



JOURNAL OF THE ASIA EDUCATION  
TEACHERS' ASSOCIATION

# ASIA

Volume 46, No 1 September 2018



Celebrating 40 Years – Valuing cultural diversity and promoting  
intercultural understanding in a networked world





## Mission Statement

AETA, a voluntary non-profit organisation, dedicates itself in this Mission Statement to endeavour to:

1. promote Asian Studies in Australian schools whether as a separate discipline, or as part of studies in other disciplines;
2. publish a journal dedicated to providing appropriate input about Asia to school teachers, as well as being a forum for the dissemination of ideas for improving Asian Studies in Australian schools;
3. publish resources which can be helpful in teaching about Asia in Australian schools;
4. promote and/or participate in conferences, seminars, or other discussions which are aimed at promoting Asian Studies or enhancing their quality
5. make representations to governmental or other bodies regarding Asian Studies courses or their content in school curricula;
6. make representations to tertiary institutions regarding Asian Studies in tertiary courses, particularly for teacher education; and
7. disseminate news about this Association's activities and its views about Asian Studies education through the media and through specialist newsletters and journals.

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Contributions to the Asia Education Teachers' Association journal are most welcome. For policy guidelines for submission of articles to the AETA journal go to – [www.aeta.org.au/journals](http://www.aeta.org.au/journals).

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# ASIA

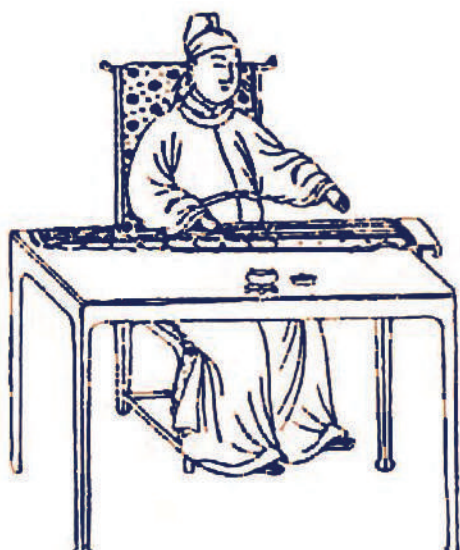
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# From the Editor's Desk



This Journal will focus on History with programs and units from Stages 3 to 5.

We have included pieces for the classroom such as how to use picture books in the teaching of History, an introduction to Stage 4 History and a scaffold for Learning from Objects.

There is an extended teaching unit on the Black Death by Dr Susan Bliss which slots nicely into The Ancient to the Modern World. [Depth study 4B and 6B.]

European Explorers in Asia and Colonial Immigration are useful for Stage 3 along with a short unit on Korea.

Jill Carroll has provided several programs and Study guides: Ancient China, Japan under the Shoguns and one on Australia and the Vietnam War.

Thank you to all of our regular contributors including Ross Mackay. We value the hard work and generosity of all involved.

By Di Dunlop [Editor]



A painting by the swordsman Musashi.

*Valuing cultural diversity and promoting intercultural understanding in a networked world*







# VALUE OF USING Picture Books IN HISTORY

By Department of Education

Source: <https://pixabay.com/en/comics-read-picture-cover-book-2589659/>

## Why use picture books in history teaching and learning

*'There is a magic in books that remains unsurpassed by any other medium. Story is one of the most powerful ways we can find out about the world - and the best stories leave us with more questions than answers.'* Kath Murdoch, education consultant (2015)

Through the ages, illustrations, oral telling, pictorial and written texts have been used to communicate stories of the past. Just as archaeologists and historians study sources such as rock art, hieroglyphics, illuminated manuscripts and illustrated journals, students today can learn about the past through picture books, in addition to other source materials.

In history teaching and learning, picture books can:

- provide a hook for historical inquiry
- breathe life into historic events
- trigger imaginings of people and their lives
- convey varying perspectives
- build empathy and understanding.

Picture books put the people, and their stories, into history. They provide visual representations that can engage students' imaginations and open their minds to historical inquiry. Students can connect to characters and 'walk in their shoes', building understanding and empathy of past actions and events.

## How to use picture books in the historical inquiry process

Picture books can be used in the historical inquiry process as a:

- stimulus to engage students and provoke questioning and inquiry
- source of information: secondary if a retelling, or primary if a personal recount
- resource for the exploration of historical concepts
- tool for practising historical inquiry skills
- model of an historical narrative.

## Shared and personal reading

Share the first reading of a picture book in a comfortable space and enjoy the book in its entirety. Define culture-specific words and unfamiliar words. Revisit the illustrations and re-read the book with interpretations and explanations. Having available a class set, or several copies, enables students to actively engage with the book. If copies of books are not available in your school or local libraries, there



may be video readings on You Tube or Vimeo. Single books, or class sets, may be also available for loan through the Department of Education's Henry Parkes Equity Resource Centre.

### Stimulus for inquiry

Picture books can introduce students to the unfamiliar, or to the familiar, in a new light. They can introduce new ideas, challenge understandings and perspectives, and can lead students to want to 'keep asking and delving deeper' (Murdoch, 2015). For instance, whilst *The Fabulous Friend Machine* by Nick Bland provides a contemporary perspective of mobile phone use, it can raise questions on past communication devices and launch an inquiry into the impacts of changing communication technologies.



Historical fiction authors often search out the little known stories of the past that spark interest and inquiry. For instance, *Mustara* by Rosanne Hawke and Robert Ingpen, tells the story of the Afghan cameleers' significant contribution to exploration and trade in Australia's inland, whilst introducing Muslim practices to Australia.

### Secondary source of information

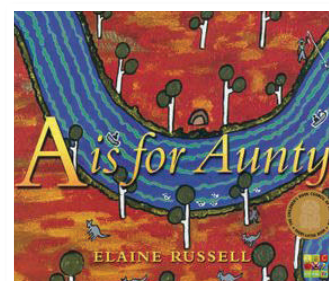
Historical fiction is a secondary source of information. Groce and Groce (2005) point out that students should be made aware of historical fiction as a genre, which Greenwood (undated) describes as 'faction': the blending of historical fact and fiction. Author Jackie French (undated) warns us that historical fiction can 'mislay the truth' and often 'change history to make a better story'.

When using picture books as a source, students can verify facts by locating and comparing secondary and primary sources. For instance, *The Most Magnificent Mosque* by Ann Jungman and Shelley Fowles, is a lighthearted account of significant events in the history of Cordoba in Spain. There are inaccuracies in the text that provide students with opportunities to contest the story and representations in the illustrations.

Students also need to be aware of perspectives that inform authors, for example, Eurocentric viewpoints in books relating to the early colonisation of Australia. Students should also be aware of changes in terminology in reference to Aboriginal and Torres Strait Islander peoples. In their own discussions, writing and role plays, students should use respectful and appropriate terminology rather than now offensive language of the past.

### Primary source of information

Picture books written as a recount by an author provide a primary source of information, an oral history. For instance, *A is for Aunty* by Elaine Russell, and *Remembering Lionsville* by Bronwyn Bancroft, recount the authors' childhoods: Russell's on an Aboriginal mission at Murrin Bridge in central NSW, and Bancroft's in the country in northern NSW. In these types of texts, the backstories are also important sources of information.



### Historical concepts resource

Illustrations in picture books can describe the significance of people or events and provide concrete depictions of cause and effect. By 'stepping into' the illustrations, students can empathise with characters affected by events. Often written through a child's perspective, students can make connections to their own lives and deepen their understandings. For instance, in *Memorial* by Gary Crew and Shaun Tan, a young boy converses with his grandfather on the significance of the town's giant memorial fig tree. On a reading to students in one Stage 2 class, there was an audible gasp at the



wordless illustration representing the loss of the tree.

Through the interplay of words and images in a picture book, varying perspectives can be portrayed. For instance, in *One Minute's Silence* by David Metzenthen and Michael Camilleri, the perspectives of both the Australian and Turkish soldiers who faced each other at Gallipoli are cleverly represented.

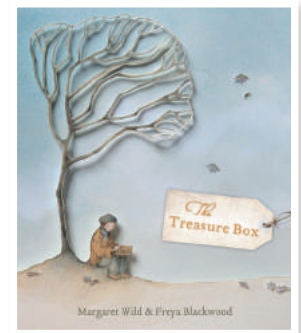
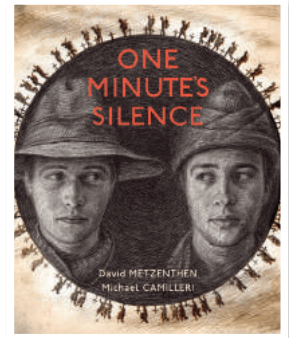
### Historical inquiry skills practice

Providing visual representations of people, places and events, picture book illustrations can be analysed using strategies used for analysing photographs and prints. These include See-Think-Wonder or Observe-Reflect-Question (Library of Congress, undated). Using visual literacy strategies, and source analysis skills, critical analysis of illustrations enables students to consider the purpose and perspective of the creators as well as extract hidden meaning. For instance, *The Treasure Box* by Margaret Wild and Freya Blackburn, contains many layers of information. On close examination, with Google Translate at hand, the torn word collages in the illustrations contain additional information and intertextual references that add depth and meaning.

French (undated) states that some historical fiction authors are lazy in their research, relying on secondary sources, rather than going back to the primary sources, which she says should be investigated. Greenwood agrees, stating that he also immerses himself in the places of his characters. As such, picture books provide an opportunity for students to critically analyse, interrogate and contest explanations and interpretations.

### Historical narrative model

Picture books provide examples of historical narratives that explain and communicate historical information. They are the culmination of research, the drawing out of details, the embodiment of people and the multisensory description of places. An extremely valuable tool for history teaching and learning, picture books put the 'story' into history, communicating historical material in a way that students understand.





# Mooncakes by Loretta Seto and Renne Benoit

## Stage 2 – Community and Remembrance



### Synopsis

Told through the eyes of a young girl, *Mooncakes* tells the story of a Chinese family's traditions in their celebration of the annual Chinese Moon Festival. Interwoven are the three ancient Chinese tales associated with the Moon Festival: Chang-E, the woman who lives in the moon; Wu-Gang, the woodcutter; and Jade Rabbit.

### Historical concepts and ideas

Continuity and change; Perspective; Significance

The significance of the Chinese Moon Festival and how it is celebrated by Chinese families. Traditions and ancient tales associated with the Chinese Moon Festival.

### English concepts

Context; Intertextuality; Point of view

### Selected syllabus content

#### Celebrations and commemorations in other places around the world

Celebrations and commemorations in other places around the world; for example, Bastille Day in France, Independence Day in the USA, including those that are observed in Australia, such as Chinese New Year, Christmas Day, Diwali, Easter, Hanukkah, the Moon Festival and Ramadan (ACHHK064). Students:

- identify global celebrations and commemorations, including those of the major world religions
- describe the origin of these celebrations

### Engaging with the text

Share the book with the students, providing time for students examine the details within the illustrations.

Making connections: Text to text – texts about Chinese New Year and traditional tales from other places. Text to self – What national and global events does your family celebrate? What family traditions are a part of your celebrations? Text to world – Chinese grocery stores, Chinatown, Chinese festivals.

When is the Chinese Moon Festival? What are its origins and how is it celebrated? What is the significance of the ancient tales woven through the text?

### Cross curriculum links

**English** – Grammar: similes. Visual literacy: symbolism of circles. Intertextuality.

**Geography** – Places are Similar and Different: Australia's neighbours

**Visual arts** – Decorated paper lanterns

**Asia and Australia's Engagement with Asia** – Celebrations and commemorations

### Supporting texts and resource links

Lin Yi's Lantern by Brenda Williams and Benjamin Lakombe (PRC K–2)

Ramadan Moon by Na'ima B. Robert and Shirin Adl (PRC 3–4)

The Most Beautiful Lantern by Sally Heinrich (PRC 3–4)

Fang Fang's Chinese New Year by Sally Rippen

Long Long's New Year by Catherine Gower and He Zhihong

[What are mooncakes?](#) ABC Splash



## Mooncakes - Learning Snapshots

**Continuity and change in Moon Festival celebrations**

**What are the origins of the Moon Festival and how is it celebrated?**

Source 1: *Mooncakes* by Lorretta Seto and Renne Benoit

Source 2: [Cabramatta Moon Festival](#), Fairfield City Council

The Moon Festival, also known as the Mid-Autumn Festival, is celebrated on the fifteenth day of the eighth month of the lunar calendar. Re-read Source 1 to the students. What were the family's Moon Festival traditions?

Students use Sources 1 and 2, and their own experiences and research, to complete Table 1. Students analyse the similarities and differences in the Moon Festival celebrations across time and place.

**Table 1: Chinese Moon Festival**

	Present	Present	Past
Place	Chinese family at home	Australian city today	Origins in China
Practices			
Food and drink			
Decorations			
Source	Mooncakes by L Seto and R Benoit	<a href="#">Cabramatta Moon Festival</a> , Fairfield City Council	

Image: Mooncakes. Public domain

**Moon Festival symbolism**

**What symbolism is embedded in Moon Festival celebrations?**

In Chinese culture, a circle symbolises unity and oneness. The Moon Festival celebrates the moon at its most round and is celebrated together as a family, eating circular mooncakes and the hanging of round lanterns.

Re-read Source 1, analysing the use of circle shapes in the illustrations, eg mooncakes, lanterns, teapot, teacups. How does this enhance meaning in the text?

Students research the Chinese symbolic meaning of the moon, mooncakes, lanterns and Chinese tea drinking. They explain the significance of each in Moon Festival celebrations.

**The moon and other celebrations and commemorations**

**What is the moon's significance to other global celebrations and commemorations?**

Working in jigsaw groupings, students undertake research into either Ramadan, Chinese New Year, Easter, Rosh Hashanah or Diwali. Alternatively, school community members may be available to speak to the students about these events.

Students record information on: the origin of the commemoration or celebration; its annual date and how the date is determined; the cultural or religious significance of the event; the key features of the celebration or commemoration, and symbolism linked to the event.

Students create a visual presentation to communicate their information to the other students in their jigsaw group.

Image: Ramadan symbol. Public domain

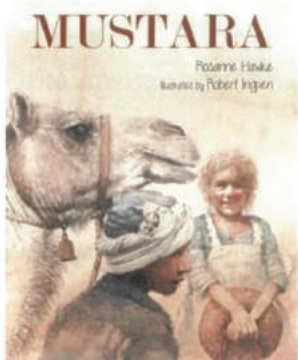
**Celebrating together**

**How do overseas families celebrate national commemorations or celebrations?**

Students use a graphics app to create a digital poster advertising a significant commemoration in another country, eg Bastille Day, Independence Day, Canada Day, German Unity Day. The poster should include photographs of the event, the date of the event, icons and symbols that relate to the event, and a brief statement explaining its origins.




## Mustara by Rosanne Hawke and Robert Ingpen

Stage 3 – The Australian Colonies	
	<p><b>Synopsis</b></p> <p><i>'Every day Mustara and Taj look out onto a sea of yellow-red dust and stones. The sand rolls and shifts.'</i></p> <p>Set in Australia's vast and harsh inland in 1875, <i>Mustara</i> is the story of Afghan cameleers, colonial settlers and inland explorers. Mustara is a young camel being trained by a cameleer who supplies camels to inland explorers. In a suffocating dust storm he proves his worth and joins the string of camels on the inland expedition led by colonial explorer, Ernest Giles.</p> <p><b>Historical concepts and ideas</b></p> <p>Cause and effect; Perspectives; Empathetic understanding; Significance</p> <p>Role and significance of camels and cameleers in inland colonial exploration. Preparations for inland exploration by Ernest Giles. Beginnings of Muslim practices and influences in Australia.</p>
	<p><b>English concepts</b></p> <p>Character; Context; Narrative</p>
<p><b>Selected syllabus content</b></p>	<p><b>Significant colonial individuals or groups</b></p> <p>The role that a significant individual or group played in shaping a colony; for example, explorers, farmers, entrepreneurs, artists, writers, humanitarians, religious and political leaders, and Aboriginal and/or Torres Strait Islander peoples (ACHHK097). Students:</p> <ul style="list-style-type: none"> <li>use a range of sources to investigate the role of a particular man, woman or group and the contributions each made to the shaping of the colony</li> </ul>
<p><b>Engaging with the text</b></p>	<p>Share the book with the students, showing just the illustrations for the first reading.</p> <p>Practise source analysis skills by asking: Where is the story set? In what time period? Who are the people? What are their roles? How do you know? What evidence is provided in the illustrations?</p> <p>Making connections: Text to text – Does it remind you of another story? Text to self – Have you seen or ridden a camel? Have you been to the desert? Text to world – travel advertisements to Uluru, Alice Springs and the Kimberley region.</p>
<p><b>Cross curriculum links</b></p>	<p><b>English</b> – Grammar: noun groups, descriptive verbs, similes. Narrative structure.</p> <p><b>Geography</b> – A Diverse and Connected World: Global connections</p> <p><b>Science and Technology</b> – Living World: structural features and adaptations for surviving in environments</p> <p><b>Intercultural understanding</b> – Richness and reasons for Australia's multicultural society</p>
<p><b>Supporting texts and resource links</b></p>	<p>Kick it to Me by Neridah McMullin and Peter Hudson (PRC K–2)</p> <p>Sam, Grace and the Shipwreck by Michelle Gillespie, Sonia Martinez (PRC 3–4)</p> <p>Young Murphy by Gary Crew and Mark Wilson (PRC 5–6)</p> <p>Inside the World of Tom Roberts by Mark Wilson</p>



## Mustara - Learning snapshots

	<p><a href="#">History of the Muslim Cameleers of Australia</a>, ABC Compass, (G'Day Mate)</p> <p><a href="#">Mustara: Teachers' Notes</a>, Lothian Books</p>
<p><b>First camels and cameleers</b></p> 	<p><b>When and why were camels first brought to Australia?</b></p> <p><i>'Taj helps his father train the camels that bring supplies up from Port Augusta and go with explorers on expeditions.'</i></p> <p>Source 1: <i>Mustara</i> by Rosanne Hawke and Robert Ingpen</p> <p>Re-read Source 1 and identify the features and elements of the landscape. How are camels suited to desert areas? How did Taj train Mustara? How did Mustara prove he was worthy of joining the camel train and harsh desert conditions?</p> <p>Source 3: <a href="#">Afghan cameleers in Australia</a>, Australian Government</p> <p>Guided by the illustrations in Source 1, discuss the difficulties of early explorers travelling with horses and wagons. Could they withstand a blinding duststorm?</p> <p>Students use Source 3 to outline when and why camels were first brought to Australia. They use the 1846 and 1858 quotes in Source 3 to state what camels could specifically achieve as the 'solution to the problem'. Students role play a conversation between Taj and his father on the suitability of camels to the inland.</p> <p>Image: <a href="#">Camel team</a>, c.1900 (B18687). Public domain. State Library of South Australia</p>
<p><b>Afghan cameleers in Australia</b></p>	<p><b>How were the Afghan cameleers significant to Australia's development?</b></p> <p><i>'It is estimated that from 1870 to 1900 alone, more than 2000 cameleers and 15,000 camels came to Australia.'</i> (Source 3)</p> <p>Using Source 3, students:</p> <ul style="list-style-type: none"> <li>• list the role of cameleers in servicing early infrastructure projects</li> <li>• list the countries from which the cameleers came</li> <li>• outline the challenges faced in their daily lives and how they overcame them</li> <li>• provide a brief biography of cameleer Abdul Wade</li> <li>• outline the significance of cameleers to the development of Australia.</li> </ul>
<p><b>Records of the cameleers</b></p>	<p><b>Who were the Afghan cameleers?</b></p> <p>View the image of Taj and his father in Source 1, noting their clothing. Discuss how the illustrator, Robert Ingpen, gained information on the clothing of the time.</p> <p>Source 4: <a href="#">State Library of South Australia, cameleers</a></p> <p>Students use Source 4 to locate and collect four to six images of Afghan cameleers and their camels in Australia to 1905. They collate and label the images using either a collage app, an annotated slide show, or by printing and annotating.</p>
<p><b>Inland explorers</b></p>	<p><b>Who were the early inland explorers and what were their expeditions?</b></p> <p><i>'The string of camels sets out on the expedition, led by Mr Giles...'</i></p> <p>In Source 1 we are introduced to explorer, Ernest Giles. In 1875 he crossed the western half of Australia from Port Augusta to Perth, and then returned in 1876 to make it a double crossing.</p> <p>Students undertake research into a colonial inland explorer/s and outline their most significant expedition. They include primary sources such as images or journal</p>

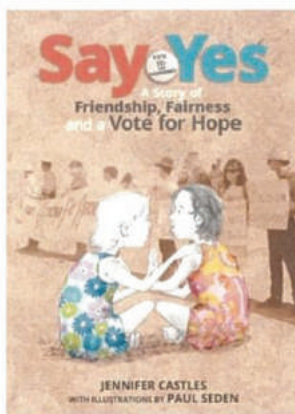




entries, a map of their journey, and a statement of their contribution to the development of the colony. Students take on role as their explorer to present their story to the rest of the class.

Image: [Burke and Wills Expedition, Samuel Thomas Gill, c.1860-61](#) (cropped). Out of copyright. Mitchell Library, State Library of NSW

### Stage 3 – Australia as a Nation



#### Synopsis

Centred around two young friends, this is a story about the Constitutional restrictions imposed on Australian Aboriginal people prior to the 1967 Referendum. Included in the story is the lead up to the Referendum and its successful outcome in changing the law to enable improved rights for Aboriginal people. Notes: 1. This book contains images and names of Aboriginal and Torres Strait Islander people who have passed away. 2. Reference to Aboriginal people in the primary sources uses terminology of the time but is now inappropriate.

#### Historical concepts and ideas

Continuity and change; Cause and effect; Empathetic understanding; Significance  
Status and human rights of Aboriginal and Torres Strait Islander people prior to the 1967 referendum. Impact of the constitutional amendments on rights and freedoms.

#### English concepts

Authority; Context; Intertextuality

#### Selected syllabus content

#### Experiences of democracy and citizenship

Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal people and/or Torres Strait Islanders, migrants, women and children (ACHHK114). Students:

- examine Australian human rights, past and present, affecting Aboriginal and/or Torres Strait Islander peoples, migrants, women and children
- explain how Australian society has changed throughout the twentieth century for these groups
- investigate the significance of ONE of the following in the struggle for the rights and freedoms of Aboriginal and Torres Strait Islander peoples: the Stolen Generations, the right to vote federally in 1962, the 1967 Referendum, the Mabo decision

#### Engaging with the text

Share the book with the students, firstly as a blind reading so students can make inferences about the context. Read the text a second time, with the illustrations.

Making connections: Text to text – texts about human rights, eg *The Burnt Stick* by Anthony Hill. Text to self – difference and diversity in friends. Text to world – decision making in government, plebiscites, postal votes and referendums.


How does this book make you feel? What do you wonder about after reading it?

#### Cross curriculum links


**English** – Visual literacy: salience, colour, demand, intertextuality, layout.

**Aboriginal and Torres Strait Islander histories and cultures** – Aboriginal people's initiatives and responses to key government policies




<b>Supporting texts and resource links</b>	<p>Stories for Simon by Lisa Miranda Sarzin and Lauren Briggs (PRC 3–4)</p> <p>Stolen Girl by Trina Saffioti and Norma MacDonald (PRC 3–4)</p> <p>The Burnt Stick by Anthony Hill and Mark Sofilas (PRC 5–6)</p> <p>Solid Rock by Shane Howard and Peter Hudson (PRC 5–6)</p> <p>Idjhil by Helen Bell (PRC 7–9)</p> <p><a href="#">1967 Referendum Unit of Work</a>, Collaborating for Indigenous Rights, NMA</p>
<b>Human rights</b>   <p>Source 2</p>	<p><b>What restrictions were placed Aboriginal and Torres Strait Islander people?</b></p> <p><i>'But the pool man says NO. Mandy's not allowed in. It's the law.'</i></p> <p>Source 1: <i>Say Yes: A Story of Friendship, Fairness and a Vote for Hope</i> by Jennifer Castles and Paul Seden</p> <p>Source 2: <a href="#">Student Action for Aboriginal people, protest outside Moree Artesian Baths, 1965</a>. In copyright: may be copied for educational purposes. Mitchell Library, State Library of New South Wales and Courtesy Tribune / SEARCH Foundation</p> <p>Source 3: <a href="#">The Australian Aboriginals: a summary of their situation in all states in 1962</a>, Shirley Andrews, campaign organiser, Federal Council for Aboriginal Advancement, Collaborating for Indigenous Rights, National Museum of Australia (NMA) – <a href="#">Page 3</a>, <a href="#">Page 4</a></p> <p>Recall the restrictions to Aboriginal people outlined in Source 1, and verified in Source 2. There were many more restrictions applied to Aboriginal people up to the late 1960s. These are summarised by state and territory in Source 3.</p> <p>Collectively view pages 3 and 4 of Source 3, in the enlarged view. In groups, students discuss the impacts of the restrictions on the lives of Aboriginal people. They summarise their discussions in a cause and effect table.</p>
<b>1967 referendum</b>	<p><b>What was the significance of the 1967 Referendum?</b></p> <p><i>'So what do we do? We change that law... And how do we do it? We vote YES.'</i></p> <p>Source 4: <a href="#">Faith Bandler discussing the 1967 Referendum</a>, YouTube, 2015</p> <p>Source 5: <a href="#">Vote Yes – The 1967 Referendum</a>, (SBS TV), YouTube, 2017</p> <p>Collectively view Source 4 and clarify the purpose of the 1967 Referendum. Students examine the primary sources and end notes in Source 1 to gain an understanding of the significance of the campaign and the 'yes' vote. What were the key messages? How do you know?</p> <p>Students present a one minute campaign speech persuading voters to vote YES.</p>
<b>Changes through the 20<sup>th</sup> century</b>	<p><b>How has Australian society changed throughout the twentieth century for Aboriginal and Torres Strait Islander people?</b></p> <p><i>'It's just a beginning... A good beginning.'</i></p> <p>Source 6: <a href="#">A New Referendum</a>, ABC Splash, 2017</p> <p>Campaigning continues. View Source 6. What is currently on the agenda?</p> <p>Students research the key events relating to Aboriginal and Torres Strait Islander peoples on the following dates: 1972, 1976, 1992, 1997 and 2008.</p>



<p><b>Australian activists</b></p> 	<p><b>Who were the key people who fought for Aboriginal peoples' rights and freedoms in the 1967 Referendum?</b></p> <p>View the images of Jessie Street, Faith Bandler and Harriett Ellis in Source 1. Who are these women and what roles did they play in the 1967 Referendum? View the video in Source 7 to learn more about Faith Bandler and her role.</p> <p>Source 7: <a href="#">Faith Bandler on Voting Yes in the 1967 Referendum</a>, 2017, ABC Splash</p> <p>Source 8: <a href="#">The Campaigners</a>, AIATSIS</p> <p>Students select three of the campaigners listed in Source 8. They use a table to compile information on the contribution of each to the 1967 Referendum.</p> <p>Image: <a href="#">Portrait of Faith Bandler</a>, Cyeks5Om (cropped). <a href="#">CC BY-SA 4.0</a></p>
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## Mulan: A Story in Chinese and English by Li Jian and Yijin Wert

Stage 4 – Depth Study 3: The Asian World – 3b China	
	<p><b>Synopsis</b></p> <p><i>Mulan: A Story in Chinese and English</i> is an illustrated retelling of the Ballad of Mulan, a Chinese poem written over 1500 years ago. The story is of a woman who dresses as a male warrior and goes to war in place of her father. She was praised for her bravery and honoured as a hero but did not reveal her true identity until she returned home as a heroine.</p> <p><b>Historical concepts and ideas</b></p> <p>Continuity and change; Cause and effect; Empathetic understanding</p> <p>Chinese legend of Fa Mulan who disguises herself as a male warrior. Role of women and soldiers. Ballad of Mulan.</p>
<p><b>English concepts</b></p>	<p>Character; Context; Representation</p>
<p><b>Selected syllabus content</b></p>	<p><b>Roles of key groups</b></p> <p>Roles of key groups in the ancient society in this period (such as kings, emperors, priests, merchants, craftsmen, scholars, peasants, women), including the influence of law and religion (ACDSEH044, ACDSEH041). Students:</p> <ul style="list-style-type: none"> <li>outline the main features of the social structures and government of the ancient society, including the role of law and religion</li> <li>describe the roles of key groups in the society</li> <li>describe the everyday life of men, women and children in the society</li> </ul>
<p><b>Engaging with the text</b></p>	<p>Share the book with the students, providing time to examine the illustrations.</p> <p>Making connections: Text to text – ancient Chinese legends, for instance, ancient tales associated with the Moon Festival. Text to self – experiences of Chinese cultural activities. Text to world – advertisements for China as a travel destination, media articles.</p> <p>Symbolism is embedded in the illustrations in the text. How is the Chinese lucky colour red used? What do the illustrations on the various screens represent? What additional meaning do the illustrations provide?</p>




<b>Cross curriculum links</b>	<p><b>English</b> – Visual literacy: layout, framing, angles, colour. Symbolism and representation.</p> <p><b>Languages</b> – The text is written in English and Chinese.</p> <p><b>Visual arts</b> – Chinese calligraphy; history of Chinese painting</p> <p><b>Geography</b> – Landscapes and Landforms</p> <p><b>Intercultural understanding</b> – Beliefs and values of people past and present</p>
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## Mulan - Learning snapshots

<b>Supporting texts and resource links</b>	<p>The Song of Mu Lan by Jeanne M Lee</p> <p>The Emperor Who Built the Great Wall by Jillian Lin and Shi Meng</p> <p><a href="#">Syllabus BITES: Ancient China</a>, NSW Department of Education</p> <p><a href="#">Ancient China</a>, The British Museum</p> <p><a href="#">A Visual Sourcebook of Chinese Civilisation</a>, University of Washington</p>
<b>Gender roles</b>	<p><b>What was the role of women in ancient China?</b></p> <p>Source 1: <i>Mulan: A Story in Chinese and English</i> by Li Jian and Yijin Wert</p> <p>Re-read Source 1, examining the illustrations and images on the screens. How does the text represent the traditional role of women in society in ancient China? Can paintings provide an accurate social record of a period and place?</p>
	<p>Source 2: <a href="#">Ancient China: Daily Life of Women</a>, Skwirk</p> <p>Source 3: <a href="#">A Visual Sourcebook of Chinese Civilisation: Private Life</a>, Univeristy of Washington</p> <p>Students:</p> <ul style="list-style-type: none"> <li>• read Source 2 to understand the role of women in Ancient Chinese society</li> <li>• select three paintings from Source 3 and outline how each represents the role of women</li> <li>• comment on the usefulness of using the paintings as a reliable source.</li> </ul> <p>Image: <a href="#">Detail from Spinning Wheel by Wang Juzheng</a>, Northern Song era, 960–1127. Public domain</p>
<b>Role of soldiers</b>	<p><b>What was the role of soldiers in Ancient China?</b></p> <p><i>'Mulan decided to...fulfill her father's duty to protect the country.'</i></p> <p>In Source 1 we see glimpses of military life in Ancient China. How were soldiers conscripted? What did they wear? What transport and weapons were used?</p> <p>Source 4: <a href="#">Ancient China: Warfare and the Life of a Soldier</a>, Skwirk</p> <p>Source 5: <a href="#">Terracotta Army Guards China's First Emporor</a>, ABC Splash</p> <p>With reference to Sources 1, 4 and 5, students take on role as a soldier in Ancient China and outline a typical day in their life.</p>



<p><b>Social structures and government</b></p>	<p><b>What were the social structures and government of Ancient China?</b></p> <p>In Source 1, view the image of the Emperor rewarding the military heroes. The Emperor and his Imperial family had the highest social status in Ancient China. How is the Emperor's position of power represented? What is the potential status of Mulan's family? How do you know? What privileges may Mulan have had if she had accepted the position of official?</p> <p>Source 6: <a href="#">Syllabus BITES Ancient China: Social Structure</a>, NSW DoE</p> <p>Source 7: <a href="#">A Visual Sourcebook of Chinese Civilisation: Individuals on the Street</a>, University of Washington</p> <p>Students read, then answer, the questions in Sources 6 and 7. In groups, they 'step into the paintings' in Source 7, take on role as the characters and create freeze frames of the images. They state their social status and role in society.</p>
<p><b>Dragon symbolism</b></p> 	<p><b>What was the role of symbolism in law and religion?</b></p> <p>View the illustration of the Emperor's throne in Source 1, noting the dragon decorations. What do dragons represent in Chinese culture? How were dragons associated with Emperors in Ancient Chinese society?</p> <p>Students research the symbolism of dragons in Ancient Chinese culture and their link with Chinese emperors. They locate one primary source that shows dragon imagery on a Chinese emperor's ceremonial clothing and explain its symbolism.</p> <p>Image: Dragon figure. Public domain</p>





# The Most Magnificent Mosque by Ann Jungman, Shelley Fowles

## Stage 4 – Depth Study 4: The Western and Islamic World – 4b: Medieval Europe (c.AD 590 – c.1500)



### Synopsis

Set in Cordoba, Spain, around 1236, *The Most Magnificent Mosque* tells the story of the conquer of Cordoba and the ensuing threat to demolish the mosque. The story centres around three friends: one Muslim, one Jewish, and one Christian. They play daily around the mosque and then form a strong attachment to it after having to work in the gardens as punishment for a misdemeanour. As adults, the friends successfully lobby to save the mosque after the Christian King Fernando conquers Cordoba. Note: This is a fictionalised account and so not historically accurate. It provides an opportunity for students to consider contestability.

### Historical concepts and ideas

Continuity and change; Cause and effect; Significance; Contestability

History of the Mosque of Cordoba as evidence of changing relations and past Islamic rule. Continuity and change in a city.

### English concepts

Context; Representation

### Selected syllabus content

#### Continuity and change

Continuity and change in society in ONE of the following areas: crime and punishment; military and defence systems; towns, cities and commerce (ACDSEH051). Students:

- outline the main features of at least ONE of the following: crime and punishment; military and defence systems; towns, cities and commerce
- describe the ways your chosen topic changed or remained the same

### Engaging with the text

Share the book with the students, as a light-hearted account of events.

Making connections: Text to text – texts about other cultures and places. Text to self – personal religious beliefs and worship traditions; travel experiences to significant religious buildings. Text to world – media articles on religious warfare and its impacts on people and places.

Where is the Mosque of Cordoba? What does it look like? What is its history? What is its significance to the people of Cordoba and to world history?

Does this text provide an accurate representation of the historical characters and events that surround the mosque? What is fact, fiction, stereotypical or biased?

### Cross curriculum links

**Visual arts** – Islamic architecture, Medieval architecture

**Geography** – Interconnections

**Intercultural understanding** – Perspectives, beliefs and values of people past and present

### Supporting texts and resource links

Saladin: Noble Prince of Islam by Diane Stanley

Marguerite Makes a Book by Bruce Robertson and Kathryn Hewitt

[Mosque of Cordoba](#), official website

[The Great Mosque of Cordoba](#), Khan Academy



# The Most Magnificent Mosque - Learning snapshots

## Cordoba timeline



### How has the Mosque of Cordoba changed or remained the same through Medieval Europe? (c.AD 590 – c.1500)

Source 1: *The Most Magnificent Mosque* by Ann Jungman and Shelley Fowles

The passing of time in Source 1 is represented by the growing of the boys to men. The mosque's history begins well before the boys' time, with historians believing there was once a Roman temple on the site. Today the mosque continues to operate as a cathedral, disallows Muslim worship, and is the centre of Cordoba's tourism industry. In 2016 its name was changed to The Mosque-Cathedral Monument Complex to reflect its Islamic origins.

