock to Egypt to see the pyramids and temples, the colossal constructions of the mighty pharaohs. At the same time we also have evidence of the lives of the ordinary people.

We know more about women in Ancient Egypt than in other ancient civilizations. Pupils can research individuals like Hatshepsut, Nefertiti, and Cleopatra and also how ordinary women dressed and passed their time.

► From the models of Mekketra (page 29) we not only see this rich landlord and his fortunate son, but also the workers on his farm, his granary, and his brewery. Inspecting his cattle is the government official with his scribes. There are boatmen to sail his boats and a doorkeeper at the main entrance to his house. Everyone seems hard at work and to know their place.

► The Hekanachte letters show a different side to Egyptian life. Like Mekketra, Hekanachte was a rich farmer but his letters suggest a quarrelling family, brother against brother and sons against stepmother. He worries about the harvest and the cost of food and clothing. The letters show how little human nature has changed in important ways despite the passing of four thousand years.

P Get groups to imagine themselves as either Hekanachte or his wife (the stepmother of his two sons), or In-Yotef (the son of Mekketra) or one of Mekketra's female servants working on his farm. Describe a few days in their lives during which a statue will be arriving from a distant quarry to be moved to a temple nearby.

Answers to the questions for Chapter 6, Timeline 1

1. We have much evidence from Ancient Egypt—tombs with their mummified bodies and prized possessions, paintings on the wall and prayers in hieroglyphs; temples with their numerous pictures and

hieroglyphic inscriptions carved in stone; papyrus records and letters; models and toys.

2. The models of Mekktra were found in his tomb. He was a rich nobleman so the many models of his home, his farm, and his boats give us a very good idea how the rich in Egypt lived.
3. Religion dominated the lives of the Egyptians who spent much of their lives preparing for the afterlife about which they learnt from their priests. Pharaohs started building their tombs as soon as they began to rule; they needed to be buried with their most precious possessions around them and according to the correct ceremonies if they were to live as well in the afterlife as they had lived on earth. There were thousands of different gods but the most important were Amon the sun-god, Osiris, Isis, and Horus.
4. Ikhnaton believed that there was just one god and tried to persuade his people to give up their old beliefs. He could not change the minds of the powerful priests of the old religion, who kept their influence over most of the population and Ikhnaton's beliefs died with him.
5. The Egyptian civilization came very slowly to its end after the attacks of the Sea Peoples on northern Egypt c.1200BC. The later pharaohs could not keep out invaders like the Persians, the Greeks, and the Romans. Cleopatra who died in 39BC was the last pharaoh and the Egyptian religion died out between AD200 and 400.

Answers to the questions for Chapter 6 in the Workbook

- 1 The correct order is:

death, tombs, possessions, mummified, worship, temples, Ikhnaton, priests, opposed.

- 2 Getting the dates right:

c.1370BC	Ikhnaton changes the Egyptian religion
c.1200BC	the Sea Peoples attack Egypt
c.600BC	Egypt falls under the control of other empires
c.AD300	the Egyptian religion dies out

- 3.1 The statue is placed on a large wooden sledge.
 - 3.2 It is tied in place by ropes.
 - 3.3 The man in charge stands on the knee of the statue (only lower half visible).
 - 3.4 The man with the blocks of wood is probably beating out a rhythm for the men below, heaving on ropes to pull the statue forward.
 - 3.5 The man bending forward is pouring water so that the sled will slip more easily across the ground (again only partly visible).
 - 3.6 The power to move the statue comes from the muscles of the hundreds of men hauling on ropes attached to the statue.
-
- 4 b) Finding out more: how the pyramids were built
 - i) The stone blocks were cut by copper chisels and mallets or hand-held stone picks. A series of holes were cut in a line on the stone. Then workers drove wooden wedges into the holes to split the stone.
 - ii) Stones were moved by barge up the Nile. Once on land, the stone blocks were placed on sledges and hauled over wooden rollers by pulling on towropes made of papyrus from the riverside reeds. Water was poured in front of the rollers as a lubricant.
 - iii) It is estimated that 36,000 to 100,000 men worked on the Great Pyramid, and it took twenty-five years or more to complete.
 - iv) There were secret passages to divert tomb robbers, and secret chambers where the sarcophagi and treasures were kept protected.

Chapter 7 **The Indus Civilization: c.2500–1600BC**

The two main stories are:

- the size of the Indus or Harappan civilization
- its comparative mystery

In terms of area this was much larger than either the Egyptian or the Sumerian civilizations. As well as stretching along the full length of the Indus Valley, where the most famous sites of Harappa in the north and Mohenjo-Daro to the south are to be found, it also extended south along the western coast, round the Gulf of Khambat, into modern India. A major port Lothal and the important site of Dholavira lie in India's Gujarat province. In addition, many unexcavated sites lie in the desert along the present India-Pakistan border. They probably stood on the banks of a great river, possibly the Sarasvati of the Vedic hymns, which dried up forcing the inhabitants to abandon the region. Furthermore, trading outposts of this civilization have been found deep in Afghanistan.

The really frustrating aspect of the Indus Civilization is our inability to read its writing. Archaeologists have found thousands of soapstone seals, many of which have inscriptions on them, from which have been identified more than 400 different characters. Perhaps a Harappan equivalent to the Rosetta Stone will be found, which will unlock the secrets of the seals and many other secrets too. Clearly this was a successful trading civilization and the seals may well have been used by merchants. But did a merchant class rule the cities or were there the equivalent of pharaohs and emperors? What kind of religion did they have? There is no evidence of temples and tombs of the size and splendour of those of the Egyptians nor ziggurats and palaces on the scale of Mesopotamia. But the excellent planning and layout of the cities and the facilities they provided show that they must have had expert architects and town planners. Perhaps one day we may find evidence of a Harappan Imhotep (the early Egyptian pyramid builder) or of Harappan stories as great as the Epic of Gilgamesh, when their script is deciphered.

Archaeologists are increasingly stressing the continuities of the region's historical development. The Harappan Civilization did not suddenly appear in c.2500 and disappear equally suddenly after 1600BC. Rather, it grew out of the roots laid down by the earlier growth of Mehrgarh and

similar towns from where people moved to create these new cities and, after 1600, the inhabitants moved again, in a process that lasted hundreds of years, to new settlements where living was easier.

► A Key Moment is the period of decline after 1600. Though the decline was slow, a large urban civilization eventually disappeared and as the Indus cities moved from prosperity into ruins, the lives of many thousands of people must have greatly changed.

P Use the opportunity for some fieldwork if you can; visiting a Harappan site in your vicinity or a museum with Harappan artefacts. Also research the mysterious disappeared River Sarasvati and the sites along it.

Answers to the questions for Chapter 7, Timeline 1

1. Like the Euphrates, Tigris, and Nile rivers, the Indus was a major river whose extensive floods made its wide valley fertile.
2. The inhabitants of the Indus cities were particularly good at building in brick and designing attractive well-drained cities.
3. While the Egyptians were obviously a very religious people with great temples and elaborate tombs, archaeologists have excavated nothing similar in the Indus cities.
4. Unlike Egypt and Mesopotamia, we have no written evidence from the Indus cities which we can yet read. Consequently there are numerous aspects about the Indus cities and their inhabitants which we do not understand at all.
5. Steatite, often known as soapstone, is a soft stone which is easy to carve. In the Indus cities many steatite seals have been found with animal and other shapes carved on them, and also writing which has yet to be deciphered. It is likely that they were used mainly for trade and some also have perhaps a religious meaning.
6. After 1750BC cities like Harappa and Mohenjo-Daro began to decline and by 1000BC they were in ruins. A number of reasons may have

caused such a change—rivers changing course, earthquake damage, climate change making much of the area drier, or disease. There is little evidence of enemy attacks, but that does not mean they could not have happened.

7. By 1000BC there would have been little more than a few protrusions in the ground below which the bricks of the city were hidden, to be discovered in the 19th century by railway builders. You might also have found the remains of some Buddhist monks, for Buddhism was then strong in the region.

Answers to the questions for Chapter 7 in the Workbook

- 1.1 The correct order is:

largest, Himalayas, Gulf of Khambat, Harappa, streets, drainage, traders, Sumeria, seals, deciphered

- 1.2 The pupils' answers should include the following:

A well-constructed large brick wall in the foreground; a large, low, square enclosed space with steps descending into it; the remains of pillars which suggest that it may have been roofed or, more likely, had a colonnade around it. In the background, further brick buildings and possibly, a defensive wall.

- 1.3 This is generally known as the Great Bath because it has the appearance of a pool, with steps descending into it. Also on the side facing the pool, not shown in the photograph, are smaller cubicles that are individual bath areas. Perhaps, the Great Bath was used for ritual bathing before worship.

It could also be a meeting hall below road level.

- 1.4 The remains of the city, its large halls/buildings and the raised stupa in the centre, as well as its planning and the vast area it occupies, show that it was an important place.

- 2.1 Match the labelling against the map on page 32 of Timeline 1.

- 3.1 These phrases from the Rig Veda: “With your swift chariots...you have overthrown twice ten kings...destroying fort after fort with your great strength” and also the mentions of large armies and their battle tactics, may have convinced Mortimer Wheeler about the end of the Indus Valley Civilization.
- 3.2 They came with ‘swift chariots’.
- 3.3 Wheeler believed that the people whose skeletons he found must have been killed by an enemy in the region, the chariot-riding invaders described in the Rig Veda. George Dales believed that the skeletons were of people who had died of disease and that their bodies had been collected together after their deaths. As he could find no evidence of destruction, he argued that Wheeler’s idea that chariot-riding invaders had attacked and destroyed the Indus cities could not be right. Instead, he suggested that the cities slowly declined for other reasons.
- 3.4 If Dales is correct and there is no evidence of violent destruction in the Indus cities and other experts argue that climate change or other geographical reasons are more likely explanations for the end of the Indus civilization, then Dales seems more deserving of support than Wheeler.
- 3.5 Geographers point out that the climate became more arid. Rivers flooded very destructively, changed their course and in some cases disappeared completely. Serious earthquakes also occurred in the region.

