



oxford
big ideas
humanities
VICTORIAN CURRICULUM

Mark Easton | Maggy Saldais | Vladimir Dumovic
Geraldine Carrodus | Christian Machar

OXFORD

OXFORD
UNIVERSITY PRESS

Oxford University Press is a department of the University of Oxford. It furthers the University's objective of excellence in research, scholarship, and education by publishing worldwide. Oxford is a registered trademark of Oxford University Press in the UK and in certain other countries.

Published in Australia by
Oxford University Press
253 Normanby Road, South Melbourne, Victoria 3205, Australia

© Mark Easton, Maggy Saldais, Vladimir Dumovic, Geraldine Carrodus, Christian Machar 2016
© Oxford University Press 2016

The moral rights of the author have been asserted

First published 2016

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, without the prior permission in writing of Oxford University Press, or as expressly permitted by law, by licence, or under terms agreed with the appropriate reprographics rights organisation. Enquiries concerning reproduction outside the scope of the above should be sent to the Rights Department, Oxford University Press, at the address above.

You must not circulate this work in any other form and you must impose this same condition on any acquirer.

National Library of Australia Cataloguing-in-Publication data

Easton, Mark Gerald, author

Oxford big ideas. Humanities 7 Victorian curriculum / Mark Easton, Maggy Saldais, Vladimir Dumovic, Geraldine Carrodus, Christian Machar.

ISBN 9780190307325 (paperback)

Includes index.

For secondary school age.

Humanities – Textbooks.

Humanities – Study and teaching (Secondary) – Victoria.

Education – Curricula – Victoria.

Saldais, Maggy, author.

Dumovic, Vladimir, author.

Carrodus, Geraldine, author.

Machar, Christian, author.

001.30712

Reproduction and communication for educational purposes

The *Australian Copyright Act 1968* (the Act) allows a maximum of one chapter or 10% of the pages of this work, whichever is the greater, to be reproduced and/or communicated by any educational institution for its educational purposes provided that the educational institution (or the body that administers it) has given a remuneration notice to Copyright Agency Limited (CAL) under the Act.

For details of the CAL licence for educational institutions contact:

Copyright Agency Limited
Level 15, 233 Castlereagh Street
Sydney NSW 2000
Telephone: (02) 9394 7600
Facsimile: (02) 9394 7601
Email: info@copyright.com.au



Edited by Katharine Day, Ingrid De Baets and Helen Koehne

Illustrated by MAPgraphics Pty Ltd, Ian Laver, Richard Bonson, Rob Mancini and Alan Laver

Typeset by Miranda Costa

Proofread by Helen Koehne

Indexed by Max McMaster, Master indexing

Printed by Sheck Wah Tong Printing Press Ltd

Disclaimer

Indigenous Australians and Torres Strait Islanders are advised that this publication may include images or names of people now deceased.

Links to third party websites are provided by Oxford in good faith and for information only. Oxford disclaims any responsibility for the materials contained in any third party website referenced in this work.

contents

Contents by skill	viii
Using <i>Oxford Big Ideas Humanities</i>	xii

PART 1 Geography

Concepts and skills

Chapter 1

The geography toolkit 4

1A What are the geographical concepts?

1.1 Geographical concepts	6
---------------------------------	---

1B What are the geographical skills?

1.2 Geographical skills	14
1.3 Observe, ask questions and plan	15
1.4 Collect, record, evaluate and represent data	17
1.5 Analyse data and draw conclusions	30
1.6 Communicate your findings	32
1.7 Reflect and take action	35

1C What is fieldwork?

1.8 Fieldwork in geography	36
----------------------------------	----

Unit 1 Water in the world

Chapter 2

Water as a resource 42

2A How is water an environmental resource?

2.1 Environmental resources: an overview	44
2.2 Where water comes from	46
2.3 Accessing water resources	48
2.4 Stored water	50
2A Rich task: Perth's water supply	52

2B How does water connect and affect places?

2.5 Water connects places	54
2.6 Water affects places	56
2.7 Water for food	58
2.8 Water for energy	60
2B Rich task: The Ok Tedi mine	62

2C How much water do we have?

2.9 Water in Australia	64
2.10 Water in the world	66
2.11 The world's drinking water	68
2C Rich task: The driest city in Africa?	70

Chapter 3

Valuing and managing water 72

3A How do we value and manage water?

3.1 The importance of water	74
3.2 Growing the world's grain	76
3.3 Competition for water supplies	78
3.4 The challenges of managing water	80
3.5 Water and Indigenous Australians	82
3A Rich task: The Aral Sea	84

3B How can we overcome water scarcity?

3.6 Managing water scarcity	86
3.7 Managing water at home	88
3.8 Managing water in Australia's biggest cities	90
3.9 New ways of thinking about water	94
3B Rich task: The Wodaabe nomads	96

3C How do we respond to floods?

3.10 Why rivers flood	98
3.11 Floods in Australia	100
3.12 How floods affect people and places	102
3.13 Preparing for floods	104
3.14 Managing floods	106
3C Rich task: Grantham floods, Queensland	108

Unit 2 Place and liveability

Chapter 4

Living in Australia 112

4A Where do Australians live and why?

4.1 Why we live where we do	114
4.2 Where early Indigenous Australians lived	116
4.3 Where modern Australians live	118
4.4 Living in large cities	120
4.5 Living in rural areas	122
4.6 Living in coastal areas	124
4.7 Living in remote areas	126
4A Rich task: Living on Macquarie Island	130

4B	How do people connect to place?	
4.8	Connecting through communities	132
4.9	Community identity	134
4.10	Indigenous communities	136
4.11	Liveability in communities	138
4.12	Building safe communities	140
4B	Rich task: Change in Casey	142

Chapter 5

Liveable cities 144

5A	What makes a city liveable?	
5.1	Measuring liveability	146
5.2	Climate	148
5.3	Environmental quality	150
5.4	Infrastructure	152
5.5	Safety and stability	154
5.6	Access to health care and education	156
5A	Rich task: The liveability of Mawson Station	158
5B	Where are the world's most and least liveable cities?	
5.7	The world's most liveable cities	160
5.8	Vienna: a liveable city	162
5.9	The world's least liveable cities	164
5.10	Harare: a least liveable city	166
5.11	Australia's liveable cities	168
5.12	Melbourne's liveable suburbs	171
5B	Rich task: The liveability of your local area	174
5C	How can we make cities more liveable?	
5.13	Strategies for improving liveability	176
5.14	Improving transportation	178
5.15	Improving liveability for young people	180
5.16	Improving sustainability	182
5C	Rich task: Hamburg – a green city	184