Source 2: [The Great Mosque of Cordoba](#), Khan Academy

Students use Source 2, and other sources, to create a timeline outlining the history of the Mosque of Cordoba. In each major time period they outline uses of the mosque and its significance in the city. Students comment on the usefulness and reliability of the sources used.

Table 1: Timeline of the Great Mosque of Cordoba

Time period	Cause/Event	Effect/Result	Mosque use	Significance	Source

Image: Interior of the Great Mosque of Cordoba, 2014. Public domain

## Change and continuity

### How has commerce in the city of Cordoba changed or remained the same through Medieval Europe? (c.AD 590 – c.1500)

Source 2: [Cordoba: Historical Overview](#), Spain Then and Now

Using a jigsaw strategy, students each read a paragraph from Source 2. In role as Cordoba tourist guides, each student orally tells the remainder of the group the main points read in order to verbally 'paint a picture' of Cordoba's:

- economic, commercial and cultural activities in the 10<sup>th</sup> century
- physical changes after Christian conquer between 1236 and 1526
- appearance in the 1860s as described by Reverend Samuel Manning
- economic activity today.

## Contestability



### Are the representations of people and events in historical fiction always accurate?

Re-read Source 1. Are the illustrations and story historically accurate? It is implied that the Christian church was built within the mosque shortly after conquest in 1236, however, its construction commenced in 1523, 300 years later. Does history need to be accurate in historical fiction?

Source 3: [Book review: The Most Magnificent Mosque](#) by SJ Pearce, 2011 ([SJ Pearce biography](#))

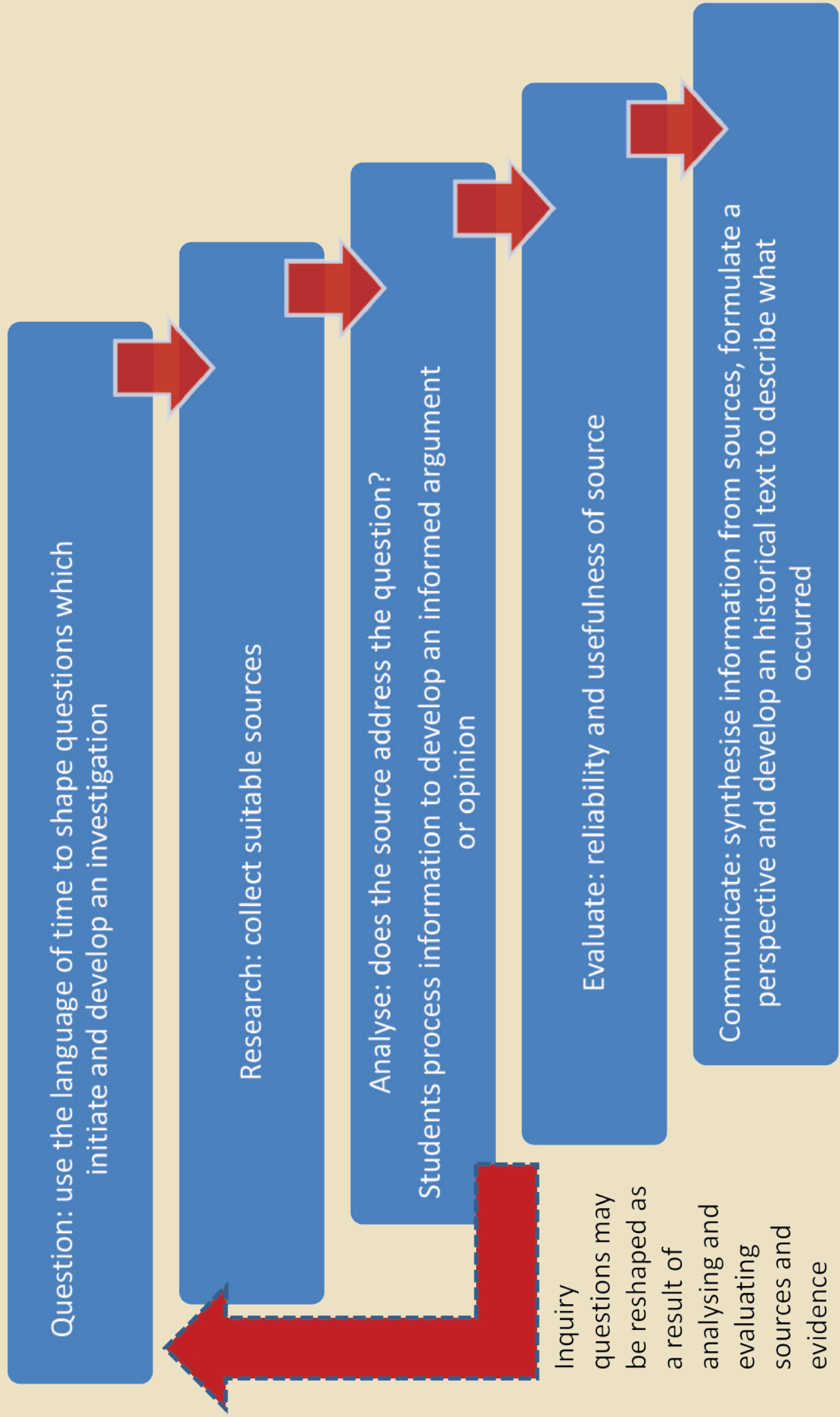
In her review of the book, in Source 3, Pearce contests the representations of the character's outfits. She also contests the characterisation of Fernando III and states, 'It's sad that the author took a figure who was, indeed, a champion of multiconfessionality and turned him into a villain.'

Students read Source 3. They list three representations in Source 1 disputed by Pearce. Students locate sources to prove or disprove Pearce's claims. Alternatively, students select their own three representations to dispute.

Image: 16<sup>th</sup> century cathedral within the Mosque of Cordoba. Public domain



# PROCESS OF HISTORICAL INQUIRY



# INTRODUCTION TO STAGE 4 - YEAR 8 HISTORY

## THE ANCIENT TO THE MODERN WORLD

(Depth Study 4B - Medieval Europe, Depth Study 6B The Black Death and Depth Study 5B Tokugawa Japan)

By Department of Education

In this program the overview has been incorporated into the following topics: Depth Study 4B (Medieval Europe), Depth Study 6B (The Black Death) and Depth Study 5B (Tokugawa Japan).

The following chart is an outline for teachers and/or students to understand how the world progressed from the Ancient World to the Modern World.

Teachers can use maps, images and film to enhance the following events and issues in the chart.

Date	Event
476 CE	The Ancient World ended with the <b>collapse of the Roman Empire</b> in the west. The Roman Empire had provided the European World with unity and security for 400 years. In the 4 <sup>th</sup> century CE, Rome had become <b>Christian</b> under the Emperor Constantine.
500 CE	The approximate beginning of the <b>Middle Ages</b> . The period 500 to 800 CE is often referred to as the Dark Ages. This was a time of warfare and loss of learning, when so-called barbarians invaded Western Europe. It was a period of intellectual darkness and barbarity.
600s CE	The religion of <b>Islam was established by Mohammad</b> , a prophet born in 571 CE. Islam spread to Syria and Iraq from Arabia.
750 CE	Islam's empire stretched from India to Spain and to North Africa. It was a rich empire, intellectually and culturally.
800s CE	<b>The Vikings</b> established settlements in England.
1000s CE	<b>The Crusades</b> (the wars of the cross) occurred between Christians and Muslims, lasting until 1291. The Christian goal of occupying Islamic Jerusalem and the Holy Land ultimately failed. A new system of government - <b>feudalism</b> had now replaced the strong central authority of the former Roman Empire. The Vikings reached Newfoundland (North America).
1066 CE	<b>William the Conqueror</b> brought Norman rule and feudalism from Europe to England.
1200s CE	<b>The Silk Road</b> , an ancient trade route from China to Europe, again flourished.
1300s CE	<b>The Ottoman Empire</b> emerged. <b>The Black Death</b> occurred.
1400s CE	The Ottoman Turks invaded Europe. <b>The Renaissance</b> began. This was a time of creativity in art, architecture and science. The achievements of the Ancient World which had been preserved by Muslim scholars, were now rediscovered in Europe. <b>The Printing Press</b> was invented which allowed for the mass production of books. This invention allowed for the transmission of knowledge and had a significant impact on the transformation of the world from ancient to modern times.
1452 CE	<b>Leonardo da Vinci</b> was born - an artist, sculptor, architect and engineer. His superb intellect paved the way for the emergence of the Modern world
1492 CE	<b>Colombus</b> sailed to the Americas (West Indies)
1500 CE	<b>The Middle Ages ended. Spanish ships</b> circumnavigated the world.
1504 CE	<b>Michelangelo</b> completed the Statue of David
1517 CE	<b>The Reformation</b> began - a revolution led by Martin Luther and John Calvin which led to the founding of Protestantism, one of the three branches of Christianity.
1600s CE	The Renaissance had questioned traditional beliefs taught by the church and challenged the accepted understanding of the world. <b>Now the Scientific Revolution began</b>
1603 CE	The beginning of <b>Tokugawa rule in Japan</b>
1610 CE	<b>Galileo</b> was ex-communicated by the church for his discovery that the earth revolved around the sun (which was contrary to the teachings of the church)
1600-1700s	The Age of the <b>Enlightenment</b> began. This was a time when philosophers such as John Locke (England) and Voltaire (France) began to question and formulate new ideas, such as democracy and individual freedoms
1868 CE	The end of <b>Tokugawa</b> rule in Japan.

Thus by the 1700s the Modern World had been created. This process began with the Fall of the Roman Empire in 476 CE. Significant factors which contributed to the creation of the Modern World were: feudalism, Islamic learning and culture, European voyages of discovery, the Renaissance, the Reformation, the Scientific Revolution and the Enlightenment.





# BLACK DEATH

## STARTED IN ASIA CONTRIBUTED TO FALL OF MONGOLIAN EMPIRE

By Dr. Susan Bliss

Photo: [http://img1.grunge.com/img/uploads/2017/09/untold-truth-black-death-780x438\\_rev1.jpg](http://img1.grunge.com/img/uploads/2017/09/untold-truth-black-death-780x438_rev1.jpg)

During the 14<sup>th</sup> century the **Black Death**, referred to as the *Great Mortality*, *Great Plague* and *Pestilence*, killed approximately 50% of China's population, 30% of Europe's and 12% of Africa's. During the initial plague infections and following recurrences, the world's population dropped from 450 million to 350 million people. In 1200, China contained a population of over 120 million people, but by 1393 only 65 million people had survived the Black Death. *'So lethal was the disease that cases were known of persons going to bed well and dying before they woke. ... So rapidly did it spread from one to another that to a French physician ... it seemed as if one sick person 'could infect the whole world.'*

<http://msh.councilforeconed.org/documents/978-1-56183-758-8-activity-lesson-15.pdf>

This catastrophic pandemic impacted on countries socially, economically and politically, ending the Middle Ages and giving rise to the Renaissance. It killed indiscriminately, rich and poor, young and old, and was particularly active in overcrowded unhygienic cities. Families experienced profound personal tragedies and observed horrendous sights such as decaying corpses piled up in streets.

Today, the deadly scourge still lurks around the world. Incidents are reported yearly with over 95% located in sub-Saharan Africa and Madagascar, especially in areas experiencing poverty and civil unrest.

When Ibn Khaldun was 17 years old, the Black Plague reached Tunis in 1348. Its victims included his parents and several of his teachers. These losses, together with the ensuing social and economic chaos, deeply affected him.

Ibn Khaldun who became a famous Moroccan historian, documented the impact of the Black Plague on societies. He asserted that:

*'Civilisations both in the East and West were visited by a destructive plague that devastated nations and caused populations to vanish'*

*'Cities and buildings were laid to waste, roads and way signs were obliterated, settlements and mansions became empty, dynasties and tribes grew weak. The entire inhabited world changed.'*

<http://www.muslimheritage.com/article/ibn-khaldun-and-rise-and-fall-empires>



# HISTORY CURRICULUM/SYLLABUS

*Ask and evaluate a range of questions about the past*  
*Identify and locate a range of relevant sources, using ICT and other methods*  
*Read and understand historical texts*  
*Sequence historical events*  
*Use historical terms and concepts in appropriate texts*  
*Use a range of communication forms to communicate effectively about the past*  
*Understand the actions, attitudes and motives of people in the context of the past*

DEPTH STUDIES	KNOWLEDGE, UNDERSTANDING AND SKILLS	VALUES AND ATTITUDES
<ul style="list-style-type: none"> <li>Depth Study 1: Investigating the Ancient Past</li> <li>Depth Study 3: The Asian World</li> <li>Depth Study 6b The Black Death in Asia, Europe and Africa (14<sup>th</sup> century plague)</li> </ul>	<ul style="list-style-type: none"> <li>Develop knowledge and understanding about the nature of history and key changes and developments from the past</li> <li>Develop skills to undertake the process of historical inquiry</li> <li>Develop skills to communicate their understanding of history</li> </ul>	<ul style="list-style-type: none"> <li>History as a study of human experience</li> <li>The nature of history as reflecting different perspectives and viewpoints</li> </ul>

## Topic 6b: The Black Death in Asia, Europe and Africa (14<sup>th</sup>-century plague)

Source: <https://syllabus.nesa.nsw.edu.au/hsie/history-k10/content/1044/>

Living conditions and religious beliefs in the 14<sup>th</sup> century, including life expectancy, medical knowledge and beliefs about the power of God (ACDSEH015)

Students:

- locate the extent of human settlements in 14<sup>th</sup>-century Asia, Europe and Africa
- describe everyday life of men, women and children in 14<sup>th</sup> century and life expectancy at this time
- describe what doctors understood about diseases and their treatment in this period
- outline what European people believed about religion and the power of God in this period
- The role of expanding trade between Europe and Asia in the Black Death, including the origin and spread of the disease (ACDSEH069)

Students:

- outline the extent of trade between Europe and Asia in the 14<sup>th</sup> century
- explain how trade and travel contributed to the outbreak and spread of the Black Death

The causes and symptoms of the Black Death and the responses of different groups in society to the spread of the disease, such as the flagellants and monasteries (ACDSEH070)

Students:

- describe the causes and symptoms of the Black Death
- use sources to identify common treatments of the disease and discuss their effectiveness
- outline responses of social groups to the spread of the disease, including flagellants and the impact on monasteries

The effects of the Black Death on Asian, European and African populations, and conflicting theories about the impact of the plague (ACDSEH071)

Students:

- assess the impact of the Black Death on Asian, European and African societies
- using a range of sources, discuss different interpretations of the impact of the Black Death on European society

Other immediate and long-term effects of the Black Death, including labour shortages, peasant uprisings, the weakening of feudal structures, and increased social mobility (ACDSEH072)

Students:

- describe short-term and long-term effects of the Black Death on medieval societies
- Assess the role of the Black Death in breaking down the feudal system in Europe

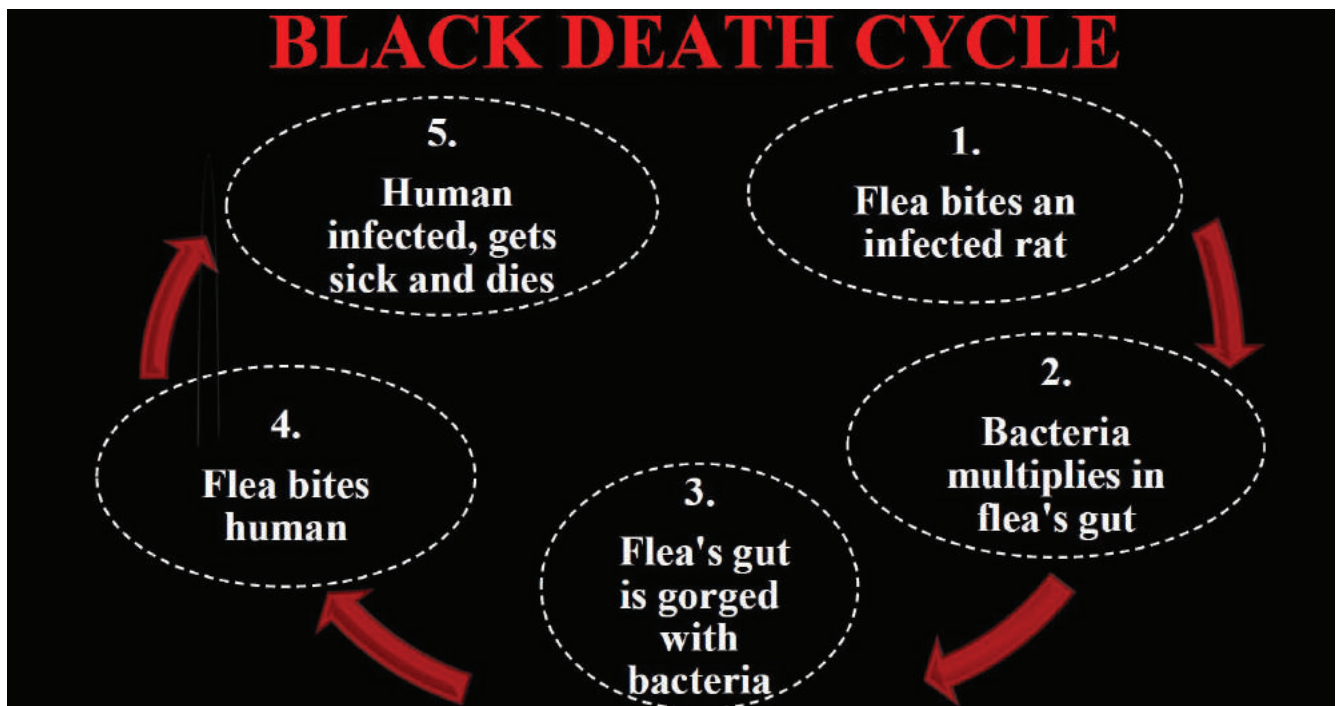


# WHAT IS THE BLACK DEATH?

The bacteria *Yersinia pestis* (*Y. pestis*) is the causative agent responsible for infecting humans with the **Black Death**. It is carried and spread by fleas on rats and other animals.

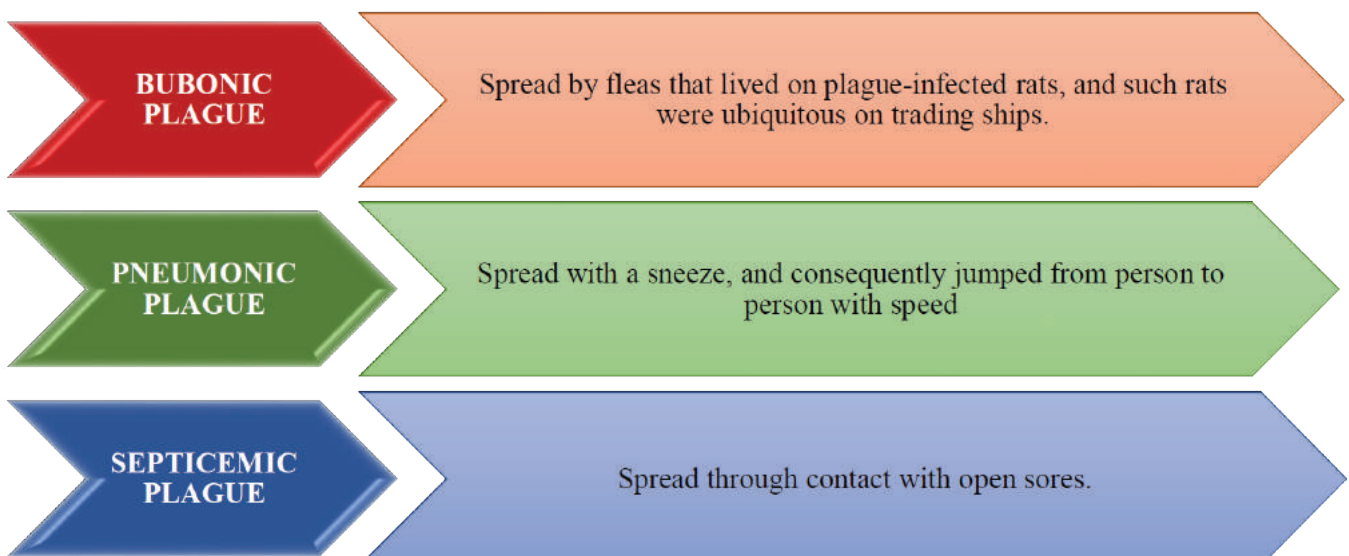
Over time *Y. pestis* emerged from a disease to a biological weapon. In 1346 the Mongols catapulted **plague** infested corpses over walls and into the city of Caffa (Kaffa), and during World War II Japan planned to utilise plague as a biological weapon against US.

Today, the potential use of plague as a biological weapon is of immense concern. As it is easily accessible, and can be mass produced and simply disseminated by aerosol.



## HOW DID THREE VARIETIES OF BLACK DEATH SPREAD?

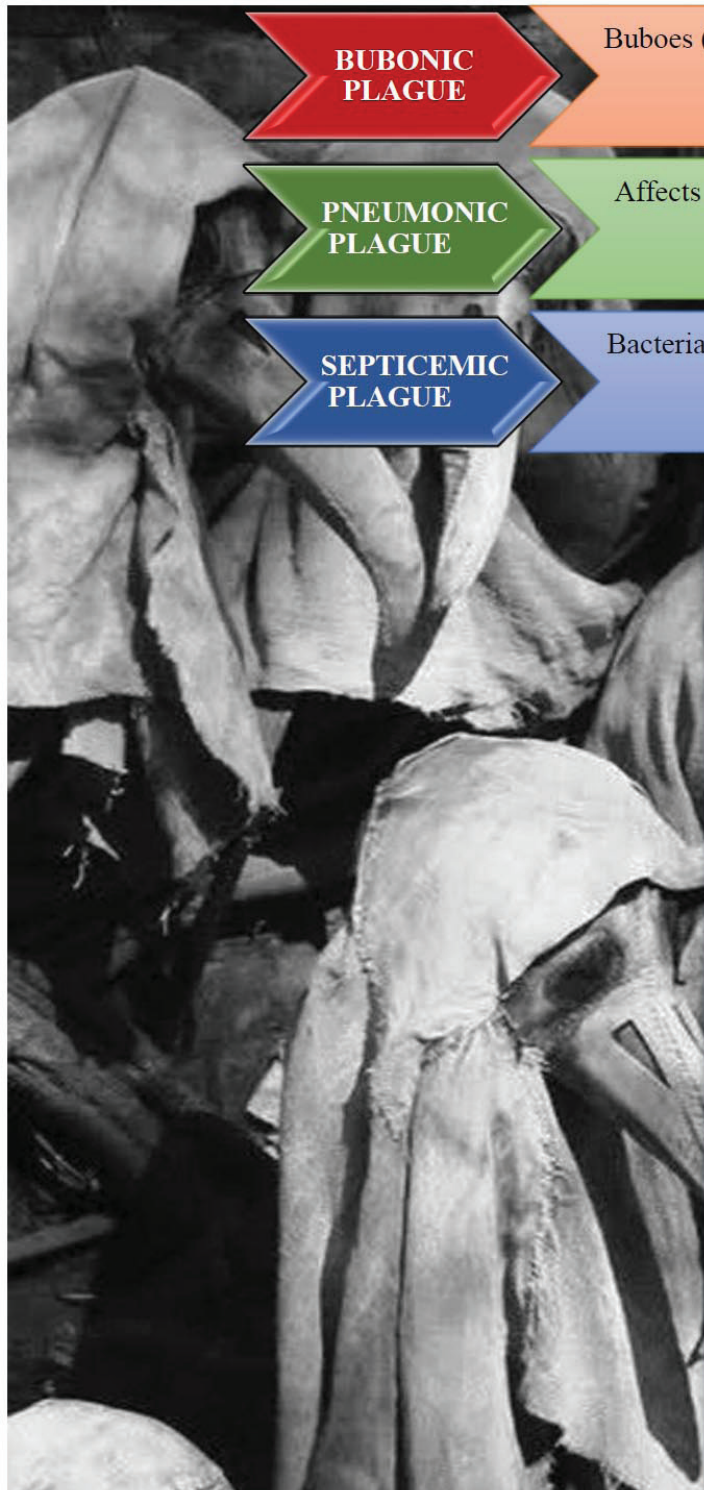
*Y.pestis* causes three varieties of plague-bubonic, pneumonic and septicemic





# WHAT ARE THE SYMPTOMS OF THE BLACK DEATH?

The Black Death was also called the **Black Plague**, as toes and fingers turned black as a result of the coagulation of blood. The infected person also suffered from: fevers; headaches; vomiting; swelling in groin, armpits and neck; and coughing up blood. In Medieval times, treatment was unknown, so most people died within a week after being infected.



## BUBONIC PLAGUE

Buboes (lumps) that form on the victims' bodies (most common form)  
Kills 30%-75% cases

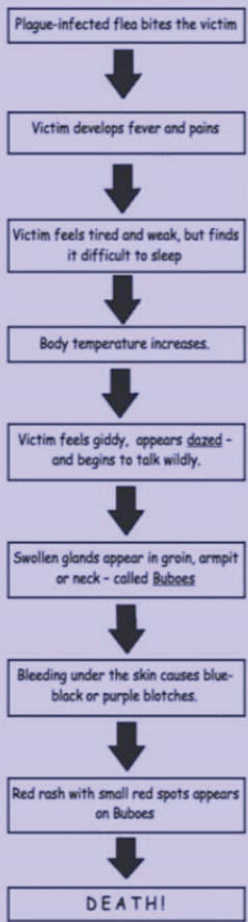
## PNEUMONIC PLAGUE

Affects lungs as it spreads through the air by coughs and sneezes  
Kills 90%-95% cases

## SEPTICEMIC PLAGUE

Bacteria enters the bloodstream and kills almost every person affected within hours  
Kills nearly 100% cases

### SYMPTOMS OF THE PLAGUE



```

graph TD
    A[Plague-infected flea bites the victim] --> B[Victim develops fever and pains]
    B --> C[Victim feels tired and weak, but finds it difficult to sleep]
    C --> D[Body temperature increases.]
    D --> E[Victim feels giddy, appears dazed - and begins to talk wildly.]
    E --> F[Swollen glands appear in groin, armpit or neck - called Buboes]
    F --> G[Bleeding under the skin causes blue-black or purple blotches.]
    G --> H[Red rash with small red spots appears on Buboes]
    H --> I[DEATH!]
    
```


To the left you can see all the symptoms of the plague, from when the flea bites the victim until the victim dies.

A person suffering from Bubonic Plague may die within 4 to 7 days of first showing symptoms.

The plague killed 50%-75% of its victims.

**Tasks:**  
Put the title, 'Symptoms of the Plague'.  
Answer these questions (in FULL sentences):

1. How long did it take to die from the plague? [1]
2. If you showed the symptoms of the plague, what were your chances of surviving? [2]
3. Write a description of someone who shows symptoms of the plague. You should say what happens to them, what they say, and what they look like. YOU decide what happens to them! [3]
4. You need to draw a picture of a person, and then label the symptoms.  
 • Copy the blank person into your book. (He needs to be about one page high!)  
 • Now choose **FOUR** of the symptoms on the left to draw on your person (Pick ones that you can draw easily!)  
 • Draw them onto your person (make sure you label them fully). [4]



**GLOSSARY**

Symptoms - the signs of having an illness

Dazed - not being able to think properly

Buboes - swollen lumps in the groin, neck or armpit

Found at [www.SchoolHistory.co.uk](http://www.SchoolHistory.co.uk)

## ACTIVITIES

Describe the causes and symptoms of the Black Death. Present your work as an e-poster. Complete the questions in the above diagram

Article: [https://schoolhistory.co.uk/assets/uploads/2016/06/plague\\_symptoms.jpg](https://schoolhistory.co.uk/assets/uploads/2016/06/plague_symptoms.jpg)

Background <https://i.pinimg.com/736x/97/63/4c/97634cfee963e339827aaef5a5ac093f--plague-mask-plague-doctor-mask.jpg>



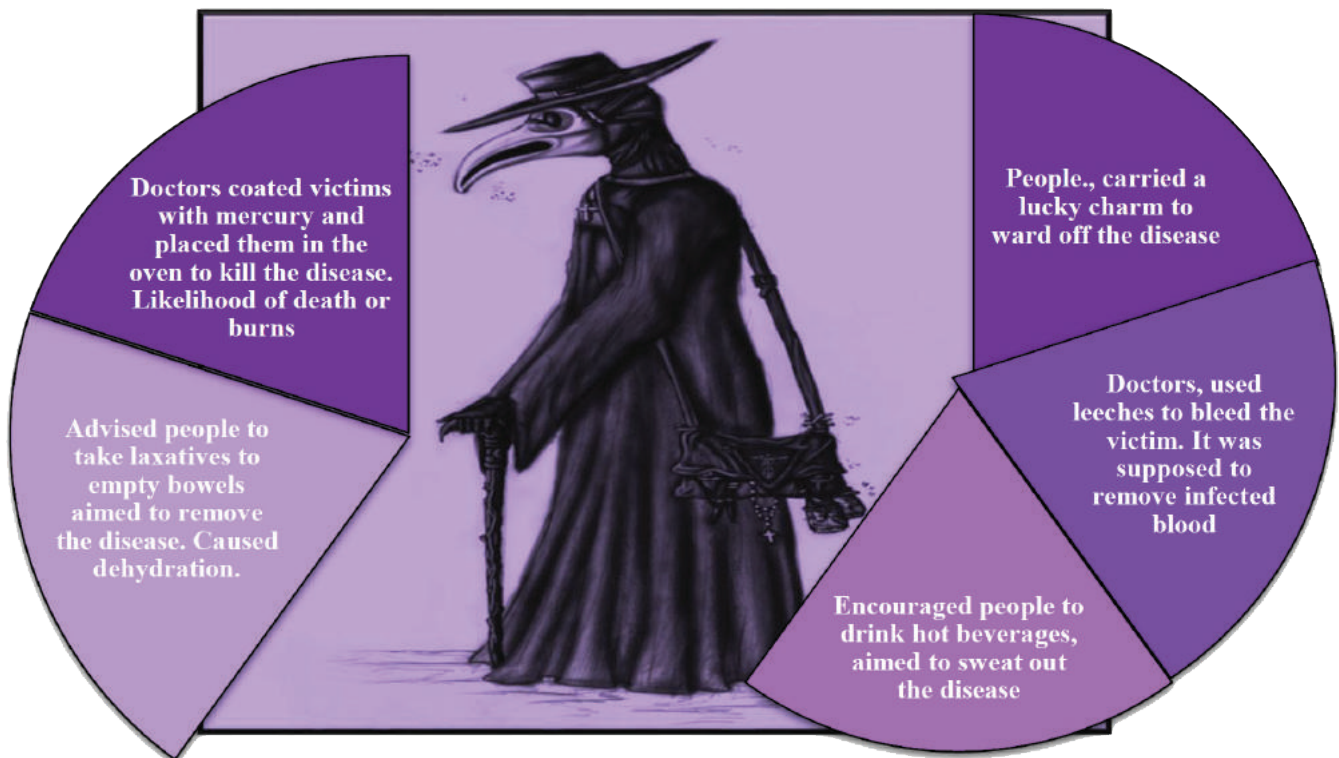
# WHO WERE THE BLACK PLAGUE DOCTORS AND THEIR REMEDIES?

In the 14<sup>th</sup> century, plague doctors specialised in treating people infected by the disease. Given the risk of this task it was difficult to find people prepared to do this perilous work.

*'The most famous plague doctor was Nostradamus, who gave advice such as removing infected corpses, get some fresh air, drink clean water, drink a juice made with rose hips, and do not bleed the patient.'*

[https://plaguedoctor\\_masks.com/history/](https://plaguedoctor_masks.com/history/)

From the 17<sup>th</sup> century plague doctors protected themselves from the infection by wearing a 'uniform' that completely covered them e.g. beaked leather hat, waxed pants, leather gloves, full length boots, gown and mask. The **beak** was stuffed with herbs and spices to ward off the infection, the **mask** to avoid the stench from dying victims, and the **stick** to examine patients without touching them.



## WHAT WERE THE BELIEFS SURROUNDING CAUSES OF BLACK DEATH?

Many Europeans believed God was inflicting punishment on them, by initiating the Black Death. People responded with prayers and processions. Distrust in God and the church grew as people realised that religion could do nothing to stop the spread of the disease and their family's suffering. Many priests died and church services in countless areas ceased.

People reacted differently to the mysterious disease. Some believed that ringing the church bells would drive the disease away, others expressed their feelings in art (poetry, sculpture or painting), while some participated in **flagellant** processions around the country. These men whipped themselves with leather thongs to stop the 'wrath of God'. However, many of them contributed to spreading the plague as they carried the dangerous bacteria.

Virtually nobody suspected the ever present rats and their fleas.

## ACTIVITIES

- Discuss what doctors understood about the disease, their treatment and its effectiveness
- Research the impact of the disease on religion and monasteries
- Outline responses of social groups to the spread of the disease, including flagellants.

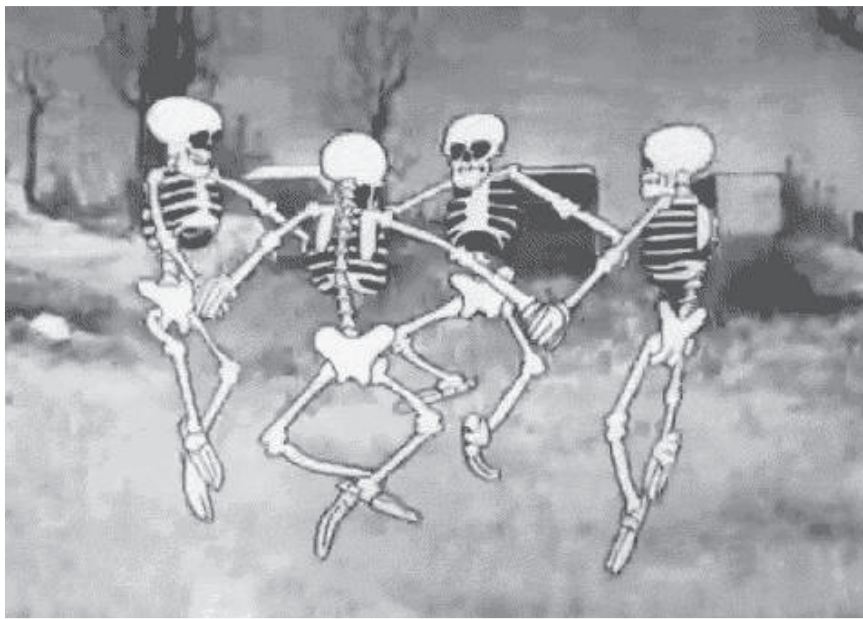


## IS 'RING A RING O' ROSIE' RELATED TO THE BLACK DEATH?

According to many people, one of folklore's most familiar rhymes, **Ring a Ring o' Rosie**, tells a story about the plagues that killed millions of people. Rhymes/songs were a way people would tell stories to each other, and carry stories to succeeding generations.