Chapter 8 **The Indo-Gangetic Kingdoms: c.1500–500BC**

The main story here is the movement of a different people into the Indus and Ganga valleys.

We need not get carried away to believe that the Aryans were great armies of fierce chariot-driving warriors pouring in destructive wave after wave through the mountain passes of the north-west, speaking a different language and practising their own distinct religion, transforming the culture of the Indus and Ganga valleys, and driving the local population further east and south, or into slavery. Such an invasion is highly improbable.

Stress that the archaeological evidence available is very limited as these newly-arrived people from the north-west lived mainly in reed or wooden homes, hence little survives of their villages and towns. There is also the written evidence of the Vedas but these were not written as historical records: they are hymns to the gods and wonderful literature about gods and heroes, monsters and magic. As we shall see with texts like the Ramayana and European legends like that of Theseus and the Minotaur (see Chapter 10), finding the historical truth in such stories is very difficult. Imagine historians in AD3000 trying to work out what life c.AD2000 was like if all they had as written evidence were only the Harry Potter books and some archaeological proof.

The exercise in the Workbook is designed to provide pupils with an insight into the task of using literature for historical purposes.

► The archaeological evidence points to a steady migration from the north-west, probably of small clans rather than large invading armies, over many centuries. The migrants had horses and chariots but they were a pastoral cattle-rearing people. They spoke an Indo-European language. No doubt they often fought with the people they met and amongst themselves too, but it is equally likely, as time passed, that the various peoples of the Indus and Ganga valleys intermingled, creating new kingdoms and cities. As for Hinduism, which emerged as a recognized religion c.600BC, it evolved over many earlier centuries, using perhaps some of the religious beliefs of the Indus Civilization. Another key feature is the growth of the caste system, from class divisions based on professions to a socio-religious system.

P Research Indo-European languages, in particular Sanskrit; also the development of metalworking and the transition from bronze to iron.

Answers to the questions for Chapter 8, Timeline 1

- 1 a) pastoral farming is herding cattle and sheep;
b) a clan is a group of people who are descended from a common ancestor;
c) a sacrifice is a gift to a god or gods to gain their goodwill. It often takes the form of killing an animal or, in some past societies, a human.

2. The Aryans were pastoral farmers, who were frequently on the move and lived in villages, in reed and wood dwellings. The Harappans built cities of brick. They were traders as well as arable farmers. The Aryans were warlike and had horse-drawn chariots. We have no evidence of how the Harappans fought, if at all. The Aryans spoke an Indo-European language which later evolved into Sanskrit. We do not know for sure about the Harappans, though some scholars link them to a Dravidian language (the Brahui spoken in Balochistan survives as a remnant). The Aryan religion developed into Hinduism. We do not know enough about Harappan religious beliefs to make a comparison.

3. Iron makes much stronger and better tools and weapons.

4. Brahmins, Kshatriyas, Vaishyas, and Shudras.

5. The Brahmins provided the priests, the lawyers and the teachers. They were the most important because they were educated, well-off, and taught people how they should behave.

6. Our main written sources for early India of the period 1500–500BC are the Vedas. They are religious hymns and stories written to glorify the gods and to entertain. Their writers were not concerned with historical accuracy. However, in their description of the gods and heroes, of travels and adventures, they do give some idea of what some aspects of life were like in Ancient India. But they need to be treated with great care.

Answers to the questions for Chapter 8 in the Workbook

1 The correct order is:

archaeology, Ganga, cattle, wood, Indo-European, Aryans, hymns, Mahabharata, Ramayana, heroes

2 Matching dates to events:

c.1750–1000BC Indo-European peoples settle in the Indus and Ganga valleys

c.1500BC Vedic hymns begin to be used, memorized and passed on from one generation to the next

c.1000BC Nomadic farmers first begin to use iron tools

c.600BC Vedic hymns are first written down in Sanskrit

3.1 In the diagram, link as follows:

Brahmins – lawyers and those who study the sacred texts

Kshatriyas – nobles, those who led the city

Vaishyas – merchants, craftsmen

Shudras – servants, labourers

3.2 According to Source 1, the Rig Veda, the caste system began when the gods made a sacrifice of man and divided him into four parts.

3.3 According to Source 2, the caste system seemed to work well in Ayodhya. Everyone knew his place and worked to the benefit of the city. The writer appears to like the caste system and was almost certainly a Brahmin for whom the system worked very well.

3.4 From these battle scenes of the Mahabharata, it is reasonable to decide that Aryan battles were noisy affairs with much shouting, blowing of horns, and beating of drums. The nobles liked to fight with bows and arrows, standing on their chariots which would be guided by a charioteer.

Chapter 9 **Ancient China: c.1500–770bc**

Make sure that your pupils first understand the basic geographical facts about China, which caused the country to be more isolated from the rest of the world than the other major civilizations they have so far studied.

The main story here is the isolation and distinctiveness of Chinese civilization. This isolation has given the Chinese people a history which is more continuous than anywhere else in the world. Though they have suffered many invasions, especially from the north, none of these transformed Chinese society. They kept their known language, religion, education, methods of farming and technology, which were distinctive.

In addition, for most of the 4000 years that their civilization has survived, they believed themselves, usually correctly, to be more advanced than any other part of the world and their emperor deserving of the respect of all peoples. They were particularly inventive and led the world in many aspects of technology, for example, papermaking and silk clothing. For just 200 years (from 1800–2000) out of those 4000 years were other civilizations—Europe and the USA—obviously superior in technology and economic power. That era is coming to an end and China will soon regain its place as a global leader.

► One of the most powerful and interesting individuals from this period of Chinese history is the Emperor Wuding and one of his many wives, the Lady Hao. We know of them partly through archaeology and partly through the thousands of oracle bones which survive from the Shang period on which the message of the oracle for whom the prediction was made are written. The Workbook looks in more detail at the evidence about the Lady Hao and shows how archaeologists and historians have combined to tell us about this remarkable woman.

P Two projects will stimulate your pupils. The first is to encourage them to achieve a good understanding of early Chinese technology. Separate groups should research and make presentations on a) writing b) silk-making c) jade and d) bronze from the Shang and Zhou dynasties. The second is to undertake a comparative study of the four great civilizations they have studied so far—the Mesopotomian, the Egyptian, the Harappan, and the Shang. They should take the 500 years from

1900–1400BC and compare what was happening in each of those four civilizations. Ask them in which civilization they would have preferred to live in 1400BC and why.

Answers to the questions for Chapter 9, Timeline 1

1. China was cut off from the rest of the world by deserts to the north and north-west, high mountains to the west and south-west, and ocean to the south and east.
2. Millet in the north in the Yellow River valley; rice further to the south in the Yangtze River valley. Farmers grew millet in the north as it is a tough cereal well suited to the dry climate there. They grew rice further south as it is a particularly healthy food which can feed many people.
3. Oracle bones were the shoulder bones of oxen which, when pressed with a heated pin, cracked in various interesting shapes. Priests studied the shapes of the cracks and worked out from them what would happen in the future. An oracle is a person who can predict the future. Wuding, like many rulers, consulted oracles because he wanted to know what might happen to him and to his empire.
4. The Chinese and Indus Valley civilizations were similar in that they had cities, merchants, and craftsmen, and they also had agriculture. They were different in that the Chinese had better opportunities for agriculture, a different language and religion, and were especially skilled in making jade, silk, and bronze.

Answers to the Questions in the Workbook for Chapter 9

- 1.1 The two great rivers where the Chinese civilization developed were the Yellow River and the Yangtze.
- 1.2 The two main crops farmed by the Chinese were millet in the Yellow River Valley in the north, and rice in the Yangtze Valley in the south.
- 1.3 Dynasty means a family of rulers; an oracle foretells the future.
- 1.4 a) Silk is the fine fabric made out of the fibre from the silkworm cocoons; silkworms were cultivated in China for this product. b) Jade

is a soft stone which can be carved into very attractive shapes. The Chinese believed it to be a sacred stone and produced particularly beautiful objects.

2.1 Getting the dates right:

c.1600–1000BC	the Shang dynasty rules northern China
c.1250BC	the Emperor Wuding rules
c.1000BC	the Zhou dynasty replaces the Shang
c.770BC	the Zhou dynasty moves its capital city

2.2 Activity: Some pupils will need help in getting the dateline right before they add the four different empires. With a scale of 1cm = 100 years, the line will be 20cm long, and can be drawn vertically or horizontally. The dates for Chinese history should be marked on one side in blue or black while the dates for other civilizations can be marked on the other side in different colours.

3.1 If we only had the archaeological evidence from the tomb of the Lady Hao, we would know her name, that she was a noblewoman because of the richness of her possessions and, because of the position of the tomb and the style of the objects which the archaeologists found, that she had lived during the Shang dynasty. What would have been puzzling were the swords, knives, and arrowheads, most unusual objects to be found in a woman's tomb.

3.2 The oracle bones tell us that she was the wife of the Emperor Wuding and went on military campaigns with him; hence the military objects. The oracle bones also show that the Emperor was fond of her, showing great concern when she was ill or pregnant.

Chapter 10 **The Eastern Mediterranean: c.2500–1000BC**

The big stories here are:

- The first is about Minoan Crete, and the second about Mycenae. There is also a subsidiary theme, following the earlier discussion in Chapter 8 about the relationship of stories in a historical setting like the Mahabharata to historical reality. Linked to Minoan Crete is the famous legend of Theseus and the Minotaur, and about Mycenae is the even more famous story of the Trojan War when the city of Troy fell because of the trick of the Trojan Horse.