PART 2 History

Concepts and skills

Chapter 6

The history toolkit 188

6A	What are the historical concepts?	
6.1	Historical concepts	190
6B	What are the historical skills?	
6.2	Historical skills	198
6.3	Ask questions and conduct research	199
6.4	Sequence events and use historical terms and concepts	202
6.5	Use historical sources as evidence	205
6.6	Analyse different perspectives and interpretations	208
6.7	Communicate your findings	209
6C	What is history?	
6.8	How we know about the ancient past	210
6.9	Archaeological digs	212
6.10	Scientific techniques	214
6.11	Conserving and protecting sources	218

Unit 1 Aboriginal and Torres Strait Islander peoples and cultures

Chapter 7

Introduction to Aboriginal and Torres Strait Islander peoples and cultures 220

7A	Who are the Indigenous peoples of Australia and the Torres Strait Islands?	
7.1	The first Australians	222
7.2	The environments and climate of Australia	224
7.3	One continent, many nations	226
7.4	Aboriginal culture and beliefs – the Dreaming	230
7B	How do we know about ancient Australia?	
7.5	Studying ancient Australia	232
7C	Why is it important to study Aboriginal and Torres Strait Islander peoples and cultures?	
7.6	Protecting and conserving Australia's ancient past	236

Chapter 8

Ancient Australia 238

8A	How did geography influence life in the Kulin nation?	
8.1	Ancient Australia: a timeline	240
8.2	The environment and climate of the Kulin nation	242
8.3	Creation stories of the Kulin nation	246
8.4	Managing the land	248
8A	Rich task: Caring for Country	250

8B	What was traditional life like for the people of the Kulin nation?	
8.5	Spiritual connection to the land	252
8.6	Daily life	254
8.7	Kinship and family relationships	258
8.8	Contact and conflict between Indigenous groups	260
8.9	Contact and conflict with outsiders	264
8B	Rich task: Keeping culture strong	266

Unit 2 The European and Mediterranean world

Chapter 9

Introduction to the European and Mediterranean world 268

9A	Where and when did ancient societies in the Mediterranean develop?	
9.1	The where and when of the Mediterranean world	270
9B	What were the key features of ancient societies in the Mediterranean?	
9.2	Key features of ancient societies in the Mediterranean world	272
9C	How did ancient societies in the Mediterranean influence our modern world?	
9.3	Legacies of societies in the Mediterranean world	278

Chapter 10

Ancient Egypt 280

10A	How did geography influence the development of ancient Egypt?	
10.1	Ancient Egypt: a timeline	282
10.2	The Nile	284
10.3	The climate of ancient Egypt	288
10A	Rich task: Irrigation in ancient Egypt	290
10B	What shaped the roles of key groups in ancient Egypt?	
10.4	Key groups in Egyptian society	292
10.5	Pharaohs	294
10.6	Significant individual: Tutankhamun	296
10.7	Other key groups in ancient Egyptian society	298
10B	Rich task: Farming in ancient Egypt	300
10C	How did beliefs, values and practices influence ancient Egyptian lifestyles?	
10.8	Religious beliefs and practices	302
10.9	Everyday life	304
10.10	Warfare	306
10.11	Death and funeral customs	308
10.12	How Egyptian mummies were made	310
10C	Rich task: The Great Pyramid at Giza	312
10D	How did contacts and conflicts change ancient Egypt?	
10.13	Change through trade	314
10.14	Change through conflict	316
10D	Rich task: The Battle of Kadesh	318

Chapter 11

Ancient Greece 320

11A	How did geography influence the development of ancient Greece?	
11.1	Ancient Greece: a timeline	322
11.2	The impact of geography on ancient Greece	324
11.3	A typical Greek city-state	326
11.4	The beginnings of ancient Greece	328
11A	Rich task: A closer look at the Minoans	330
11B	What shaped the roles of key groups in ancient Greece?	
11.5	The political systems of ancient Greece	332
11.6	Key groups in ancient Greek society	334
11B	Rich task: Sappho	336
11C	How did beliefs, values and practices influence ancient Greek lifestyles?	
11.7	Religious beliefs and practices	338
11.8	The birth of the Olympic Games	340
11.9	Everyday life	342
11.10	Warfare	346
11.11	Death and funeral customs	348
11C	Rich task: Ancient Greek pottery	350



11D	How did contacts and conflicts change ancient Greece?	
11.12	Change through trade	352
11.13	Change through conflict	354
11.14	Significant individual: Leonidas	356
11D	Rich task: Understanding the Battle of Thermopylae	358

Chapter 12

Ancient Rome 360

12A	How did geography influence the development of ancient Rome?	
12.1	Ancient Rome: a timeline	362
12.2	The Mediterranean Sea and the Tiber River	364
12.3	Earthquakes and volcanoes	366
12A	Rich task: The legend of Romulus and Remus	368
12B	What shaped the roles of key groups in ancient Rome?	
12.4	Key groups in Roman society	370
12.5	Significant individual: Julius Caesar	372
12.6	Other key groups in Roman society	374
12B	Rich task: Four Roman emperors	376
12C	How did beliefs, values and practices influence ancient Roman lifestyles?	
12.7	Religious beliefs and practices	378
12.8	Everyday life	380
12.9	Roman baths	382
12.10	Public entertainment	384
12.11	The Colosseum	386
12.12	Warfare	388
12.13	Death and funeral customs	390
12C	Rich task: Gladiators	392
12D	How did contacts and conflicts change ancient Rome?	
12.14	Change through trade	394
12.15	Change through conflict	396
12D	Rich task: The <i>Life of Gnaeus Julius Agricola</i>	398

Unit 3 The Asia-Pacific world

Chapter 13

Introduction to the Asia-Pacific world 400

13A	Where and when did ancient societies in Asia develop?	
13.1	The where and when of the Asian world	402
13B	What were the key features of ancient societies in Asia?	
13.2	Key features of the Asian world	404
13C	How did ancient societies in Asia influence our modern world?	
13.3	Legacies of the Asian world	410

Chapter 14

Ancient India (obook only chapter) 412

14A	How did geography influence the development of ancient India?	
14.1	Ancient India: a timeline	
14.2	Landscape and climate	
14.3	Ancient India's earliest civilisation	
14A	Rich task: Daily life in the Indus Valley civilisation	
14B	What shapes the roles of key groups in ancient India?	
14.4	The social structure of ancient India	
14.5	Other key groups in Indian society	
14B	Rich task: The status of Untouchables	
14C	How did beliefs, values, contacts and conflicts influence ancient Indian lifestyles?	
14.6	Religious beliefs and practices	
14.7	Everyday life in ancient India	
14.8	Warfare	
14.9	Death and funeral customs	
14.10	Change through conflict	
14.11	Change through trade	
14C	Rich task: Legacy of ancient India	