Variations of the lyrics were in use long before the earliest printed publications. One of the more common interpretations of this rhyme is as follows:

<b>RING A RING O' ROSIE</b>	Refers to the rosie-red round rash marks on the skin. One of the first signs a person had the plague
<b>A POCKET FULL OF POSIES</b>	Fend off the plague by stuffing pockets with posies (flowers)
<b>ATISCHOO, ATISCHOO WE ALL FALL DOWN</b>	Sneezing was an early sign of the plague if it was pneumonic plague. Most people with the plague died



## IS 'RING A RING O' ROSIE' RELATED TO THE BLACK DEATH?

The rhyme first appeared in print in 1881—hundreds of years after the London Plague and over 530 years after the Black Death. The time differences does not mean the story was not told until hundreds of years later. It may have been written earlier, but was not considered socially appropriate. The rhyme could have become dormant until the 1880's, and resurfaced when the catastrophic plagues were almost forgotten.

Many people state that the rhyme is not about the Black Death or any other plague. To think that a child's rhyme is about an infectious pandemic, is not likely. For the plague explanation, children would have recited this nursery rhyme continuously for over five centuries. Yet, they have not found written evidence over the five hundred years.

### ACTIVITIES

- Investigate the other perspectives on this story.
- Explain your views on the origin of the nursery rhyme

# WHAT IS THE SEQUENCE OF PLAGUE WAVES?

The Black Death originating from fleas on rats, had its source in China more than 2,600 years ago. From its birthplace in China, the plague bacillus went on the rampage and caused major pandemics on three occasions:

- **First Wave:** The disease was first recorded in China in 224 BC and became an epidemic in 541 AD- referred to as the Plague of Justinian.
- **Second Wave:** The plague bacteria lain dormant for hundreds of years before incubating again in the 1320s in the Gobi Desert of Asia. From here it spread globally, with fleas that travelled with rodent hosts, via caravanserais and ships.
- **Third Wave:** The plague was reported intermittently in the Chinese province of Yunnan, where it began in the 1850s.



Photo: <https://images.fineartamerica.com/images-medium-large/crashing-storm-wave-vince-cavataio.jpg>

<b>FIRST WAVE</b> <b>Plague of Justinian</b> <b>541–542</b> <b>25 million died</b>	<b>SECOND WAVE</b> <b>Black Death or Great Plague</b> <b>1300s 200 million died</b>	<b>THIRD WAVE</b> <b>Modern Plague 1855</b> <b>12 million died</b>
<p>Pandemic afflicted the Eastern Roman Empire, especially its capital Constantinople (Istanbul). From Egypt, they were carried by infected rats on grain ships. The First Wave mostly affected the Mediterranean region</p>	<p>Around 1300 the plague broke out around <b>Lake Issyk-Kul in Central Asia</b>. Followed by outbreaks in 1320s, Gobi Desert (Mongolia-China) and Central Asia.</p> <ul style="list-style-type: none"> <li>• 1334 the disease in <b>China</b> killed over 90% of Hebei Province's populations with deaths over 5 million.</li> <li>• In 1330s about 25 million people died in Asia before the disease had spread to Europe.</li> </ul>	<p><b>China:</b> In 19<sup>th</sup> century, the plague began in Yunnan Province. The epidemic predominantly occurred in areas near Manchuria and Mongolia. From Hong Kong, it spread along shipping lines and reached San Francisco in 1900. <b>India:</b> 1896-1898 an outbreak in Mumbai and Pune left 300,000 dead. By 1921 it had claimed 15 million lives. <b>1897 Haffkine</b> develops the first <b>vaccine</b> against bubonic plague. <b>1940s antibiotic drugs</b> are developed which dramatically reduced the death rate.</p>



**SKILLS:** Read and understand historical texts; and sequence historical events

**ACTIVITIES:** In groups refer to the information below and write a narrative. Present narrative using information technology



416 THE REVIEW OF REVIEWS. April 15, 1900.

# BEWARE:

## Plague Infected Area

**Description of Plague:** The Bubonic Plague is a plague that started in Turkey in 1347. Started when a ship ported at the Black Sea Port. Since then the population of The Byzantine Empire has been declining. About half the population is gone now.

**Symptoms of Plague consist of:**

- Chills
- Fever
- Headache
- Muscle Pain
- Seizures
- Pain and swelling in groin, armpits or neck

**14th Century Cures: Witchcraft:** Place a live hen next to the swelling to draw out the disease from the body. To aid recovery you should drink a glass of your own urine twice a day or cut open the swelling to allow the disease to leave the body. A mixture of tree resin, roots of white lilies and dried human waste should be applied to the places where the body has been cut open.

# TURN BACK



**Beware:** Of rodents such as: Rats, pets, squirrels; and any other small animal.

**Modern Day Cures:** Just take some antibiotics such as Gentamycin and Streptomycin but these aren't usually found in the US.

**£100 Reward**

Will be Paid to Anyone who can Prove to Our Satisfaction that

**OUR BOBS DISINFECTANT**

Used Extensively in India, South Africa, And the Colonies.

Is not the Best Preventative against The **BUBONIC PLAGUE** in the World.

For Disinfecting DRAINS, CESSPOOLS, SINKS, CESSPANS, DUSTBOXES and SICKROOMS IT IS MATCHLESS.

ONE TIN WILL LAST any Household THREE MONTHS. Recommended by the Medical Faculty and Medical Journals of the World.

Obtainable from all Grocers, Storekeepers and Chemists throughout the Colonies.

Small Tins, 1s.; Large Tins, 2s. ASK FOR "OUR BOBS."

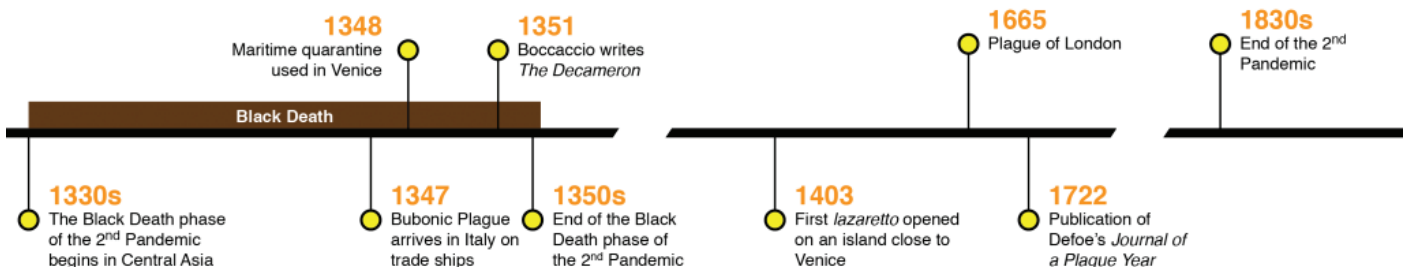
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Time line [http://sitn.hms.harvard.edu/wp-content/uploads/2014/12/Ferreira\\_Fig2\\_121814-1024x196.png](http://sitn.hms.harvard.edu/wp-content/uploads/2014/12/Ferreira_Fig2_121814-1024x196.png)  
<https://i.pinimg.com/originals/7b/52/1e/7b521e9c29f0b35bdbd7a3fdf202d6ae.jpg>  
<http://designedbyteachers.com.au/images/detailed/3/BlackDeath00.jpg>  
<https://i.pinimg.com/736x/80/a4/a3/80a4a3addb4f1fb78b476e0582198563--vintage-medical-vintage-ads.jpg>



# HOW DOES HISTORICAL SOURCES PROVIDE A BIGGER PICTURE?

## Y. PESTIS THREE PANDEMICS

Scientists found all three pandemics had a common ancestor, a strain of *Y. Pestis* that evolved in China between 2,603 years and 28,646 years ago.

[http://www.danwei.org/health\\_care\\_diseases\\_and\\_pharmaceuticals/bubonic](http://www.danwei.org/health_care_diseases_and_pharmaceuticals/bubonic)

## SECOND WAVE-BLACK DEATH

In 1339 a husband and wife at Lake Issyk died from the plague. Recorded on a tombstone in the area.

*"In the year of the hare. This is the grave of Kutluk. He died of the plague with his wife Magnu-Keka"*

*Memorial on the tombstone (the year of the hare is 1300).*

<http://www.blackdeath.info/facts.html>

## SECOND WAVE-BLACK DEATH

Scientists and historians speculate that **Zheng He**, the 14th century Chinese admiral, may have taken the plague to East Africa in the rats that lived aboard his ships. The scientists mapped Zheng's voyages and compared them to known plague outbreaks in those areas.

[http://www.danwei.org/health\\_care\\_diseases\\_and\\_pharmaceuticals/bubonic\\_plague\\_in\\_china.php](http://www.danwei.org/health_care_diseases_and_pharmaceuticals/bubonic_plague_in_china.php)

## SECOND WAVE-BLACK DEATH

The Yuan dynasty controlled China and Mongolia during the first half of the 14th century. Record keeping was sporadic and uneven, but it shows three massive epidemics 1330-1350, killing over 60% of regional populations. Medical descriptions of the disease have not survived

<https://contagions.wordpress.com/2011/11/26/did-india-and-china-escape-the-black-death/>

## SECOND WAVE-BLACK DEATH

Scientists and historians concluded that the plague probably broke out around **Lake Issyk Kul**, in the country known today as Kyrgyzstan, before spreading east to China and west to the Middle East and Europe <http://www.blackdeath.info/facts.html>

## PLAGUE BIOME

Plague's normal biome is **semi-arid grasslands**. Appears the Black Death generally avoided tropical rainforest biomes. The endemic foci produced by the **third pandemic** are semi-arid grasslands e.g. American south-west, Madagascar (location of most cases in 2017), and Brazil.

<https://contagions.wordpress.com/2011/11/26/did-india-and-china-escape-the-black-death/>

## CHINA 2009

A marmot derived outbreak of pneumonic plague occurred in northern China in 2009.

<https://contagions.wordpress.com/2011/11/26/did-india-and-china-escape-the-black-death/>



# WHY DID THE BLACK DEATH SPREAD?

## SEASONAL VARIATIONS:

The plague tended to spread faster during warmer months—spring and summer, and slow down during winter

## HORSES:

The Tang Dynasty and Mongolians of the Yuan Dynasty, loved horses—especially Arabian. These horses came from Persia (Iran) along the Silk Road. Because horses required straw and left dung, rats were a common pest

## LACK OF SEWERAGE SYSTEMS:

Most of Asia did not possess sewerage or drainage systems.

## ESCAPE VIA SEA:

As people tried to avoid the Black Death they headed out to sea. Unfortunately fleas found their way into materials they carried and wore aboard, ensuring ships' became infested with rats carrying bubonic fleas.

Every ship was a potential carrier of the disease. For example, the plague reached Italy in 1347 aboard a merchant ship whose crew had died or been infected.

## TEMPERATURES:

Temperatures dropped slightly, causing a decrease in agricultural production. This resulted in food shortages, hunger, malnutrition, and a weakened human immune system, making them vulnerable to the disease.

## MAJOR ESTABLISHED TRADE ROUTES:

Black Death rapidly spread along major sea and land trade routes

## OVERCROWDED CITIES:

The disease spread quickly in overpopulated, unsanitary cities. Most notably in Chang'an (modern day Xian) that had the highest population of any city worldwide during the Tang Dynasty, and was also the start of the Silk Road.

## WAR AND FAMINE:

First half of 14th century was marred by war and famine. It weakened the population

Photo: [https://img1.etsystatic.com/036/0/6624987/il\\_340x270.586383703\\_5o7n.jpg](https://img1.etsystatic.com/036/0/6624987/il_340x270.586383703_5o7n.jpg)

## ACTIVITIES

In groups discuss the advantages and disadvantage of established trade routes—socially and economically (e.g. movement of people, goods, ideas and diseases) Explain the relationship between climate/season and the Black Death



# HOW DID THE BLACK DEATH SPREAD?

Plague infested fleas rode the backs of rats into villages and towns and onto ships, passing the deadly bacteria to humans. Fear and hysteria led to people abandoning their families and fleeing cities.

## a. EARLY BIOLOGICAL WARFARE-CORPSE CATAPULTS

### THROWING DEAD INFECTED BODIES OVER WALLS IN 1347

The **Mongols** were fighting European forces in Caffa (Kaffa), which was a seaport for Italian merchants. The Mongols besieged Caffa but their soldiers started to die from the Black Death, forcing them to retreat. However, before retreating they hurled dead bodies over the walls to spread the disease. From Caffa in 1347, the Black Death reached Italy and then spread across Europe.

## b. MOVED BETWEEN PEOPLE-PREDOMINANTLY IN OVERPOPULATED, UNHYGIENIC CITIES

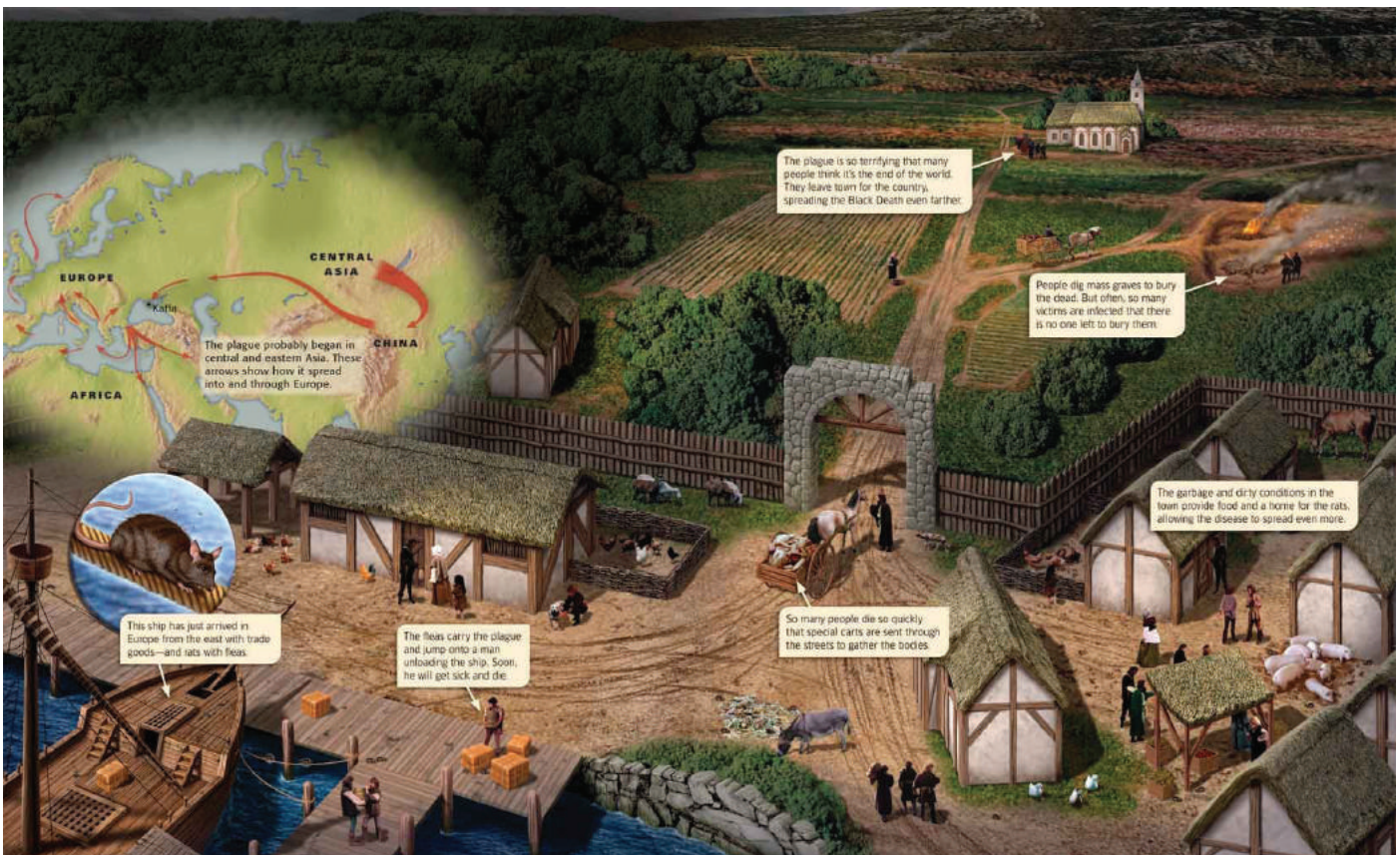


Photo: <https://i.cdn.edl.io/whz8McEDjDjTm4O0mvGng8hO4d9liB5WLQhEXTTwa0WAmai.jpg>



# WHAT IS MEANT BY 'BLACK DEATH ON THE MARCH'?

## c. MOVEMENT ALONG TRADE ROUTES

Rats and their fleas moved via people, animals, goods and transport. The Black Death rode trade routes **west** stopping at Central Asian **caravansaries** and Middle Eastern trade centres, subsequently infecting people across Asia, then onto Europe and Africa.

The plague bacillus was transmitted via **different trade routes**, such as:

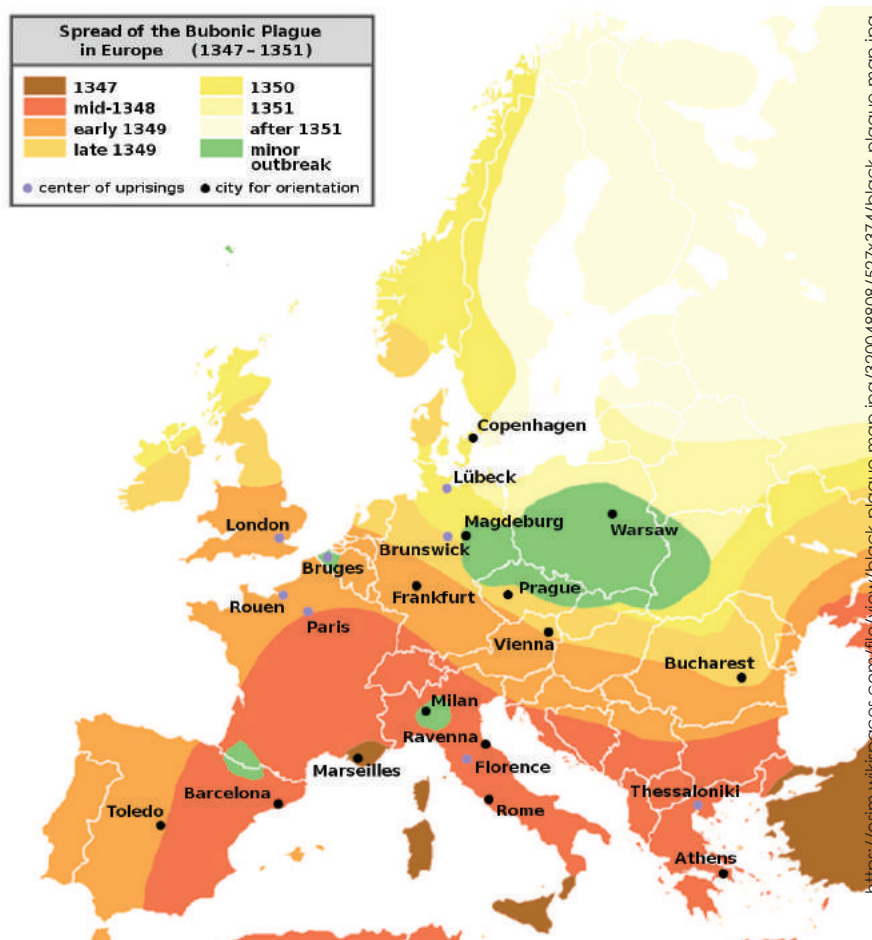
- **Land: Silk Road:** into West Asia
- **Sea: Maritime Silk Road:** into Africa by Chinese travellers under **Zheng He**.

Silk went westward, and wools, gold, and silver went east.

The plague reached:

- **Europe and Africa 1347-1351**
- **Saudi Arabia-Mecca:** 1349, brought by infected pilgrims attending the hajj

From Italy, the disease reached France, Spain, Portugal, England, Germany, Russia and Scandinavia. Isolated outposts in Greenland and Iceland were affected about 1350, leaving wild cattle roaming through deserted villages.



### 1402: FLORENCE

Within a few months, 60% of Florence's population had died from the plague. At every church people dug deep pits down to the water-table. Those who were poor and died during the night were thrown into the pit and dirt shovelled on top. Soon, extra bodies were placed on top of them, and another layer of earth thrown in the pit. It was just as one makes lasagne with layers of pasta and cheese. <http://www.historytoday.com/ole-j>



### ITALY

### VENICE

In a futile attempt to stop the spread of the plague, all ships entering Venice were searched, and set on fire if they were found to have either foreigners or bodies on board. <http://www.blackdeath.info/facts.html>

# WHAT NATURAL FACTORS INFLUENCED PLAGUES IN CHINA?

- **GRASSLAND BIOME:** The plague's natural biome is semi-arid grassland or a steppe/savanna biome. In China, grasslands cover 41% of the land area. For example the Tibetan Plateau contains a grassland biome, and is known to be a plague endemic region where the marmot is the primary host of the disease.

Today, the **Qinghai–Tibet railway** connects the Tibetan grasslands to Qinghai the fourth largest province in China, with a population of 6 million people. This transport link requires constant monitoring for plague outbreaks.



Photograph: Qinghai-Tibet railway [https://upload.wikimedia.org/wikipedia/commons/c/c5/Qingzang\\_railway\\_Train\\_01.jpg](https://upload.wikimedia.org/wikipedia/commons/c/c5/Qingzang_railway_Train_01.jpg)

- **WET CONDITIONS:** Growth in agricultural yields and primary production in forests, led to an increase in the number of rodents, and consequently an increase in plague number fatalities.
- **CLIMATE CHANGE:** Accelerated climate change and globalisation is likely to increase the risk of infectious diseases spreading across the world. Higher levels of precipitation, especially floods, will possibly increase the spread velocity of the plague. Monitoring and prevention measures have been implemented for regions (e.g. northwest China) experiencing increased precipitation and/or floods, especially those areas located close to transport.

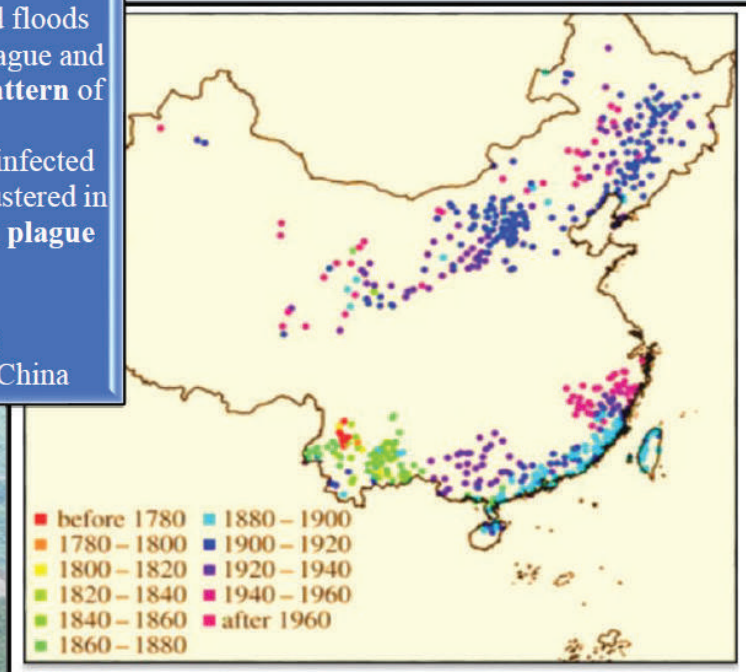


# WHAT WERE PLAGUES' TRANSMISSION ROUTES AND PATTERNS IN CHINA?

Coughs may spread diseases, but the presence of major roads, rivers, coastline, precipitation and floods accelerated the spread of plague and shaped the **transmission pattern** of plague in China.

The **map** indicates people infected with plague tended to be clustered in two bands during the **third plague wave** in China:

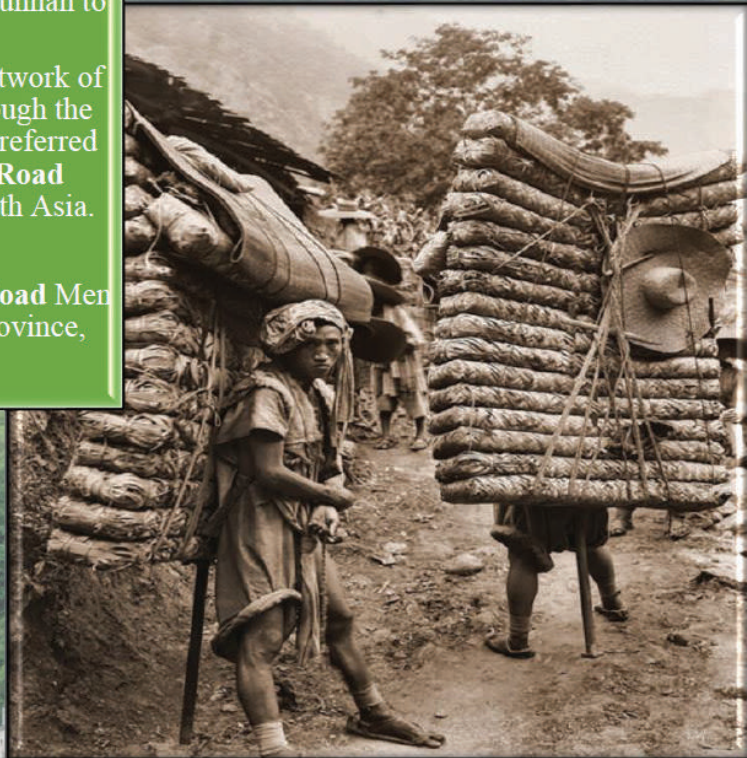
- a. **inland**-Northern China (savanna/steppe/ grasslands)
- b. along the **coast**-Southern China



**Tree Horse Road** resulted in the spread of the plague from Yunnan to Qinghai province.

The Tea Horse Road is a network of caravan paths winding through the mountains. It is sometimes referred to as the **Southern Silk Road** extending to Bengal in South Asia.

**Photograph:** Tree Horse Road Men laden with tea, Sichuan Province, China, 1908



Map: <http://www.oxfordjournals.org/doi/pdf/10.1093/asiasociology/281/1780/10133159>

Photo: [https://en.wikipedia.org/wiki/Tea\\_Horse\\_Road#/media/File:Men\\_Laden\\_With\\_Tea,\\_Sichuan\\_Sheng,\\_China\\_1908\\_Ernest\\_H.\\_Wilson\\_RESTORED.jpg](https://en.wikipedia.org/wiki/Tea_Horse_Road#/media/File:Men_Laden_With_Tea,_Sichuan_Sheng,_China_1908_Ernest_H._Wilson_RESTORED.jpg)

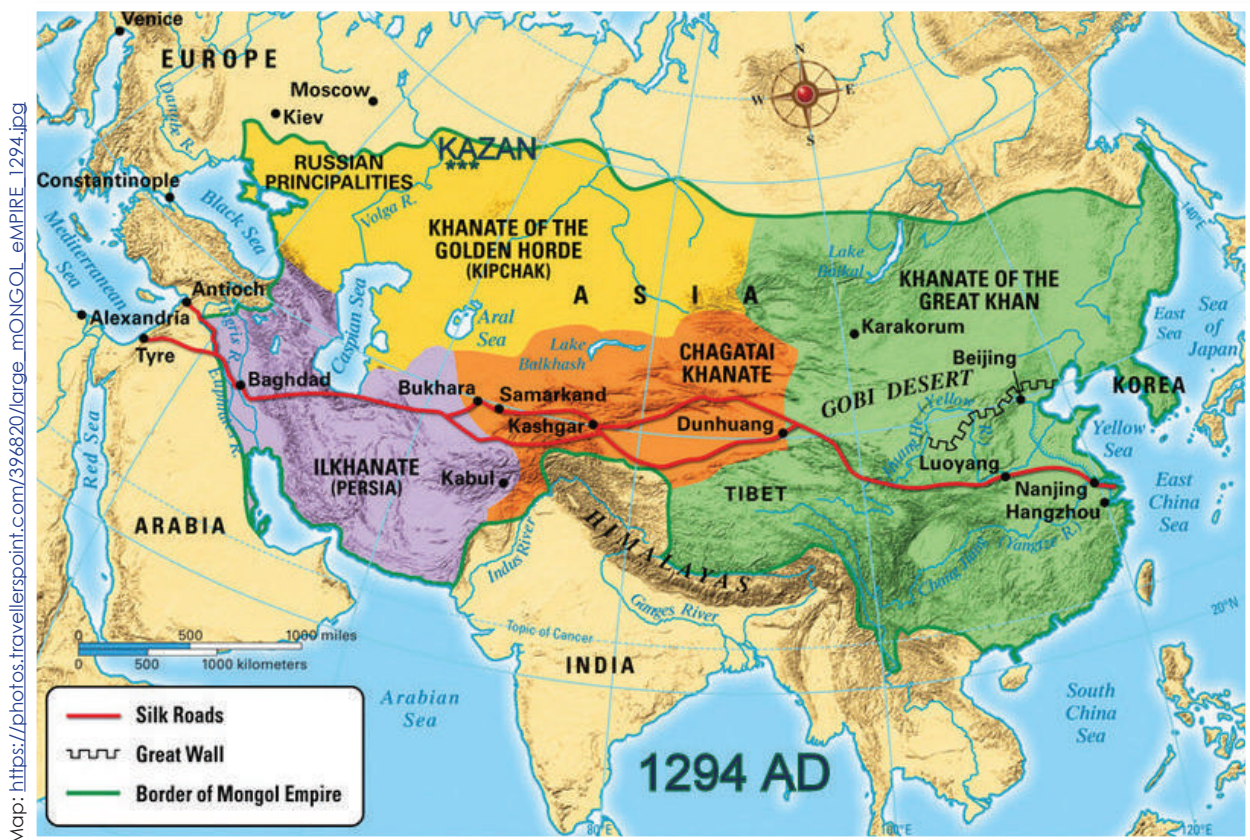


# WHAT PART DID MONGOL EMPIRE PLAY IN TRANSMITTING THE DISEASE?

The pandemic leading to the Black Death is believed to have originated in China, during the mid-1300s when the **Mongols** controlled most of Asia. Though the Mongols did not cause the Black Plague, they contributed to it spreading by using **germ warfare**-poisoning wells and catapulting diseased corpses into cities during sieges.

It is probable that the Mongols and **merchant caravans** inadvertently brought the plague from central Asia to the Middle East and Europe. The plague was reported in the trading city of Constantinople in 1344.

## EXTENT OF MONGOL EMPIRE 1294, BEFORE THE BLACK DEATH



### MONGOLIAN EMPIRE

#### BEFORE BLACK DEATH

Mongol Empire had stabilising effects on the vast Eurasian territory they conquered in 13<sup>th</sup> and 14<sup>th</sup> centuries.

*The Pax Mongolica, spurred a hundred years of trading between Europe and Asia. Without the Mongols many developments in politics, warfare, trade, education, and travel would have occurred much later, or not at all.*

<https://paxmongolica.weebly.com/>

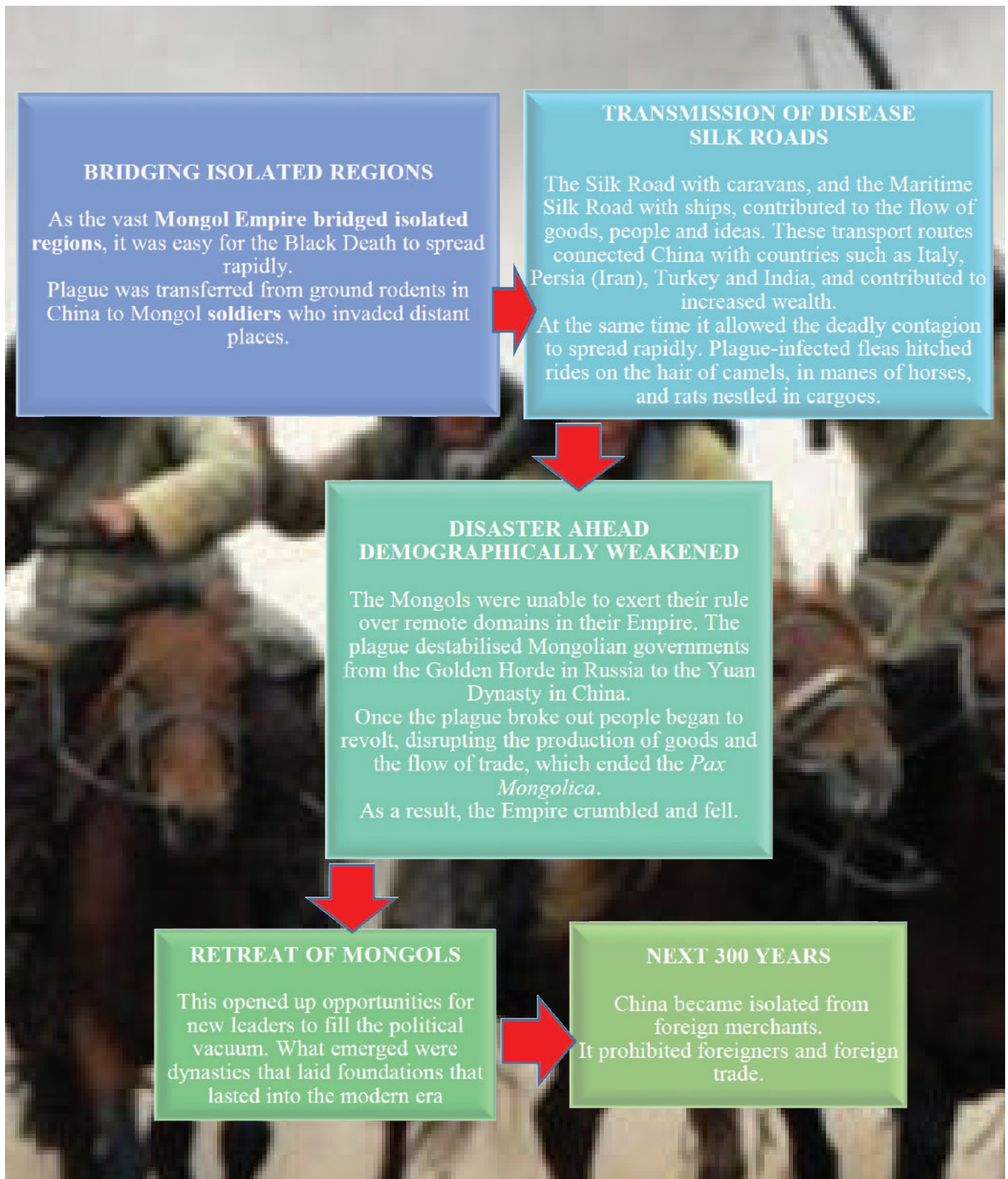
#### AFTER BLACK DEATH

Mongols blamed for the fast expansion of the Black Death.

Black Death contributed to the fall of the Mongolian Empire.