The first archaeologist to undertake major work on the island of Crete was a rich Englishman, Sir Arthur Evans. He purchased the land which he then excavated, unearthing the immense palace of Knossos. Evans was fascinated by the links he discovered with the Minotaur legend. Clearly bull worship was an important part of Cretan religion. Also the palace had such a complicated arrangement of rooms, in which it was easy to get lost, that it seemed like a labyrinth. And Crete was once the major power of the Eastern Mediterranean, so it could have had power over Athens. It is not difficult to see how an Athenian poet, hating the power of Crete and knowing about the many-roomed palace of Knossos with bull paintings on its walls, could think up the story of the monstrous Minotaur—half bull, half man, pacing the passages of its terrifying labyrinth—to whom the tyrant Minos sacrificed young Athenians; with time this story became longer, richer, and more exciting as it was told and retold.

The first archaeologist to make major excavations at Troy was another rich European, Heinrich Schliemann. He was sure that the stories in Homer were true, that there had been an Agamemnon, and Odysseus and a rich city of Troy, whose king was Priam. Schliemann's sole purpose was to find the Troy which the Greeks of Homer had burnt to the ground, and he dug until he thought he had found it, with little concern for evidence around him of many other settlements at Troy. He found some treasure and evidence of fire and told the world he had found Homer's Troy. In fact, he was wrong. His city was far too old. Later archaeologists have found remains of another city which was burnt much closer to the date when a war between the Greeks and Trojans could have taken place, but no evidence whatever that could link it with Agamemnon or Odysseus

or any of the other Greek heroes. All we can say was that Troy stood as an important trading city on a trade route which would have made Greek cities like Mycenae obvious rivals. Battles between trading cities were frequent, so it is possible that Troy might well have found itself at war with some Greek cities. We can also say that it could be that there was a particular battle which captured the imagination of Greek storytellers who then passed their story on from one generation to the next until it took its final shape as Homer's Iliad, c.700BC.

The Workbook provides pupils with some of the evidence to explore the link between legend and history using the Trojan War as an example.

► Point out these two key moments. The first was the eruption of the volcanic island of Thera, c.1600BC. This is one of the largest eruptions ever and loosed a tsunami which spread havoc along the Cretan coast, badly damaging the Minoan state. From then on this civilization declined.

The second was a period of upheaval from c.1200–1000BC, often known as the time of the 'Sea People'. It is a mysterious time in the Eastern Mediterranean, with many groups on the move on land as well as sea. As well as the power of the Egyptian pharaohs being undermined, the Mycenaean civilization went into rapid decline.

P Get your pupils to research the eruption of Thera and compare it with the eruptions in Indonesia of Mount Tamboro (1815) and Krakatoa (1883) and the Indian Ocean tsunami tragedy of December 2004. Then find out what you can about the legend of Atlantis. Could it be a folk memory of the Thera explosion?

Answers to the questions for Chapter 10, Timeline 1

1. Legends are heroic stories which are mainly fiction but based on historical events, like Theseus and the Minotaur, and the Trojan Horse.
2. In the legend, Minos was the king of Crete and Agamemnon was the senior king of the Greeks.
3. The historical reality on which the legend of Theseus and the Minotaur was based was the Cretan rule of the Eastern Mediterranean, which would have meant that Athens had to do what Minos ordered. The

legend of the Trojan Horse is based on the rivalry between the important trading city of Troy and other Greek cities like Mycenae.

4. The Minoan civilization of Crete went into decline from 1600BC, mainly after the volcanic explosion at Thera; Mycenae began to decline from 1100BC as a result of attacks by the Sea People.

Answers to the Questions in the Workbook for Chapter 10

- 1 The crossword answers are:

Across: 3 = legend; 7 = Mediterranean; 8 = Thera

Down: 1 = paintings; 2 = decline; 4 = Mycenae; 5 = Minos; 6 = Crete

- 2 Getting the dates right:

c.1900–1400BC the Minoan Empire in Crete

c.1600BC the eruption of Thera

c.1200BC the Mycenaean Empire at its height

c.1100–1000BC Sea People and others on the move end the Mycenaean Empire

- 3.1 The picture shows the Trojans pulling into their city the wooden horse left on the shore by the Greeks who they thought had left for home. After nightfall the Greeks hidden inside the horse descended from it and opened the city gates to the Greek army which returned to destroy Troy.
- 3.2 Odysseus was on the Greek side.
- 3.3 Odysseus was the brain behind the plan and the design.
- 3.4 The Trojans believed that the horse was a statue in honour of the goddess Athena because Sinon, a Greek apparently left behind by the Greek fleet, told them so. They believed him because he told them that he hated the Greek leaders for leaving him behind.
- 3.5 Odysseus may not have been the best fighter but he was the most cunning. His advice was very valuable to the Greeks and helped them win the war.

In the answer to 3.6 pupils have to choose one of the three explanations and argue from the sources which they think is the most likely. There is no right answer. Evaluate their essay on the strength of their argument, especially their use of the sources.

Chapter 11 **Persians and Greeks: c.500-340BC**

The main story is the victory of the Greeks over the Persians.

The teaching task here is simply to ensure that the pupils understand and enjoy how the Greeks defeated the Persians between 490 and 479BC—one of the most enthralling stories of the Ancient World. It is known to us since as told by the ‘Father of History’, the Greek Herodotus. He was born in 484BC and wrote his Histories which included a detailed account of the Persian Wars between 431 and 425. He would have known many of the people who fought in the wars so, though he may exaggerate sometimes and obviously sees events from the Greek point of view, there is no reason to think that his version of history is other than essentially accurate.

What make it such a fascinating tale are the various groups who take part and the twists and turns of fortune. You have the apparently invincible Persians with their huge armies and navy. Against them you have the quarrelling Greeks made up mainly of the peculiar, if extraordinarily tough, Spartans and the aggressive but nervy Athenians. Somehow, against all the odds, the Greeks win the battle of Marathon and the Persians withdraw. But they come back again in 480 in such force that no one, including many Greeks themselves, believes the Persians can be defeated by the Greeks. At Thermopylae, Leonidas’ Spartans fight with incredible courage but are betrayed. With the greatest difficulty, Themistocles persuades the Greeks to keep their ships at Salamis and retreat no further. He then tricks Xerxes into attacking in narrow waters, which suited the Greeks, and wins a decisive victory. The proud and furious Xerxes returns in high dudgeon to Susa. If it were not true, it would be hard to make it up.

From these events, new words have entered the English language. Someone who lives a ‘spartan’ life lives simply with no interest in comfort. A ‘laconic’ man is a man of few words. ‘Laconic’ derives from the Greek word ‘Laconia’ which is the region where the Spartans lived. Spartans were known not to waste their words. Then there is the ‘marathon’ race, 26 miles long, which was the distance from the Marathon battlefield to the centre of Athens.

The Workbook focuses on the Spartans, their unique way of life and the heroism of the 300 at Thermopylae, using Herodotus as the main evidence.

European historians think this was one of the most decisive wars in history. It is worth postponing a discussion of this issue until pupils have read Chapter 12, since central to this argument is the belief that the flowering of Greek culture, mainly in Athens, after the Persian Wars would not have taken place if the Persians had conquered Greece; that growth of Greek culture led in the long run to the development of modern European thinking about democracy, freedom, and philosophy.

► Salamis is the decisive battle. Without control of the sea, Xerxes could not supply or reinforce his army which had already taken a battering at Thermopylae. He retreated home to Susa. The Greeks defeated the remaining Persian army at Plataea and the Persians never invaded again. The following century it was the Greeks—Alexander and his Macedonian army—who invaded Persia.

P Find out more about Sparta and Athens; in particular, what life was like for women, and how they treated their slaves.

Answers to the questions for Chapter 11, Timeline 1

1. The sea was important to the Greeks as their land was mountainous and not particularly fertile. Sea-borne trade was for them an important source of wealth.
2. The Spartans, perhaps more than any other people, made a virtue of extreme bravery and lived to fight. Weak babies were left to die on the hillside. Children had to take part in energetic games. Boys were trained as soldiers from an early age and had to prove that they could survive in the wild on their own. In adulthood, men of fighting age lived in barracks instead of living with their families.
3. Salamis is seen as one of the most decisive battles in history because if the Persians had won, Greece would have become part of the Persian Empire. Persia was ruled by an emperor and did not value free citizens having their say in government in the way that the Greeks did. After Salamis, came a golden age of Greek civilization which later strongly influenced both the Roman Empire and then European

ways of thinking. If Greece had become a Persian province in the 5th century instead of staying free, then the development of European civilization might have been very different.

4. The Peloponnesian War was about who would become the dominant power in Greece. The victory of Sparta prevented Athens from creating a large trading empire across the eastern Mediterranean.
5. This question asks pupils to write their account of Salamis from the point of view of Themistocles. It should be assessed, bearing in mind two main considerations: the extent to which pupils can put themselves in Themistocles' shoes and how thoroughly they understand what happened at Salamis and why.

Answers to the questions for Chapter 11 in the Workbook

1.1 Athens and Sparta

1.2 Darius and Xerxes

1.3 Miltiades (Marathon) and Themistocles (Salamis)

1.4 Athens fought against Sparta. Sparta won.

2 Getting the dates right:

539BC

Cyrus the Great founds the Persian Empire

490BC

Battle of Marathon

480BC

Battle of Thermopylae

404BC

Peloponnesian War ends with the surrender of Athens to Sparta

- 3.1 Activity: Planning a film is a creative activity and the pupils' responses will vary considerably. Assess the plans for the film on the pupils' ability to choose significant parts of the story; be accurate with the facts; capture its drama.