Chapter 15

Ancient China 414

15A	How did geography influence the development of ancient China?	
15.1	Ancient China: a timeline	416
15.2	Landscape and climate	418
15A	Rich task: China's geographical features	420
15B	What shaped the roles of key groups in ancient China?	
15.3	Chinese dynasties	422
15.4	Significant individual: Qin Shi Huang	426
15.5	Key groups in Chinese society	428
15.6	Women in ancient China	430
15B	Rich task: Qin Shi Huang	432
15C	How did beliefs, values and practices influence ancient Chinese lifestyles?	
15.7	Religious beliefs and practices	434
15.8	Everyday life	436
15.9	Warfare	438
15.10	The Great Wall of China	440
15.11	Death and funeral customs	442
15C	Rich task: The legend of Mulan	444
15D	How did contacts and conflicts change ancient China?	
15.12	World-changing inventions	446
15.13	Change through conflict and trade	448
15D	Rich task: Ancient Chinese inventions	450

PART 3 Economics and business

Concepts and skills

Chapter 16

The economics and business toolkit 454

16A	What are the economics and business skills?	
16.1	Economics and business skills	456
16.2	Ask questions and conduct research	457
16.3	Analyse and interpret sources	458
16.4	Apply strategies to resolve economics and business issues	459
16.5	Communicate your findings and reflect	461

Unit 1 Resource allocation and making choices

Chapter 17

Economic choices 462

17A	How do individuals and businesses make economic choices?	
17.1	Making rational decisions	464
17.2	Opportunity cost	466
17A	Rich task: An everyday dilemma	468
17B	Why is there a relationship between consumers and producers in the market?	
17.3	Markets	470
17.4	Supply and demand	472
17B	Rich task: Chocoholics	474

Unit 2 Consumer and financial literacy

Chapter 18

Finance and consumers 476

18A	What are the rights and responsibilities of consumers?	
18.1	Consumer rights	478
18.2	Consumer responsibilities	480
18A	Rich task: You are what you eat	482
18B	What are financial goals and how are they achieved?	
18.3	Setting and achieving your financial goals	484
18B	Rich task: The federal budget	486

PART 4 Civics and citizenship

Concepts and skills

Chapter 19

The civics and citizenship toolkit 490

19A	What are the civics and citizenship skills?	
19.1	Civics and citizenship skills	492
19.2	Ask questions and conduct research	493
19.3	Analyse, and interpret sources	495
19.4	Apply strategies to resolve civics and citizenship issues	496
19.5	Communicate your findings and reflect	497

Unit 1 Government and democracy

Chapter 20

The identity of a nation 498

20A	What are Australian values?	
20.1	Australian values	500
20.2	Australia as a secular state	504
20A	Rich task: The Census	506
20B	What is the Australian identity?	
20.3	Multiculturalism in Australia	508
20.4	Indigenous Australians and the Australian identity	510
20B	Rich task: #ChangeTheDate	512

Glossary: Geography	514
Glossary: History	517
Glossary: Economics and business	521
Glossary: Civics and citizenship	522
Index	523
Acknowledgements	532



contents by skill

Geography skills

Skill	Chapter	Page
Developing geographical questions	1	16
Using line scale to measure distances	1	24
Creating an annotated visual display (AVD)	1	32
Using the PQE method to describe maps	2	49
Using a map legend	2	53
Identifying change over time	2	63
Drawing climate graphs	2	70
Interpreting satellite images	3	84
Understanding flow maps	3	96
Communicating your findings	3	107
Locating places on topographic maps	3	109
Understanding population pyramids	4	129
Preparing fieldwork sketches	4	130
Drawing a concept map	4	133
Reading compound column graphs	4	135
Drawing overlay maps from street maps	4	142
Comparing climate graphs	5	148
Analysing a map	5	158
Explaining patterns on maps	5	172
Completing a map survey	5	174
Completing a street survey	5	175
Interpreting oblique aerial images	5	184

History skills

Skill	Chapter	Page
Generating questions to information a historical inquiry	6	199
Creating a timeline	6	203
Analysing primary and secondary sources	8	251
Creating and delivering an audiovisual presentation	8	267
Interpreting primary sources	10	290
Using primary sources as evidence	10	300
Creating a flow chart	10	313
Creating a visual representation of a historical event	10	318
Using Venn diagrams to identify continuity and chance	11	331
Generating historical inquiry questions	11	337
Using the Internet to find relevant and reliable sources	11	351
Assessing the usefulness of sources	11	359
Creating a historical storyboard	12	368
Plotting events on a timeline	12	377
Identifying and locating relevant sources	12	392
Identifying purpose and point of view	12	399
Analysing historical sources	14	qbook
Identifying and analysing the perspectives of people from the past	14	qbook
Creating and delivering an audiovisual presentation	14	qbook
Analysing a map	15	420
Presenting a written point of view	15	432
Recognising values in primary sources	15	445
Creating and delivering an audiovisual presentation	15	450

Economic and business skills

Skill	Chapter	Page
Evaluating alternatives	16	459
Creating a list of pros and cons	17	468
Constructing a demand graph	17	474
Reading food nutrition labels	18	482
Creating a budget	18	487

Civics and citizenship skills

Skill	Chapter	Page
Developing civics and citizenship questions	19	493
Conducting a census survey	20	507
Lobbying a politician	20	513

Oxford Big Ideas Humanities is a brand-new series developed and written to provide complete coverage of the Victorian Curriculum: Humanities – Geography, History, Economics and Business, and Civics and Citizenship – across Years 7–10.

Focus on inquiry

Each chapter of *Oxford Big Ideas Humanities* is structured around key inquiry questions from the Victorian Curriculum. Each unit of the text supports teachers and students as they adopt an inquiry-based approach to the key learning areas in the Humanities.

The learning sequence in each chapter is clearly set out under key inquiry questions. Students are encouraged to use their prior knowledge and make predictions at the start of each new topic.

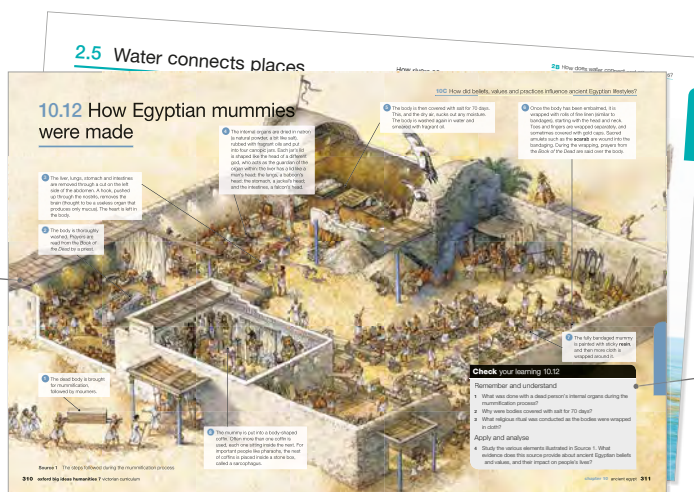


Stunning full-colour photography generates discussion and interest.

Focus on engagement

Each unit of the Student book combines a range of engaging source materials – such as photographs, videos, data tables, graphs and illustrations – with supporting questions and activities.

Source materials – such as photographs, infographics, political cartoons, graphs – simplify difficult concepts and engage reluctant learners.