# WHAT PART DID MONGOL EMPIRE PLAY IN TRANSMITTING THE DISEASE?



## ACTIVITIES

In groups discuss why the Mongol Empire was considered a major cause of the rapid spread of the Black Death across Europe and Middle East (West Asia)

Explain how objects and animals contributed to the spread of the pandemic



# WHAT WERE THE IMPACTS OF THE BLACK DEATH?

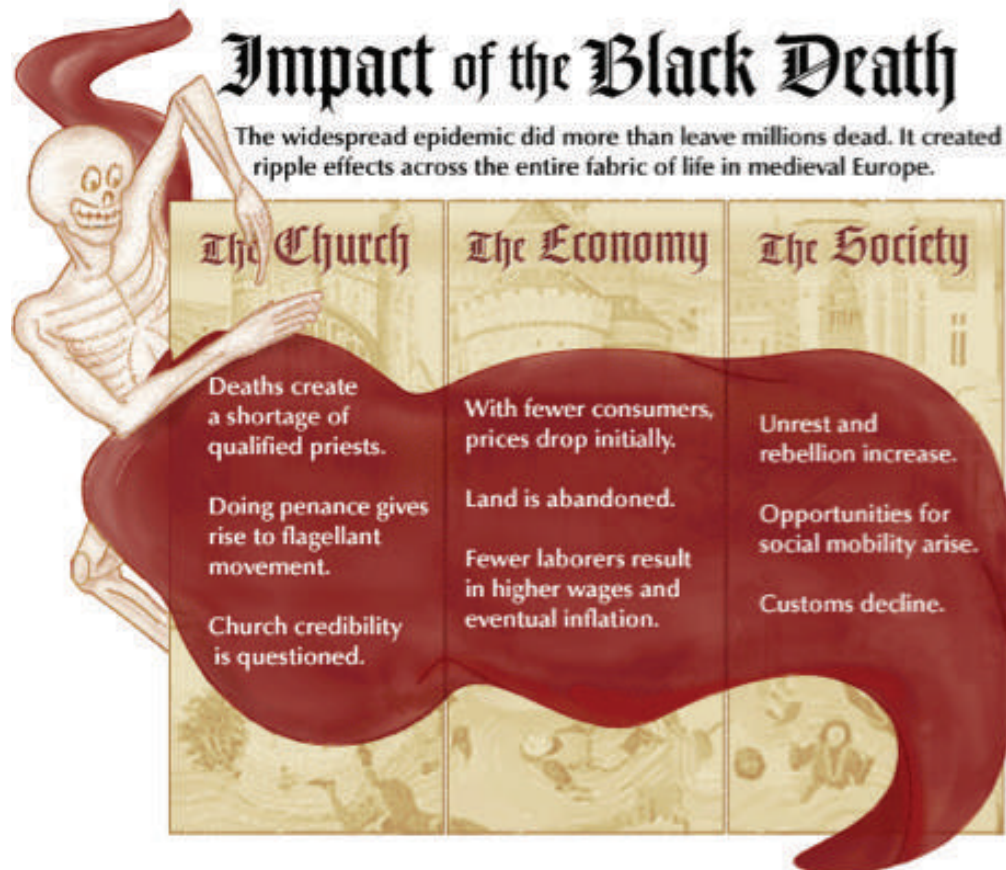


Diagram: [https://sites.google.com/a/bhsastudent.org/mr-evans-history/\\_/rsrc/1490202876026/effects-of-the-black-death/black%20death%20effects.png](https://sites.google.com/a/bhsastudent.org/mr-evans-history/_/rsrc/1490202876026/effects-of-the-black-death/black%20death%20effects.png)

## BREAKDOWN OF SOCIAL ORDER

"One citizen avoided another, hardly any neighbour troubled about others, relatives never or hardly ever visited each other. Moreover, such terror was struck into the hearts of men and women by this calamity, that brother abandoned brother, and the uncle his nephew, and the sister her brother, and very often the wife her husband. What is even worse and nearly incredible is that fathers and mothers refused to see and tend their children, as if they had not been theirs."

<http://www.eyewitnesstohistory.com/plague.htm>

## IMPACTS OF THE BLACK DEATH

- Decline in trade
- Halt in wars
- Reduction of land under cultivation
- Rise in wages due to reduced working population
- The Church loses credibility and becomes weaker, as people were disillusioned when priests were unable to explain or save people from the plague
- Massacre of Jews, as some people blamed them for the Black Death
- Decline in urban populations, some losing 60%-70%
- End of the Mongol Empire
- Breakdown of feudal system in Europe
- The establishment of Renaissance and Protestant Reformation
- Growth in art (paintings, frescos) confirmed the ubiquity of death from plague was pervasive across Europe e.g. painting the Triumph of Death



# WHAT WERE THE IMPACTS OF THE BLACK DEATH IN CHINA?

The Black Death appears in records in the 1330s and 1340s noting that the disease spread terror and destruction wherever it arose. During this period, Chinese accounts indicated that the disease generally spread to eight areas-Hubei, Jiangxi, Shanxi, Hunan, Guangdong, Guangxi, Henan and Suiyuan.

- 1331–1353, plague raged in China.
- 1331, a mysterious and deadly illness recorded in north east China-Hopei province. 90% of Hopei's population died from the plague.
- 65% of China's population killed by the plague.



The Black Death caused the **Yuan Dynasty** to hasten its fall. Soldiers catching the disease meant many places remained undermanned and vulnerable to attack. Opportunistic warlords in the khan-ruled states, tried to seize power in the vacuum. The Chinese economy began to sink because there was labour shortages, when deaths escalated.

Sketch: [http://tallinnlegends.com/img/what/plague\\_eng.jpg](http://tallinnlegends.com/img/what/plague_eng.jpg)

The impact of plagues in China since the 1330s has ensured that today China has the **largest bubonic plague prevention network in the world.**

## Yu Dongzheng, National Centre for Disease Control in Beijing

*'Over 400 counties monitor the transmission of plague among animals and we have not had a major outbreak of plague since 1956'*

*'Although modern medicine can reduce the number of cases, there was a major outbreak of plague in India in 1994. It suggests a chance we could be hit with an epidemic, even today.'*

*'At present, we are able to spot bubonic plague cases quickly, isolate them and treat them with antibiotics, which reduces the chances of human to human transmission. But with **climate and environment changes**, the areas in which plague occurs could also change. If the plague spreads to regions where doctors and local medical facilities are unprepared, it could cause serious damage.'*

Adapted: [http://www.danwei.org/health\\_care\\_diseases\\_and\\_pharmaceuticals/bubonic\\_plague\\_in\\_china.php](http://www.danwei.org/health_care_diseases_and_pharmaceuticals/bubonic_plague_in_china.php)

# 'END' OF THE BLACK DEATH AND FUTURE PLAGUES?

The **Black Death** epidemic ended in 1353, but waves followed for centuries.

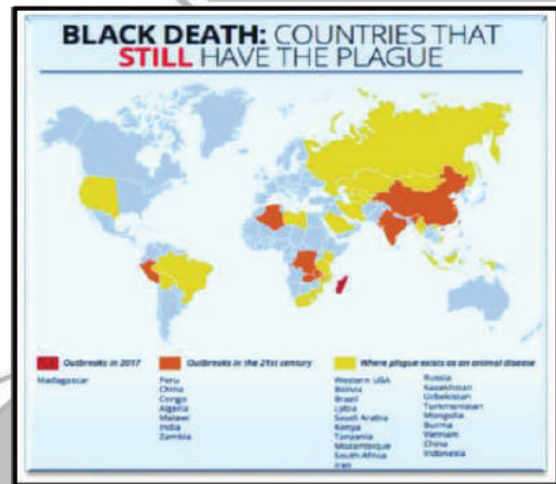
Medical (vaccines, antibiotics) and governmental developments providing plague hospitals, and construction of sewerage systems and sanitation, resulted in the eventual **curbing** of the plague in **Asia**.

With dense human populations, natural plague reservoirs (rats and marmots), underdeveloped and crowded sections in Asia, there is the risk of another round of the Black Death.

Today, the plague is still around. It is endemic in **26 countries** with most cases found in remote areas of **Africa**.

Deaths from the disease have declined over time—less than 200 people die of the plague each year.

Scientists continue to investigate its epidemiology, aimed to ensure the horror never occurs again.



<https://cdn.images.express.co.uk/img/dynamic/78/590x/secondary/Plague-1118420.jpg>  
<https://cdn.images.express.co.uk/img/dynamic/78/590x/secondary/Plague-1093953.jpg>



## AFRICA 2017

**World Health Organisation warns that there is something different about the new Black Death epidemic.**

**UGANDA:** A new and deadly 'Black Death' virus broke out in Eastern Uganda, with no cure.

**MADAGASCAR:** Was affected by a severe plague epidemic. An increase in temperatures was linked to forest fires resulting in plague infested rats moving from forests to rural and urban settlements.

*Plague warnings were issued for nine countries surrounding Madagascar amid fears the disease could spread via sea trade and flight routes. The outbreak is considered a bigger threat than in previous years, because it is the **pneumonic** form—meaning it is airborne and spreads by sneezing and coughing. The disease is contagious because it is transmitted from person-to-person through the air – as well as from animals to humans through infected flea bites.*

<https://www.thesun.co.uk/news/4770464/black-death-plague-madagascar-death-toll-uk/>

## ACTIVITIES

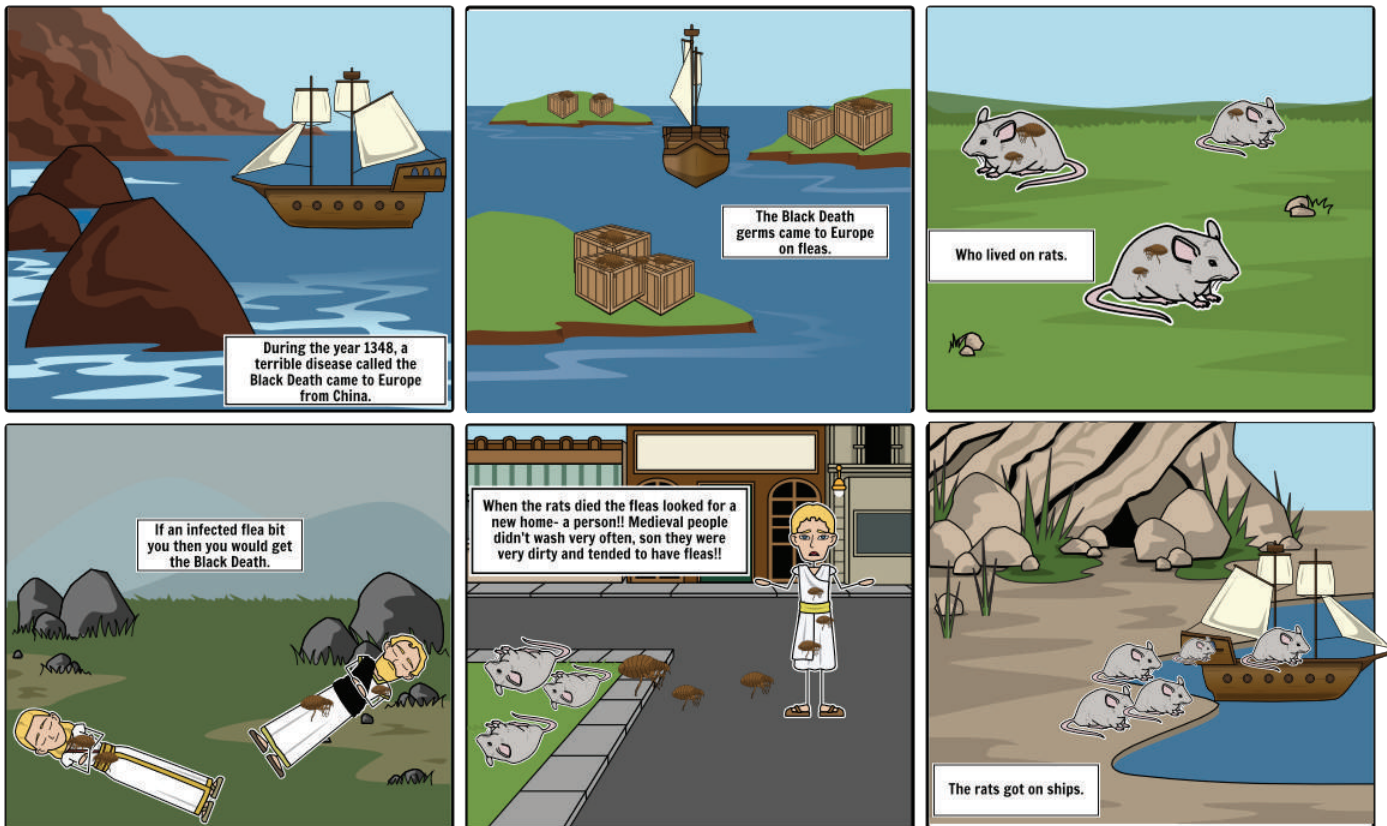
Discuss why a fourth wave plague could possibly occur in the future? What strategies could be implemented to reduce this horrendous scenario? Present investigation as a media report. Suggest strategies to limit the spread of plague from Madagascar. Present as an oral report



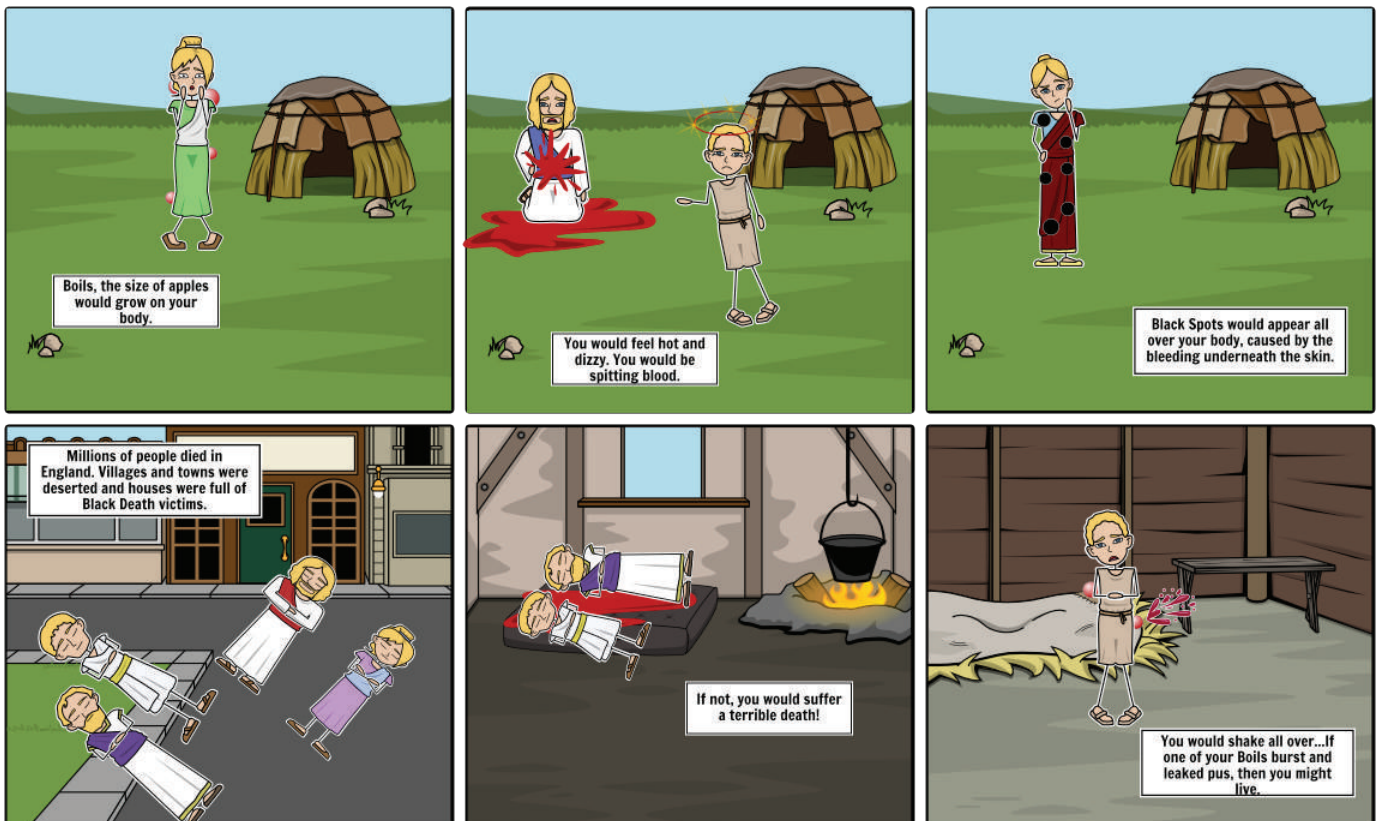
# ACTIVITIES

## STORY BOARD TEXT

Write a short story concerning the Black Death by referring to the pictures and captions



Create your own at Storyboard That

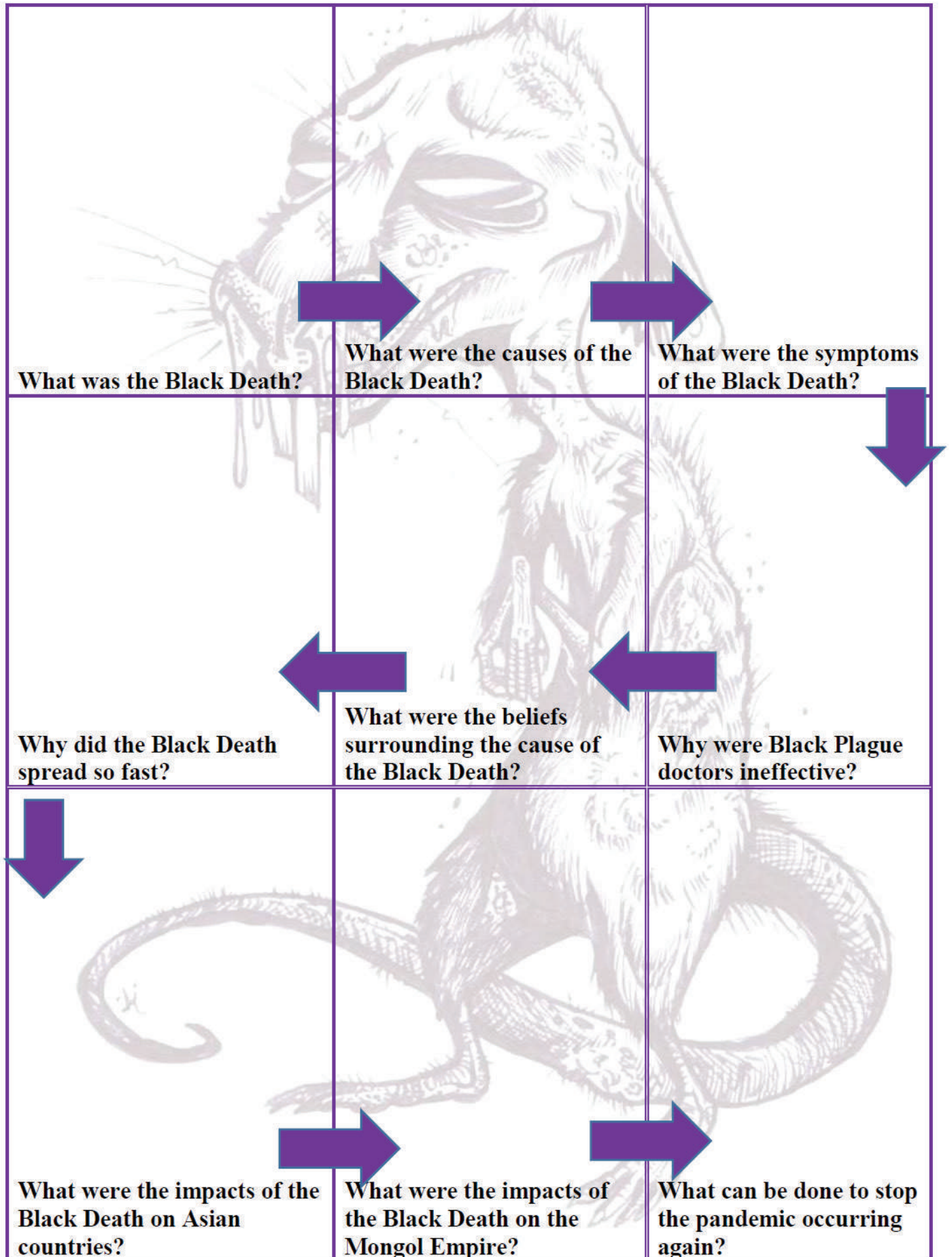


Create your own at Storyboard That

Source: <http://sbt.blob.core.windows.net/storyboards/sommerbourne/unknown-story.png>

# ACTIVITIES

Complete the Black Death Story. Present it to the class





# ACTIVITIES

Source: <http://uwsslec.libguides.com/c.php?g=187021&p=1236160>

**Read the text below:**

## **MEDIEVAL SONG ABOUT THE PLAGUE**

"A sickly season," the merchant said,  
"The town I left was filled with dead,  
and everywhere these queer red flies  
crawled upon the corpses' eyes,  
eating them away."

"Fair make you sick," the merchant said,  
"They crawled upon the wine and bread.  
Pale priests with oil and books,  
bulging eyes and crazy looks,  
dropping like the flies."

"I had to laugh," the merchant said,  
"The doctors purged, and dosed, and bled;  
"And proved through solemn disputation  
"The cause lay in some constellation.  
"Then they began to die."

"First they sneezed," the merchant said,  
"And then they turned the brightest red,  
Begged for water, then fell back.  
With bulging eyes and face turned black,  
they waited for the flies."

"I came away," the merchant said,  
"You can't do business with the dead.  
"So I've come here to ply my trade.  
"You'll find this to be a fine brocade..."

And then he sneezed.

- **Describe the process from sneezing until death.**
- **How did the doctors treat their patients who had the disease?**
- **What did the people think was the cause of the disease?**
- **What do you think will be the outcome of 'And then he sneezed'?**
- **Design a public service announcement such as a skit or movie, to alert your community about the plague. Include:**
  - **Symptoms**
  - **Causes**
  - **How it is transmitted**
  - **Steps to protect yourself from the disease**



# ACTIVITIES

Background: [https://upload.wikimedia.org/wikipedia/commons/f/fb/Wolgemut - 1493 - tanz der gerippe.jpg](https://upload.wikimedia.org/wikipedia/commons/f/fb/Wolgemut_-_1493_-_tanz_der_gerippe.jpg)

## Diagram

Create a four stage diagram that graphically explains how the Black Death was transmitted from Asia to Europe.

- Draw a picture for each stage
- Using complete sentences, provide clear captions that describe each stage.

## Multiple choice

If your mother, father or close relative was infected with the plague, would you:

- Leave them forever
- Leave them for a few weeks until they recover
- Stay and care for them
- Something else (What?)

## Letter

Imagine you lived in China during the Black Death pandemic, and one of your siblings has contracted the disease. Assuming you are literate, write a letter to your relatives describing their condition and what you plan to do about it.

## Health pamphlet

Create a health pamphlet for people during the 14<sup>th</sup> century Black Death.

- Cover page: Picture with annotated explanation
- Page 2: Causes
- Page 3: Symptoms
- Page 4: Prevention

## Explain these following statements:

- The Black Death of 1348 went from pestilence to persecution
- Personal hygiene contributed to the plague's spread
- Climate contributed to the Black Death
- The Black Death changed the way people lived
- The exact death toll is difficult to measure from medieval sources

## Investigation

A team of scientists published a paper suggesting that the plagues that ravaged Europe, Africa and the United States in the 6<sup>th</sup>, 14<sup>th</sup> and 19<sup>th</sup> centuries originated in China. Summarise their research as a short media report [http://www.danwei.org/health\\_care\\_diseases\\_and\\_pharmaceuticals/bubonic\\_plague\\_in\\_china.php](http://www.danwei.org/health_care_diseases_and_pharmaceuticals/bubonic_plague_in_china.php)

## Resources

- The Black Death, Personal History. John Hatcher <https://www.thoughtco.com/black-death-a-personal-history-by-john-hatcher-1789442>
- On the trail of the Black Death <http://www.abc.net.au/science/articles/2004/01/22/2857189.htm>
- You Tube 10 Contagious Facts about the Black Death [https://www.youtube.com/watch?v=t0Ra\\_mjLNf0](https://www.youtube.com/watch?v=t0Ra_mjLNf0)
- Black Death TimeMap-interactive and animated <https://chrome.google.com/webstore/detail/the-black-death-timemap/anlcjekbinnoogaaacblbedhiaolecl>
- Spread of Black Death across Europe-dates <https://i.pinimg.com/736x/0b/0d/d3/0b0dd31da7a689cedf86fbb9cf01148--black-death-the-death.jpg>
- Black Death mindmap <https://prezi.com/sql3r74cumeh/the-black-death-mind-map/>
- Slideshow-Black Death <http://slideplayer.com/slide/3517864/>
- The Black Death, 1346-1353, *The Complete History* (Boydell & Brewer, 2004)
- M.W. Dols, *The Black Death in the Middle East* (Princeton, 1970)



# Colonial Immigration

## including the Afghan and Chinese Experience

Stage 3

By NSW Department of Education

<https://pixabay.com/en/australia-continent-aerial-view-62823/>

### Topic: The Australian colonies

4 weeks—90 minutes per week

#### Key inquiry questions

- What do we know about the lives of people in Australia's colonial past and how do we know?
- How did an Australian colony develop over time and why?

#### Overview

Students undertake two inquiries. Inquiry 1 is a guided inquiry into the reasons for colonial immigration to Australia. With reference to paintings, passenger lists and passenger tickets, they identify the main countries from which people migrated, the causes that led to migration and their effects on Australia. Inquiry 2 investigates the experiences of Chinese immigrants and their contributions to Australian society. This can be amended to an investigation into the experiences and contributions of another colonial immigrant group.

#### Outcomes

A student:

- HT3-1 describes and explains the significance of people, groups, places and events to the development of Australia
- HT3-5 applies a variety of skills of historical inquiry and communication

#### Content

The reasons people migrated to Australia from Europe and Asia, and the experiences and contributions of a particular migrant group within a colony (ACHHK096)

Students:

- identify the European and Asian countries from which people migrated to Australia during the nineteenth century and reasons for their migration
- investigate the experiences of a particular migrant group and the contributions they made to society

#### Historical inquiry skills

Comprehension: chronology, terms and concepts

- respond, read and write to show understanding of historical matters
- sequence historical people and events (ACHHS098, ACHHS117)
- use historical terms and concepts (ACHHS099, ACHHS118)

#### Analysis and use of sources

- locate information relevant to inquiry questions in a range of sources (ACHHS102, ACHHS121)
- compare information from a range of sources (ACHHS103, ACHHS122)



## Perspectives and interpretations

- identify different points of view in the past and present (ACHHS104, ACHHS123)

## Empathetic understanding

- explain why the behaviour and attitudes of people from the past may differ from today

## Research

- identify and pose questions to inform an historical inquiry (ACHHS100, ACHHS119)
- identify and locate a range of relevant sources to support an historical inquiry (ACHHS101, ACHHS120)

## Explanation and communication

- develop historical texts, particularly narratives and descriptions, which incorporate source material (ACHHS105, ACHHS124)
- use a range of communication forms (oral, written, graphic) and digital technologies. (ACHHS106, ACHHS125)

## Selected historical concepts

**Cause and effect:** events, decisions or developments in the past that produce later actions, results or effects, eg events and other reasons that led to migration to Australia; reasons for the struggle for rights and freedoms for various groups in Australia.

**Perspectives:** people from the past will have different views and experiences, eg differing attitudes of various groups to Federation or to granting rights and freedoms to women and Aboriginal peoples.

**Empathetic understanding:** an understanding of another's point of view, way of life and decisions made in a different time, eg differing attitudes and experiences of living in an Australian colony; understanding the experiences of Aboriginal and Torres Strait Islanders, women and migrants throughout the twentieth century.

**Significance:** the importance of an event, development or individual/group, eg determining the importance (significance) of various peoples' contributions to the development of a colony.

## Assessment

All activities require students to demonstrate their learning. All are assessment for learning activities.

## Vocabulary

Cause, effect, significance, perspective, empathy observe, examine, summarise, record, sequence, infer, speculate, representation, conclude, Europe, Asia, migrated, emigrant, immigrant, migrant, passenger, gender, experience, society, colony, contribution, customs, traditions, culture, cause, effect, perspective, opportunity, challenge, endurance

## Teaching and learning activities

### Inquiry 1 – reasons for colonial migration

Through a guided inquiry, students use a range of primary sources to identify the European and Asian countries from which people migrated to Australia and the reasons for their migration.

## Suggested stimulus

Collectively examine source 1. Discuss first impressions of the painting. Consider the gender and ages of the people and their potential reasons for immigrating to Australia.



**Source 1: *Coming south*, painted by Tom Roberts, 1886**

Tom Roberts was a significant colonial painter who migrated from England to Australia in 1869. The ship in the painting is the SS Lusitania, the first mail steam ship on the Orient Line.



[https://en.wikipedia.org/wiki/Coming\\_South#/media/File:Tom\\_Roberts\\_-\\_Coming\\_South\\_-\\_Google\\_Art\\_Project.jpg](https://en.wikipedia.org/wiki/Coming_South#/media/File:Tom_Roberts_-_Coming_South_-_Google_Art_Project.jpg) Public domain

In pairs or individually, using computers or tablets, students use the zoom tools to examine the details of the painting, *Coming south*, on the Google Arts and Culture website <https://www.google.com/culturalinstitute/beta/asset/coming-south/dgG8BXOsvLluiQ>.

Students discuss the people in the painting using See-Think-Wonder prompts to guide their observations and inferences.

**See-Think-Wonder prompts**

See

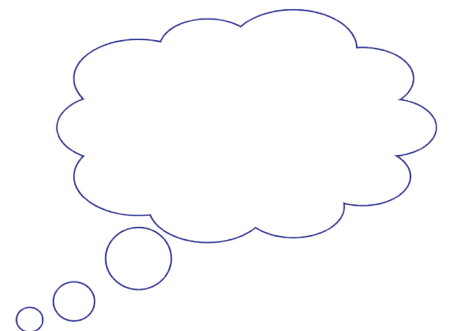
- What people are shown? What is the gender mix? What are they doing?
- What objects are shown? How are they being used?
- What details can you see? Is there something unexpected?

Think

- Who are the people and why are they there?
- What are their stories?
- What can you learn from examining this painting?

Wonder

- What else would you like to know?



## Historical inquiry step 1: question

With reference to the students' See-Think-Wonder discussions, students formulate a set of inquiry questions relating to the syllabus dot point:

Students identify the European and Asian countries from which people migrated to Australia during the nineteenth century and reasons for their migration.

Sample questions:

- Who were the people who came to Australia between 1800 and 1890?
- From what countries did they come?
- Why did they come?

Note: Inquiry questions may need to be redesigned through the historical inquiry process.

## Historical inquiry steps 2 and 3: research and analyse

### Countries of origin

Students read the information in sources 2, 3 and 4. They identify and write the reasons for migration in table 1.

Source 2: Harvest of endurance: Chinese workers, National Museum Australia

[http://www.nma.gov.au/collections/collection\\_interactives/endurance\\_scroll/harvest\\_of\\_endurance\\_html\\_version/explore\\_the\\_scroll/chinese\\_workers](http://www.nma.gov.au/collections/collection_interactives/endurance_scroll/harvest_of_endurance_html_version/explore_the_scroll/chinese_workers)

Source 3: Afghan cameleers in Australia: Purchase and recruitment, Australian Government

<http://www.australia.gov.au/about-australia/australian-story/afghan-cameleers>

**Table 1: Reasons for migration cause and effect table**

Country	Cause	Effect	Migration opportunity
United Kingdom			
Australia			
China			
Afghanistan*			

Note: The Afghan cameleers came from Afghanistan and other surrounding countries.

### Inquiry – experiences of one colonial migrant group

As a semi-guided inquiry, students use secondary sources to investigate the experiences of Chinese immigrants and the contribution they made to Australian society. They locate and use primary sources to verify their information. As an alternative, students could investigate the experiences of a different colonial immigrant group, such as the Afghan cameleers.

### Stimulus

Students examine sources 5 and 6, images of Chinese gold miners. They compare the people and the setting in these images to Tom Roberts' painting, *Coming south*, viewed in Inquiry 1. Students use See-Think-Wonder prompts to guide their observations and inferences.

Source 5: Chinese on their way to the gold diggings in Bendigo, Victoria, by Charles Lyall, circa 1854





State Library of Victoria. <http://handle.slv.vic.gov.au/10381/45824> Out of copyright

Source 6: Australian gold rush, panel from the Harvest of Endurance scroll by Mo Xiangyi, 1988



Copyright: Australia-China Friendship Society. Reproduced with permission, National Museum Australia.  
[http://www.nma.gov.au/\\_data/assets/image/0008/418823/04.jpg](http://www.nma.gov.au/_data/assets/image/0008/418823/04.jpg)

### See-Think-Wonder prompts

#### See

- What people are shown? What is their gender and nationality? What are they doing?
- What objects are shown? How are they being used?
- What details can you see? Is there something unexpected?

#### Think

- Who are the people and why are they there?
- What are their stories?
- What can you learn from examining this sketch?

#### Wonder

- What else would you like to know?

## Historical inquiry step 1: question

With reference to the students' See-Think-Wonder discussions, students formulate two or three inquiry questions.

### Sample questions:

- What were the experiences of the Chinese gold miners who came to Australia from the 1850s?
- What contribution did they make to Australia?

Note: Inquiry questions may need to be redesigned through the historical inquiry process.

## Historical inquiry steps 2 and 3: research and analysis

Students select one of the two research tasks listed below:

### 1. Chinese immigrant experience

- Use the video in source 7 to create a summary of the key experiences in the life of the Chinese narrator who immigrated to Australia in 1858 to join the Victorian gold rush.
- State the contribution that the narrator and his family made to Australia during the colonial years.
- Locate two primary sources that verify the information presented in the video.
- Use table 3 to record information provided by each primary source.

**Source 7:** Australian migration (1788-1900) – The colonial years: The Chinese experience

<https://youtu.be/MFEbNtTf4l4>

### 2. Colonial Chinese immigration timeline

- Use the information links in the Harvest of endurance site in source 8, from Australian gold rush to The general store, to create a timeline of key experiences for Chinese immigrants in Australia.
- On the timeline highlight the contributions that Chinese immigrants made to Australia between 1850 and 1890.
- Locate two primary sources that illustrate and verify two of the key events.
- Use table 3 to record information provided by each primary source.

**Source 8:** Harvest of endurance: Australian Gold Rush, National Museum of Australia

[http://www.nma.gov.au/collections/collection\\_interactives/endurance\\_scroll/harvest\\_of\\_endurance\\_html\\_version/explore\\_the\\_scroll/australian\\_gold\\_rush](http://www.nma.gov.au/collections/collection_interactives/endurance_scroll/harvest_of_endurance_html_version/explore_the_scroll/australian_gold_rush)

**Table 3: Chinese immigrants source analysis table**

Source Number	Title and Date	Who created it and why?	Whose view is it?	Key information	Questions raised

## Historical inquiry step 4: evaluate

Guide the students in evaluating the reliability of the sources: Are sketches and paintings reliable sources of information? Why or why not? Do the inquiry questions need to be redesigned as a result of analysing and evaluating sources?