Chapter 12 **Greek ideas and how they spread**

Start by explaining how every now and then in history, particular places come alive as centres of culture, buzzing with ideas and artistic achievement which the rest of the world comes to admire and copy. This chapter is about one of these places, the Athens of the 5th century BC. Another was the Gupta Empire in India in the 4th and 5th centuries AD, or Abbasid Baghdad in the 10th century—the centre of a golden age of Islamic culture, or 15th-century Florence which led the Renaissance, or France in the early 18th century, the home of the Enlightenment. Just why these moments occur is hard to explain: there is usually a combination of prosperity, confidence, rulers who encourage new ways of thinking and artistic styles, and a belief in the importance of learning and of discussion.

The two big stories here are about:

- 5th-century Athens
- the most important Greek philosophers, scientists, and artists

After the victory over the Persians, Athens had all the elements of a golden age. The city was growing rich on trade. It was bursting with confidence after its amazing success in war. Its most powerful politician, Pericles, gave every encouragement to artists and thinkers and wanted Athens to have the most beautiful buildings in the world. And Athenians had a great respect for learning and loved an argument.

► The main topic in the text is architecture because that is the subject which pupils will find most accessible and where, as they travel, they will notice the continuing influence of the styles which the Greeks pioneered. The Workbook focuses on Hippocrates because his ideas are accessible to pupils and show how Greek doctors used reason to try to understand illness and cure it by medicines rather than blaming it on the gods and trying to cure it by spells.

P A good way of helping pupils to understand this fairly difficult topic is to allocate the most important Greek artists and thinkers to different pairs of pupils, initially for research and then for a short presentation to the whole class. One pupil should outline his life, the other explain his importance.

Answers to the questions for Chapter 12, Timeline 1

1. What was new about the Greek way of thinking was their greater confidence in human reason to explain the world.
2. The Olympic Games were originally held to honour the chief of the gods, Zeus. They eventually came to an end in AD393 because the Roman Empire, which included Greece, was mainly Christian and no longer believed in Zeus.
3. We know about Socrates through his brilliant and devoted pupil, Plato, who became one of the world's great philosophers. He remembered and wrote down many of Socrates' ideas and methods of argument.
4. The Greeks advanced our thinking considerably in these four fields: philosophy, mathematics, science, and medicine.
5. Classical buildings will have pillars, capitals, and roof angles in combinations which are quickly recognizable (see pages 64 and 65). The classical style proved popular for many generations of European architects for two main reasons. The first was the high regard educated Europeans had for Ancient Greece as the fount of European culture. The second is that the proportions of its buildings, especially temples like the Parthenon, are pleasing to the eye.
6. Figure 12.5 is the Parthenon, the temple to the Greek gods; Figure 12.7—1: ruins of temples in Palmyra, Syria; 2: the Pantheon in Paris, originally a church and later a burial place for the famous; 3: the White House, residence of the USA's presidents; 4: St Paul's Cathedral in London; 5: Jinnah Library in Lahore.

Answers to the questions for Chapter 12 in the Workbook

- 1 The answers to the crosswords are:

Across: 5 = Greece; 6 = philosophers; 7 = Athens; 8 = artists;
9 = Archimedes

Down: 1 = Parthenon; 2 = reason; 3 = scientists; 4 = gods

- 2 Archimedes – Science
Aristotle – Philosophy
Hippocrates – Medicine
Myron – Sculpture

Plato – Philosophy
Pythagoras – Mathematics
Socrates – Philosophy
Thales – Science

- 3.1 Asklepios was the god of medicine.
- 3.2 During a ‘temple sleep’ in an Asklepeion, Greeks believed that the god would visit the sleeping patients and cure them.
- 3.3 The priests who kept the temple in honour of Asklepios would have forbidden inscriptions which in effect criticized the god.
- 3.4 Encyclopaedias collect information from many different primary and secondary sources so they are themselves secondary sources.
- 3.5 Hippocrates believed that every disease had its own particular natural cause, which people would come to understand through careful study.
- 3.6 Most Greeks before Hippocrates believed that gods and goddesses caused disease partly because they believed in gods and goddesses, who would punish you if you angered them, and disease was a nasty punishment. Another reason was that they could see no obvious reasons for diseases like epilepsy or measles and gods were a way of explaining the mysterious.
- 3.7 Hippocrates taught that a) doctors must do their best for their patients, and b) they must keep their patients’ problems confidential—respect their right to privacy.
- 3.8 Hippocrates is known as the Father of Medicine because he was the first teacher who taught that disease had natural causes and described many treatments, and whose teaching was written down by his followers. Other medical experts like Galen were much impressed by Hippocrates and developed his ideas.

Chapter 13 **Alexander the Great: 356–323BC**

The big story is Alexander as a leader.

Start with the geography of his campaigns and make sure pupils understand the huge distances and difficult terrain over which Alexander led his men, winning victory after victory. There were no other military campaigns like it in the Ancient World.

Alexander is also a good example for setting up discussions about the nature of leadership—what makes good leaders, how do they win and keep the respect and loyalty of their followers, are the characteristics of successful military leaders similar to those of strong peacetime rulers. Point out that Alexander had weaknesses as well as strengths. He murdered one of his best generals and closest friends in a drunken fury. The Workbook focuses on his time in the Indus region, especially his meeting with Porus.

- ▶ The Battle of Gaugamela, the final defeat of Darius which led eventually to his murder by disillusioned officers. This was the end of the great empire created by Cyrus. In its place came Greek-run kingdoms.
- ▶ In the Indus Valley when his troops finally told their excessively ambitious leader that they would go no farther.

P Pupils may well be aware of Hollywood's interest in Ancient History and the films it has made about the Persian Wars and about Alexander in particular. A group project in which pupils will engage well would be the planning of the screenplay for a film on Porus and Alexander. Tell them to identify the 10 major scenes they would write for a film which would present the conflict between Porus and Alexander in a clear, entertaining but historically honest manner. However impressive Alexander may appear, Porus should emerge the hero by the end.

Answers to the questions for Chapter 13, Timeline 1

1. Alexander's career was so spectacular that many historians wrote about him. The best accounts are those written by the Greek historians Plutarch and Arrian.

2. To be sure that the story about Bucephalus is true rather than legendary—and it sounds almost too good a story to be true—we need an account written by someone at the time who did not wish to flatter the Macedonian royal family.
3. It was highly disciplined and used the formation known as the phalanx when the infantry soldiers stood or advanced in close lines, armed with long strong spears, making it difficult for their opponents to get close enough to wound or kill them before getting wounded or killed themselves.
4. At the battle of Issus, Alexander inflicted so heavy a defeat on Darius III, the Persian Emperor, that he fled for his life leaving his family to be taken prisoner. The victory at Issus is important because it enabled Alexander to conquer the western half of the Persian Empire including Egypt. At the battle of Gaugamela, he again met Darius and again defeated him completely. Darius fled, to be murdered a few months later by one of his own soldiers. By his victory at Gaugamela, Alexander broke the power of the Persians and brought Western Asia under Greek control. That Greek influence continued for the next two hundred years or so until the Roman legions arrived (see Chapter 20).
5. The Macedonian troops refused to go any further because Alexander had marched beyond their endurance. Never in history had troops marched so far. They were missing their homes and families. They had found fighting Porus and his elephants a new and alarming experience and heard rumours that more huge and dangerous armies were waiting for them if they advanced any further into India.
6. Alexander was one of the greatest military leaders in history. His energy was immense, as was his bravery. His strategy and tactics are hard to fault. His men found him an inspiration. In so far as we can tell, as he died so young, he was an intelligent ruler of his vast empire. However, though he was a military genius, his ambition was excessive and he drove his men too hard. He had a foul temper and drank too much. As he grew older, his successes may have gone to his head and he began to think of himself as godlike. For his military genius and the huge empire he won, he deserves the title Alexander the Great but it was perhaps a good thing for his reputation that he died at the height of his powers. Who knows whether he could have sustained his successes if he had lived?

Answers to the questions for Chapter 13 in the Workbook

1.1 to 1.4 Map and artwork. Assess mainly for accuracy and clarity.

2 Matching dates and events:

336BC	Alexander becomes king
334BC	Alexander crosses into Asia
331BC	Battle of Gaugamela
326BC	the Greek army refuses to go any further
323BC	death of Alexander

3.1 Alexander's two main worries were the sheer size of Porus' army and its elephants.

3.2 He won the battle by crossing the river on a stormy moonless night to take the enemy by surprise. He then concentrated his attacks on the left and right wings. Once his troops had gained the advantage on either side, they pushed Porus' troops so tightly together in the centre that they could not easily counter-attack with their elephants; after many hours of close hand to hand fighting the Greeks won.

3.3 Source 1 shows that Alexander was both brave and cunning. He led his troops in person through the river and the night crossing caught Porus unawares. It also shows what an intelligent general he was. His attacks on both wings and crowding Porus' centre meant that Porus lost the advantage he had because of the size of his army and his fearsome elephants.

3.4 Porus probably meant that he expected Alexander, who was himself a king, knew how to treat another king, like Porus, with respect and consideration.

3.5 There are three main reasons why the battle against Porus seems likely to have been a hard one for Alexander to win. The first is that it lasted many hours. The second is that the Greeks advanced no further after the battle and in fact soon turned for home. The third is that Alexander did treat Porus with respect and once the Greeks had left, Porus remained an important ruler in the region. If Alexander had won an easy victory, Porus' reputation would have been badly damaged among his subjects. In fact some historians think that Porus may well have fought Alexander to a standstill at the battle of the Hydaspes and it is just because our only accounts of the battle are written by Greeks that we are told it was a Greek victory.