Check your learning activities accompany every unit, allowing students to consolidate and extend their understanding. These are graded according to Bloom's Taxonomy – catering for a range of abilities and learning styles.

Focus on concepts and skills

Complete coverage of all concepts and skills provided in stand-alone reference 'toolkits'. All of these concepts and skills are also integrated throughout the text so students can see them at work in context.

Rich task activities encourage students to apply the knowledge and skills they have learned in each chapter to a new and interesting case study, event or issue.

Skill drill activities guide and support students step by step as they learn and apply key skills.



Extend your understanding activities challenge students to conduct further research, or complete group work, to deepen their understanding of an issue or skill being investigated.

Digital support

obook assess

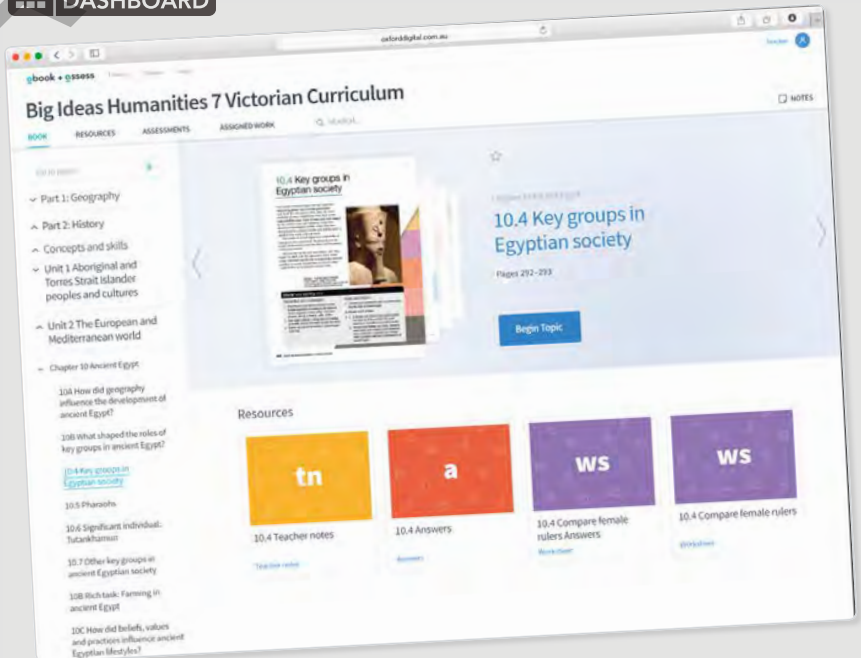
Student obook assess provides a fully interactive electronic version of the print Student book in an easy-to-read format. A host of additional resources for students – such as videos, worksheets, interactive objects, online quizzes and multimedia links – are linked to each unit in the book making them easier to access than ever before.

obook assess is compatible with laptops, iPads, tablets and IWBs, and access to content is provided online and offline.

TEACHER obook assess

Teacher support is offered in digital format via **Teacher obook assess**. Teacher notes, answers, tests, additional worksheets, lesson ideas, planning tips and assessment advice are provided for every unit. **Teacher obook assess** allows teachers to manage their classes by assigning work, tracking progress and planning assessment.

DASHBOARD



Unit 1 Aboriginal and Torres Strait Islander peoples and cultures

Introduction to Aboriginal and Torres Strait Islander peoples and cultures

Thousands of years before ancient civilisations in Egypt, Greece and Rome developed, Aboriginal and **Torres Strait Islander peoples** were living successfully in Australia. In fact, **Indigenous Australian** cultures are the oldest continuous cultures in the world – beginning at least 60 000 years ago and continuing to this day.

All over the harsh and dry continent of Australia, separate groups of Indigenous peoples developed different ways of living in harmony with the land. The natural environment provided the food and materials they needed to survive and prosper. It also shaped every aspect of their social and spiritual lives.



7A

Who are the Indigenous peoples of Australia and the Torres Strait Islands?

- 1 There are two main groups of Indigenous peoples in Australia. Suggest two ways in which these main groups may be different.

7B

How do we know about ancient Australia?

- 1 Over the past 30 to 40 years, historians have learnt a great deal more about ancient Indigenous peoples in Australia and how they lived. How do you think this information was gathered?



chapter

7

Source 1 Indigenous Australian cultures are the oldest continuous cultures in the world – beginning at least 60 000 years ago and continuing to this day.

7C

Why is it important to study Aboriginal and Torres Strait Islander peoples and cultures?

- 1 As a class, discuss why it might be important for modern Australian students to learn about the traditional cultures of Aboriginal and Torres Strait Islander peoples. What can we learn from them?

Please note

Aboriginal and Torres Strait Islander readers are advised that this chapter (and the resources that support it) may contain the names, images, stories and voices of people who have died.

Non-Indigenous readers should be aware that showing the names and photographs of people who have died can cause distress for Aboriginal and Torres Strait Islander peoples because they believe it disturbs the spirits of those who have died.

7.1 The first Australians

Aboriginal and Torres Strait Islander peoples have been living in Australia for at least 60 000 years. They are sometimes called the **first Australians** because they were here long before the first Europeans arrived in 1788.