## Historical inquiry step 5: communicate

### Chinese immigrant contributions

Using speech bubble sticky notes, or a digital annotation app, students annotate a copy of the Australian gold rush panel in source 5. They select three or four miners and write a speech bubble that states their future contribution to Australia. For example, "After the gold dried up I set up a very successful general



store. I stocked it with all sorts of products from foods to tools that people in our community needed. Without my store, people would have had to travel great distances to buy what they needed.”

### Reflection

Students reflect on the historical inquiry process, reflecting on what they learnt, how they learnt it and what else they would like to find out.

## Additional resources

### Books

Bridget: A new Australian by James Maloney (PRC 5–6) – set in 1848

Kerenza: A new Australian by Rosanne Hawke (PRC 5–6) – set in 1911 in South Australia’s Mallee country

My name is Lizzie Flynn: A story of the Rajah Quilt by Claire Saxby and Lizzy Newcomb (PRC 3–4) – based on the true story of the making of the Rajah Quilt by convict women under the instigation and supervision of a free passenger and now housed in the National Gallery of Australia

Mustara by Rosanne Hawke and Robert Ingpen (PRC 3–4)

The big book of Australian History by Peter Macinnis

### Websites

Australian migration history timeline, 1840-1900, Migration Heritage Centre, NSW  
<http://www.migrationheritage.nsw.gov.au/exhibition/objectsthroughtime-history/1840-1900/> (archived site)

Braidwood’s Chinese pioneers, Braidwood and District Historical Society  
<http://www.braidwoodmuseum.org.au/Chinese.html>

Chinese migration, Behind the News, ABC  
<http://www.abc.net.au/btn/story/s4178063.htm> (video and transcript)

Gold: Immigration and population, SBS <http://www.sbs.com.au/gold/story.php?topicid=5>

### Digital collections

Trove <http://trove.nla.gov.au>

State Library of NSW <http://www.sl.nsw.gov.au>

State Records of NSW <http://www.records.nsw.gov.au>

ABC

# EUROPEAN EXPLORERS IN ASIA

By Di Dunlop

William Adams  
Niccolo da Conti  
Vasco da Gama  
Cornelis de Houtman  
Ferdinand Magellan  
Marco Polo  
Francisco Serrao  
Stamford Raffles

Alfonso de Albuquerque  
Jorge Alvares  
Jeon Chard in  
Duarte Fernandez  
Francis Garnier  
James of Ireland  
Miguel Lopez Delegazpi  
Henri Mouhot

These are the names of **some** explorers from Europe who travelled to and explored parts of Asia.

- Fill in the following Explorers Chart.
- Choose four ( 4) of these explorers (each from a different country) and research their exploits.



- (1) For each, complete their journeys on a world map, and label them.
- (2) Draw a timeline for each of their deeds.
- (3) In about  $\frac{1}{2}$  a page for each, outline their achievements.
- (4) Briefly outline for each what was the catalyst for their journeys.
- (5) Assess for each one (about  $\frac{1}{2}$  a page) the impact on the areas they explored - initially,  
- long term.



## EXPLORERS CHART

[illegible]

C	S	P	I	C	E	S	A	V	B
I	M	L	I	C	H	I	N	A	C
R	C	A	R	A	V	E	L	S	D
C	O	K	J	H	G	Y	F	C	E
U	N	O	P	S	I	L	K	O	F
M	A	E	N	G	L	A	N	D	G
N	D	E	H	O	U	T	M	A	N
A	G	X	A	C	F	I	E	G	H
V	A	P	B	D	R	D	C	A	D
I	R	L	F	H	E	A	B	M	I
G	N	O	J	I	N	D	I	A	J
A	I	R	S	R	C	O	P	P	K
T	E	E	U	T	H	N	M	S	L
E	R	D	D	A	C	O	N	T	I
N	I	C	C	O	L	O	P	Q	I

## WONDERWORD — EXPLORERS

1. A Portuguese explorer of the 16th century (5-2-4)  
.....
2. The homeland of Stamford Raffles (7) .....
3. To sail around the world (14) .....
4. A country that James of Ireland visited (5) .....
5. A Dutchman who found a sea route to Indonesia (2-7)  
.....
6. Marco Polo was from here (5) .....
7. What many explorers sought (6) .....
8. The nationality of Henri Mouhot (6) .....
9. The fabric that was prized in China (4) .....
10. A Frenchman who explored the Mekong River  
(7) .....
11. Alfonso de Albuquerque went here (5) .....
12. In the 15th century an Italian who went to India (7-2-5)  
.....
13. What all these people did (8) .....
14. What a cartographer made (4) .....
15. A three-masted sailing ship developed by the Portuguese  
(7) .....



# LEARNING FROM OBJECTS

## Stage 3/4

By Ross Mackay - Goulburn High School

### Why study souvenirs?

Souvenirs represent certain aspects of a culture. They have a strong association with place and what is considered significant. For this reason, by identifying what a souvenir is and what it represents, we can gain a level of insight into what is considered important in a culture.

This worksheet is designed to guide your investigation of the objects you have been given. It is intended to support you in understanding a wide range of objects that will help us to understand different cultures. The objects you may investigate might include newspapers, games, and souvenirs of varying types, symbols, menus or stories. It is important to be aware that not every question on the sheet has to be addressed. You may wish to discuss with your teacher whether or not a particular question is relevant to your investigation.



### Process

1. Read through and answer the questions from the "Things found out through looking" column. Remember, not all the questions will be relevant to your object, eg; a statue won't have a scent and the material it is made from may not be relevant. An incense stick won't have a sound but will have a smell.
2. After you have answered these questions, use these findings to prompt your next questions, eg; if the statue is green, why is it green, if it has certain features, why does it have those features.
3. At this point you may wish to use the internet to try and search for images of objects similar to yours to narrow your search.
4. When you have identified what the object is, you need to research the significance of that object and the culture it belongs to.



# LEARNING FROM OBJECTS

Guiding questions to help you investigate an object of cultural significance.

Main things to think about	Some further questions to ask	Things found out through looking	Questions to be researched based on your answers to the previous column.
<b>Physical features</b> What does it look and feel like	What does it look like?		
	What colour is it/dominant colours?		
	What does it smell like?		
	What does it sound like?		
	What is it made of?		
	Is it a natural and/or manufactured substance?		
	Is the object complete? If not, what do you think is missing and is this significant?		
	Has it or the materials used been altered, adapted or mended?		
	Is it worn? If so how and what part of the body?		



<b>Construction</b> How was it made?	Is it handmade or machine made?		
	Was it made in a mould or in pieces?		
	How has it been fixed together?		
<b>Design</b> Writing or images on the object	Is it decorated? Does the object have writing or images on it? If so, what?		
	How has the object been used/is used?		
<b>Function</b> What was it made for?	Has the use changed?		
	Is there any symbolism on the item? If yes what do the symbols stand for?		
	How does this object represent a cultural element or value?		
<b>Cultural Significance</b>	Give an example of how this object is/may be used in one particular culture or your own culture.		

# CULTURAL SUMMARY QUESTIONS

**When you have identified what your object is, you need to complete the following tasks in your workbook:**

1. What is the object or what does it represent?
2. Explain its purpose, use, or significance of the object or what the object is representing.
3. How was it important in the culture of the time?
4. Was this object something that was available to/used by all members of society?
5. Does it have any religious significance?
6. Sketch the object.
7. Consider Australian culture. Identify an object that fulfils a similar role in society to the one you have just investigated. Compare and contrast the two objects.
8. Present your report as a video analysing your object.



<https://pixabay.com/en/masks-wooden-masks-souvenirs-1675020/>



# AUSTRALIA IN THE VIETNAM WAR ERA

## (Depth Study 6) - Programme and Study Guide

By Jill Carroll

<https://pixabay.com/en/m60-machine-gun-army-firearm-gun-1475760/>

### Program

#### Historical Context of the Overview (The Modern World and Australia)

'In the aftermath of World War II, decolonisation saw the end of the great European empires and the emergence of new nations, particularly in Asia and Africa. At the same time, the USA and Soviet Union emerged from World War II as hostile superpowers armed with nuclear weapons in a tense confrontation known as the Cold War.'

Decolonisation occurred in French Indochina after France was defeated in 1954 by communist forces led by Ho Chi Minh. The Geneva Conference in 1954 stated that Indochina was to be divided into four countries: South Vietnam, North Vietnam, Laos and Cambodia. It also stated that in 1956 elections were to be held to reunify North and South Vietnam. These elections were not held and the Vietnam War or Second Indochina War dates from this time. This was also during the Cold War and thus USA and Australia supported the non-communist South Vietnam, sending troops there in an attempt to contain communism. The Soviet Union and China supported the communist North Vietnam but did not send troops.

This study of Australia in the Vietnam War Era incorporates the overview: the nature of the Cold War and Australia's involvement in the Cold War and post- Cold War conflicts (Korea, Vietnam, the Gulf Wars and Afghanistan), including the rising influence of Asian nations since the end of World War II.

This study also incorporates the Key Inquiry Questions:

- How did the nature of global conflict change during the twentieth century?
- What were the consequences of World War II? How did these consequences shape the modern world?
- How was Australian society affected by the Vietnam War?

#### Outcomes: a student -

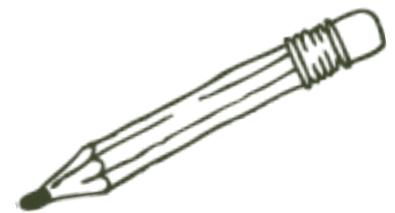
- Explains and assesses the historical forces and factors that shaped the modern and Australia HT5-1
- Explains and analyses the motives and actions of past individuals and groups in the historical context that shaped the modern world and Australia HT5-3
- Explains and analyses the causes and effects of events and developments in the modern world and Australia – HT5-4
- Identifies and evaluates the usefulness of sources in the historical inquiry process HT5-5
- Explains the different contexts, perspectives and interpretations of the modern world and Australia HT5-7
- Applies a range of relevant historical terms and concepts when communicating an understanding of the past HT5-9
- Selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences HT5-10



## Introduction

The Vietnam War, or the Second Indochina War, dates from approximately 1956, when elections failed to be held to reunify North and South Vietnam. USA supported South Vietnam, sending advisers and military assistance. As an ally, Australia sent advisers in 1962 and by 1965 USA and its Allies, including Australia, sent combat troops. All Australian military personnel were withdrawn by 1973 and the war ended in 1975 with a communist victory.

1. Students to study an iconic image of the Vietnam War. Students describe the image, ask questions about the image and formulate a view of the image
2. Brainstorm knowledge and ideas about Australia and the Vietnam War
3. Construct a pictorial timeline of Australia in the Vietnam War era from 1945 to 1975
4. Construct a collage using ICT of images of the Vietnam War
5. Draw/copy a map of Vietnam in 1954 and 1975
6. Outline the Vietnam War
7. Maintain a glossary of terms and people



## The reasons for Australia's involvement in the Vietnam War

In World War II Australia fought alongside Britain and USA to defeat Germany and Japan. When World War II ended in 1945, the Cold War started. This war was between USA and her Allies, and USSR and her allies. USA believed in the concepts of democracy and capitalism, whereas USSR believed in communism. Australia feared the spread of communism especially in Asia, and thus signed the ANZUS and SEATO treaties, committing itself to supporting USA. Australia came to rely on USA instead of Britain, as Britain withdrew from Asia.

1. Define the term 'Cold War'
2. Explain the reasons for the Cold war
3. Define democracy, communism and capitalism
4. Draw/copy a map indicating communist countries in the world by 1950
5. Explain the significance of China becoming communist in 1949
6. Describe Australia's involvement with the United Nations Organisation from 1945 to 1953
7. Explain how Australia responded to the threat of communism in Asia. (Refer to the Domino Theory, Forward Defence Policy, ANZUS, SEATO, Korean War, Malayan Emergency, attempt to ban the Communist Party in Australia)
8. Identify important people and groups during this period – Curtin, Chifley, Menzies, Calwell, Roosevelt, Truman, Eisenhower, Kennedy, Johnson, Ho Chi Minh, Diem, Viet Minh, Viet Cong
9. Describe the background to the Vietnam War (1860s-1956)
10. Explain why and how USA became involved in the Vietnam War
11. Explain why Australia sent troops to Vietnam
12. List all reasons for Australian involvement in Vietnam
13. Investigate the evidence that Australia asked to be involved in Vietnam

ABC



## **The nature of Australia's involvement in Vietnam**

### **Introduction**

In 1962 Australia sent 30 military advisers to South Vietnam. This number was gradually increased and in 1964 Australia introduced National Service. In 1965 the first combat troops arrived and were stationed in Bien Hoa Province. Australians fought in many battles including the Battle of Long Tan. Approximately 60 000 Australian military personnel served in Vietnam and 520 Australians lost their lives. Australia withdrew all military personnel by 1973 and the war continued until 1975 ending in a communist victory.

1. Copy/draw a map indicating the location of Australian troops in Vietnam
2. Construct a timeline of Australia's involvement and key events in Vietnam from 1962 to 1973
3. Identify the Viet Cong and the Viet Minh
4. Describe guerrilla warfare
5. Compare guerrilla warfare tactics with US Conventional Warfare tactics
6. Outline and explain Australian tactics in fighting the Viet Cong, using a range of sources
7. View excerpts from the film, 'The Sapphires' on the fighting in Vietnam and the film 'Frontline'. Explain the significance of these films
8. Research The Battle of Long Tan 1966
9. Research the Tet Offensive 1968
10. Outline Australian and American involvement from 1969-73
11. Outline how and why USA and Australia withdrew from the Vietnam War
12. Investigate the experiences of Australian servicemen and women using [www.anzacportal.dva.gov.au](http://www.anzacportal.dva.gov.au)

### **Different Perspectives in Australia about the Vietnam War**

1. Identify people and groups who supported the war. Explain why they supported the war
2. Explain why people began to oppose the war
3. Identify people and groups who opposed the war. Explain why they opposed the war
4. Explain how conscription worked
5. Identify people and groups who supported conscription. Explain why they supported conscription
6. Identify people and groups who opposed conscription. Explain why they opposed conscription
7. Investigate the moratorium movement in Australia
8. Explain the growing opposition to the war by 1969
9. Describe and explain the role of the media during the Vietnam War
10. Investigate the story of Kim Phuoc
11. Investigate iconic media images of the Vietnam war and complete a source analysis

## **The impact and the significance of the Vietnam War**

### **Australian Soldiers**

1. Listen to and study the words of the song by Redgum, 'I Was Only Nineteen'. Explain the impact of the war on soldiers
2. Explain why Australians were not welcomed home from Vietnam
3. Explain why there was a 'Coming Home Parade' in 1987 and its significance
4. Describe the impact of Agent Orange and Post Traumatic Stress Disorder on Australian veterans
5. List the number of dead and wounded Australians in the Vietnam War

## Australian Society

1. Explain how and why the Vietnam War divided Australian society
2. Investigate the Boat People
3. Research the impact of multiculturalism on Australian society
4. Assess the contribution of Indochinese refugees
5. Research the story of Anh Do or other Boat people

## Australian politics

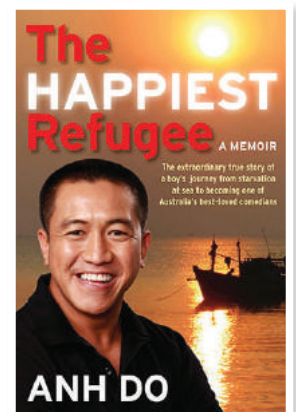
1. Explain the impact of the war on Australian politics and the significance of the election of Gough Whitlam in 1972
2. Outline Australia's changing relations with Asia in the post-Vietnam war era

## The Future

1. Briefly outline Australia's continuing involvement in war – Afghanistan, Iraq and Syria
2. Investigate the role of Australia in the Southern Philippines today

## Resources

1. Various school text books
2. Star's Productions – [www.starrs.com.au](http://www.starrs.com.au) – 'Dusted Off' performance use as a SITE STUDY
3. [www.anzacportal.dva.gov.au](http://www.anzacportal.dva.gov.au)
  - See Veterans Stories – Vietnam War Stories – 30 stories with film clips and transcript
  - See history – conflicts – Australia and the Vietnam War: Vietnam War, All the Way with LBJ, Armour and Artillery, RAN and RAAF
  - See history – conflicts – Australia and the Vietnam War: events, locations, resources
4. DVA Resource Kit issued by DVA – 'Australia and the Vietnam War'
5. [www.splash.abc.net.au](http://www.splash.abc.net.au) Most of the following items have film clips, film transcript and student questions:
  - Australia and the Vietnam war (2016) – good as an overview at the beginning of the topic
  - The Cold War 1945-1991 – good summary
  - Pros and Cons of National Service
  - Melbourne Moratorium Against the Vietnam War
  - Fighting Conscription 1966 (about Bill White who refused to register when conscripted – excellent)
  - Public reactions to sending troops to Vietnam
  - Reflecting on the Vietnam War through art
  - Debating Vietnam
6. Films: The Odd Angry Shot, The Sapphires, Frontline, The Battle of Long Tan (2006), The Battle of Long Tan (narrated by Sam Worthington – 2015), Good Morning Vietnam
7. Protest songs of the Vietnam War
8. [www.awm.gov.au](http://www.awm.gov.au)
9. [www.vvaa.org.au](http://www.vvaa.org.au) (Vietnam Veterans Association of Australia)
10. [www.archives.org.au](http://www.archives.org.au) (Battle of Long Tan)
11. Kim Phuoc – see Click View and Youtube
12. [www.anhdo.com.au](http://www.anhdo.com.au) – see the story of the refugee, Anh Do
13. Anh Do, 'The Happiest Refugee'
14. SBS – The Vietnam War Series 2017 – SBS on Demand





# Depth Study 6 – Year 10 – Australia and the Vietnam War

## Student Study Guide

### Introduction

- In 1954 France was defeated by communist forces led by Ho Chi Minh in Vietnam
- At the Geneva Conference in 1954, Indochina was divided into four countries: North Vietnam, South Vietnam, Laos and Cambodia
- A communist government was established in North Vietnam led by Ho Chi Minh
- A non-communist government was established in South Vietnam led by Diem
- Elections were to be held in 1956 to reunify North and South Vietnam but the elections were not held, thus the war dates from 1956
- USA and its ally, Australia, supported anti-communist South Vietnam
- USSR and China supported communist North Vietnam
- This was at the time of the Cold War
- USA was democratic and capitalist and feared communism and the spread of communism
- USSR was communist and anti-democratic and anti-capitalist
- USA sent advisers, then combat troops to South Vietnam to support the anti-communist government there
- Some people in South Vietnam were communist and in 1960 The National Liberation Front or the Vietcong was formed
- Fighting first occurred in South Vietnam between South Vietnamese communists and the government of Diem, supported by USA
- In 1965 USA and Australia sent combat troops to South Vietnam
- Australia was engaged in many battles and eventually began withdrawing troops from 1971
- By 1973 most American military personnel had been withdrawn from South Vietnam
- The war ended in 1975 with a communist victory and Vietnam was reunited under a communist government

1. You will be shown an iconic image of the Vietnam War (eg Kim Phuoc, the shooting of a Vietcong soldier, wounded soldiers or civilians). Study the image and answer the following:
  - What do you see?
  - What do you think?
  - What do you wonder?
2. In groups, then as a class, brainstorm ideas and knowledge of the Vietnam War
3. Construct a pictorial timeline of Australia in the Vietnam War Era from 1945 to 1975
4. Construct a collage using ICT of images of the Vietnam war; make a classroom display and discuss
5. Draw or copy a map of the Indochina area in 1954
6. Maintain a glossary of terms



Why did Australia become involved in the Vietnam War?

- The Cold war, between USA and USSR, began in 1945
- USA feared the spread of communism in Europe and then Asia
- Australia especially feared the spread of communism in Asia and supported USA and enacted

policies designed to ensure USA maintained a military presence in Asia

1. Define the term 'Cold War' 1945 to 1991
2. Why did the Cold War occur?
3. Define democracy, communism and capitalism
4. Draw or copy a map indicating communist countries in the world by 1950
5. Explain the significance of China becoming communist in 1949
6. How did Australia respond to the threat of communism? Copy and complete the following chart to understand Australia's response:

Event/issue	Date(s)	Detail	Significance
Joined UNO			
Belief in the Domino Theory			
Forward Defence Policy			
ANZUS Treaty			
Attempt to ban the Communist Party			
Korean War			
SEATO			
Malayan Emergency			

7. Study political cartoons in Australia in the 1950s and 1960s. Complete a source analysis
8. Significant groups and people; copy and complete the following chart:

Person/group	Date(s)	Identify and insert photo
Curtin		
Chifley		
Calwell		
Roosevelt		
Truman		
Eisenhower		
Kennedy		
Johnson		
Ho Chi Minh		
Diem		
Viet Minh		
Vietcong		
CIA		

9. Briefly describe the background of the Vietnam War – 1860s to 1956
10. List all reasons why Australia became involved in the Vietnam War
11. Explain why Australia sent advisers in 1962 and combat troops in 1965 to Vietnam
12. Investigate the evidence that Australia asked to be involved in the Vietnam war

#### Australia's Involvement in the Vietnam War

1. View [www.splash.abc.net.au](http://www.splash.abc.net.au) – Australia and the Vietnam War, and record information
2. Copy or draw a map indicating the location of Australian troops in Vietnam
3. Australia troops fought against the Vietcong. Explain who they were.
4. Describe the guerrilla warfare tactics of the Vietcong
5. Compare the guerrilla warfare tactics of the Vietcong with the conventional warfare tactics of USA
6. View the first part of the film, Frontline. Record information about US tactics and the experience of war



war

7. Outline and explain Australian warfare tactics in fighting the Vietcong, using a range of sources
8. Watch excerpts from the film, *The Sapphires*. What do you learn about the Vietnam War?
9. The battle of Long Tan. View the film, *The Battle of Long Tan*, narrated by Sam Worthington and answer the following questions:
  - When?
  - Why did it occur?
  - What happened?
  - What was the significance of this battle?
10. The Tet Offensive 1968. This was a battle between US and communist forces. Use the film, *Frontline*, and other sources to complete the following questions:
  - What was Tet?
  - Why did it occur?
  - What happened?
  - What was the significance of this battle?
11. The Vietnam War 1968 to 1973. After the Tet Offensive, US President, Johnson, decided not to seek re-election. Nixon then became president in 1968 on a policy of withdrawing US troops from Vietnam.
  - Why did US and Australian forces withdraw from Vietnam in the era 1969 to 1973
  - Briefly outline how and why the war continued in Vietnam in this era
  - Outline Australian and American casualty rates in the Vietnam War
12. The experiences of Australian servicemen and women. See attached work sheet and complete by using [www.anzacportal.dva.gov.au](http://www.anzacportal.dva.gov.au) – Vietnam Veterans' Stories

### **How did Australians react to the Vietnam War?**

Initially most Australians supported the war. However, as the war continued many came to oppose the war due to the devastation caused by American bombing, confronting media images and the continuing high casualty rate. Many also were opposed to conscription and the sending of conscripts to Vietnam.

1. Identify people and groups who supported the Vietnam War
2. Why did they support the war?
3. Identify people and groups who opposed the Vietnam war
4. Why did they oppose the war?
5. View the following programs on [www.splash.abc.net.au](http://www.splash.abc.net.au) – Pros and Cons of National Service, Fighting Conscription 1966, Public Reactions to sending troops to Vietnam. Record information
6. Define 'national service' (conscription)
7. Why was national service introduced and how did it operate?
8. Identify people and groups who supported national service
9. Why did they support national service?
10. Identify people and groups who opposed national service
11. Why did they oppose national service?
12. What was the moratorium movement? View [www.splash.abc.net.au](http://www.splash.abc.net.au) – Melbourne Moratorium against the war; record information
13. Explain why there was growing opposition to the Vietnam War by 1969
14. Describe and explain the role of the media in the Vietnam War
15. The story of Kim Phuoc. An iconic photograph was taken of Kim Phuoc running down a street, suffering from burns caused by napalm. This photograph actually saved her life. Investigate the story of Kim Phuoc:
  - View programs on Youtube
  - Who, what, when, where, why?
  - What happened to her after the photograph was taken?
  - Kim Phuoc today
  - What is the significance of the photograph?
16. Research other iconic photographs of the Vietnam War – group work. Prepare a presentation to the class

## The Impact of the Vietnam War

### Australian soldiers

1. Listen to the words of Redgum's song, 'I Was Only Nineteen'. What do you learn about the impact of the war on Australian soldiers? What questions can you ask?
2. Explain why Australian soldiers were not welcomed home from Vietnam
3. Explain why the 'Coming Home Parade' was organised in 1987
4. Why was this a significant event for Vietnam veterans?
5. Define Agent Orange and Post Traumatic Stress Disorder (PTSD)
6. Describe the impact of Agent Orange and PTSD on Australian Vietnam veterans
7. Many American and Australian veterans have committed suicide. Why do you think this occurs after war?

### Australian society

1. How and why did the Vietnam War divide Australian society? View [www.splash.abc.net.au](http://www.splash.abc.net.au) – Debating Vietnam – record information
2. After 1975, the Boat People arrived from Vietnam and later Cambodia. Complete: who, when, where, why
3. Read the story of Anh Do – The Happiest Refugee – or listen to an interview with him on Youtube. What do you learn about his experiences as a Boat Person?
4. Anh Do and other Boat People have made a significant contribution to Australian society. Research one person who came to Australia by boat and outline their life and contribution.
5. Multiculturalism became official government policy under Prime Minister Gough Whitlam (1972-75). Define this policy and what it entailed

### Australian politics

1. Explain the impact of the Vietnam War on Australian politics and the significance of the election of Gough Whitlam in 1972
2. Outline Australia's changing relations with Asia in the post-Vietnam War era

### The Future

1. Briefly outline Australia's continued involvement in war – Afghanistan, Iraq and Syria
2. Investigate the role of Australia in the southern Philippines today and the role of combatting ISIS there

**Extension Work** – this requires research. It is important to make informed opinions based on evidence.

1. Discuss 'journalism is the first draft of history'
2. Why did USA use the term 'withdrawal' and not 'defeat'
3. Investigate the phrase 'friendly fire'
4. Sending conscripts to Vietnam – right or wrong?
5. Should Australia have been involved in the Vietnam War?
6. 'War is hell'. This was a slogan written on an American soldier's helmet. Discuss.
7. There are no winners in war, only losers. Discuss.
8. Film Study: The Post – should the Washington Post have published the Pentagon Papers?





## Case Study – The Stories of Vietnam Veterans

See [www.anzacportal.gov.au](http://www.anzacportal.gov.au) – Vietnam War Veterans' Stories.

There are 30 stories here with a film clip and transcript

1. **Colleen Mealy** – an Australian nurse, she was one of the first four nurses to serve in Vietnam. "It changed my life completely".
2. **Howard Dillon** – a chaplain in 1969 – he was told by the commander: 'you are the one normal thing here – you represent mother, father, brother'
3. **Jim Richmond** – soldier wounded at Long Tan 1966 – he was not rescued till the following morning
4. **Tony Ely** – clearance diver – checking for mines on ship's hulls
5. **David Sabben** – Infantry Platoon Commander aged 21 – 'soldiers win the battles, politicians win or lose the wars'
6. **Wayne Brown** – medic and conscript
7. **Don Barnby** – Special Air Service (SAS) – gathered intelligence – one day on patrol he walked only 350 metres as each step was a possible step on a land mine
8. **Colin Elliott** – RAN on HMAS Hobart – provided naval gun support for ground forces
9. **Peter Jarratt** – Australian Army Training Team – trained the South Vietnamese Army – 'I didn't think God was on my side'
10. **Neville Wiggins** – RAAF – helicopter door gunner 1970 – "I was on patrol in Vietnam in the morning and home in Australia in the evening" – 'surreal'
11. **Arthur Low** – infantryman 1965 – fought alongside the American soldiers at first – he stated in combat the Americans just stood and fired whereas the Australians fell to the ground then fired
12. **Robert O'Neill** – intelligence officer 1966 – the aim was to build support among the villagers
13. **Gary McKay** – conscript – infantry platoon commander – "I didn't even know where Vietnam was, 'when you kill someone it never leaves you'
14. **Neil Ralph** – RAN Helicopter Flight Vietnam – served with the Americans – 'American soldiers thought a lot of us'
15. **Roy Mundine** – Australian Army – indigenous serviceman 1966-67 – he later established The Indigenous Champion Project – badly wounded
16. **Robert Connor** – transport aircraft – RAAF Carribou pilot 1969-70
17. **Graham Walker** – infantry commander – now works for the Vietnam Veterans for recognition of the effects of Agent Orange
18. **Neil Weekes** – conscript – platoon commander 1968
19. **Peter Condon** – fighter pilot – Forward Air Controller – located enemy and radioed location back to Base
20. **Gary Beck** – pilot 1968-69 – flew Canberra Bombers – suffered from PTSD
21. **Robert Hall** – platoon commander – now works for Operation Wandering Souls – helps Vietnamese people locate family members lost in the war – there are more than 300 000 Vietnamese MIAs
22. **Graham Edwards** – Australian Army 1970 – landmine victim – became a parliamentarian and works for Vietnam Veterans
23. **Bill Kane** – RAN – HMAS Sydney – transported Australian troops to Vung Tau and back home – advocate for Vietnam Veterans now
24. **Gail McDonnell** – married to a Vietnam Veteran who was hospitalised with PTSD – she completed a PhD in Psychology and was instrumental in getting compensation for Vietnam Veterans
25. **Bill Shakespeare** – commanded APCs in support of the infantry – high casualty rate
26. **John Thurgar** – Special Air Service (SAS) – special investigator for Operation Aussies Home – to find and return Australian MIAs – he also helped to organise the Welcome Home Parade
27. **Janice and Stuart Smith** – wife and son of a Vietnam veteran who was killed in 1969
28. **Nick Storen and John Schuman** – Mick was a soldier in Vietnam – John wrote the iconic song 'I Was Only Nineteen'
29. **Murray Blake** – officer RAR – clearing underground enemy bunkers
30. **Barry Heard** – 1967 conscript - infantryman suffered from PTSD and eventually wrote a book about PTSD – 'Well Done Those men'

## Questions for students

1. Group/pair work – select 3 stories and answer the following questions:
  - Who, when, where, why?
  - What was their role in Vietnam and/or after the war
  - What do you learn about the Vietnam War from the film clips and their words? Is this different from reading a book or reading online? Why?
2. The importance of oral history
  - Why is oral history important?
3. Imagine you were or are the person you studied. Complete the following sentences using their words:
  - I feel/felt.....
  - I am/was .....
  - I saw.....
  - I still see ....
  - I remember.....
  - I think .....
  - I have experienced .....
  - When I got home I .....
  - When I went to the Welcome Home Parade I felt .....
4. What have you learnt about war in general?
5. List all the different jobs – research more. Note that perhaps one in five people in the Armed Forces actually are in a combat role



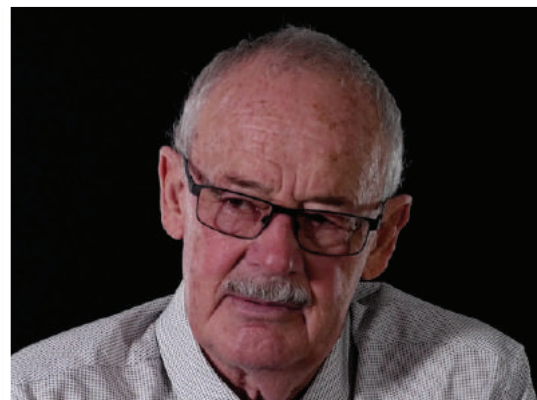
**Roy Mundine**



**Colleen Mealy**



**Neil Weekes**



**Barry Heard**

<https://anzacportal.dva.gov.au/history/special-features/veterans-stories/vietnam-war-stories>



A background image showing a row of terracotta warriors from Ancient China, standing in formation. They are wearing traditional armor and have distinct facial features.

# Ancient China

## The Asian World (Depth Study 3B)

### Programme and study guide

#### Stage 3

By Jill Carroll

<https://pixabay.com/en/terracotta-warriors-xi-an-china-2542028/>

#### Historical Context for the Ancient World

According to the 'out of Africa' theory, about 60 000 years ago modern humans {homo sapiens} began to leave that continent and gradually spread throughout the world. Some groups eventually settled down to grow crops and domesticate animals. In some regions, villages, towns and finally cities, emerged and specialised occupations and trades developed. Organised activities and institutions developed, such as manufacture and trade, art and writing, religion and law, military and political structures. Some of these societies became the focal points of empires which shaped various parts of the ancient world.

Ancient China is one of the world's oldest and most complex societies developing from approximately 8000BC to approximately AD220 {the Han Dynasty}

#### OUTCOMES - a student:

- describes major periods of historical time and sequences events, people and societies from the past HT4-2
- describes and assesses the motives and actions of past individuals and groups in the context of past societies HT4-3
- uses evidence from sources to support historical narratives and explanations HT4-6
- uses a range of historical terms and concepts when communicating an understanding of the past HT4-9
- selects and uses appropriate oral, written, visual and digital forms to communicate about the past HT4-10

#### Key Inquiry Questions:

- What emerged as the defining features of Ancient China?
- What has been the legacy of Ancient China?

#### THE OVERVIEW

##### The evidence for the emergence and establishment of Ancient China

- Note - this is immersed in the following program

##### Key features of Ancient China

- Note - this is immersed in the following program

#### ANCIENT CHINA 20708C (Xia Dynasty) to AD220 (Han Dynasty)

##### Introduction

China today is a world power, with the world's largest population of over 1.3 billion. It is the world's third largest country. China today has made significant technological advances and is Australia's largest

trading partner. Thus it is important to have a knowledge and understanding of Modern China. Equally important is the study of the development of China from ancient times. Chinese inventions such as the magnetic compass, gunpowder and printing have transformed the world. These inventions have made possible the voyages of discovery, affected the outcomes of wars and transformed the spread of information. Thus the legacy of Ancient China has had a significant impact on the world.