3.6 Activity: this can be preceded by a lively discussion as to who is the real hero or if both Alexander and Porus should be honoured equally.

Chapter 14 **The Early Religions: Judaism, Buddhism, and Confucianism**

The big story is the emergence of major religions across the world—Judaism, Buddhism, and Confucianism.

Teaching about the history of religions can pose problems. The best historians, whether Muslim, Christian, or believers of other faiths, put their personal religious beliefs to one side as they try to recreate the past, what happened, why and with what results, as accurately as they can without bias.

Unfortunately, for most people—in the past and even now—their religious beliefs have mattered to them more than anything and they usually found it impossible to write about people of other religions in a balanced way. For example, Christian and Muslim historians have often differed greatly about how they described the Crusades, while Muslim and Hindu historians have had conflicting ideas about the history of the Indian subcontinent.

In addition, religious beliefs have often caused major wars, like the Jewish revolts against the Romans (see the Workbook questions on this chapter) and between religious sects within a religion, like the Protestants and Catholics in 16th-century Europe.

The Workbook's main exercise of evidence takes the Jewish revolt against the Romans as its main focus. This is a good example of how a clash of religious beliefs led to a savage war with very significant consequences.

For teachers, the most appropriate approach is to concentrate on describing as accurately as possible the main characteristics of the major religions, where and how they began and spread. This chapter aims to do that.

After establishing the facts, there are many important and interesting questions worth discussing with pupils. Why did monotheism start in Western Asia? What are the similarities and differences between Judaism, Buddhism, and Confucianism? Why is Hinduism a mainly Indian religion and Confucianism mainly Chinese?

► c.2000–1000BC: The emergence of monotheism—Judaism; the rise of Buddhism in India and its spread beyond; Confucianism in China—these are the key moments for this period.

P Have as a class research and discussion project: Why did Buddhism, once so strong in the Indian subcontinent, virtually die out there but flourish in Tibet and South-East Asia?

Answers to the questions for Chapter 14, Timeline 1

1. Monotheism is belief in one God; pantheism is belief in many gods; agnosticism is to be uncertain about the existence of God, while atheism is the belief that there is no God.
2. The Jewish religion was different in that it was the first monotheistic religion, believing in one God, Yahweh.
3. The so-called golden age of the Jews was c.1000 BC, during the era of the prophets, and kings, David and Solomon.
4. In AD70 the Romans crushed a revolt of the Jews and destroyed their holiest building, the Temple in Jerusalem. The Roman government decided that the Jews living in their homeland were too much trouble and dispersed them around the Roman Empire, a process which became known as the ‘diaspora.’ Consequently, Jewish communities put down roots all over the Roman Empire and elsewhere in Europe and Asia. Judaism flourished in these communities and kept alive the memory of Palestine as the Jewish ‘Holy Land’ and of Jerusalem as their holiest city.
5. Buddhism and Confucianism are similar in that they are more guides to living a morally good life rather than being monotheistic religions like Islam and Christianity. However, Buddha’s teaching concentrated on how individuals should live, how they should strive to reduce the suffering they caused to others, and how to achieve Nirvana, a state of inner peace. Confucius was more interested in good government and good society. He was particularly interested in education and believed that through right education rulers and their officials would understand that their responsibility was to work for the people, rule them justly and increase their happiness. The similarity was to do good for others, but the difference was that Confucianism is not concerned with personal peace.

Answers to the questions for Chapter 14 in the Workbook

1 The correct order is:

pantheistic, monotheistic, Moses, Ganga, suffering, Four, Nirvana, Confucius, deeds, government/power

2 Matching dates to events:

c.1000BC	the reigns of David and Solomon
586BC	Nebuchadnezzar of Babylon conquers the Hebrews
c.565–485BC	the life of Buddha
468BC	death of Confucius
AD73	second Jewish revolt against the Romans

3A

- 3.1 The Temple area should have been easy to defend as it is enclosed with strong, high walls.
- 3.2 They defended it very bravely until they saw the gates going up in flames. They were then so shocked that they did not know what to do.
- 3.3 Titus probably wanted to save the Sanctuary as it was full of religious objects important to the Jews, which he would like to have taken back to Rome and shown off during his triumphal procession there.
- 3.4 A Roman soldier set fire to it without waiting for orders and other soldiers ignored Titus and helped the fire to spread.

3B

- 3.5 Confucius wanted people to respect and obey their families, their elders, and their rulers.
- 3.6 A person's popularity should reflect his beliefs and principles. A good person is often unpopular with bad people.
- 3.7 A world without worries and cares would be perfect, but such a world is not possible. We all have to behave responsibly to make life happy for all.

Chapter 15 **The Mauryan Empire: 326–184BC**

The two main stories in this chapter are:

- the rise and fall of the Mauryan Empire
- Ashoka as a ruler

Ensure that your pupils understand the geography of the Mauryan Empire. It was the first empire in South Asia to stretch right across the subcontinent from the Arabian Sea to the Bay of Bengal. Also explain to pupils how the dates of the Mauryan Empire relate to those of Alexander the Great and his successors. Chandragupta was a young man when Alexander and Porus fought on the banks of the River Jhelum. He would certainly have heard of the famous Greek conqueror and may well have had direct dealings with Porus, who lived on as an important ruler in the Punjab until his death c.317. As Chandragupta expanded his empire north-westwards towards the Hindu Kush, a dangerous enemy was Seleucus Nikator, a former general of Alexander, who now ruled the eastern half of the empire which Alexander had created.

Until Ashoka's death, the Mauryan Empire was efficiently run. It was powerfully directed from the centre with the emperor travelling frequently to keep an eye on his officials and keep his people aware of his power. Ashoka employed many officials as well as spies and his government took responsibility for clearing forests to create more farmland, and for extending irrigation to previously unproductive land. Though famines occurred, the people were better off on the whole than previous generations, even though the government liked to tax anything that was taxable, especially land, and also strictly regulated trade. Megasthenes, the Greek, was impressed by the prosperity of the cities he visited and the contentment of their citizens.

- ▶ The conquest of Kalinga c.265BC was a key moment in Ashoka's reign. It changed a conventional successful warrior king, who measured his success by the number of his victories and the territory won, into one of the most thoughtful and moral rulers in history.
- ▶ After Ashoka died, the empire went into sharp decline. Such was its size that it needed gifted rulers, which Ashoka's successors were not. The large army and bureaucracy, and the tax system needed to pay for them proved too burdensome.

P Chandragupta and Ashoka were in their own ways impressive leaders. Pursue the idea of leadership by organizing a class debate with the proposition:

‘Alexander of Macedon is known in history as Alexander “the Great” but the Mauryan emperor Ashoka is not, although the real achievements of both leaders show Ashoka to be the greater.’

Answers to the questions for Chapter 15, Timeline 1

1. Kautilya was the cunning adviser of Chandragupta Maurya who helped him in his rise to power.
2. The Hindu Kush Mountains formed the north-west frontier of Chandragupta’s empire. In 305, to gain the Punjab and Gandhara he defeated Seleucus Nikator, a former general of Alexander the Great, who had ruled these regions since Alexander’s death.
3. Megasthenes was a Greek writer, who lived for a time in Pataliputra and visited the court of Chandragupta. From Megasthenes we learn that Chandragupta was an efficient ruler; he had many spies and expected to be obeyed without question. Megasthenes was struck by the fertility of the Ganga Valley, especially by its cotton and sugar cane, and also by the lack of crime in Pataliputra.
4. When he aged and fell ill, Chandragupta moved to the south of his empire to die among Jain monks. Following Jain teaching, he is said to have starved himself to death.
5. Ashoka conquered Kalinga but with heavy loss of life, which he came to regret greatly and decided to change his ways. He would fight only to defend his people and otherwise rule justly and do his best to reduce suffering within his empire. He also became a Buddhist.
6. Ashoka made clear on his rock and pillar edicts that the main task of his government was to pass good laws, rule justly through honest officials, and allow people to worship as they wished.

Answers to the questions for Chapter 15 in the Workbook

1.1 The correct order of the words is:

Chandragupta, Kautilya, Pataliputra, Mauryan, Asia, Kalinga, dharma, Buddhist

1.2 This is one of the pillar edicts with a message from the emperor inscribed around it.

- 1.3 The Emperor Ashoka had it put up.
- 1.4 He had it put up in order that his subjects could learn how he ruled them and how he wanted them to behave.
- 1.5 It is important to historians as it is one of the earliest written records in South Asia and tells us much about Ashoka's beliefs about how he should rule.

2 Matching dates to events:

c.321BC	the end of Nanda rule
c.300BC	the death of Chandragupta
c.272BC	Ashoka comes to power
c.265BC	the conquest of Kalinga
c.184BC	the end of the Mauryan Empire

- 3.1 'The Beloved of the Gods' is Ashoka.
- 3.2 If you had accepted the gift of 'dharma':
 - a) You would be obedient to your parents.
 - b) You would be generous to your friends.
 - c) You would never kill.
- 3.3 Dharma makes the world a better place to live in for everyone.
- 3.4 The rock edicts are primary sources because they were carved on the orders of Ashoka during his reign.
- 3.5 They were carved on rock as a permanent record of his instructions to his people which they could come and read (or have read to them) at a time suitable to them.
- 3.6 Since they record what he said, they are reliable evidence of Ashoka's intentions as a ruler.
- 3.7 Unusually for the times, Ashoka had a bodyguard of women archers and also employed women as spies.
- 3.8 The emperors used spies for two main reasons: 1) to make sure they knew if anyone was plotting against their rule and 2) to check how well their officials were governing the provinces.
- 3.9 Women might be seen outside the home, farming if the husband had fallen into debt; also a widow of the upper class could get work from the state, spinning yarn.