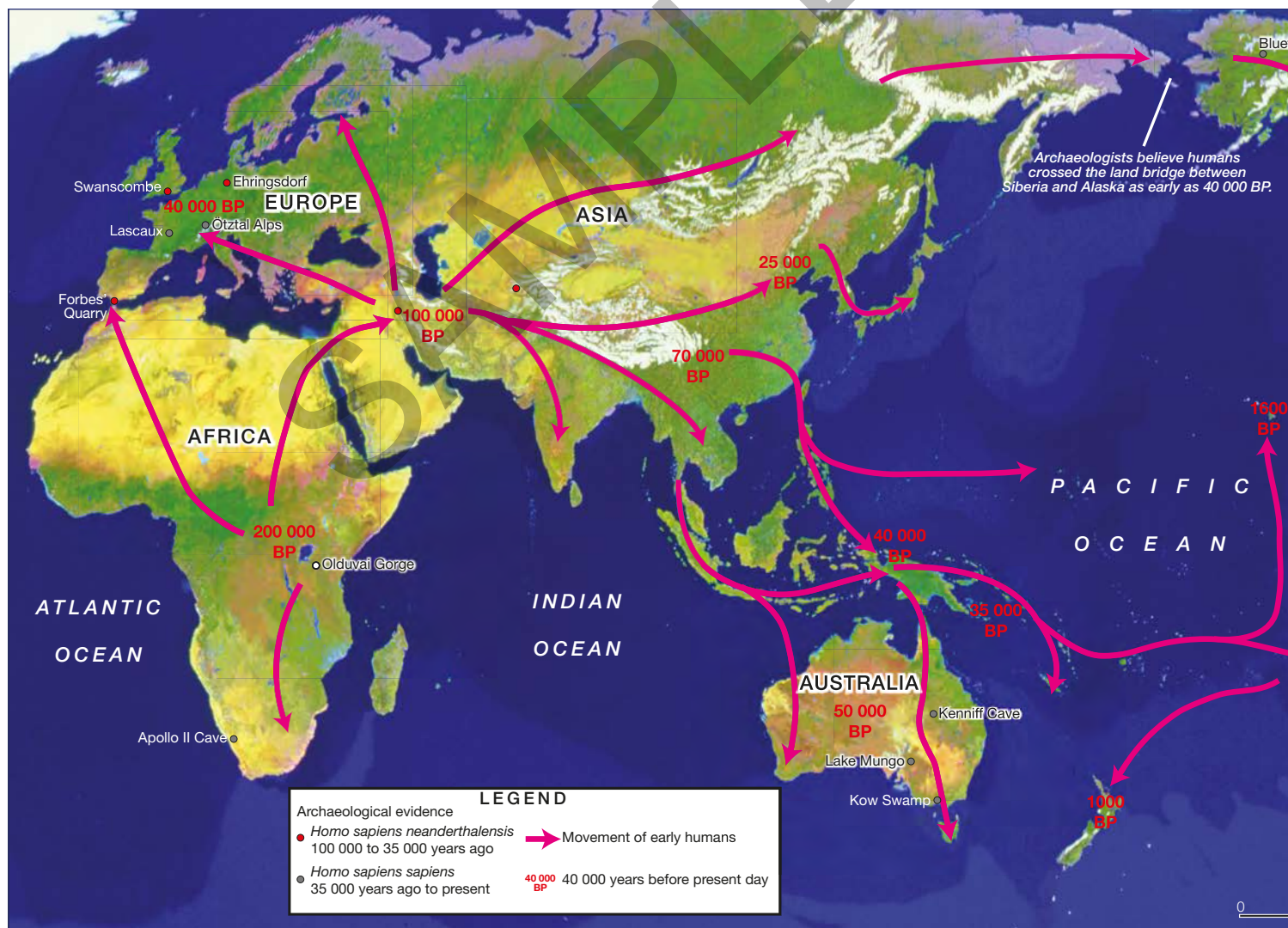
The 'Out of Africa' theory

Scientists and historians believe that modern humans have existed on Earth for around 200 000 years. They also have evidence that modern humans, or *Homo sapiens*, originally came from Africa. According to the 'Out of Africa' theory, about 100 000 years ago, the first *Homo sapiens* started

moving out of Africa in search of new hunting areas and places to settle. They moved in different groups over many thousands of years (see Source 1). Some groups travelled north into Europe. Others travelled towards the Middle East and then into Asia. From Asia, they spread further south and also into North America.

The earliest Indigenous peoples are believed to have crossed from Asia into Australia at a time when a section of land known as a **land bridge** connected the two areas. Around this time, scientists believe that the sea level was 150 metres lower than it is today. Other groups may have travelled from Asia to Australia on boats or canoes.

WORLD: LOCATIONS AND MOVEMENT OF EARLY HUMANS



Source 1 According to the 'Out of Africa' theory, the first humans started moving out of Africa around 100 000 years ago. Scientists now believe that the first humans arrived in Australia at least 60 000 years ago.

Based on fossils, artefacts and ancient paintings, historians believe that *Homo sapiens* reached Australia at least 60 000 ago. Many historians believe this date marks the beginnings of Indigenous cultures and peoples in Australia.

Aboriginal people in Tasmania are thought to have travelled down through eastern Australia up to 40 000 years ago. At that time, the two areas were also connected by land. Tasmania became isolated from the mainland around 11 000 years ago when Bass Strait was flooded at the end of the last ice age.

Indigenous creation stories

The Indigenous peoples of Australia have a different view of how people first arrived here. Their creation stories tell of how the world was created and how

people came to walk the land. According to these stories, the **ancestors** of Indigenous peoples have lived in Australia since the beginning of time. Ancestor spirits came up through the earth and down from the sky in human form. As they moved through the land, they created everything that we see today, from the animals and plants to the mountains, rivers and oceans. Creation stories are part of the most central belief system in Aboriginal life – known as the **Dreaming**. You will learn more about the Dreaming throughout this topic.



Source: Oxford University Press



Source 2 Many Aboriginal rock engravings tell how ancestor spirits came to Earth in human form and created the land and all living things.

Check your learning 7.1

Remember and understand

- 1 What is the 'Out of Africa' theory? According to this theory, when did people first arrive in Australia?
- 2 How do scientists think the earliest Indigenous peoples travelled from Asia to Australia?
- 3 Why did the earliest humans begin moving out of Africa around 100 000 years ago?

Apply and analyse

- 4 According to the beliefs of many Indigenous Australians, when did people first arrive in Australia? How did they arrive?

Evaluate and create

- 5 Use the Internet to research the history of Indigenous peoples in Tasmania. List three ways in which their cultures and ways of life were different from groups on the mainland of Australia. What were the reasons for these differences?