1. Brainstorm ideas and knowledge of Ancient and Modern China
2. Locate pictorial sources on Ancient China and produce a collage or classroom display
3. Construct a pictorial time line of Ancient China from 2070BC (Xia Dynasty} to AD220 (Han Dynasty)
4. Maintain a glossary of terms and important people



### **The physical features of Ancient China and how they influenced the civilisation which developed there**

1. Describe the geographical setting and natural features of Ancient China
2. Draw or copy a map of Ancient China indicating the following: neighbouring countries; the Yellow Sea; the Great Wall of China; the Gobi Desert; Huang, Yangtze and Xi Rivers; the cities of Beijing, Shanghai, Guangzhou, Xian; the Plateaus of Tibet and Yunnan; the Manchurian Plain; main mountain ranges
3. Explain how the geographical setting and natural features influenced the development of Ancient China
  - (a) Explain the significance of the size of China, the third largest country in the world
  - (b) Explain the importance of the Huang and Yangtze Rivers
  - (c) Explain why people settled along these rivers
  - (d) Explain the significance of China's large amount of arable land (70%)
  - (e) Explain the significance of China's natural borders
  - (f) Define the Great Wall of China and explain why it was built
  - (g) Explain why China referred to itself as the Centre of the World or the Middle Kingdom

### **Roles of key groups in Ancient China, including the influence of law and religion**

1. Construct a diagram to indicate the main social classes in Ancient China: the emperor and royal family; scholars, eunuchs and officials (Shi); peasants farmers (Nong); artisans and craftsmen (Gong); merchants (Shang)
2. Define each group
3. Explain how Ancient China was organised and governed under the rule of China's first Emperor, Qin Shi Huang Di
4. Describe the roles of each group in society
5. Describe the everyday life of men, women and children in Ancient China mentioning: the extended family; rich and poor; food; housing and architecture; martial arts; clothing; education
6. Explain the importance of loyalty to the family group in Ancient China
7. Investigate foot binding





## **The significant beliefs, values and practices of Ancient China with an emphasis on death and funerary customs**

1. Describe the three main religions and philosophies - Confucianism, Daoism and Buddhism
2. Outline death and funerary customs
3. Compare death and funerary customs with Ancient Egypt
4. Outline ancestor worship and its significance
5. Define 'feng shui' and its significance

## **The role of a significant individual in Ancient China - Qin Shi Huang Di (259BC - 210BC)**

1. Identify Qin Shi Huang Di - who, when, where, why and how he became emperor
2. Using a range of sources (including digital), investigate the role and achievements of Qin Shi Huang Di
3. Using a range of sources (including digital), explain the significance of Qin Shi Huang Di
4. Describe the preparations he made for his mausoleum and afterlife
5. Investigate the archaeological site at Xian and the Terracotta Warriors
6. Explain: Qin Shi Huang Di - hero or villain?



## **Contacts and conflicts within and/or with other societies, resulting in developments such as trade, the rise of empires and the spread of philosophies and beliefs**

1. Identify the internal conflicts and rebellions in Ancient China
2. Outline the expansion of China's empire during the Han Empire 206BC to AD220
3. Identify and explain the significance of the Silk road in ancient times and today
4. Identify items traded between China and other societies
5. Outline ideas exchanged between East and West
6. Explain the legacy of Ancient China
7. Explain why it is important to study Ancient China

## **Resources**

1. Various texts
2. SBS series: The Silk Road
3. [www.scootle.edu.au](http://www.scootle.edu.au) - interactive source on Ancient China
4. [www.splash.abc.net.au](http://www.splash.abc.net.au) - The Great Wall of China - Fortress seen from the moon, Terracotta Army Guards China's First Emperor
5. Youtube clips
6. Films on Click View



# **The Ancient World**

## **DS3b-The Asian World - China**

### **Student Study Guide**

#### **Introduction**

China today is a world power, with the world's largest population of over 1.3 billion people, approximately 20% of all people on Earth. It is the world's third largest country. China today has made significant technological advances and is Australia's largest trading partner. Thus it is important to have knowledge and an understanding of Modern China. Equally important is the study of the development of China from ancient times. Chinese inventions such as the magnetic compass, gunpowder and printing have transformed the world. These inventions made possible the voyages of discovery, affected the outcomes of wars and transformed the spread of information. Thus the legacy of China has had a significant impact on the world today.



This unit will concentrate on the Han Dynasty (206BCE to 220CE), the second Imperial Dynasty, and on the rule of Qin Shi Huang Di.

1. Brainstorm ideas and knowledge about Ancient and Modern China - class discussion
2. Locate pictorial images of Modern and Ancient China and construct a collage using ICT or a classroom display
3. Construct a pictorial timeline of Ancient China from the Xia Dynasty (2070BCE) to the end of the Han Dynasty (220CE)
4. Maintain a glossary of terms and people

#### **The physical features of Ancient China and how they influenced the development of Ancient China**

1. Draw/copy a map of China indicating:
  - The three main rivers: Huang, Yangtze, Xi
  - Neighbouring countries
  - The Yellow Sea
  - The Great Wall of China
  - Gobi Desert
  - The Tibetan and Yunnan Plateaus
  - The main cities of Beijing, Xian, Shanghai, Guangzhou
  - The Manchurian Plain
2. Use Google Earth to study geographical areas of China
3. Describe and explain why most people lived in the Manchurian Plain and alongside the Huang, Yangtze and Xi Rivers
4. Identify China's natural boundaries and their significance
5. In the north, China was less well protected by geographical barriers. Thus 2000 years ago work began on the Great Wall of China. Research and record information about The Great Wall of China
6. View [www.splash.abc.net.au](http://www.splash.abc.net.au) "The Great Wall of China" - fortress seen from the moon' - record information learnt from the film
7. China's natural and manmade borders isolated it from the rest of the world, so for centuries China regarded itself as the centre of the world, or the Middle Kingdom. Research the Middle Kingdom.
8. China's earliest cultures grew up along the Yellow (Huang) River 5000 years ago. Briefly research the Xia and Shang Dynasties which developed here

#### **Key groups in Ancient Chinese Society**



1. Construct a diagram to indicate the main social classes in Ancient China:
  - The Emperor and the Royal Family
  - Wealthy landowners, nobles, scholars, poets and philosophers (the Shi)
  - Peasant farmers (the Nong)
  - Artisans and craftsmen ( the Gong)
  - Merchants, traders and moneylenders (the Shang)
2. Why were the Nong more valued than the Shang?
3. Who were the most respected people and why?
4. Describe the roles of each group in society
5. Complete a 'who am I' game
6. Describe the everyday life of men, women and children in Ancient China mentioning: the extended family, rich and poor, food, housing, clothing, martial arts, education
7. Explain the importance of loyalty to the family group
8. Describe the role and status of women; investigate the custom of 'foot binding'
9. Describe how China was governed under Emperor Qin Shi Huang Di

### **Beliefs and Values**

1. Describe the three main religions and philosophies: Confucianism, Daoism and Buddhism
2. Select one of the sayings of Confucius. Explain why you chose this saying and its importance to life today
3. Outline death and funerary customs
4. Outline ancestor worship and its significance
5. Define 'feng shui' and its significance
6. Research the funerary customs are still practised today

### **Emperor Qin Shi Huang Di (259-210BCE)**

1. Identify Qin Shi Huang Di -who, when, where, why and how he became emperor
2. Using a range of sources, including digital, investigate the role and achievements of Qin Shi Huang Di
3. Using a range of sources, including digital, explain the significance of Qin Shi Huang Di
4. Describe the preparations he made for his mausoleum and afterlife
5. Investigate the important archaeological site at Xian and the Terracotta Warriors
6. View [www.splash.abc.net.au](http://www.splash.abc.net.au) - 'Terracotta Army Guards China's First Emperor'. Record new information; what do you learn from the film about the importance of Qin Shi Huang Di?
7. The Legacy of Qin Shi Huang Di -complete a PMI (pluses, minuses, interesting) using a range of sources. Was he a hero or villain? Explain your conclusion

### **Contacts and Conflicts in Ancient China**

1. China's history was marked by a series of internal wars and rebellions. Why?
2. Outline the expansion of China's empire from the Han Dynasty
3. Define and explain the significance of the Silk Road
4. Explain the significance of the Silk Road today -see SBS article 8-2-2017 -Treasures of the Modern Silk Road
5. Identify items traded between China and other societies
6. Outline the ideas exchanged between east and west
7. Explain the legacy of Ancient China such as: printing, gunpowder, magnetic compass, suspension bridge, techniques for deep drilling, rotary fans, wheelbarrows, crossbows, kites, the casting of iron, canal locks, umbrellas, ideas and philosophies, silk
8. Thus why is it important to learn about Ancient China

### **Resources**

1. Text book
2. SBS - The Silk Road
3. [www.splash.abc.net.au](http://www.splash.abc.net.au) - The Great Wall of China - fortress seen from the moon, Terracotta Army guards China's first emperors



# The History of Korea

## Stages 3/4

By Di Dunlop

<https://pixabay.com/en/gyeongbok-palace-towards-the-garden-1214975/>

According to legend, in 2333 BC a semi-divine being named Tan-gun founded a kingdom called Choson on the Korean Peninsula.

Over the centuries Choson grew in strength, causing concern in neighbouring China. In 109 BC Emperor Han Wuti of China launched an invasion and destroyed the kingdom.

Within a century a new kingdom emerged in the northern part of the peninsula. This was Koguryo - a nation of warriors who finally drove out the Chinese in AD 313. At its peak this kingdom stretched into Manchuria and well south on the Korean Peninsula.

A new kingdom named Paekche (18 BC-AD 660) developed south of Han-gang River in the vicinity of present-day Seoul. This was a more peaceful group than their northern rivals- a society which traded extensively with its overseas neighbours and served as an important bridge for the transmission of mainland culture to Japan. It passed on Buddhism, Chinese characters, and political and social institutions.

A third kingdom Shilla (57 BC-AD 668) was furthest from China, and initially the weakest. It was the last to adopt foreign ideas and had a strong class-oriented society. By the mid-sixth century it had consolidated its power and territory. It then entered a military alliance with T'ang China in order to subjugate both Koguryo and Paekche. The combined T'ang-Shilla forces were successful, and the peninsula was unified in AD 668. Although they had been politically separate, they were related ethnically and linguistically. They had each developed a sophisticated political structure and legal system, and had adopted Confucian ethics and the Buddhist faith.

In 698 the kingdom of Parhae was established in the northern part of the peninsula after the survivors of the Koguryo kingdom repulsed T'ang forces in Manchuria.

For the next 250 years, the Shilla kingdom enjoyed peace and prosperity. There was rapid development in the arts, religion, commerce and education. Present-day Kyongju was the Shilla capital and had a population of over one million.

Buddhism flourished under the patronage of the nobility and the court - which exerted a tremendous influence upon state affairs, artistic creation and ethics.

Shilla reached its peak in the middle of the eighth century, but then went into decline. There were continuing conflicts among the nobility, and rebel leaders claimed succession to the former dynasties of Koguryo and Paekche. In 935 the King of Shilla yielded his power to Wang Kon (King T'aejo)-the founder of the Koryo dynasty.

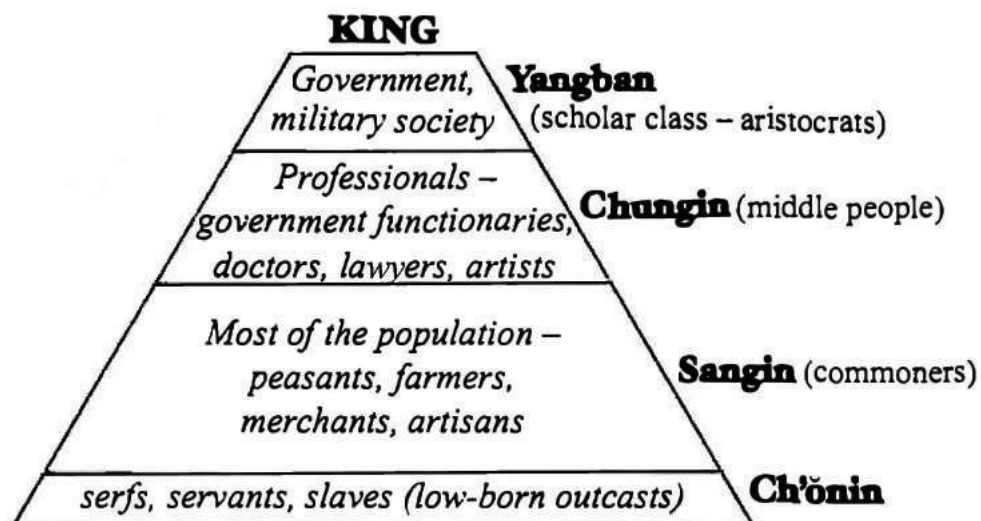
T'aejo was a General who had served under a rebel Shilla prince. The seat of his kingdom was his native town of Songdo, today Kaesong. He immediately set about recovering the lost territory of Koguryo in Manchuria and named his kingdom Koryo -now the name for the country of Korea. It adopted Buddhism as the State



religion, stimulating temple construction and Buddhist carvings.

By the thirteenth century monks wielded excessive power, and there was continual conflict between scholar officials and warriors. This weakened the kingdom, resulting in the Mongol invasion and occupation of 1231 -which lasted for nearly a century.

The Choson dynasty (1392-1910) saw the domination of Confucianism in Korean society. The founder, Yi Songgye, used the influence of intellectuals to help him overthrow the Koryo dynasty. He relocated the capital from Kaesong to Seoul in 1392. The Choson rulers governed with a well-balanced, sophisticated political system based on Confucian principles.



To become a government official one needed to take the K wago Civil Service examination, which they copied from China. Confucianism also determined the rigid social structure. It was a society that valued academic learning; it disdained commerce and manufacturing (a value shared with both China and Japan).

The reign of King Sejong (1418 - 50) is considered to be the high point of the Chosen dynasty. He was the fourth monarch. During his reign Korea enjoyed an unprecedented development of culture and the arts.

Han-gul, the Korean alphabet, was developed as well as many progressive ideas in the areas of natural science, the humanities, music, government and medicine.

In the late 16<sup>th</sup> century, the Japanese warlord Toyotomi Hideyoshi overran most of Chosen on his way to invading China. Most of the peninsula was devastated. Cultural treasures and artifacts were pillaged, and many Korean artisans were forcibly taken to Japan - which encouraged further development of the ceramics industry in Japan. The war ended in 1598 when the Japanese withdrew after the death of Hideyosbi, when Japanese supply lines were cut by Admiral Yi Sun-Shin.

Korea was again invaded in 1627 and 1636 by the Manchus, who eventually overthrew the Ming in China and established the Ch'ing dynasty in 1644.

A movement known as Sirhak the School of Practical Learning grew strong, had ways of building a modern nation including agricultural and industrial modernisation. The government in power did not adopt these ideas and was vulnerable to Japanese strength at the tum of the 20<sup>th</sup> century. In 1905 Korea was annexed and made a Japanese colony in 1910. This was the end of the Choson dynasty.

The Japanese occupation led to economic exploitation, and living standards declined causing massive food shortages. Hundred of thousands of Korean farmers were forced to move to Manchuria when forced from their land. Korean nationalism began to grow.

In 1919, patriots gathered at Pagoda Park in Seoul to proclaim a Declaration of Independence. Japanese troops quickly quashed the movement, with thousands being killed.

Japan implemented a policy to assimilate Koreans into Japanese culture. The Japanese language was used in Korean schools, but Koreans still maintained their cultural identity. Korea was liberated at the end of World War II after thirty-five years of colonial rule.

Ideological conflict broke out when Soviet forces occupied the northern part of the peninsula and US forces the south - Potsdam Conference, July 1945.

In 1948 the Republic of Korea was established - Taehan Min-guk. Seoul became the capital and Syngman Rhee the first President.

In the north, a Communist regime was established under Kim Il-sung with Pyongyang as its capital while the South was based in Seoul.

The Korean War began in 1950 when the North invaded the South. Hostilities ceased in 1953 but the War did not end and US forces have been stationed in South Korea since that time. The D.M.Z (demilitarised zone) separates the two countries and is administered by the UN.





# CHRONOLOGY OF KOREA

	KOREA	JAPAN	CHINA
8C	Palaeolithic Age Neolithic Age		Shang dynasty (1600–) Chou (1027–1256) Spring & Autumn era (770–476)
700	Bronze Age Ancient Chosŏn		Warring States era (475–221)
300	Early Iron Age Puyŏ	Yayoi period	Ch'in dynasty (221–206) Western Han dynasty (206 BC–AD9)
200	Samhan (Three Han states)		
100	Three Kingdoms period: Shilla (57 BC – AD 935) Koguryŏ (37 BC – AD 668) Paekche (18 BC – AD 660)		
AD	Kaya (42–562)		Hsin dynasty (8–25) Eastern Han dynasty (26–221)
100		Tumulus period	Period of Division (220–581) Three Kingdoms period (220–280)
300			Six dynasties (439–589)
500		Asuka period (552–645)	Sui dynasty (581–618)
600	Parhae (669–928) Unified Shilla kingdom (618–935)	Hakuho period (645–710)	T'ang dynasty (618–907)
700		Nara period (710–794) Heian period (794–1185)	
800			
900	Koryŏ kingdom (918–1392)		Ten kingdoms, Five dynasties period (907–979) Northern Sung dynasty (960–1279)
1000		Kamakura period (1185–1392)	Southern Sung dynasty (1127–1279)
1100			Yuan dynasty (1206–1358)
1200			
1300	Chosŏn kingdom (1392–1910)	Ashikaga period (1392–1572)	Ming dynasty (1368–1662)
1400		Momoyama period (1576–1600)	
1500			
1600		Tokugawa period (1603–1867)	Ch'ing dynasty (1616–1912)
1700	Taehan Empire proclaimed (1897)	The Meiji Restoration (1867)	
1800			
1900	Annexation by Japan (1910) Establishment of the Republic of Korea (1945)		Establishment of the Republic of China (1911)

# CHRONOLOGY OF KOREA

- Create a timeline to show the thread of Korean history.
- Carefully read, cut out and sequence from EARLIEST to MOST RECENT:

**KORYŎ kingdom** (AD 918 – AD 1392)

**KAYA** (AD 42 – AD 562)

**SHILLA** (57 BC – AD 935)

**Establishment of the Republic of Korea** (AD 1945)

**CHOSŎN kingdom** (AD 1392 – AD 1910)

**KOGURYŎ** (37 BC – AD 668)

**SAMHAN** (Three Han states)

**PAEKCHE** (18 BC – AD 668)

**Unified SHILLA kingdom** (AD 618 – 935)

**PALAEOLITHIC AGE** (before 700 BC)

**EARLY IRON AGE – PUYŎ**



### KIM YU-SHIN (595-673)

In the Shilla kingdom, talented young men were, 'chosen to be members of the *Hwarang* or 'flower of youth' corps. They trained together in academics (philosophy, classics, morals), the military arts (horseback riding, swordsmanship, archery and strategy) and the cultural arts (poetry, painting, music and dancing). They followed five rules set by the famous Buddhist monk Won-gwang: 1) to be loyal to the king; 2) to obey one's parents; 3) to be faithful to one's friends; 4) to never retreat in battle; and 5) not to kill unless necessary. It was through the efforts of the *Hwarang* that the peninsula was unified, and among them Kim Yu-shin ranks among the best.

Considered to be the greatest Shilla general, Kim Yu-shin won some spectacular victories which allowed Shilla to unify the country. Born an aristocrat, Kim Yu-shin dreamed of becoming a great warrior and began military training from a young age. He joined the *Hwarang* at the age of 15, and by 18 was considered a master swordsman. He fell in love with a *kisaeng* (a female entertainer similar to the Japanese geisha), which turned out to have a tragic ending. 'Unable to concentrate in his studies, he went over to visit her every night. His mother found out about this and reprimanded him severely, so he decided to abandon his lover to continue his studies. One day, however, after returning from a training session he fell asleep on his horse. The horse, accustomed to stopping by the *kisaeng's* house every day, took Kim there. Upon waking up Kim was shaken and in front of his lover, killed his horse to make sure he would never return again to her. His lover killed herself, and Kim went off to train by himself in the mountains for seven years.

When he emerged, he quickly demonstrated his skills and was soon made a commander in the Shilla army. By the time Shilla had become allied with the T'ang China forces in 655, Kim was in command of the Shilla forces. They had captured the capital of Paekche in 660, and in 668 they were finally able to defeat Koguryo.

Kim Yu-shin was well rewarded for his efforts by the king and lived comfortably until the ripe old age of 78.



### KING SEJONG THE GREAT (1397-1450)

Only one king in Korean history has ever been deemed worthy enough to have been accorded the title 'The Great'. That king was the fourth king of the Choson dynasty—King Sejong, who is universally regarded as the wisest and most gifted ruler in Korean history. The long list of accomplishments during his reign is astonishing, to say the least, and probably no other time in Korean history was quite so creative and productive.

As a child Sejong was a quiet, studious boy who showed an avid love of learning. King T'aejong, Sejong's father, abdicated in favour of his 21-year-old son; and a renaissance in art, literature and science began.

A patron of the arts and sciences, he attracted around him the very best minds of his day. He established the Chip'yonjon or a Hall of Worthies early in his reign. The best scholars in the land gathered here to pursue research and study, and many of the notable achievements during Sejong's reign can be attributed to the close co-operation between Sejong and them.

Sejong was a practical person who took a keen interest in the day-to-day affairs of government, tenaciously seeking ways to improve the lives of his citizens. He reformed the tax system and constantly tried to refine the government. During his reign major progress was made in virtually every field: agriculture, astronomy, defence, diplomacy, geography, literature, medicine, printing, science - you name it.

King Sejong's greatest accomplishment, however, is the creation of *Han-gul*, the Korean alphabet. Aware that the general public needed a writing system besides the complicated system of writing in Chinese characters, the King and his Hall of Worthies devised a simple alphabet that could be easily learned.

Originally called *hunmin-chongum* or 'correct sounds for the instruction of the people', Han-gul consisted of 28 letters (now there are only 24) which were modelled after the shape of the vocal organs. It has been widely praised as one of the most scientific alphabets in the world by many and still remains a source of great pride for most Koreans.

This was not the only important invention of his reign. A new calendar, a pluviometer (an instrument to measure rainfall), an anemoscope (an instrument to measure wind speed and direction), sundials, water clocks, models and instruments to study heavenly bodies, astronomy charts, atlases, new printing types—the list made under him goes on and on.

In these ways and many other. King Sejong strengthened the nation and brought peace and cultural vitality, which is more than anyone could ask of even a king.

He helped shape Korean society and culture into what they are today and his influence on politics, ethics, history, music, literature, and the sciences, and especially the language, is still felt today.

He died on the seventeenth day of the Second Moon of 1450, having ruled the nation for 32 of its most glorious years.



## ADMIRAL YI SUN-SHIN (1545-98)

*He who risks death shall live,  
and he who seeks life shall die.*

In the annals of naval history, Yi Sun-shin stands out as one of the greatest commanders of all time. Most would agree he is probably the greatest hero Korea has produced. He entered the military at 31, and from early on demonstrated the characteristics that made him great, effecting innovations in military strategy to fit the situation.

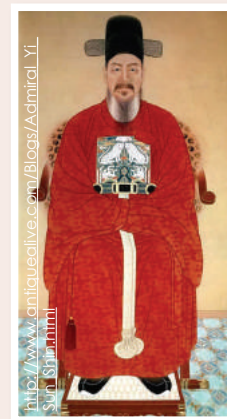
Having served with distinction in numerous minor posts, he was appointed Commander of the Cholla-do Left Naval Station at Chwasuyong (modern Yosu) in 1591. He immediately and energetically set about, building up the naval defences of the area, repairing weapons, building warships and training their crews. He had the famous *kobukson* or 'turtle ships' built on the model of a 15<sup>th</sup> century ship, with added firepower and speed.

These are believed to be the world's first ironclads. Plated with iron, they were covered with numerous spikes which were concealed with mats during battle, making enemy boarding more treacherous. The bow of the boat was fitted with a dragon's head and in the mouth cannons were also positioned. Additionally, sulphuric fumes poured out of the mouth creating a smoke screen and making it difficult for the enemy to determine the exact location of the ship. Cannons were placed all round, and there were many ports for archers. The turtle ships protected the sailors from arrows and musket fire and were extremely difficult to board. It was also quick, and easily manoeuvrable.

In the fourth lunar month of 1592, Japan invaded an unprepared Korea and quickly reached Seoul. The royal court was forced to flee. At this point, Admiral Yi fought a series of major naval battles in swift succession. Despite being greatly outnumbered, he won them all and nearly destroyed the Japanese fleet.

On the 18<sup>th</sup> day of the eleventh lunar month, 500 Japanese ships gathered in the Strait of Noryang in preparation to go home. Reinforced by the Ming Chinese fleet, the Koreans attacked the retreating Japanese. At the height of the battle Admiral Yi was struck down by a stray enemy bullet. Calling his son and nephew, who served under him, to his side he said do not weep, do not announce my death. Beat the drum, blow the trumpet, wave the flag for advance. We are still fighting: finish the enemy to the last one.' More than 200 Japanese ships were sunk in that battle.

Koreans are proud of Yi Sun-shin not only because he was a great naval commander and military strategist, but also because he was a man of upright character and unquestionable loyalty to the nation, despite personal hardship and unwarranted disgrace. Yi insisted that the only way to save one's life was to risk it. In his honour he was given a number of posthumous titles, one of which included Ch'unngmugong or Lord of Loyal Valour, given by King Injo (r. 1623-49) in 1643.



## THE TAN-GUN MYTH

Once there was a divine prince named Hwan-ung, who was the son of Hwan-in, God of the Heavens. Hwanung wanted to help mankind, and asked his father to grant him the Korean Peninsula to govern. Hwan-un granted his wish and Hwan-ung was sent to Earth with three thousand followers.

Hwan-ung appeared near a divine sandalwood tree on the slopes of T'aebaeksan Mountain. He took the title of Ch'on-wang or Heavenly King and established Shinshi, the City of God. He appointed three ministers to be in charge of wind, rain and the clouds, and taught the people 360 useful arts including agriculture, medicine, carpentry, weaving and fishing. He also taught them what was good and evil, and set up a code of law.

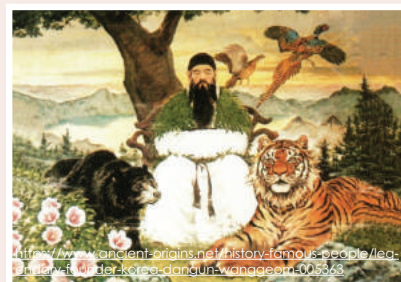
In those days there were a bear and a tiger who were living in a big cave near the sandalwood tree where Hwan-ung became human, and so every day they went to the sacred sandalwood tree and prayed to Hwan-ung. Eventually the Heavenly King was moved by their prayers.

He called them to him and gave them twenty bulbs of garlic and a divine spray of mugwort and said 'Eat these, and do not seek the light of day for one hundred days. If you do this, you will become human.'

The bear and the tiger ate the garlic and mugwort and went back to their cave. The tiger was too impatient to survive this ordeal and left after a short while. Meanwhile the bear patiently waited, and after only twenty-one days she became a beautiful woman. She became known as Ungnyo.

The woman was overjoyed, but she could find no one to marry her and so she visited the sandalwood tree again and prayed that she might be blessed with child. Hwan-ung again took pity on her, and temporarily transformed himself into a human. She conceived, and later gave birth to a son who was called Tan-gun.

The people of the country rejoiced at his birth, and later he became the first human king of the peninsula. He established his capital at Pyongyang and gave his kingdom the name Choson. Later, he moved his capital to Asadal on T'aebaeksan Mountain and ruled for 1500 years. After that he abdicated and became a mountain god.





# WHO AM I?

King Sejong

Yu Sun-shin

Tan-gun

Kim Yu-shin

- great Shilla general
- master swordsman
- successful aristocrat
- unified the country
- joined the Hwarang at age 15
- defeated Koguryo



- great naval commander
- designed the 'turtle' ships
- destroyed the Japanese fleet
- was killed by an enemy bullet
- extremely loyal to country
- fought in many battles

- created a new calendar
- only Korean king to be called 'Great'
- a patron of the arts and sciences
- improved the lives of his people
- created the Korean alphabet
- ruled for 32 years

- son of Huan-ung
- first human king of Korea
- established his capital at Pyongyang
- kingdom was named Choson
- his mother was Ungnyo

# JAPAN UNDER THE SHOGUNS

CE 794 to 1867 (Depth Study 5B)

## Programme and study guide

Stage 4

By Jill Carroll

<https://pixabay.com/en/kyoto-kinkaku-ji-3569564/>

### Outcomes: a student -

- Describes major periods of historical time and sequences events, people and societies from the past HT4-2
- Describes and explains the causes and effects of events and developments of past societies over time HT4-4
- Uses evidence from sources to support historical narratives and explanations HT4-6
- Identifies and describes different contexts, perspectives and interpretations of the past HT 4-7
- Uses a range of historical terms and concepts when communicating an understanding of the past HT4-9
- Selects and uses appropriate oral, written, visual and digital forms to communicate about the past HT4-10

### Key Inquiry Questions

- What key beliefs and values emerged and how did they influence societies?
- What were the causes and effects of contact between societies in this period?
- Which significant people, groups and ideas from this period have influenced the world today?

### Introduction

While European societies experienced feudalism during the Middle Ages, Japan too became a feudal society. Japan was ruled by Shoguns from the 12<sup>th</sup> century, when the power of the Emperor declined. In 1603 the Tokugawa Shoguns revived the feudal system, initiating a period of peace and a resurgence of a rich literary and artistic culture. European traders and missionaries had arrived in Japan in the 16<sup>th</sup> century; however, the Tokugawa Shoguns issued a series of edicts to ban all foreign influences in 1639. The Tokugawa Shoguns feared that Western ideas would destroy the traditional way of life in Japan and threaten their power. Thus Japan became an isolated country until the Tokugawa Shogunate collapsed in 1867. In 1868 the Meiji Restoration occurred which restored the power of the Emperor and allowed Japan to adopt Western ideas and technology.



1. Construct a time line of key events and eras from AD 794 (Heian Era) to 1867 (the end of the Tokugawa Shogunate)
2. Identify important groups, events, eras and people during this time
3. Brainstorm ideas and knowledge of Japan
4. The land and the people of Japan
  - (a) Copy and study a map of Japan
  - (b) Indicate on the map: ancient cities, the main islands and neighbouring countries
  - (c) Describe the main geographical features of Japan
  - (d) Explain how Japan's geography has impacted on its history and culture



## **The way of life in Shogunate Japan, including social, cultural, economic and political features (including the feudal system and the increasing power of the Shogun)**

1. Outline how and why the Emperor's power declined in the 12<sup>th</sup> century
2. Outline how and why the Shogun's power increased from the 12<sup>th</sup> century
3. Construct a social pyramid of Japanese feudal society - Emperor, shogun, daimyo, samurai, peasants, artisans, merchants
4. Define each group in the social pyramid and describe their life
5. Outline the role and significance of each group, using sources
6. Investigate the role and significance of the samurai
7. Define the feudal system and how it worked in Japan
8. Compare the Japanese and European feudal systems
9. Investigate the life and role of women in Japan, using sources
10. Outline the life and role of children
11. Investigate the life of peasant farmers
12. Investigate the main religions of Japan - Shintoism and Buddhism
13. Using sources, research: food, arts and entertainment, and education
14. Investigate the management of forests in Shogunate Japan and the importance of timber

## **The role of the Tokugawa Shogunate in re-imposing a feudal system (based on daimyo and samurai) and the increasing control of the shogun over foreign trade**

1. Outline how the Tokugawa Shogunate took control of Japan by AD1603
  - (a) Identify Tokugawa Ieyasu and explain how he came to power
  - (b) Outline how Ieyasu came to power
  - (c) Explain how Ieyasu strengthened Japan's feudal system
2. Describe how the Tokugawa Shoguns revived the feudal system in Japan
3. Explain how and why foreign trade was controlled by the Tokugawa Shoguns
  - (a) Describe foreign trade in the early years of the Tokugawa Shogunate
  - (b) Explain why Ieyasu banned foreign missionaries in 1614
  - (c) Explain how and why the Tokugawa Shoguns isolated Japan from 1630-1639; study Iemitsu's Closure Edict 1636
  - (d) Explain when and why this isolationist era ended

## **The use of environmental resources in Shogunate Japan and the forestry and land use policies of the Tokugawa Shogunate**

1. Describe how the Japanese used land and forests as resources
  - (a) Explain the importance of timber in Japan
  - (b) Explain how the Japanese used land and forests as resources
  - (c) Explain why the demand for timber increased in the 17<sup>th</sup> century
2. Outline the Tokugawa Shogunate's policies on forestry and land use
  - (a) Explain why a forestry policy was introduced
  - (b) Describe the forestry policy
  - (c) Explain the significance of the forestry policy



**The Emperor Meiji**

<https://commons.wikimedia.org/wiki/File:Meiji.jpg#/media/File:Meiji.jpg>  
SRW\_Mutsuhito.png

## Theories about the decline of the Shogunate, including modernisation and westernisation, through the adoption of Western arms and technology.

1. Identify examples of modernisation and westernisation under the Tokugawa Shogunate eg western arms and technology
2. Outline how and why internal pressures in Japan led to the fall of the Tokugawa Shogunate
3. Outline how and why external factors (Western influence) led to the fall of the Tokugawa Shogunate
4. Explain the significance of Commodore Perry's arrival in Japan in 1853
5. Explain how and why Emperor Meiji came to power in 1868
6. Explain how the Shoguns have influenced modern Japan

### Resources:

1. Various text books
2. Film clips and documentaries on youtube eg Japan's Greatest Samurai Warrior, The Samurai Series (Shintaro)
3. [www.splash.abc.net.au](http://www.splash.abc.net.au) - type in 'shoguns'. Each of the following has a short film clip, a transcript, information and student questions
  - (a) Shoguns rule with iron fists
  - (b) Japan's shoguns keep everyone in their place
  - (c) Tokugawa Shogunate is overthrown
  - (d) The end of Japan's isolation

## Japan under the Shoguns Year 8 History Student Study Guide

### Resources

1. School text book
2. Youtube - The Samurai, Episode 1: The Secret Treasure
3. Japan's Greatest Samurai Warrior - documentary
4. [www.splash.abc.net.au](http://www.splash.abc.net.au) - see Shoguns rule with iron fists; Japan's shoguns keep everyone in their place; Tokugawa Shogunate is overthrown; The end of Japan's isolation



### Introduction

From AD 794 until the 12<sup>th</sup> century, Japan was ruled by an emperor, with support from the daimyo (lords). The daimyo were allowed to keep their own warriors (samurai). In the 12<sup>th</sup> century the power of the emperor weakened and the daimyo became powerful. The most powerful daimyo ruled as the shogun (commander of troops). Shoguns then kept their power, passing it down through their sons to create a shogunate (dynasty). The last shogunate of Japan was the Tokugawa Shogunate (1603-1867). In 1868 the Shogun was replaced by the Emperor. Emperor Meiji then became the most powerful person in Japan and Japan became modernised and adopted many Western ideas.