Chapter 16 **People on the move again: c.184BC–AD320**

The big story is Kanishka and the Kushan Empire, including Gandharan art.

Begin by explaining that the recent events in Afghanistan have caused people to forget how civilized its cities were for more than 2000 years. Kabul, Kandahar, Herat, Ghazni, and Bagram, for example, were all attractive towns existing because of the trade which flowed east and west across Asia to Europe and south into the Indian subcontinent via the Great Silk Route.

From 1979 to 1989, Russia occupied the country and was only driven out after a savage war with irregular Afghan forces supported by the USA. Then followed more troubled years of a Taliban government, which supported the Al-Qaeda movement that was held responsible for the events of 9/11. An American-led invasion in alliance with local warlords then overthrew the Taliban in 2001, but fighting has continued in many parts of the country since then.

During these years, great damage was done to Afghanistan's historic heritage. The Kabul Museum, once one of the great museums of the world, has been shelled and looted. Much of the famous Bagram Treasure, discovered by French archaeologists in the 1930s, has disappeared. Bagram itself, where Kanishka built his palace, became an American air base. The Taliban were fiercely opposed for religious reasons to the portrayal of the human form in sculpture or painting, and hostile to Buddhist statues. Consequently, despite international protests, they destroyed many Buddhist statues including the famous ones of Bamiyan (one 55m, the other 37m tall) which had been carved out of the rock face c.600AD.

► AD120–144: the reign of the Emperor Kanishka, when the Kushan Empire was at its height.

P As a class project, encourage your pupils to research Gandharan art. Gandhara artists flourished in the area from Taxila to Peshawar. Guide and encourage them to discover where in Pakistan the best examples of Gandhara art are to be found and then discuss what features of the Gandharan style make it so popular with art lovers.

Answers to the questions for Chapter 16, Timeline 1

1. The Chinese Emperor Shi Huang Di had turned back the attacks of the Xiongnu people on his north-east border by building the Great Wall of China and by other measures. The Xiongnu turned westwards and drove before them many peoples from Central Asia, some of whom journeyed through the passes into the Indus Valley looking for new places where they could settle.
2. Kanishka was the emperor of the Kushans, one of the people on the move in search of new land to settle. He created an empire which stretched from the River Oxus in Central Asia to the Ganga Valley. Like Ashoka, he ruled a large empire and similarly also favoured Buddhism. However, unlike Ashoka he was a warrior for most of his life and was murdered by one of his generals. We do not know how well he ruled his subjects.
3. Taxila prospered because it stood on a major trade route. Somehow its rulers avoided getting caught up in major wars and encouraged it to develop as a centre of learning. So between c.500BC and c.460AD, it became one of the most civilized cities in the Indus region.
4. In 150BC a new city was built about two miles to the north of the existing one. Planned in the Hellenistic tradition, it was laid out on a grid pattern with a central public area, temples, and a strong defensive wall.
5. Hinayana Buddhism was the earliest and most simple Buddhist school of thought. In art, it taught that the Buddha should only be represented by the imprint of a foot. Later Mahayana Buddhism treated the Buddha as if he was a god and decorated the monasteries with his statues and also scenes from his life.
6. The artists of Gandhara flourished because of the demand from the Mahayana Buddhists. They produced thousands of statues of the Buddha and scenes too from his life. Because of their trading links across Asia, they combined their local techniques with those of the Hellenistic world. The result was sculptures of a style which became very popular c.AD100–500. It remains popular with art collectors to this day.
7. The Great Silk Road was the most important trade route in the Ancient World. It linked China with the Mediterranean via Persia and Mesopotamia. Important routes linked it to the Ganga and Indus valleys.

Answers to the questions for Chapter 16 in the Workbook

1 Filling in the crossword:

Across: 1 = sculpture; 3 = Oxus; 6 = Kanishka; 9 = Ganga;
10 = Buddhism

Down: 1 = Shi-Huang-Di; 2 = Taxila; 4 = Shakas; 5 = Xiongnu;
7 = Huns; 8 = pass

2 Check the accuracy of the pupils' maps.

3.1 The Periplus was written by a sea captain who sailed between Africa and South Asia. It was written c.AD100 to help sailors voyaging in these waters.

3.2 Barbaricum was a market town near the mouth of the River Indus, with a harbour deep enough for ocean shipping. Its port was the site of a thriving import-export trade.

3.3 The Periplus was written to provide accurate information for sea captains sailing back and forth from South Asia. Its aim was to provide accurate information and there is no reason to doubt that it does.

3.4 The Emperor Kanishka made Bagram rich between AD120 and 140.

3.5 The Bagram treasure tells us that the Kushans traded not only with India (ivory) but also with China (ceramics) and the Mediterranean (glass and bronze objects from the Roman Empire).

3.6 Activity: Guide your students through this activity, which can be best done in pairs or as a group project, in small groups of three.

Chapter 17 **The Gupta Empire: c.AD320–500**

The main story is about the rise and fall of the Gupta Empire and its culture.

This chapter provides the opportunity to consider further the concept of a 'golden age'. The Guptas had success in war, prosperity, fine cities, roads and hospitals, impressive centres of learning like Nalanda, great writers like Kalidasa, and mathematicians like Aryabhata. Point out that a 'golden age' tended to be enjoyed only by the noble and educated members of a society. Life for most people, particularly the great illiterate majority scraping a living off the land, did not vary much generation by generation. For most peasants a golden age was when there was food enough and peace.

Aryabhata and other Indian mathematicians and astronomers were advanced for their time. Through contacts with the Hellenistic empires in Western Asia, they knew about Greek thinking on these subjects and developed it further. Aryabhata calculated the value of pi as 3.1416 and the solar year to be 365.358605 days—remarkably accurate measures, bearing in mind the limited instruments at his disposal. He realized that the Earth was a sphere and also that the shadow of the Earth falling on the moon caused eclipses (and not because, as was generally thought, it was the sign of a demon swallowing a planet). Indian mathematicians also created a new number system which spread across the world through Arab mathematicians, replacing the much clumsier Roman system, and remains in use today. They also worked in decimals and, by the 7th century were using zero. The Arabs also developed Indian work on algebra.

► c.375–415: The reign of Chandragupta II—a golden age of peace, prosperity and great art.

P Good topics for group projects are the Buddhist monastery at Nalanda, medicine and science under the Guptas, Kalidasa and early Sanskrit literature, and the Emperor Harsha, who from 606–647 managed to recreate an empire based in the Ganga Valley, but which immediately disintegrated after his death.

Answers to the questions for Chapter 17, Timeline 1

1. a) Fa Hien was a Chinese Buddhist who travelled in the Gupta Empire between 400 and 410.
b) He would have expected the punishment to have been death as it would have been in China.
c) He liked the Gupta Empire. It seemed to him to be prosperous and peaceful with good hospitals and roads.
d) His account is very useful to historians. As a visitor, he was likely to describe things as he saw them, and what he is describing he saw with his own eyes, so he is a primary source.
2. The first three Gupta emperors were successful because they were all good warriors with a strong disciplined army made up of elephants, cavalry, charioteers, and infantry. They also took care not to take on too much. They demanded tribute from kingdoms on the edge of their empire, rather than trying to take complete control of them.
3. a) The Ajanta cave temples contain superb sculptures and paintings. They were Buddhist temples, many dating from the Gupta period, others rather earlier.
3. b) The stupas are large mounds, often encased in stone, which for Buddhists represent the burial place of the Buddha as they contained his relics. Sarnath was one of the most important Buddhist centres in South Asia and the stupa there, which can still be visited, was completed in the Gupta period.
3. c) Kalidasa was a famous poet and playwright of the Gupta period.
3. d) Aryabhata was an outstanding mathematician and scientist, also of the Gupta period.

Answers to the questions for Chapter 17 in the Workbook

- 1.1 Chandragupta I
- 1.2 The Licchavi family
- 1.3 Magadha
- 1.4 Samudragupta
- 1.5 Chandragupta II
- 1.6 A rebellion in Malwa and an invasion by the White Huns
- 1.7 Kalidasa
- 1.8 Aryabhata

2.1 Matching dates with events:

c.320	Chandragupta becomes emperor
c.335–375	the reign of Samudragupta
c.415	the death of Chandragupta II
c.500	Aryabhata studies at the monastery of Nalanda
c.510	the victory of the White Huns at Gwalior

2.2 Timeline activity—the line will be 18cm long, horizontally or vertically, with the year 0 marked at 7cm. It would be useful for teachers to work out timelines in advance in order to guide students accurately.

- 3.1 Fa Hien was a Chinese Buddhist whose main interest was to visit holy Buddhist sites and monasteries in the subcontinent.
- 3.2 He was an observant traveller who noted and recorded all that he saw during his travels and stay in the Gupta Empire.
- 3.3 The evidence of people's well-being was that they were happy and competed with each other; they were generous, and their religious festivals showed an abundance of wealth. The people also showed a sense of responsibility towards the deprived.
- 3.4 Fa Hien recorded first-hand observations and experiences, so his account is valuable for historians.

Chapter 18 **The Roman Republic: 510–31bc**

The big story here is how a republican form of government, the pride of the Romans, eventually fell to the rule of one man, Octavian, nephew of Julius Caesar, and then the emperors ruled Rome for another 500 years.

This is a good opportunity to introduce pupils to different forms of government and the tensions between them.

Like the Greek city-states, the Romans initially had a horror of tyranny. They told their children with pride how they had driven the proud king Tarquin from the city and would never tolerate a one-man rule again.

Explain how the Senate, the consuls, and other key positions in the Roman Republic were all elected; also talk about the checks and balances which were aimed to prevent any one man becoming powerful for too long. Though the rich families usually held the elected posts, they needed the votes of ordinary citizens. Like most elective systems before the secret ballot, there was much bribery and corruption in local elections. Nonetheless, most Roman citizens would have felt that during the Republic, their leaders were representative.