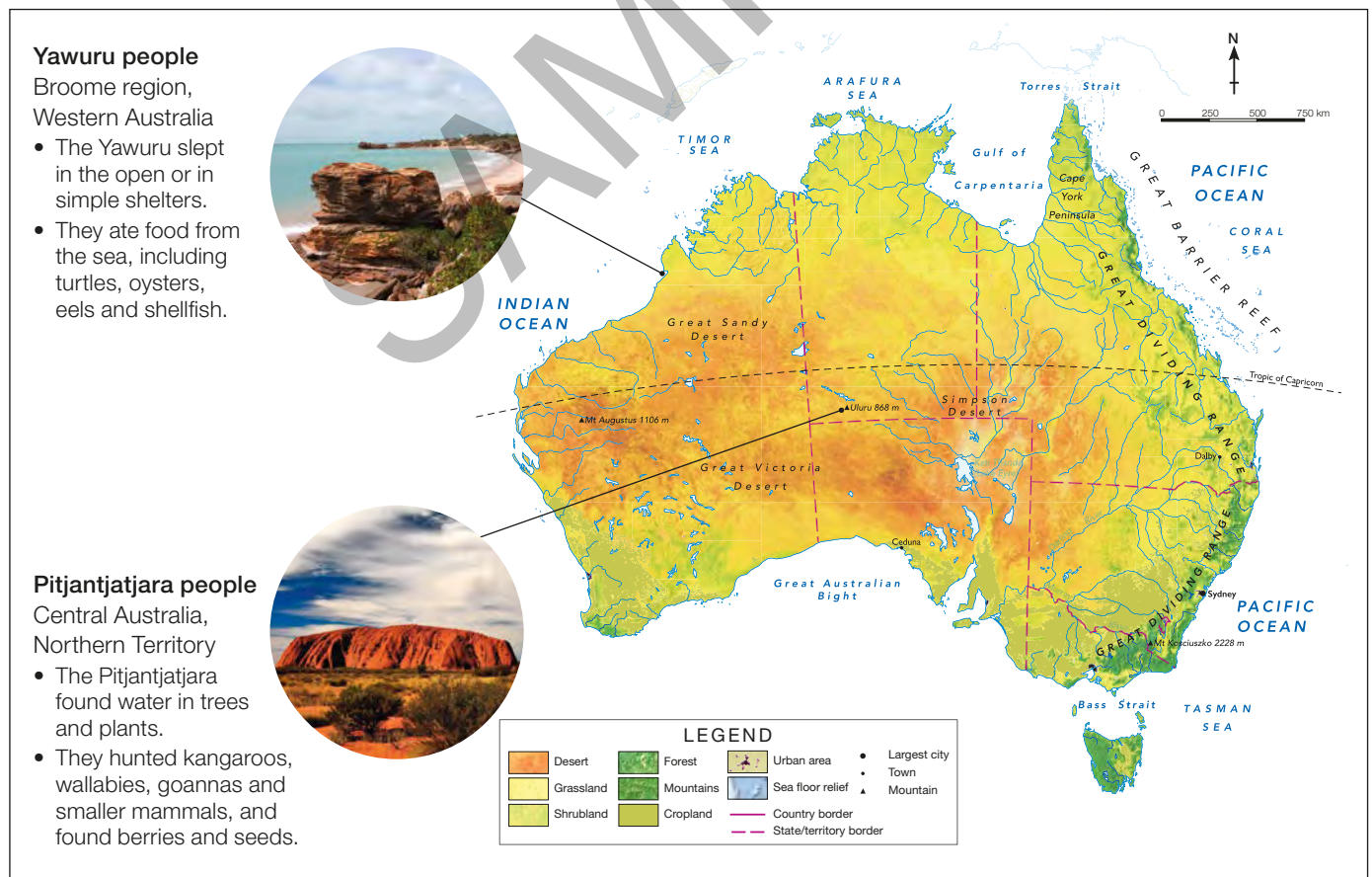
7.2 The environment and climate of Australia

Australia is a very large continent made up of many different regions (see Source 1). When most people think about Australia, they often just think about the mainland and Tasmania. In reality, Australia also has over 8000 islands within its borders, including more than 200 islands that lie between the northern tip of Queensland and Papua New Guinea – known as the Torres Strait Islands.

As you can see in Sources 1 and 2, each region of Australia has its own environment and climate. This means that the plants, animals and landforms in these regions are different. For example:

- Regions in the north – such as parts of Queensland, the Northern Territory and the Torres Strait – are tropical, meaning they are very warm and wet. They are covered with tropical forests and shrublands. There is plenty of water available.
- Regions in the south – such as parts of Victoria and Tasmania – are temperate, meaning they are cold and wet. They are covered with forests and grasslands. Most of the year there is water available.
- Regions in the centre – such as parts of the Northern Territory and South Australia – are dry, meaning they are hot and have little rain. Vegetation is sparse (thinly scattered) and there is very little water available.

AUSTRALIA: ENVIRONMENTS



Source 1

Source: Oxford University Press

How environment and climate influenced Aboriginal and Torres Strait Islander peoples

Differences in environment and climate around Australia influenced how different Aboriginal and Torres Strait Islander peoples lived. These factors played a big role in the types of food people could gather and animals they could hunt. Climate also influenced the types of shelter and clothing people needed. For example, Indigenous peoples in the tropical regions of Australia needed different clothing from the people in the colder regions of Victoria and Tasmania. Indigenous groups in the dry regions of Australia would have eaten different foods and had different hunting techniques from groups in other places. Source 1 and 2 show how different environments and climates influenced the lives of various Indigenous groups around Australia.

Check your learning 7.2

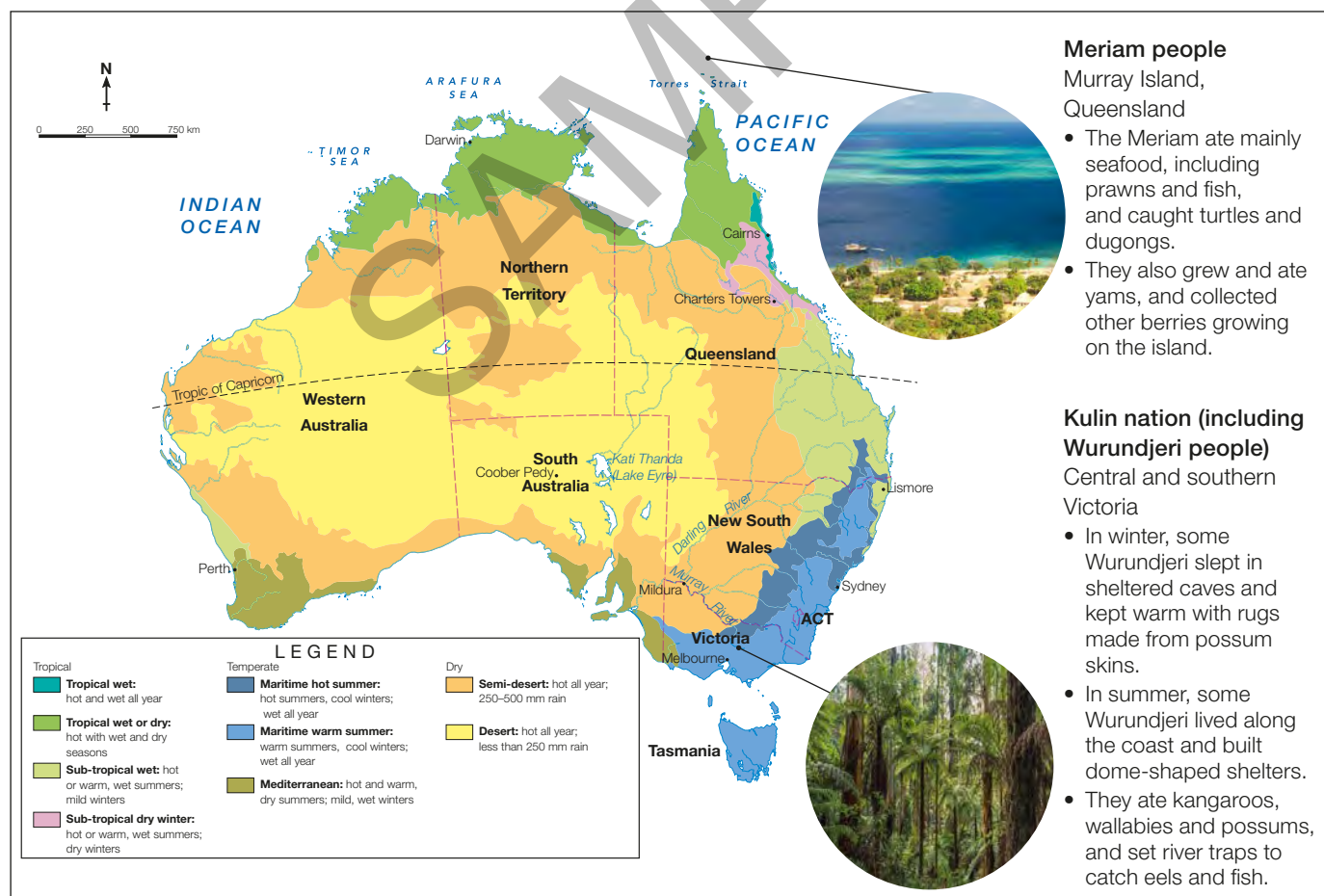
Remember and understand

- 1 Australia is made up of more than just the mainland and Tasmania. How many islands are part of Australia?
- 2 Where are the Torres Strait Islands and how many are there?
- 3 The Pitjantjatjara people live in a very dry region of Australia. How do they find water to drink?