1. Construct a time line of key events, eras and people in Japan from 794 (Heian Era) to 1867 (Fall of the Tokugawa Shogunate)
2. Keep a glossary of terms. Define: shogun, shogunate, dynasty, emperor, samurai, feudalism, Tokugawa Shogunate, Ieyasu, Commodore Perry, Shintoism, Buddhism
3. Brainstorm ideas and knowledge about Japan
4. View an episode of The Samurai -The Secret Treasure. This series is about the adventures of a wandering samurai. Record what you learn about Japanese culture and the samurai in Medieval Japan
5. The land and the people of Japan
  - (a) Copy and study a map of Japan in this era



- (b) Indicate on the map the ancient cities of Edo, Kamakura, Kyoto, Nara; the main islands of Honshu, Shikoku, Hokkaido and Kyushu; neighbouring countries of Russia, China and Korea
- (c) Describe the main geographical features of Japan
- (d) Explain how Japan's geography impacted on its history and culture

### **The way of life in Shogunate Japan - the cultural, economic, political and social features of Shogunate Japan**

1. How and why did the Emperor's power decline in the 12<sup>th</sup> century?
2. How and why did the Shogun's power increase - see [www.splash.abc.net.au](http://www.splash.abc.net.au) - Shoguns rule Japan with iron fists
3. Construct or co,y a social pyramid of Japanese feudal society
4. Define each group in the social pyramid and describe their life (Emperor, shogun, daimyo, samurai, peasants, artisans, merchants)
5. Outline their role in society and their significance - see [www.splash.abc.net.au](http://www.splash.abc.net.au) -Japan's shoguns keep everyone in their place
6. Find pictures/images of each group and create a collage using ICT - group work
7. Research in depth the samurai. Include detail about their training, armour and fighting style, using sources - see films on youtube
8. Explain the terms: bushido, seppuku, ronin
9. Explain what the feudal system was and how it worked in Japan
10. Investigate the life and role of women in Japanese society; locate sources on the role of women and record information
11. Investigate the life of a peasant farmer
12. Identify and describe the religions of Japan: Shintoism and Buddhism
13. Using sources research: food, arts and entertainment, and education; view film clips on: sumo, kendo, kabuki
14. Investigate the management of forests in Shogunate Japan



### **The Tokugawa Shogunate**

1. The Tokugawas take control of Japan
  - (a) Outline how the Tokugawas took control of Japan
  - (b) Who was Ieyasu?
  - (c) Explain how Ieyasu strengthened Japan's feudal system and became shogun
2. Explain how Ieyasu's successor, his son, further strengthened the feudal system
3. Foreign Trade in Tokugawa Japan
  - (a) Describe foreign trade at the beginning of the Tokugawa Shogunate
  - (b) Why did Ieyasu ban missionaries in 1614?
  - (c) How and why did the Tokugawa Shoguns isolate Japan from 1630? Study Iemitsu's Closure Edict in 1636
  - (d) When and why did this isolationist period end?
4. Outline the Tokugawa Shogunate's policy on forestry and land use
5. The decline of the Tokugawa Shogunate



- (a) Identify examples of modernisation and westernisation under the Tokugawa Shogunate eg Western arms and technology
- (b) Outline how and why internal pressures in Japan contributed to the fall of the Tokugawa Shoguns. See [www.splash.abc.net.au](http://www.splash.abc.net.au) - Tokugawa Shogunate is overthrown
- (c) Outline how and why external factors (Western influence) contributed to the fall of the Tokugawa Shogunate. See [www.splash.abc.net.au](http://www.splash.abc.net.au) - The end of Japan's isolation
- (d) Explain the significance of Commodore Perry's arrival in 1853
- (e) In 1867 the Tokugawa Shoguns handed back power to the Emperor. In 1869 Emperor Meiji declared the restoration of his power. Investigate how Emperor Meiji modernised Japan
- (f) How did the Tokugawa Shoguns influence modern Japan eg - they gave Japan 250 years of peace, the arts and handicrafts flourished



**Commodore Perry  
in Japan**



**Tokugawa Iemitsu Receiving Lords in Audience**



**The Emperor Meiji**





# THE TOKUGAWA SHOGUNATE:

## The Shaping of Modern Japan

(Stage 4 History)

By Di Dunlop

[https://upload.wikimedia.org/wikipedia/commons/1/1f/Tenn%C5%8D\\_Jimmu.jpg](https://upload.wikimedia.org/wikipedia/commons/1/1f/Tenn%C5%8D_Jimmu.jpg)

The monarchy in Japan has been a continuous line since 660 B.C.E., it was founded by Jinmu Tenno. Sometimes, the Emperor had complete power and at other times was merely a figurehead who lived in seclusion while the country was ruled by a military leader, the Shogun. The first Shogunate was that of the Ashikaga Clan in the 12<sup>th</sup> century but the most famous was the Tokugawa Shogunate which ruled from 1603 C.E. after a prolonged period of civil war to 1868 C.E. when the Meiji Restoration returned the power to the Emperor.

### ***PERIODS OF JAPANESE HISTORY***

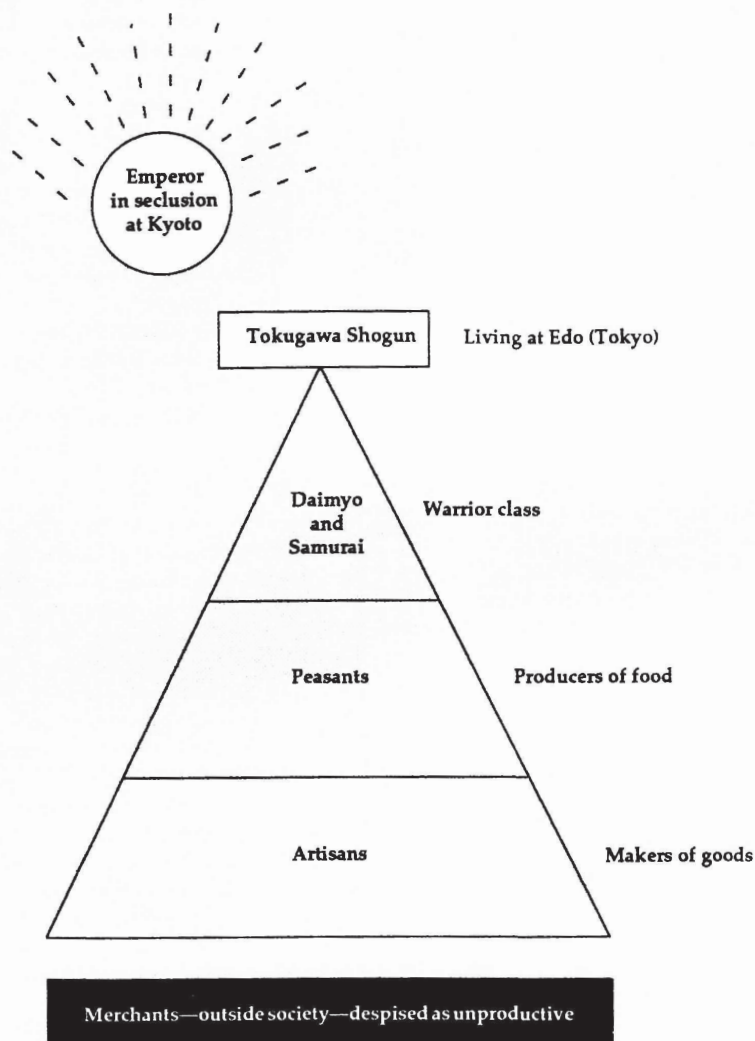
660 BCE	—	<b><i>Archaic period</i></b> – Jinmu Tenno founded the Imperial family
500	—	Soga period
710	—	Nara period
794	—	Heian period
1185	—	Kamakura period
1338	—	Ashikaga Shogunate
1500	—	Period of Civil War
1603	—	Tokugawa Shogunate
1868	—	Meiji Restoration
1945	—	Constitutional Monarchy

During the time of the Tokugawa Shogunate, the Emperor lived in seclusion in the Imperial Palace in Kyoto, the ancient capital while the Shogun, lived in the Palace/castle in Edo [now called Tokyo] and the moat, walls and gardens of the Imperial Palace in central Tokyo are the remnants of the inner circle of the castle that was built by Tokugawa Ieyasu.

There were fifteen Tokugawa Shoguns beginning with Ieyasu and ending with Yoshinobu. The Tokugawas brought a period of peace to Japan and it was during this time that much of Japan's "culture" developed as the Samurai class turned their attention to more scholarly, artistic and aesthetic pursuits e.g. chanoyu [the tea ceremony], ikebana [flower arrangement] and painting and calligraphy. The Shogunate was determined that nothing would change and enforced a rigid class system with the Samurai as the top group. It is important to note that the peasants although below the Samurai class were above the Artisans and the Merchants who were disdained by the Samurai in the society. This became a point of conflict as the merchants grew wealthy in times of peace and the Samurai grew poorer as the Samurai class were forbidden to be involved in trading or farming.



### The Social Structure of Japan under the Tokugawa Shogunate



Early Tokugawa policies promoted both land clearance and reclamation to increased crop production with more people becoming farmers. Between 1600 C.E. and 1720 C.E. there was 140% increase in land under cultivation and the resulting productivity gains saw a rise in population during the 17th century. The increase in trade enabled the creation of effective and reliable transport networks. This led to the use of a standard currency and an increasingly integrated local and regional economy.



Samurai kept themselves in constant training so they were always ready to go into battle. The Tokugawas solidified their early support by distributing land to the loyal Daimyo. These landowners were never directly taxed but were regularly required to provide labour and raw materials for the construction and maintenance of roads and castles. Further control was exercised by forcing the wives and children of the Daimyo to permanently reside in Edo effectively making them hostages a way to prevent plotting and disloyalty to the Shogun. It was a costly exercise for them to be moving between Edo and their clan lands and castles, in their domains, they were autonomous, making their own laws and administering justice.

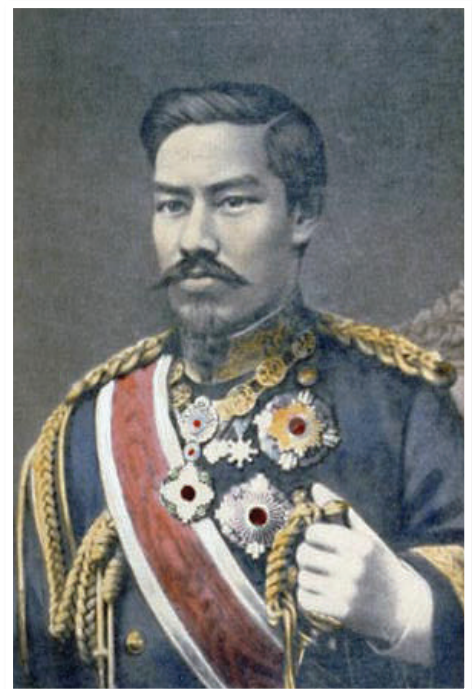


**Imperial Palace, Kyoto**

The urbanization process occurred with the concentration of samurai around the castles of the daimyo, as service towns grew up to support and provide services for the castles and the samurai. Canals and bridges were built, temples and shrines were constructed. None of this growth assisted the Samurai class as they were on fixed stipends which were dispersed in rice. The Shogunate attempted to maintain the role of the Samurai with such measures as the Kyoho Reforms in the early part of the 18<sup>th</sup> century. These did little to help the economic and political status of the Samurai class.

The Tokugawa Shogunate came to a peaceful end in 1868. There were many factors that contributed to its end. Low ranking samurai especially from the Satsuma region were dissatisfied with their inability to rise through the ranks on merit as higher posts had become totally hereditary. During the 1830's there had been widespread famine, disease and death. China, Japan's neighbor was being decimated by European colonial powers and in 1853, the American naval commander, Matthew Perry arrived in Japan demanding that Japan agree to trade and diplomatic relations with the U.S.A. With the signing of treaties, the pro Emperor forces moved into Kyoto, took control of the Imperial Palace and abolished the Shogunate .... proclaiming the Restoration of the Monarchy...the Meiji Restoration. The Samurai were abolished as a class and the wearing of swords was forbidden to all but the members of the Armed forces. Compensation was given to the Samurai to help them set up businesses.

It is important to note that the Samurai were their own weapon of destruction as their loyalty to the Emperor and the code of Bushido was the most important issue when the threat to Japan became external.



## ECONOMIC GROWTH IN TOKUGAWA JAPAN [1603 - 1868]

This was an hierarchical system of feudal rule where social divisions were strictly maintained and change was despised yet, economically there was extraordinary growth in production, population and urbanization. The Shoguns ran a closed society but because of the lack of wars and battles, [there was no military combat for 253 years], the samurai turned their attention to sophisticated pursuits such as chanoyu, kabuki, ikebana and haiku.

From the time that the Shoguns had stabilized the country, they distributed land to their daimyo allies to encourage loyalty. Daimyo were never directly taxed but imposed indirect levies requiring labour and resources for infrastructure development such as the maintenance and construction of roads, post stations on the Tokaido Road and castles and fortifications. The Daimyo had control of governance of their local clan territories and were responsible for administering justice. In this way, there was a balance between autonomy and central authority.

In the social structure, the peasants were second only to the samurai class whose role was to produce the basic food requirements for the country. A large proportion of their crop was paid to their Lord as tax. The retainers of the Daimyo were paid in rice and it was the basic unit of exchange in the economy. Because less men were needed for war, an increasing number went onto the land to farm. The policies of the Tokugawa encouraged land reclamation and clearance to support additional production. Between 1600 and 1720, there was an increase of 140% in land under cultivation. Farming became more productive with improved patterns of cropping and the use of fertilizers on more intensively cultivated land.

The Samurai class was forbidden to engage in trade and therefore had little opportunity to take advantage of economic growth while the merchants, who were despised by the Samurai class gained the economic benefits of increased trade in the growing economy. This enabled the merchants to buy more property and engage in the lifestyle previously reserved for Samurai.

There was a significant rise in population during the seventeenth century, it basically doubled between 1600 and 1720 [31 million] but levelled off in the eighteenth and nineteenth centuries.

During this time, there was rapid industrialization due to the economic surplus and the development of both reliable and effective transportation systems. Because of the growth of trade, standardized money was introduced which facilitated domestic trade. An integrated national economy developed with local areas specializing in certain products.

The Tokugawa system encouraged the growth of castle towns, this led to a concentration of labourers, retainers and service industries around such centres; over time, these evolved into large urban areas. When Edo was first made the capital in 1590, it was a swampy area with very few people. Over time it became a magnificent Capital for the Shogun. There was an extensive capital works programme which included forest clearing, swamp filling, the dredging of canals and the building of walls, bridges, shrines and temples. By 1657, Edo was a city of half a million residents.

During this time of economic growth, the Samurai suffered as their stipends were fixed while prices continued to rise. With the growth of the monetized economy, Samurai were forced to trade their rice stipends for cash leaving the Samurai at the mercy of merchants whom they considered their inferiors.

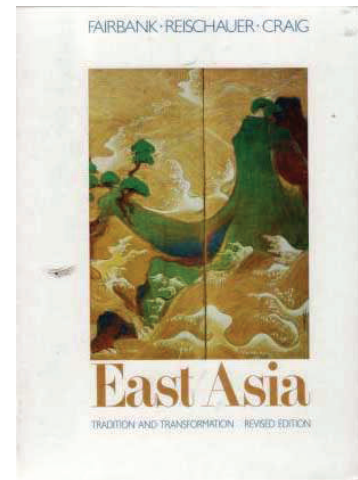




The Tokugawa authorities tried to stabilize their economic and political status with the Kansei Reforms at the turn of the nineteenth century.

## URBAN CULTURE IN TOKUGAWA JAPAN

The urban merchants were basically sober, hard working, and disciplined, much like the samurai and peasants. The great merchant houses developed family codes similar to those of the samurai houses and a keen sense of honor, discipline, and obligation, derived largely from samurai ethics. There were also merchant philosophers. Ishida Baigan (1685-1744), a peasant by origin who worked his way up in a Kyoto merchant house, developed a philosophy he called "Learning of the Mind" (*Shingaku*), in which he taught that honest and diligent merchants, as stewards of the country's wealth, performed a national function comparable to that of the samurai. This concept, like that of "the calling" in Protestant thought in the West, gave moral legitimacy to merchants, who in a closed, class society, were denied an equal social status. It also provided a rationale for moneymaking and for dynamic achievement within one's status, which proved extremely important in Japan's modernization in the nineteenth century. It seems likely that there is a causal relationship between the parallel feudal backgrounds of Japan and Europe and their modern goal-rather than status-oriented ethics.



For all the sobriety of Tokugawa merchants, their urban culture showed great vigor and panache. The city man tended to be quick-witted and cocky, contemptuous of the stolid peasant and disdainful of the haughty but poor samurai. Since profits were the measure of success, he was extremely money conscious and fond of luxuries. Ceremonies became ever more elaborate; novelty was highly esteemed; fashion was important—the latest feminine fashions in hair styles or sleeve lengths, or masculine styles set by leading actors or recognized dandies.

The urban merchant reserved his home for his serious moneymaking activities and his family. The long, warrior-dominated feudal age had left women entirely subordinate to men throughout Japanese society. Marriages were arranged for the interests of the family, not for romantic love, and

women were kept at home to bear children and perform the household duties. The townsmen went elsewhere for their diversions. Amusement quarters in the cities, provided with restaurants, cheaters, and houses of prostitution, served as the centers of social life and aesthetic activity. Here the merchant could relax from his serious role as businessman and family head to enjoy the company of gay companions and women not constrained by the prevailing social codes.

The women of the amusement quarters were usually indentured servants, sold by impoverished parents, but the more beautiful and gifted were trained in singing, dancing, and conversational skills to become talented courtesans, known in more modern times as *geisha*, or "accomplished persons." They were divided into many categories, and those in the higher grades were considered the setters of feminine styles. They were also assiduously courted by wealthy patrons, who not infrequently purchased their freedom and set them up as their recognized mistresses or even legal wives.

The social and cultural activity centering around the amusement quarters provided an exuberant release from the rigidities of the Tokugawa system. Even samurai, themselves confirmed urban dwellers by this time, were attracted by it, participating in increasing numbers, though always in theory incognito. Borderline groups, such as "masterless samurai," who were free of shogunal or domain discipline, entered in more wholeheartedly. Thus there developed a

compartmentalization of urban life between family and business or government service on the one hand and leisure and amusements on the other. Modern city life in Japan still shows the residue of this division. But there were inevitable clashes between the two, as was shown by efforts of the authorities to curb activities in the amusement quarters and still more by the conflicts that went on in the hearts of those who participated in this double life. A favorite theme of the literature and drama of the period was the clash between duty (*giri*) and emotion, or "human feelings" (*ninjo*). In a typical case, a young man's love for a courtesan, running counter to his duty to family and society, could be resolved only by the double suicide of the ill-fated lovers.

It took several decades after the founding of the Tokugawa shogunate for these urban social phenomena to develop, but the second half of the seventeenth century saw a sudden flowering of townsmen culture. The period is usually known as Genroku from the name of a "year period" (1688-1704). The center of townsmen culture at this time was Osaka, for Kyoto was now losing its cultural lead and Edo was still a raw, new city, dominated by its heavy samurai population. By the latter part of the eighteenth century, however, Edo had become the cultural as well as the political center of the nation.

The urban culture of the Tokugawa period tended at times toward flamboyance, but it was saved from ostentatious display and garish vulgarity by two factors - the watchful eyes of a repressive government which was quick to issue sumptuary laws, and the simple, almost austere aesthetic canons inherited from the Ashikaga period. The result was an extraordinarily sophisticated blend of verve and daring with an underlying sense of restraint and discipline.

## SOCIAL AND ECONOMIC DEVELOPMENT

*The Transformation of the Samurai Class.* The pattern of social organization and political rule that had been established in the first half of the seventeenth century hardened into well-accepted practice by the end of the century and continued with only minor modifications until the middle of the nineteenth century. For exactly two and a quarter centuries after the suppression of the Shimabara revolt in 1638, there was no significant political change or any warfare in Japan--only occasional riots by villagers or townsmen or perhaps a political assassination. This was probably the longest period of complete peace and political stability that any sizable body of people has ever enjoyed. And yet it was a time not of stagnation but of very dynamic economic and cultural growth. After centuries of warfare and disunity, peace alone proved a strong stimulus to change, as did also the thorough centralization of controls that the Tokugawa had instituted.

The impact of peace and political unity was felt perhaps most strongly by the samurai class itself. To rule a land at peace, the Tokugawa needed educated administrators more than rough soldiers. The writing brush replaced the sword as the chief implement of the samurai, as they rapidly evolved from a body of fighting men into an urbanized class of well educated bureaucrats and petty government functionaries. Numerous enough to have furnished the mass armies of a country in constant civil war, they provided in time of peace a superabundance of would-be administrators, which proved a needlessly heavy burden on government finances.

The samurai remained organized for the most part into military units and made a fetish of their two swords, but warfare had become a matter of theory, not practice. Schools were founded in the various domains to teach the military arts, but gunnery and the use of firearms, which had proved the decisive military techniques, were largely ignored in favor of the medieval military disciplines of swordsmanship and archery, which were favored for their character-building qualities as much as for their military value. From this grew the emphasis on other character-building martial arts, such as the wrestling-fighting technique of *judo* and its modern variant *karate*.

The samurai value system, which had been a natural outgrowth of a feudal warrior society, gradually became transformed into a self-conscious philosophy. The feudal ethical principles of unquestioning loyalty to one's lord, fierce defense of one's own status and honor, and mice



fulfillment of all obligations became codified as *Bushido*, the "Way of the Warrior." Social realities, however, were moving away from the feudal conditions that had created this value system, as is illustrated by the prohibition in 1663 of suicide by retainers in order to "follow their lord in death."

The famous incident of the "Forty-Seven Ronin" of 1702 illustrates the same point. A minor daimyo, humiliated by a shogunate official, drew his sword within the Edo castle, for which offense he was forced to commit suicide and his domain was confiscated. His retainers, now made "masterless samurai," disarmed official suspicion by two years of dissolute living but then fulfilled the medieval code of ethics by assassinating the Edo official in vengeance for their lord. The public was thrilled, and the event became Japan's favorite dramatic theme, but the authorities coldly forced the forty-seven to commit suicide. Law and order triumphed over loyalty.

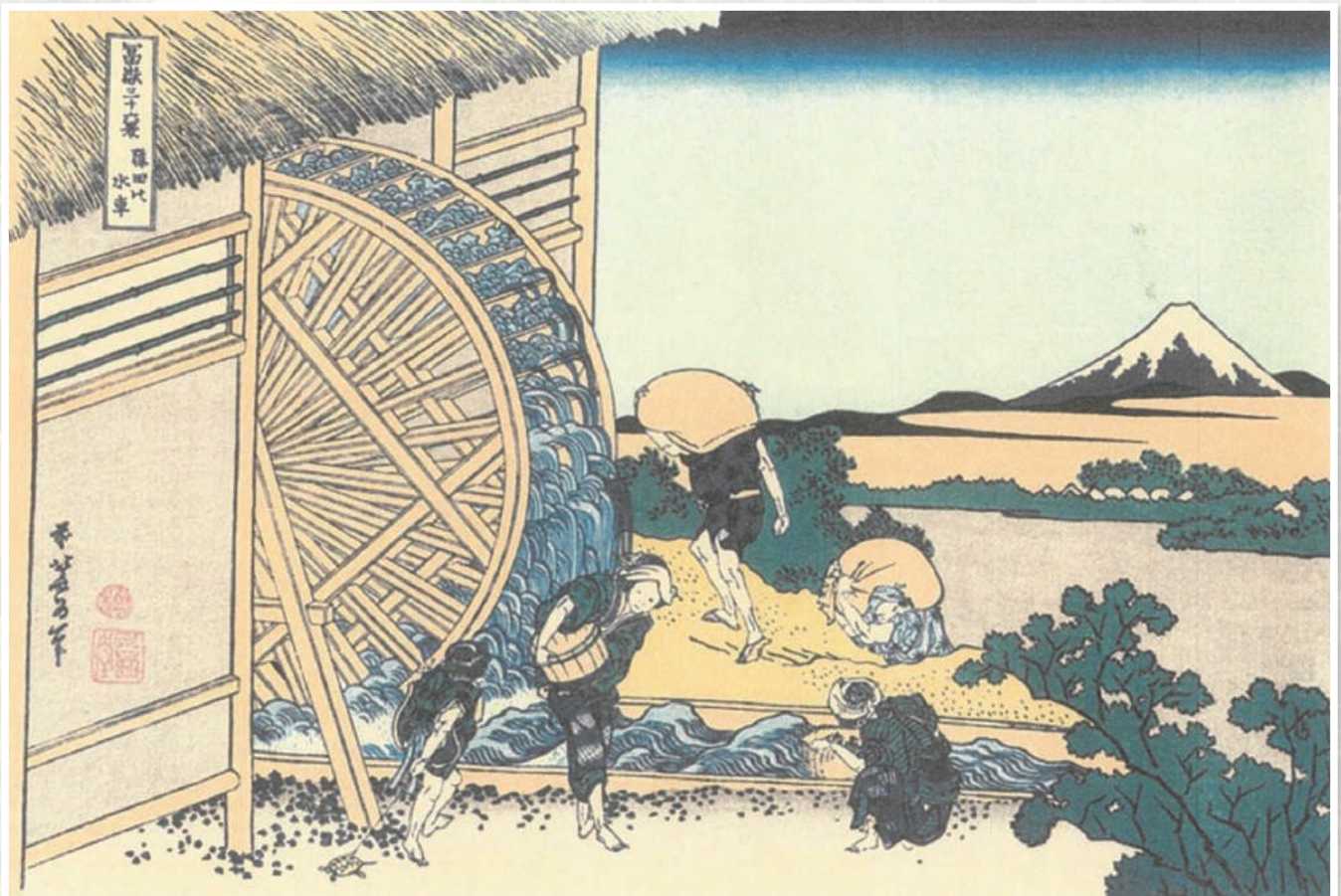
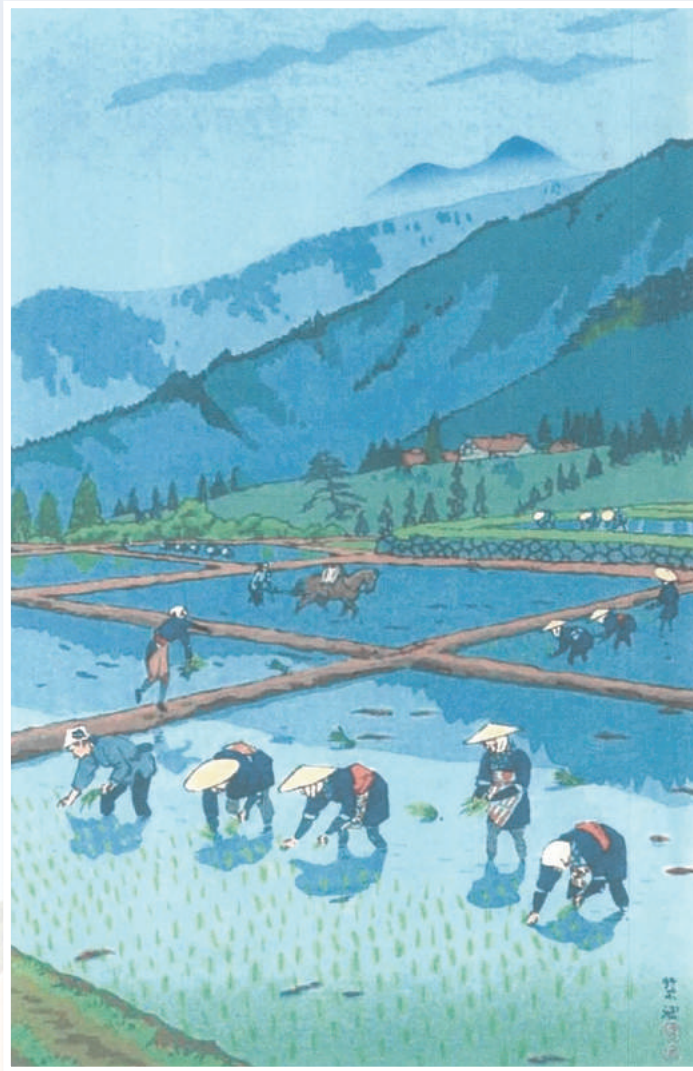
**Source:**

*"East Asia: Tradition and Transformation"*

J.K Fairbank, Edwin O'Reischaver, Albert M. Craig

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## ACTIVITIES



- Draw and label a pyramid demonstrating the classes in Tokugawa Japan.
- Explain each of the following terms: hierarchy, urbanization, chanoyu, kabuki, ikebana. Shogun, samurai, daimyo, Tokaido Road, industrialization, castle towns, shrine, Kansei Reforms.
- Write a paragraph on 'Who were the Tokugawas?'.
- Why was farming so important in Tokugawa Japan?
- What influence did rice growing have on the economic growth of Japan in Tokugawa times?  
How did economic growth change the fortunes of farmers, merchants and samurai? Explain.
- Explain the significant rise in population during the seventeenth century in Japan and discuss the impact of such a rise.
- Examine the impact of the extensive capital works programme with the growth of Edo as the capital of Tokugawa Japan.
- Why were the merchants despised by the Samurai?
- How did the Tokugawa administration attempt to deal with the disparity in wealth between the merchants and the Samurai?
- Research the Kansei Reforms and discuss their impact.
- Research and describe the urban culture that developed during Tokugawa times. What impact did this have on the roles of the classes in society?
- Examine the woodblock [ukiyo-e] prints and describe life for the peasants in Tokugawa Japan and the different life of those in the city. [look at clothing, transport etc.]
- Read the Source: "Urban Culture in Tokugawa Japan" and discuss in half a page "what was life like for a merchant and his family in Tokugawa Japan". Outline the role of women in Tokugawa times.

## TERMS

**SHOGUN:** The highest rank in feudal Japan [from the phrase, Seii Taishogun ]. The SHOGUNATE [BAKUFU] was the structure of power in Japan during the Middle Ages. Shoguns were military rulers and power was passed down through the ruling family.

**DAIMYO:** Landholding military lords who served under the Shogun.

**SAMURAI:** The warrior nobility of feudal Japan, it was both a social class and a profession with a strict code of honour and behavior.

**RONIN:** Samurai without a master.

**SEPPUKU:** A form of ritual suicide, sometimes called **HARI KARI**. This was carried out when a samurai had been shamed or was ordered to do by the master. Women also performed seppuku but in a slightly different and shorter way.





**BUSHIDO:** “the way of the warrior”, the strict code for samurai life and behaviour.

**SANKIN KOTAI:** The policy of the Shogunate that required daimyo to spend alternate years living in the capital of Edo [now Tokyo, the Emperor lived in Kyoto.] This policy was introduced to prevent Daimyo from plotting against the Shogun.

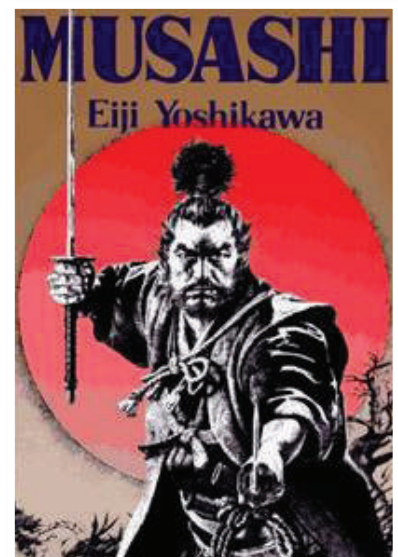
**KATANA:** The large sword that all samurai carry and is used for the ritual disembowelment during seppuku. The hand guard on the sword is called a **TSUBA**.

**MUSASHI:** The legendary swordsman of Japan who introduced the classic style of swordsmanship. Eiji Yoshikawa wrote a novel about his life and is THE book for students to read if they are into this area of history. It includes an essay/introduction by Edwin O. Reischauer, the famous Harvard History scholar who wrote many significant books on Japanese history.

**TOKUGAWA IEYASU:** The first Shogun of the TOKUGAWA SHOUNATE. [1542 to 1616.] His Shogunate maintained political authority without military combat for 253 years. He and his heirs did this by destroying potential dissent and rebellion through the system of Sankin Kotai and the distribution of land to Daimyo allies.

**ODA NOBUNAGA:** One of the three Daimyo responsible for uniting Japan along with Tokugawa Ieyasu and Toyotomi Hideyoshi.

**TOYOTOMI HIDEYOSHI:** succeeded Oda Nobunaga when he was murdered and was instrumental in Tokugawa Ieyasu founding the Tokugawa Shogunate.





# THE FORTY-SEVEN RONIN

- This historical incident has been one of the most popular themes in Japanese art and film which captured the imagination of the Japanese public.
- It became a symbol of loyalty to one's master under the Samurai Code of BUSHIDO and has inspired both KABUKI and BUNRAKU Puppet dramas. The most successful Puppet play was Kanadheon Chusingura, "The Treasury of loyal Retainers".
- Wood-block prints, UKIYO-E, is another medium that has used the story. Some of the most famous artist include...Utamaro, Hokusai, Hiroshige and Kunisada. The artist, Kuniyoshi, produced eleven separate series on the story.
- On YOU TUBE there is an excellent short animated piece called "HISTORY OF 47 RONIN IN A NUTSHELL ". It is shown against a background of wood-block depictions of the events.
- The graves of these samurai are at the Sengaku-ji Shrine at Shinagawa, close to Tokyo. In the temple, their clothes and weapons are preserved, along with the Drum and Whistle that were used. This Shrine is very popular and thousands visit it each year to venerate these brave and loyal Samurai.





## THE STORY OF THE FORTY-SEVEN RONIN

In 1702, during the time of the Tokugawa Shoguns, two daimyo were chosen to entertain in Edo, an embassy from the Imperial Court of Kyoto. One of the Shogun's officials, Kira Kozuko-no Suke was given the task of instructing them in the necessary ceremonial rituals. As was customary, the two daimyo gave him gifts to thank him for the instruction. He was a churlish man and regarded the gifts as unworthy. He despised these two for their lack of knowledge of court etiquette and the paltry recompense. The Advisor of one of the daimyo realized that this was an escalating situation and secretly paid Kira a large sum of money. However, the other daimyo, Asano had no such advice and Kira began openly insulting the daimyo about his poverty and lack of learning.

The consequences of this behavior was to attempt to kill the Official of the Shogun in order to preserve his honour. The daimyo struck out with a dagger but there were too many people present for the blow to be lethal and there was only a facial cut. Asano was seized by palace officials. The punishment for such an offence inside the Shogun's Palace was to commit Seppuku. Asano duly disembowelled himself with the same dagger.

After his death, his loyal retainers were disbanded and became "masterless" samurai or Ronin. There were forty-seven of them and they united behind Kuranosuke. For nearly a year, they acted as though they had no intention of seeking revenge and were never seen together publically. Kira expected them to attack him and increased the fortifications and the number of guards. The group devised a plan to attack and kill Kira. On 14<sup>th</sup> December, they attacked both the front and back entrances and many samurai were killed while Kira escaped and hid in a woodshed. When he was found, he claimed to be a servant.

Kuranosuke ordered him to commit Seppuku but he refused. He was then beheaded, not with a sword but with the dagger that Asano had used to kill himself. The head was taken by the 47 ronin and laid on the tomb of their daimyo, Asano in the grounds of Sengaku-ji temple. They were required to commit Seppuku and did so together. They were all buried near Asano and there is a shrine, still there today honouring them all.