As the empire got larger, it became richer. Some Roman families became enormously rich and used their wealth to build up their power. The legions that made the conquests and the generals who led them, like Marius and Sulla, became very popular; if generals did not respect the republican tradition, they had the force to put themselves in power. First Marius, then Sulla, and then Pompey used their military success to make themselves masters of Rome, but it was Julius Caesar who, many believed, wanted to bring the Republic to an end. His murder prevented that but his nephew succeeded where the uncle had failed.

The truth of the matter was probably that the Roman Empire had become too big to be ruled by the Senate and the people of Rome. It needed the legions to defend its borders and to keep law and order. During the 500 years which divide Octavian, the first emperor, from Romulus Augustus the last, the legions made the emperors. Strong ones controlled the legions, weak ones did not.

However, the tradition of the Roman Republic lived on and has influenced many modern nations. The USA has its Senate and many countries are represented overseas by consuls. There is also a European tradition which goes right back to Ancient Greece and Rome that, in normal conditions, representative government is good and dictatorship, autocracy, and tyranny are bad.

▶ 218–201BC: The Second Punic War between Rome and Carthage. In this desperate struggle, when Hannibal invaded Italy with his elephants, the prize was the control of the Mediterranean. The Romans won in the end and soon their legions were marching in all directions, seizing territory all around the Mediterranean Sea.

▶ c.100–44BC: Julius Caesar—one of Rome’s greatest generals who sought supreme power. Though he was murdered, his nephew Octavian finally ended the Republic and made himself Rome’s first emperor.

P Projects: divide your class into groups and have them first research and then make a presentation about the expulsion of Tarquin, the struggle between the plebs and the patricians, Tiberius and Gaius Gracchus, Fabius Cunctator and Scipio Africanus. The presentations should describe the main events and then explain their importance in the history of the Roman Republic. Information on these figures of Ancient Roman history can be found on the Internet and in the encyclopaedia.

Answers to the questions for Chapter 18, Timeline 1

1. The Romans were very proud of their history and produced many historians like Livy who wrote in detail about their deeds. Later Europeans believed that Ancient Rome and Greece were the greatest civilizations the world had known and based their education on writers such as Livy. These books have not only survived but, over the ages, have been widely read.
2. The Romans fought the Carthaginians during the Punic Wars. It was a significant moment in the history of the Mediterranean since, if the Carthaginians had won, the expansion of Rome into Spain and North Africa, and probably the Eastern Mediterranean as well, would have been halted. The Carthaginians were descended from the Phoenicians (who lived in what is now Lebanon). They were seafaring merchants and a Carthaginian Mediterranean Empire would have been very different from a Roman one.

3. The phrase 'Roman Republic' means that the Roman government of those times believed itself to represent the people. 'Res Publica', from which the word 'republic' is derived, means 'public affairs'. Though the rich were the important people in Republican Rome, almost every public officer was elected, and the rich had to win the favour of ordinary people.
4.
 - a) Sulla was a Roman general, who, following the example of Marius, ignored those rules of the Roman Republic that aimed to prevent one man becoming too powerful, and made himself dictator.
 - b) Julius Caesar was another very successful general who made himself powerful. His enemies feared that he wanted to destroy the Republic so they murdered him on the Ides (15th) of March 44BC.
 - c) Brutus, once a close friend of Caesar, led the plot to murder him. Eventually, Brutus was defeated in battle at Philippi by Mark Antony and Octavian, then committed suicide.
 - d) Octavian was the nephew of Julius Caesar, who eventually defeated all his rivals, including Mark Antony and Cleopatra at the battle of Actium in 31BC. He then made himself the first Roman Emperor, taking the name Augustus.

By his dictatorship, Sulla showed that the Roman Republic's laws could be ignored by a strong man with an army. Julius Caesar did the same and might well have made himself the first emperor if he had not been assassinated. Brutus had more respect for the Republic but was not strong enough to defeat Octavian and Mark Antony. Octavian was a clever and cunning politician who finally destroyed the Roman Republic by making himself emperor, once he had defeated his many enemies.

Answers to the questions for Chapter 18 in the Workbook

- 1 The correct order of the words is:
Tiber, Italy, Carthage, Mediterranean, Punic, 146, legions, Empire, Julius Caesar, Augustus

2 Getting the dates right:

49BC	Julius Caesar crossed the Rubicon and defeated Pompey.
44BC	Julius Caesar was murdered by plotters led by Marcus Brutus.
42BC	Brutus and Cassius were defeated at Philippi by Octavian and Mark Antony
31BC	Actium was a naval battle. Octavian defeated Mark Antony and Cleopatra.
23BC	Octavian became the Emperor Augustus. His uncle was Julius Caesar.

- 3.1 Cleopatra was Queen of Egypt, who fell in love with Mark Antony who was fighting for control of the Roman Empire against Octavian. Mark Antony had been a strong supporter of Julius Caesar and had allied himself with Octavian to defeat Caesar's murderers. However, they had then quarrelled and Mark Antony had allied himself with Egypt.
- 3.2 Brutus committed suicide because he was a good soldier who had won many battles and believed that he had the loyalty of his legions. However, they deserted him and with no hope left, suicide was a soldier's way out.
- 3.3 Octavian wished to keep Cleopatra alive because he wished to parade her, triumphantly, as a captive through the streets of Rome. She wished to die, partly to avoid such humiliation, partly because she was losing Egypt to the Romans and partly because her beloved Mark Antony was dead.
- 3.4 She killed herself by being stung by an asp, a small but deadly snake, which had been smuggled into her apartment in a basket of figs.
- 3.5 Though Plutarch wrote more than a century after the death of Cleopatra and is a secondary source, he used other sources which had been written much closer to that time. Plutarch is known to have been a careful historian who checked and double-checked his sources, so his account is likely to be close to what actually happened.

Chapter 19 **The Roman Empire: 31BC–AD180**

The main story is about the nature of Roman civilization, its achievements and its harsher side. Pupils will respond well to an approach which brings out the contrasts of the Roman Empire.

On the positive side there is the Pax Romana which lasted nearly 200 years from AD31 to 180 when able emperors and provincial governors, supported by a disciplined army, kept their huge empire at peace. This was an urban civilization with many pleasant towns and cities of which Pompeii was a good example. With their forums, amphitheatre, baths, theatres and, for the better-off citizens at least, spacious, well-built and well-drained homes, this was an advanced civilization.

► An important characteristic was the great engineering skills of the Romans. Their roads were built so that soldiers, messengers, and merchants could move speedily from Rome to every corner of the empire. In Rome itself, the Emperor Augustus erected a golden milestone from which distances along the main roads were calculated. So well did the Romans engineer their roads that their skills were not overtaken in Europe until the 19th century and many main roads still follow the path first laid down by the Romans. For example, the A5 main road in the UK, sometimes known as Watling Street, runs mainly straight north-west from London, along the path of a road built by Roman engineers 2000 years ago.

Then there are buildings so skilfully built that they still stand today; for example, the aqueducts outside Rome, the theatre of Leptis Magna on the coast of North Africa, the street of columns in Palmyra (in modern Syria), Hadrian's Wall in Britain dividing the empire from the wild tribes to its north, and then in Rome itself the huge Colosseum, the entertainment centre of the city with its gladiators and wild animal shows.

However, there was a dark side to this achievement. Those who enjoyed the Pax Romana had life and death control over innumerable slaves, mainly the captives won in the many wars of conquest and their descendants. One rich nobleman had 4000 slaves, many households had at least ten, and most free Romans would have one or two. Shops, workshops, quarries, mines—all these would have slaves to work them

and the conditions of their lives depended mainly on the attitudes of those who owned them.

P Good subjects for individual or group projects on the Roman Empire are the following: women's lives, slavery, education, buildings, public baths, roads, ships, and legions.

Answers to questions for Chapter 19, Timeline 1

1.
 - a) It is the tomb of Claudia.
 - b) She had two children, one of whom died before she did.
 - c) She loved her husband, bore children, walked and talked pleasantly, tended the house and spun wool.
2. Most Roman men expected their wives to act as Claudia had done. The politicians expected their wives to be good hostesses and support their and their sons' careers in a quiet, dignified way. They would have approved of Cornelia Gracchus, the mother of Tiberius and Gaius Gracchus, for these reasons. Many, though, would not have approved of Julia Domna. She was too obviously powerful. They believed that if women were to influence their men, they should do it behind the scenes, and certainly not go on military campaigns.
3. Good examples are the Pont du Gard for its size and design, carrying a huge amount of water daily into the city of Nemausus (Nimes). The Pantheon in Rome is also an excellent example of Roman skill in using concrete and building domes.
4. Pupils will write varied essays in answer to this question. Assess them on their ability to recreate the lives of Romans such as in Pompeii and compare their quality of life with that of other civilizations studied and with their own.

Answers to questions for Chapter 19 in the Workbook

1.
 - a) The first Roman Emperor was Augustus.
 - b) Nero was an early emperor who committed suicide, having murdered members of his family including his mother and two of his wives.
 - c) Julia Domna was the wife of the Emperor Caracalla.

- d) An important aim of education was to create good public speakers.
- e) The Pantheon is now a church in Rome but it was built originally as a temple by the Emperor Hadrian.
- f) The Pont du Gard is an aqueduct in the south of France, built to carry water to the city of Nimes.
- g) Spartacus was a gladiator who led a gladiators' revolt in 71BC. After the revolt was crushed by the legions, thousands of slaves including Spartacus were crucified.