Apply and analyse

- 4 Australia has many different climate zones. What zone is Melbourne located in?
- 5 In your own words, describe how environment and climate in Australia influenced the way Indigenous groups lived.
- 6 Look carefully at Source 2. What are the main differences between tropical regions and temperate regions?

AUSTRALIA: CLIMATE ZONES



Source 2

Source: Oxford University Press

7.3 One continent, many nations

Although Australia is a single **continent**, the Indigenous peoples and cultures that developed here over thousands of years were complex and very different. They were not a single group of people, but many different groups. Most had their own distinctive languages, cultures and beliefs. For that reason, different Indigenous cultural groups are often referred to as nations. Historians believe that there were about 600 different nations around Australia when Europeans arrived in 1788.

Aboriginal peoples and cultures

The term '**Aboriginal peoples**' is used to describes all of the different Aboriginal nations and language groups that have lived on mainland Australia, Tasmania and many of Australia's islands for thousands of years.

The earliest Aboriginal people are believed to have arrived in Australia at least 60000 years ago from Asia. At that time a land bridge connected the two continents.

Australia's huge size meant that many Indigenous groups never came into contact with one another. As a result, the customs of these different groups – the languages they spoke, the foods they ate, the stories they told and the art they created – were very different. For example, there were around 250 Indigenous languages. Each had many different dialects, producing up to 700 varieties. This makes Aboriginal Australia one of the most linguistically diverse areas on the planet. In some districts, within a distance of 80 kilometres you could hear three languages as different as English, Russian and Hindi.

When Europeans arrived, there were approximately 750000 Indigenous people living in Australia. Most Indigenous groups were **hunter-gatherers**. This means they moved around with the seasons, hunting animals and gathering other foods such as fruits, nuts, yams and insects. Shortly after Europeans began colonising Australia, the number of Indigenous people declined dramatically. Today, there are approximately 450000 people in Australia who identify as Indigenous. Source 1 shows the location of Indigenous nations and language groups across Australia. It was created in 1996 and shows only the general locations of larger groupings of people (which may include clans, dialects or individual languages in a group).

AIATSIS MAP OF INDIGENOUS AUSTRALIA



Source 1

7A Who are the Indigenous peoples of Australia and the Torres Strait Islands?



Source: AITSIS map of Indigenous Australia, AITSIS (1994). A fully interactive version of this map can be found at <http://aitsis.gov.au/explore/articles/aboriginal-australia-map>

The Australian Aboriginal flag

The Aboriginal flag is one of the official flags of Australia. It was designed by Aboriginal Elder Harold Thomas in 1971. Since then, it has become a widely recognised symbol of the unity and identity of Aboriginal people. The flag is made up of three parts:

- The top half of the flag is black to symbolise the Aboriginal peoples of Australia.
- The bottom half of the flag is red to symbolise the earth and the colour of ochre – a natural pigment (colour) used by the Aboriginal people in art and body painting.
- The circle in the centre of the flag is yellow to represent the Sun.



Source 2 The Australian Aboriginal flag

Source 3 Aboriginal peoples have lived on mainland Australia, Tasmania and many of Australia's offshore islands for thousands of years. Before Europeans arrived, there were around 600 separate Aboriginal cultural groups (also known as nations).

Torres Strait Islander peoples and cultures

The term '**Torres Strait Islander peoples**' is used to describe people who come from the islands of the Torres Strait – a section of ocean that stretches from the tip of the Cape York Peninsula in Queensland across to Papua New Guinea. There are more than 200 islands in the Torres Strait, but only 17 of those are populated. Between 8000 and 10000 years ago, there was a land bridge between Australia and New Guinea that allowed ancient peoples to travel south from Asia and settle. Rising sea levels at the end of the last ice age flooded the area, leaving only the highest peaks above water. These peaks became the islands we know today.

It's important to know that Torres Strait Islanders are not mainland Aboriginal people who just live on the Torres Strait Islands. Instead, they are separate people with different cultural heritage and backgrounds. Unlike Aboriginal people, Torres Strait Islanders are of Melanesian origin. Melanesia is a region to the north and north-east of Australia that includes the countries of Papua New Guinea, the Solomon Islands, Vanuatu and Fiji. This means that Torres Strait Islanders are more closely related to these cultures than to Aboriginal cultures. Today, around 7000 Torres Strait Islanders live on the islands, but over 40000 live on mainland Australia, mostly in Queensland.





Source 4 Torres Strait Islander people come from the islands of the Torres Strait. Unlike Aboriginal people, Torres Strait Islanders are of Melanesian origin. This boy is wearing a headdress known as a *dhari*.

The Torres Strait Islander flag

The Torres Strait Islander flag is also one of the official flags of Australia. It was designed by Bernard Namok in 1992 and since then has become a symbol of unity and identity for Torres Strait Islanders. The flag is made up of five parts:

- The green stripes at the top and bottom symbolise the land.
- The blue strip across the middle symbolises the water.
- The two black stripes symbolise the Indigenous people of the Torres Strait Islands.
- The central design symbolises the traditional headdress of the Torres Strait Islands, known as a *dhari*.
- The white star inside the *dhari* has five points to symbolise the five major island groups. The white of the star also symbolises peace.



Source 5 The Torres Strait Islander flag

Check your learning 7.3

Remember and understand

- 1 Why are separate Aboriginal cultural groups often referred to as nations?
- 2 Explain why Aboriginal Australia is considered one of the most linguistically diverse areas in the world.
- 3 How many islands are there in the Torres Strait? How many of them are populated?

Apply and analyse

- 4 In your own words, explain the difference between Aboriginal and Torres Strait Islander people.

- 5 Look at Sources 3 and 4. What differences can you see between the traditional clothing of the Aboriginal people and that of the Torres Strait Islander boy?

Evaluate and create

- 6 Look carefully at Source 1. Find the area where you live and give the name of the Indigenous people (or nation) who were the first custodians of the land. Use the Internet to collect some more information about this group and answer the following questions:
 - a How do you say hello in their language?
 - b What types of food did they traditionally eat?