# MUSASHI [SHINMEN MUSASHI NO KAMI FUJIWARA NO GENSHIN]

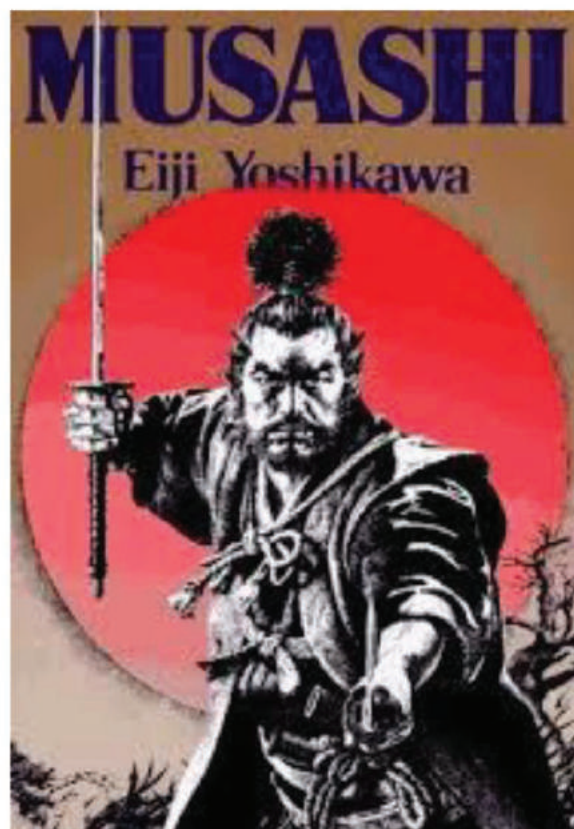
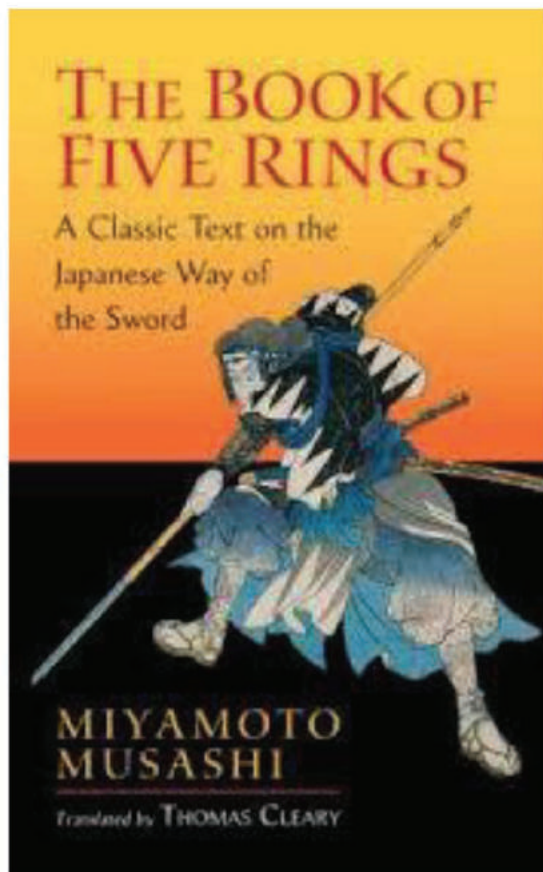
- Musashi is famous in Japanese history as the master swordsman who developed the two sword method of fighting. He was born in 1584 C.E. and died in 1645 C.E. and was from the village of Ohara. His father was an accomplished martial artist and sword master.
- From the age of seven, he lived with his uncle, Dorinbo, and studied Buddhism and literature in the Temple. From the age of thirteen, he was involved in many fencing duels, all of which he won. As a youth, he took part in the Battle of Sekigahara as well as many other battles between the Toyotomi and Tokugawa clans.
- He spent some time in seclusion in the mountains where he trained and studied taking on the Zen like discipline of self-mastery. Eiji Yoshikawa in his book, 'MUSASHI', portrayed him as a cultured man with highly developed martial arts skills, a fine writer, calligrapher and painter.
- Musashi fought over sixty duels and was never defeated. In 1640, he entered the service of the Hosokawa clan. It was during this time that he completed his two books... 'The Book of Five Rings' and 'Thirty-Five Instructions on Strategy'.
- Most of his remains were buried with his parents in the village of Yuga. A shrine was built nine years after his death.



- Eiji Yoshikawa wrote an historical novel about Musashi. It was originally serialized in Asahi Shimbun [a Japanese newspaper] between 1935 and 1939. It has been published as a novel five times and there have been eight films made about the character.
- "In a land of reasonable peace, martial skills became martial arts and increasingly came to emphasize the importance of inner self-control and the character building qualities of swordsmanship rather than its untested military efficacy. A whole mystique of the sword grew up, which was more akin to philosophy than warfare." [forward of 'Musashi by Edwin O. Reischauer.] Musashi is not just a great adventure story but gives a glimpse into Japanese history and the idealized self-image of the contemporary Japanese. The romanticized view of the noble swordsman is a stereotype of the feudal past enshrined in hundreds of samurai movies.



## SELF-PORTRAIT OF MUSASHI





There's a very famous Miyamoto Musashi quote. "Once you understand the way broadly, you can see it in all things." The idea is once you understand what excellence is all about, whether it's in painting, or carpentry or martial arts, that you see how that excellence manifests itself in any discipline. I think that all the different things that I do enhance all the other things that I do.

~ Joe Rogan

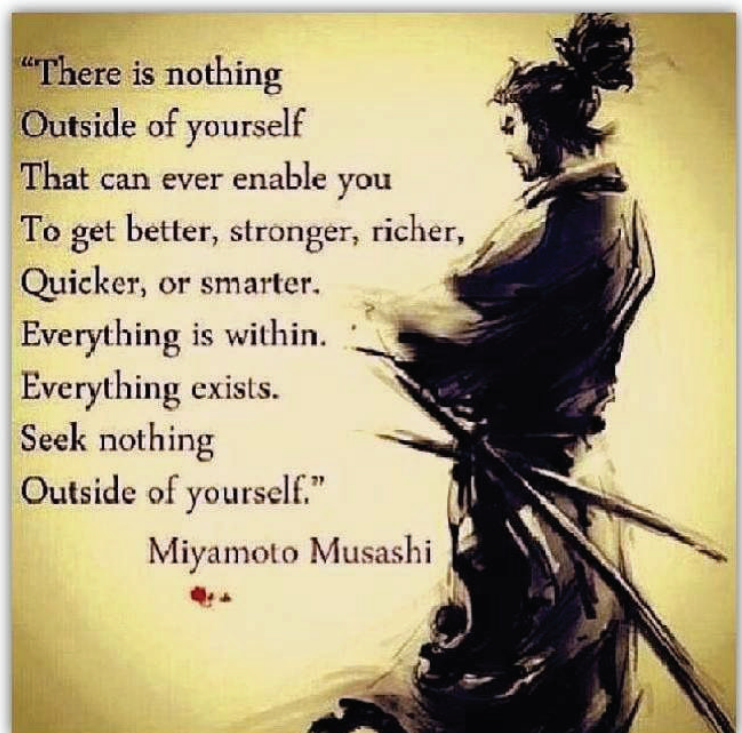
[morefamousquotes.com](http://morefamousquotes.com)



## SELF-PORTRAIT OF MUSASHI

"There is nothing  
Outside of yourself  
That can ever enable you  
To get better, stronger, richer,  
Quicker, or smarter.  
Everything is within.  
Everything exists.  
Seek nothing  
Outside of yourself."

Miyamoto Musashi





## ACTIVITIES

1. Read the historical novel 'Musashi'.
2. Discuss the importance of Musashi in the development of the samurai persona in Japanese society.
3. Research the beliefs of Buddhism that would have had an impact on the development of the young Musashi. How significant were they for his life as a swordsman?
4. Research the battle of Sekigahara and outline its importance in the establishment of the Tokugawa Shogunate.
5. Examine the Clan system of Feudal Japan and discuss its importance in the administration of Tokugawa Japan.
6. What is Zen? What impact did it have on the development of culture in Tokugawa Japan.
7. Research the duel between Musashi and Sasaki Kojiro. Explain what happened in the duel. Why is it significant in the development of samurai culture?
8. Discuss the significance of the sword in Japanese culture.
9. Musashi was both a soldier and a scholar. How do you reconcile those two aspects of his character?
10. Examine why you think Musashi is still such a popular figure in Japanese films and literature.





# FORWORD OF "MUSASHI"

## AN HISTORICAL NOVEL BY EIJI YOSHIKAWA

The forword was written by Edwin O. Reischaver, a Japanese scholar from Harvard who wrote many important works on Japanese history. This is a short introduction to Tokugawa Japan.

The time of Musashi's life was a period of great transition in Japan. After a century of incessant warfare among petty daimyo, or feudal lords, three successive leaders had finally reunified the country through conquest. Oda Nobunaga had started the process but, before completing it, had been killed by a treacherous vassal in 1582. His ablest general, Hideyoshi, risen from the rank of common foot soldier, completed the unification of the nation but died in 1598 before he could consolidate control in behalf of his infant heir. Hideyoshi's strongest vassal, Tokugawa Ieyasu, a great daimyo who ruled much of eastern Japan from his castle at Edo, the modern Tokyo, then won supremacy by defeating a coalition of western daimyo at Sekigahara in 1600. Three years later he took the traditional title of Shogun, signifying his military dictatorship over the whole land, theoretically in behalf of the ancient but impotent imperial line in Kyoto. Ieyasu in 1605 transferred the position of Shogun to his son, Hidetada, but remained in actual control himself until he had destroyed the supporters of Hideyoshi's heir in sieges of Osaka castle in 1614 and 1615.



The first three Tokugawa rulers established such firm control over Japan that their rule was to last more than two and a half centuries, until it finally collapsed in 1868 in the tumultuous aftermath of the reopening of Japan to contact with the West a decade and a half earlier. The Tokugawa ruled through semi-autonomous hereditary daimyo, who numbered around 265 at the end of the period, and the daimyo in turn controlled their fiefs through their hereditary samurai retainers. The transition from constant warfare to a closely regulated peace brought the drawing of sharp class lines between the samurai, who had the privilege of wearing two swords and bearing family names, and the commoners, who though including well-to-do merchants and land owners, were in theory denied all arms and the honor of using family names.

During the years of which Yoshikawa writes, however, these class divisions were not yet sharply defined. All localities had their residue of peasant fighting men, and the country was overrun by ronin, or masterless samurai, who were largely the remnants of the armies of the daimyo who had lost their domains as the result of the battle of Sekigahara or in earlier wars. It took a generation or two before society was fully sorted out into the strict class divisions of the Tokugawa system, and in the meantime there was considerable social ferment and mobility.





Another great transition in early seventeenth century Japan was in the nature of leadership. With peace restored and major warfare at an end, the dominant warrior class found that military prowess was less essential to successful rule than administrative talents. The samurai class started a slow transformation from being warriors of the gun and sword to being bureaucrats of the writing brush and paper. Disciplined self-control and education in a society at peace was becoming more important than skill in warfare. The Western reader may be surprised to see how widespread literacy already was at the beginning of the seventeenth century and at the constant references the Japanese made to Chinese history and literature, much as Northern Europeans of the same time continually referred to the traditions of ancient Greece and Rome.

A third major transition in the Japan of Musashi's time was in weaponry. In the second half of the sixteenth century matchlock muskets, recently introduced by the Portuguese, had become the decisive weapons of the battlefield, but in a land at peace the samurai could turn their backs on distasteful firearms and resume their traditional love affair with the sword. Schools of swordsmanship flourished. However, as the chance to use swords in actual combat diminished, martial skills were gradually becoming martial arts, and these increasingly came to emphasize the importance of inner self-control and the character-building qualities of swordsmanship rather than its untested military efficacy. A whole mystique of the sword grew up, which was more akin to philosophy than to warfare.

Yoshikawa's account of Musashi's early life illustrates all these changes going on in Japan. He was himself a typical ronin from a mountain village and became a settled samurai retainer only late in life. He was the founder of a school of swordsmanship. Most important, he gradually transformed himself from an instinctive fighter into a man who fanatically pursued the goals of Zen-like self-discipline, complete inner mastery over oneself, and a sense of oneness with surrounding nature. Although in his early years lethal contests, reminiscent of the tournaments of medieval Europe, were still possible, Yoshikawa portrays Musashi as consciously turning his martial skills from service in warfare to a means of character building for a time of peace. Martial skills, spiritual self-discipline and aesthetic sensitivity became merged into a single indistinguishable whole. This picture of Musashi may not be far from the historical truth. Musashi is known to have been a skilled painter and an accomplished sculptor as well as a swordsman.



The Japan of the early seventeenth century which Musashi typified has lived on strongly in the Japanese consciousness. The long and relatively static rule of the Tokugawa preserved much of its forms and spirit, though in somewhat ossified form, until the middle of the nineteenth century, not much more than a century ago. Yoshikawa himself was a son of a former samurai who failed like most members of his class to make a successful economic transition to the new age. Though the samurai themselves largely sank into obscurity in the new Japan, most of the new leaders were drawn from this feudal class, and its ethos was popularized through the new compulsory educational system to become the spiritual background and ethics of the whole Japanese nation. Novels like *Musashi* and the films and plays derived from them aided in the process.

The time of *Musashi* is as close and real to the modern Japanese as is the Civil War to Americans. Thus the comparison to *Gone with the Wind* is by no means far-fetched. The age of the samurai is still very much alive in Japanese minds. Contrary to the picture of the modern Japanese as merely group oriented "economic animals," many Japanese prefer to see themselves as fiercely individualistic, high-principled, self-disciplined and aesthetically sensitive modern-day Musashis. Both pictures have some validity, illustrating the complexity of the Japanese soul behind the seemingly bland and uniform exterior.

*Musashi* is very different from the highly psychological and often neurotic novels that have been the mainstay of translations of modern Japanese literature into English. But it is nevertheless fully in the mainstream of traditional Japanese fiction and popular Japanese thought. Its episodic presentation is not merely the result of its original appearance as a newspaper serial but is a favorite technique dating back to the beginnings of Japanese storytelling. Its romanticized view of the noble swordsman is a stereotype of the feudal past enshrined in hundreds of other stories and samurai movies. Its emphasis on the cultivation of self-control and inner personal strength through austere Zen-like self-discipline is a major feature of Japanese personality today. So also is the pervading love of nature and sense of closeness to it. *Musashi* is not just a great adventure story. Beyond that, it gives both a glimpse into Japanese history and a view into the idealized self-image of the contemporary Japanese.

January 1981



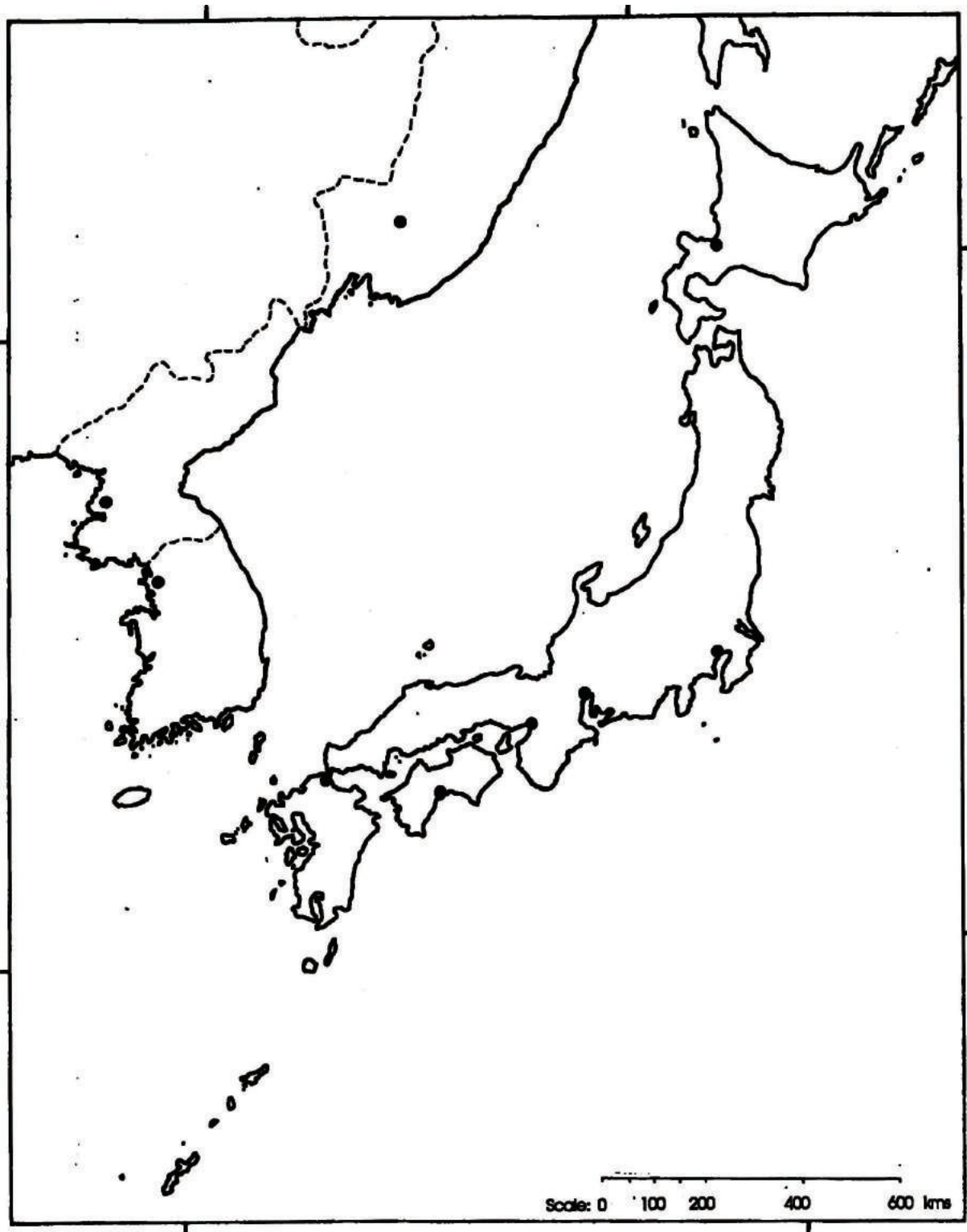
## ACTIVITIES FOR THE TOKUGAWA SHOGUNATE

- On a blank map of Japan, mark in and name: the islands of Honshu, Hokkaido, Shikoku and Kyushu, the cities of Kyoto and Edo, the site of the Battle of Sekigahara.
- Name the three samurai who were responsible for the formation of the Tokugawa Shogunate. Write a one page profile of each of these men.
- Research the Battle of Sekigahara and explain its significance in Japanese history.
- Draw a diagram to illustrate the social hierarchy that developed and solidified during Tokugawa times.
- The peace that the Shogunate brought to Japan was a catalyst for the development of a sophisticated urban culture of aesthetic pursuits. List five of these and research them. Write five points about each one.
- What impact have these had on modern Japanese society?
- What is ZEN and how important did it become in Japan?
- List five characteristics that the Tokugawa society regarded as essential social behaviour.
- Explain the importance of swordsmanship in Tokugawa Japan.



- Discuss the importance of Musashi in the development of swordsmanship and the code of Bushido.
- Explain why the Shoguns forced the families of the Daimyo to permanently reside in Edo rather than living in their clan areas.
- Examine the reasons for the economic growth that occurred during the years of peace and how it enabled the growth and enrichment of the merchant class.
- What problems did this create for the samurai class.

## JAPAN AND IT'S NEIGHBOURS



# WONDERWORD - TOKUGAWA JAPAN

S	V	B	D	M	T	I	H	F	C	X	P	L	K
F	W	Q	I	F	A	M	U	S	A	S	H	I	Y
G	O	B	I	B	U	R	D	H	K	L	I	M	O
M	C	X	M	J	B	M	M	T	S	E	P	P	T
E	N	M	Y	T	A	O	R	A	W	Q	Z	E	O
I	B	R	O	N	I	N	N	C	J	K	L	D	Z
J	A	T	H	S	L	Y	S	H	I	N	T	O	S
I	K	I	M	I	N	O	F	I	J	K	D	D	A
E	U	A	B	U	S	H	I	D	O	E	H	G	M
W	K	V	T	V	B	J	M	I	E	Y	A	S	U
E	U	R	R	A	T	S	H	O	N	S	H	U	R
S	H	O	G	U	N	B	X	Z	R	E	L	L	A
P	G	L	E	T	W	A	K	I	Z	A	S	H	I

- The warrior of Japan (7 letters)  
\_\_\_\_\_
- The traditional religion of Japan (6 letters)  
\_\_\_\_\_
- The old name for Tokyo (3 letters)  
\_\_\_\_\_
- The long sword of the Samurai (6 letters)  
\_\_\_\_\_
- The first Tokugawa Shogun (6 letters)  
\_\_\_\_\_
- Landholding military lords (6 letters)  
\_\_\_\_\_
- The short sword used in Seppuku (9 letters)  
\_\_\_\_\_
- Masterless Samurai (5 letters)  
\_\_\_\_\_
- The hand guard on a sword (5 letters)  
\_\_\_\_\_
- The famous Japanese swordsman (7 letters)  
\_\_\_\_\_
- Ritual suicide in Japan (7 letters) \_\_\_\_  
\_\_\_\_\_
- The military ruler of Japan (6 letters)  
\_\_\_\_\_
- Traditional Japanese robe (6 letters)  
\_\_\_\_\_
- The sash worn around  
\_\_\_\_\_
- a kimono (3 letters)  
\_\_\_\_\_
- "The way of the warrior" (7 letters)  
\_\_\_\_\_
- The military administration (6 letters)  
\_\_\_\_\_
- A family crest (3 letters)  
\_\_\_\_\_
- The city where the Emperor resided (5 letters)  
\_\_\_\_\_
- Kyoto and Tokyo are on the island of (6 letters)  
\_\_\_\_\_
- The Emperor who regained total power at the end of the Tokugawa Shogunate (5 letters)  
\_\_\_\_\_



Exhibition catalogues can be an excellent source of material and inspiration for teachers. One such catalogue is *In the Eastern Manner - The Effects of Direct Trade with China and Japan*. Although this exhibition is long gone, the catalogue is an excellent 'source' for teachers and students. The exhibition was staged at the Museum of Applied Arts and Sciences in Sydney, and the excellent catalogue was written by the legendary Helenor Feltham. I have included an extract.

Di Dunlop

## SECTION 4: MEIJI JAPAN

### MID-NINETEENTH TO EARLY TWENTIETH CENTURY

In the early nineteenth century, Japan watched the Western assault on Asia with growing dismay. To many, the isolationist policies of the Tokugawa Shoguns seemed disastrous, and this feeling strengthened after the defeat of China in 1842. It was also becoming obvious that the power of the Bakufu or Military government was weakening. Japan was already an unofficial port of call for foreign ships, particularly whalers from the United States of America (USA) and Australia. Initial orders to destroy foreign ships and crews were largely ignored (few of the local authorities were either able or willing to comply) and the later policy of providing them with food and water, and requesting that they leave immediately, was seen as an admission of weakness. As more whalers entered the Pacific, the situation became more desperate, clashes and disputes were frequent, and foreign nationals took their complaints to their home governments.

In 1845 the American government sent a warship commanded by Captain Biddle to seek redress. The Shogun refused to deal with him, so in 1853 a United States squadron under the command

of Commodore Matthew Perry arrived off Nagasaki harbour with a firmly worded request from the American President that Japan open her ports, provide for the good treatment of shipwrecked sailors, and permit trade. It was clear that further refusal would mean war. They had a year to think it over. When Perry returned in 1854 the Japanese capitulated. Within the same year Britain, Russia and Holland obtained similar terms, and the policy of exclusion was abandoned. During the period of exclusion,

1637-1854, Japanese art had developed distinctive decorative characteristics which had almost nothing of the recurrent Chinese element often found in the earlier styles. In part, this was a manifestation of the intense nationalism of the period, in part it was a response to the changing social order in Japan. The Tokugawa Shoguns had largely succeeded in reintroducing a rigid feudalism and imposing severe class restrictions. The Samurai, or warrior class, for instance were forbidden to engage in trade or farming. The Daimyo, or great Lords, were responsible for the maintenance of their fiefs, including the support of the Samurai. Farmers

and craftsmen were tied to the estates, and merchants suffered from travel restrictions and sumptuary laws. However, under this curious system, Japan became surprisingly well-to-do and by the eighteenth century a rising class of bourgeois merchants had become established, principally in the Shogun capital of Edo (now Tokyo). This new group became the principal patrons of the developing decorative arts. They had money, they could not raise their social status, they were largely excluded from the Court art circles, and they needed an outlet for their time and money. Edo became a great centre for the decorative arts. The middle class was not on the whole impressed by the austerities of the Zen Buddhist tradition, but by the glowing luxuriance of the Rimpa style developed by Sotatsu and Korin. Ogata Kōrin (1658-1716) was one of those rare artists capable not only of working in almost every medium but of imprinting his style on a whole period. Many of his designs are based on plant forms and most combine vivid colour with a gold ground. Much copied in his lifetime, his style remained a decisive influence through the eighteenth and

nineteenth centuries, inspiring lacquers, screens, ceramics, fans, metalwork and fabrics alike. The Rimpa style was particularly strong in Kyoto, where the craftsmen found themselves with an increasingly wide audience for their works among the Daiymo, Samurai and merchants, but in the Edo period it spread throughout Japan. There were, of course, innumerable variations. What suited a Samurai was not necessarily acceptable to a merchant. Sometimes style was determined by sumptuary laws and social habits. Merchants were not permitted to wear silk or to carry more than one sword; pouches were used by the middle class, where Samurai would carry the enchanting little nests of lacquer boxes called *inro* - sometimes they simply reflected the middle-class preference for the spectacular and the luxurious.

*Netsukes* and *tsubas* also reflect the Japanese passion for miniaturisation, a passion which reaches its apogee in bonsai (the art of tree miniaturisation), where a skilled artist can create a viable landscape in the confines of a flat earthenware dish. Bonsai became extremely popular in the Edo period when travel restrictions made the traditional semi-religious journeys to popular beauty spots extremely difficult, and when increasingly dense urbanisation made it difficult to find space for domestic gardens.

All of these minor arts were to have a tremendous impact on

Europe when trade with Japan finally became established. But the art form that was to have the most profound and lasting influence was the woodblock print, or *ukiyo-e*.

*Ukiyo-e* means literally floating world painting, and refers both to the subject matter and to the patrons, principally the middle-class citizens of Edo. While bird and flower prints, and later landscapes, were popular the usual subjects of *ukiyo-e* are the people of the Edo pleasure quarter: courtesans, kabuki theatre actors, shopkeepers, and their daughters. Themes



leave the outline in high relief. A further block was cut for each colour to be printed. (Early prints were frequently hand-coloured; by 1750 two-colour prints were available; and after 1760 the brocade or polychrome print was the most usual, sometimes with the addition of mica or metallic powder.) Finally the printer mixed the colours and printed the sheets which were then sold mainly by street pedlars.

The style was based in part on the narrative scrolls of the Heian and Kamakura eras, reflecting the artists' involvement in the

new nationalism with its rejection of Chinese and Western influences.

In part it was determined by the printing process itself, with its necessary emphasis on line and flat colour areas.

The content was determined by the needs and interests of urban middle class. For instance, when restrictions

range from ghost stories to sex manuals by way of geisha portraits, scenes from plays, and vignettes of everyday life. Begun in the seventeenth century by a group of artists at odds with the courtly screen-painter schools, *ukiyo-e* was essentially a popular art designed for inexpensive mass-production. An artist, on commission to a publisher, produced the original drawing on transparent paper, indicating the colours. The engraver produced a key block by pasting the drawing onto a section of hard wood, usually cherry, and cutting away the sections to

on travel increased, *ukiyo-e* artists responded by producing series of prints of favourite landscapes and shrines. In the mid-nineteenth century *ukiyo-e*, never very highly regarded in its own time, was in decline. But in 1854 Japan agreed to foreign trade, and European artists whose knowledge of Japanese art had been restricted to the trickle of goods brought back each year by the Dutch, and far from representative of Japanese style, were suddenly confronted by a new and almost overwhelmingly exciting perception-that of the woodblock artist.



It began quietly enough in 1856 when the French designer Felix Braquemond noticed a little book of woodcuts while visiting his printer's studio. It was a copy of one of the sketchbooks of the Japanese artist Hokusai, and perhaps the first example of *ukiyo-e* to reach Europe. Braquemond began to use Hokusai's drawings as an inspiration for his own work, chiefly in ceramic design. In 1857, the sixteen-year-old art student Claude Monet began raiding local junk shops for his first woodblock prints, and when in 1862 Madame Desoye and her husband, recently returned from the Orient, opened their shop La Porte Chinoise, specialising in Far Eastern arts and crafts, the vogue was in full swing.

Soon every studio and salon in Paris had its collection of prints, fans, kimonos and porcelains, and the younger artists, particularly those of the emerging Impressionist School, could be found happily turning over the wares at Madame Desoye's. A list of known collectors makes an impressive roll-Manet, Monet, Degas, Tissot, Fantin Latour, Whistler, Zola, the de Goncourt brothers, to name only a few. Soon the influence was making itself felt.



Whistler's *Princesse du Pays de la Porcelain* in 1864, Degas' *Bains de Mer* of 1866-7, Manet's *Portrait of Zola* in 1868, and countless others. At first 'le Japonisme' was used simply as an exotic prop. Monet's *La Japonaise* for instance is simply a pretty blonde wrapped geisha-like in an overlarge kimono and posed in front of a wall of fans like an Oriental fun-park photo. By the 1870s, however, the Japanese style had been acclimatised. The flat colour planes, sharp outlines and cropped figures, the diagonal line and asymmetrical balance of the woodblock prints, had all become part of the vocabulary of Impressionism.

The new generation of French artists, the Post Impressionists of the 1880s and 1890s-Van Gogh, Gauguin and Toulouse-Lautrec in particular-were equally captivated, especially by the light and clarity to be found in the landscapes of Hokusai and Hiroshige; and for Toulouse-Lautrec, at least, by the perception and concentration to be found in the portraits of Utamaro and Kunisada. Japanese arts had an almost equally magical effect on the applied arts. The small selection to be found at the Great Exhibition of 1851 in London had grown to a flood by 1862. Craftsmen, particularly in England, were looking to Japan for an alternative to Victorian over-ripeness and life less mechanical production. As in furniture pioneered by EW Godwin to porcelain Satsuma-style belt buckles and bamboo bric-a-brac. Where it differed from chinoiserie was in the ready availability of genuine Japanese objects: delicate Satsuma porcelains,

inros and netsukes, swords and tsukas, fans, lacquers, cloisonnes and fabrics, bonsai and wistaria, chrysanthemums and pines. The Japanese garden too, enjoyed enormous popularity, encouraged by the nostalgic romanticism of the late nineteenth century paper-lantern lit gardens bloomed with japonica, bamboo and Japanese maples, complete with moss-covered rocks, stone lanterns and rickety lily-pond bridges, and the occasional lonely Japanese gardener to add to the effect.

Gradually, however, the intensity diminished. Although throughout the late nineteenth century Japanese exhibits continued to draw crowds at international exhibitions, the style began to blend imperceptibly with European elements, notably the Gothic Revival style. By the end of the century these had synthesised to form Art Nouveau.

**WEBSITES** to investigate Zheng He: [http://en.wikipedia.org/wiki/Zheng\\_He](http://en.wikipedia.org/wiki/Zheng_He) [http://www.slideshare.net/dcyarS/zheng\\_he](http://www.slideshare.net/dcyarS/zheng_he) <http://www.chinapage.com/zhenghe.html> [http://www.chinaheritageneewsletter.org/articles.php?searchterm=002\\_zhengheinc&issue=002](http://www.chinaheritageneewsletter.org/articles.php?searchterm=002_zhengheinc&issue=002) <http://geography.about.com/od/historyofgeography/a/chengho.htm>

Google Zhen He images for maps and portraits of the Admiral.

Other useful images can be found at: <http://www.denniscox.com/zhenghe.htm>

Replica of Chinese navigator Zheng He's treasure ship finished in Nanjing: <http://www.jife.com/image/71986768> Comparison of Columbus's and Zheng He's ships: [http://en.wikipedia.org/wiki/File:Zheng\\_He's\\_ship\\_compared\\_to\\_Columbus's.jpg](http://en.wikipedia.org/wiki/File:Zheng_He's_ship_compared_to_Columbus's.jpg)

# MEIJI JAPAN - WORKSHEET

- ☐ Explain the following terms:

SHOGUNATE  
BAKUFU  
ART NOUVEAU

BOURGEOIS  
RIMPA STYLE  
DAIMYO

APOGEE  
BONSAI  
SUMPTUARY LAWS

- ☐ Explain why Japan was so opposed to foreign ships entering their ports.

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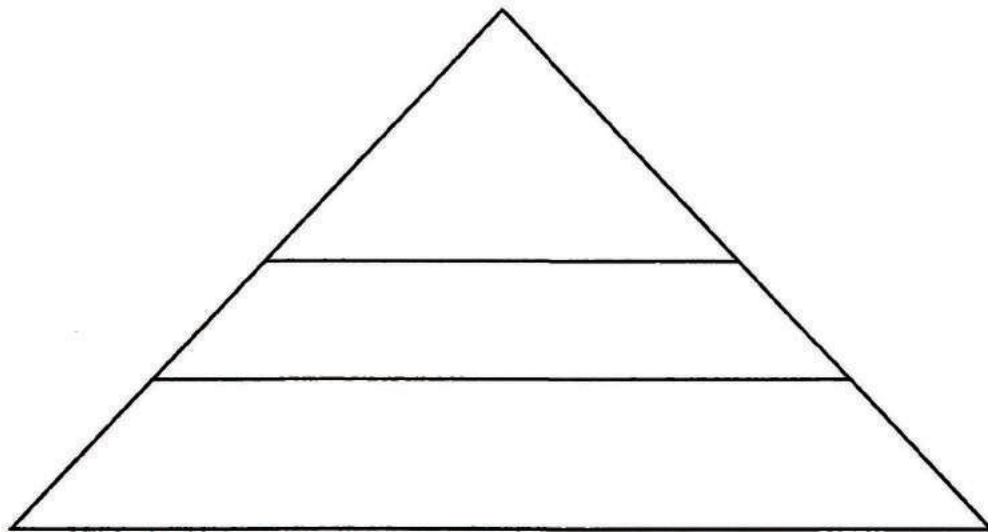
- ☐ Explain the significance of Commodore Perry's visit to Japan.

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- ☐ Research Japanese feudal society and complete the social pyramid below.



- ☐ Explain why you think that decorative arts had been developed to such a high standard in Japan.

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[https://commons.wikimedia.org/wiki/%E6%98%8E%E6%B2%BB%E5%A4%A9%E7%9A%87#/media/File:Meiji\\_Emperor.jpg](https://commons.wikimedia.org/wiki/%E6%98%8E%E6%B2%BB%E5%A4%A9%E7%9A%87#/media/File:Meiji_Emperor.jpg)

**Portrait of the Emperor Meiji**

的生活經驗中体会到“若想要成就  
注意到三項重要工作，首先就是要  
是要「做對事」，再來就是要「把事做  
項重要工作做得完善的話，相信距  
遠矣！

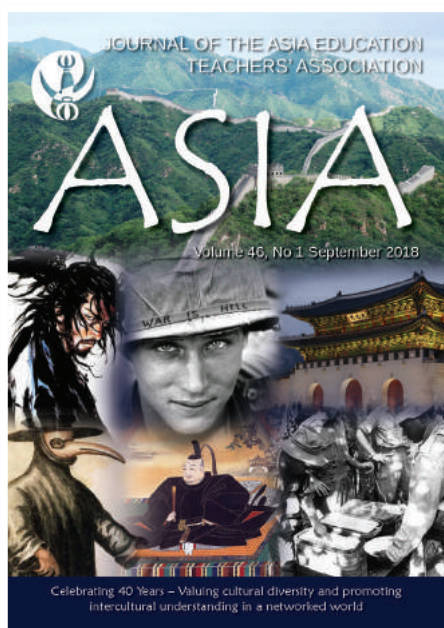
敬筆 是我想要販賣房子  
他對房地產交易工作的志趣自不在  
細心、耐性和關心是他把房地產  
的特質之一，最重要的是跟他的  
這就是 敬筆 如今能在房地產  
求大的「信心」！ 敬筆：謝  
快的合作，並祝福業務興隆





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