2 Matching dates and events:

AD14	the death of the Emperor Augustus
79	the eruption of Vesuvius
96	Emperor Nerva begins Rome's 'golden age'
180	the death of Emperor Marcus Aurelius

- 3.1 The Younger Pliny was at Misenum, very close to Vesuvius.
- 3.2 Pliny and his mother left Misenum to save their lives as they were too close to the eruption. The volcano erupted and ashes rained down on the town.
- 3.3 They shook off the ashes to avoid being crushed by their weight.
- 3.4 The Younger Pliny is a primary source as he has recorded his direct experience.
- 3.5 Pompeii was buried mainly by ash and stones falling upon it as a result of the eruption of the nearby volcano Vesuvius.
- 3.6 The large public space is the forum, theatres, the basilica or law courts and part of the palaestra, an enclosed open space for games and relaxation.
- 3.7 The other evidence the artist would have used is the excavated town from which he would have learnt the layout of the city. He would also have seen the remains of other Roman buildings like temples and basilicas, either as ruins or as pictures in books.
- 3.8 The pupils' answers will vary. Assess them on their use of evidence about Pompeii and how they relate it to the artist's reconstruction.
- 3.9 Activity: using the artwork in the textbook and the map in the workbook, students can use their imagination to write this. However, this activity can be optional.

Chapter 20 **Christianity and the End of the Roman Empire**

The two big stories at this point are:

- the rise of Christianity
- the decline and fall of the once-powerful Roman Empire.

Why the western half of the Roman Empire collapsed has been debated by historians ever since Edward Gibbon's famous 'Rise and Fall of the Roman Empire' was published between 1775 and 1788. Modern historians have identified many reasons. Rivalry for the throne frequently weakened the empire by civil war. The population, hit by plague and famine, declined in number. Poor economic policies of the imperial government damaged trade and lowered the standard of living, particularly in the towns. Dangerous tribes crowded on the imperial frontiers, pushed there by other peoples on the move in Asia. Perhaps the most damaging decision made by a succession of emperors was to invite some of these 'barbarian' people to fight for the emperor. In return, they were paid and many settled within the frontiers. Once settled within the borders, others flocked to join them, finding the emperors too weak to expel them.

Gibbon argued that Christianity was a cause of the decline. Christians, he argued, spent too much time thinking about life after death and not enough about how to deal with their enemies in this life. Modern historians are not really persuaded by this argument: they point out that the Roman Empire in the East was just as Christian but fought off its enemies for nearly a thousand years longer.

► 306–37: the Reign of Constantine the Great during which he became a Christian. This was a very significant moment not just for Europe but for the world. Christianity, having been for most of its first 1300 years a religion for the poor and powerless, became the official religion of one of the most powerful empires in the world. Though the western half of this empire was to crumble away, Christianity became so well established in Europe in the 4th and 5th centuries that it grew ever stronger. In Western Europe, where the Roman Empire had disappeared by the end of the 15th century, the Bishop of Rome—the Pope—came to be regarded as the head of the Church, and also a person of political influence.

P Researching and making presentations of the following will help pupils to understand what was happening as the Roman Empire in the West declined:

Alaric and the Sack of Rome, Attila the Hun, Stilicho, Flavius Aetius, Galla Placidia, the attacks of the Angles and Saxons on Britain.

Answers to the questions for Chapter 20, Timeline 1

1. To begin with, Christianity attracted mainly poor people in the empire and slaves. It gave dignity and hope, with a belief in life after death. From time to time, Christians were cruelly treated by the imperial government. The Emperor Nero, for example, had them publicly thrown to wild animals in the Colosseum. Many more died in the persecutions of Decius and Diocletian.
2. Constantine told his followers that he was converted to Christianity by seeing the sign of the cross in the sky just before the battle which won him control of the empire.
3. Once the emperors became Christian, then Christianity became much more important. The emperor and nobles gave its bishops and priests much land, and the Church took control of most education. Consequently, Christianity became the religion of most inhabitants of the Roman Empire; when the Western empire collapsed in the 5th century, Christianity survived and its leaders kept the religion going in Europe and also later spread it to other parts of the world, notably North and South America.
4. The Roman Empire in the West collapsed because of the series of attacks from peoples moving into Europe from Asia, notably the Ostrogoths, Visigoths, and Vandals, who were too strong for the emperors to withstand.

Answers to the questions for Chapter 20 in the Workbook

1.1 Crossword answers:

Across: 1 = Constantinople; 6 = Peter; 11 = Diocletian; 12 = Helena

Down: 1 = Constantine; 2 = Attila; 3 = Nero; 4 = Pilate; 5 = Pope;

9 = West; 10 = capital

2 Matching dates and events:

64	the persecution of Christians by Nero
306	Constantine becomes emperor
325	the First Great Council of the Christian Church at Nicaea
410	the Romans leave Britain
476	Odoacer ends the reign of Romulus Augustus

- 3.1 Christians were being arrested because they refused to worship statues of the emperor, which was then required of all citizens of the Roman Empire.
- 3.2 All she had to do to free herself and her baby was to make a sacrifice to the emperor. Her father pleaded with her to carry out this action for him and her baby but she refused to do so because that would mean denying her Christian beliefs.
- 3.3 She got the strength to act as she did because her Christian faith convinced her that God would protect her.
- 3.4 In the long run these persecutions probably strengthened Christianity rather than weakened it, as those who went to their death became Martyrs, and inspired others to become Christians too.

Chapter 21 **The Qin and Han dynasties of China: 221BC–AD618**

The big story in China is the Han Empire, its rise, fall, and achievements.

The Han and Roman Empires were contemporary and had many similarities. The early Han Empire, the Western Han, was a golden age, not unlike the Pax Romana. Han emperors like Wudi had created a large empire which then prospered for many years. His capital Xian was probably larger and more impressive than Rome and, after pushing its frontiers to their furthest extent ever, he enabled trade and culture to thrive. There were other fine cities too, the roads kept in good repair, and the Silk Road linked China to the Roman Mediterranean. Artists were respected and superb jade, ceramics, and bronze sculptures survive from this period. The Han Empire was a time of technological progress. The first paper was manufactured, and steel too. As well as history, poetry and philosophy flourished too.

However, like Rome, there was a dark side, the worst being the treatment of the peasantry. Under the later Han emperors, the imperial authority weakened and that of the nobility increased. There were many small local wars in which the peasantry were too often the innocent victims. As well as drought, famine, and oppressive public works, the burden of taxation became oppressive. The great peasant rebellions of the later Han period indicate the desperation that the bulk of the Chinese population felt when the educated and landlord classes lived very comfortably.

► 141–87BC: the reign of the Emperor Wudi. In his long reign of fifty years, he took Han civilization to its height.

P Good topics for further research are: the condition of the peasantry, the condition of women, Emperors Shi Huangdi and Wudi, the Empress Wang and the historian Sima Guang.

Answers to the questions for Chapter 21, Timeline 1

1. a) Life was hard for the peasants because they worked endlessly to look after their families and friends; yet they were always in fear that they would be ruined by famine or drought.

- b) Cruel officials made their life even harder by demanding taxes at the wrong time or changing the regulations which peasants had to obey.
 - c) Peasants could be called at any time either by the emperor himself or one of his officials to work on an imperial project; for example, the Emperor Shi Huangdi forced hundreds of thousands of peasants to work on his Great Wall of China. We also have evidence of three huge peasant rebellions, one in AD18, another in 184 and a third in 221.
2. We have evidence that the emperors and nobles lived in luxury, from the description of their homes and palaces in cities like Xian; from the objects found in their tombs (like Shi Huangdi's terracotta warriors), and by the luxury goods traded along the Great Silk Road.
 - 3a Shi Huangdi founded the Qin dynasty. He ruled his country with an iron fist, making his people obey the most detailed orders. He had all his most powerful nobles move with him to Xian where he could keep an eye on them, and had the immense Great Wall of China built to keep raiders from the north out of his empire.
 - 3b Wudi was the greatest of the Han emperors. He ruled for more than fifty years, defeated the Xiongnu in the north and extended the empire to include parts of what is now Vietnam and Korea. Under his rule, trade increased and the country prospered, especially the emperor, his officials and the nobility.
 - 3c Sima Guang was the historian at Wudi's court. Though he lost favour with the emperor and was harshly punished, he continued writing his 130-chapter 'Historical Records' which told the history of China from the earliest times to his own day. (He died c.90BC.) Sima Guang is one of the world's greatest historians, taking great care to stick as closely to the facts as possible and, when he is expressing an opinion, to make sure that his readers know that he is doing so.

Answers to the questions for Chapter 21 in the Workbook

1.1

- a) The Qin dynasty gave its name to China as it was formerly pronounced Chin.
- b) Shi Huangdi ordered the building of the Great Wall of China.
- c) He had terracotta models of his army buried with him.

- d) The end of the Qin began with a revolt of the peasantry.
- e) The Emperor Wudi drove the Xiong-nu out of China.
- f) Sima Guang was an outstanding historian in the Wudi era.
- g) The Empress Wang helped Wang Mang to the throne.
- h) Gaozu was the founder of the Han dynasty.

2 Matching dates and events:

210BC	the death of the Qin Emperor Shi Huangdi
147–87BC	the reign of the Han Emperor Wudi
90BC	the death of the historian Sima Guang
AD18	the 'Red Eyebrows' peasant uprising
AD221	the final end of the Han Empire

- 3.1 The ground floor would be used for animals, the middle floor for family and servants, the upper floor for family and also as a watchtower.
- 3.2 Its tower shape made it easier to keep secure from robbers and other enemies.
- 3.3 Expect varied answers and assess according to the ability of the pupils to work out what living in such a home would have been like.
- 3.4 Han nobles, like the Egyptians, buried in their tombs objects which would help them live, in afterlife, to the standard of living they were accustomed to. For this reason these models are likely to show accurately what the homes were actually like.