7.4 Aboriginal culture and beliefs – the Dreaming

The Dreaming is a belief system at the centre of all Aboriginal cultures. It is a difficult concept for non-Indigenous people to understand. During the Dreaming, Indigenous peoples believe the spirit ancestors:

- came up out of the earth and down from the sky to walk on the land, where they created and shaped landforms such as rivers, mountains, forests and deserts. These were created while the ancestors travelled, hunted and fought
- created all the people, animals and vegetation, and laid down the patterns their lives would follow
- gave Aboriginal peoples the laws, customs and codes of conduct that they follow
- created the songs, dances, languages, ceremonies and rituals that are the basis of Aboriginal spiritual beliefs.

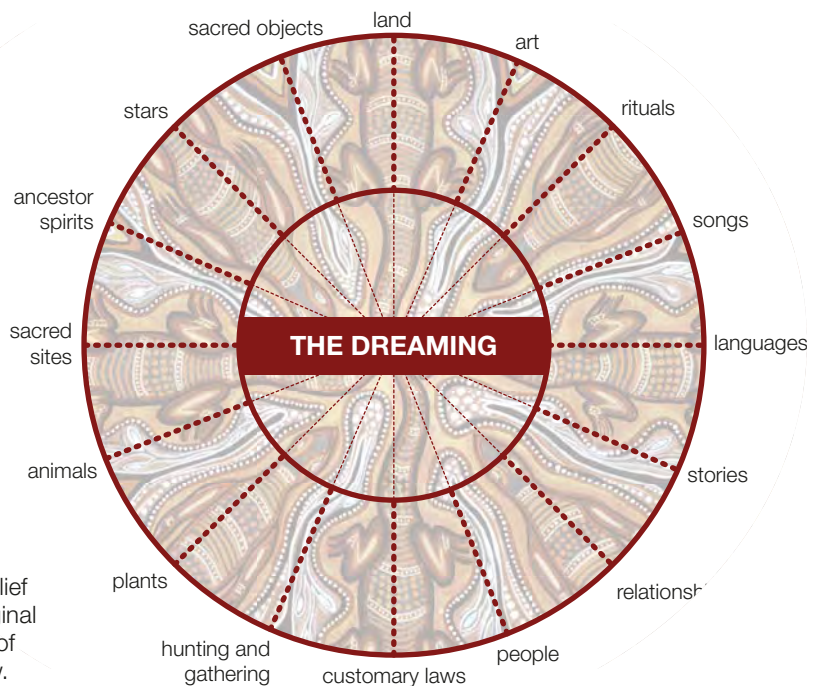
These ancestors were spirits who appeared in a variety of forms. When their work was completed, the ancestor spirits went back into the earth and sky, and also into the animals, landforms and rivers. The spirit ancestors are alive in all Australian Aboriginals. The Dreaming is ongoing – it began with the creation of the Earth and continues to the present day. For Indigenous Australians, all living things are part of the deep and spiritual tradition of the Dreaming.

Dreaming and the land

Aboriginal people do not see themselves as separate from the natural environment. Instead, they see themselves as part of it. The land is not just soil and rocks, but the whole environment. The land sustains Aboriginal people and is sustained by them. They see themselves as custodians (caretakers) of the land, rather than owners of it.

The land is fundamental to the wellbeing of Aboriginal people and deeply connected to the Dreaming. The Dreaming and the land are so closely connected that they cannot be separated.

Aboriginal people use the word 'Country' to refer to both the physical and spiritual features of the land. When an Indigenous Australian is in their Country, their spirit and the spirits of their ancestors live through the features of the land. In fact, they see Country as a living individual.



Source 1 The Dreaming is a belief system at the centre of all Aboriginal cultures. It connects all aspects of Aboriginal life, spirituality and law.

Dreaming and the law

Stories from the Dreaming also pass on important knowledge, values and codes of behaviour for Indigenous people to follow. Over time, these stories developed into a set of laws that must be followed. Traditional Aboriginal laws are referred to as **customary law**. Customary laws are very similar to Australia's national laws. If you break any of these laws, there are punishments you will have to face. The main difference between Australian laws and Indigenous customary laws is that they developed from different starting points.

Customary laws are based on stories passed down from the ancestor spirits during the Dreaming. Over thousands of years, all these stories developed into a set of rules for people to follow and obey.

Different views of the world

More than anything else, the Dreaming influences how Aboriginal people see themselves and view the world. There are some key differences between the way Europeans and Indigenous peoples look at the world.



Source 2 The land is fundamental to the wellbeing of Aboriginal people and deeply connected to the Dreaming. Aboriginal people see themselves as custodians (caretakers) of the land, rather than owners of it.

European view of the world	Indigenous view of the world
<ul style="list-style-type: none"> Progress and change is valued – the world progresses and things improve. 	<ul style="list-style-type: none"> Continuity is valued – things stay the same.
<ul style="list-style-type: none"> People own the land – individuals own and use the land for their own gain. It is theirs to use however they like. 	<ul style="list-style-type: none"> People do not own the land – individuals and groups are custodians (caretakers) of the land and then pass it to the next generation.
<ul style="list-style-type: none"> People own things – individuals or groups own property and decide if they will share or sell it. 	<ul style="list-style-type: none"> People share things – groups use things but do not own them. Things are shared between members of the group.
<ul style="list-style-type: none"> Things are counted, measured and analysed – science forms the basis of society. 	<ul style="list-style-type: none"> Things are spiritual, connected, cultural and environmental – the Dreaming forms the basis of society.
<ul style="list-style-type: none"> Written culture – things are recorded and written down. 	<ul style="list-style-type: none"> Oral culture – things are passed down by word of mouth.

Source 3 World views of Europeans and Indigenous Australians

Check your learning 7.4

Remember and understand

- How do Indigenous Australians believe the mountains, rivers, forests and deserts were created?
- When was the Australian Aboriginal flag created? What do its colours symbolise?

Apply and analyse

- In your own words, explain the concept of Country.

- Look carefully at Source 3. How do the world views of Europeans and Indigenous Australians differ in relation to land and property?

Evaluate and create

- Conduct some research on the Internet to learn about the creation stories of Torres Strait Islander peoples. How are these stories different from those of Australian Aboriginal peoples?

7.5 Studying ancient Australia

Studying ancient cultures is never easy for historians. Over thousands of years, the historical **sources** that they rely on for **evidence** (such as paintings, pottery, carvings and tools) can be lost or damaged. This can make it very difficult to piece together the stories and secrets of ancient cultures.

How we know about ancient Australia

When studying traditional Aboriginal and Torres Strait Islander cultures, historians have to overcome many challenges. For example:

- While many ancient civilisations left permanent structures behind (such as buildings and temples), most Indigenous cultures in Australia did not.
- While many ancient civilisations such as those

in Egypt, Greece and Rome left written records, Indigenous cultures in Australia did not.

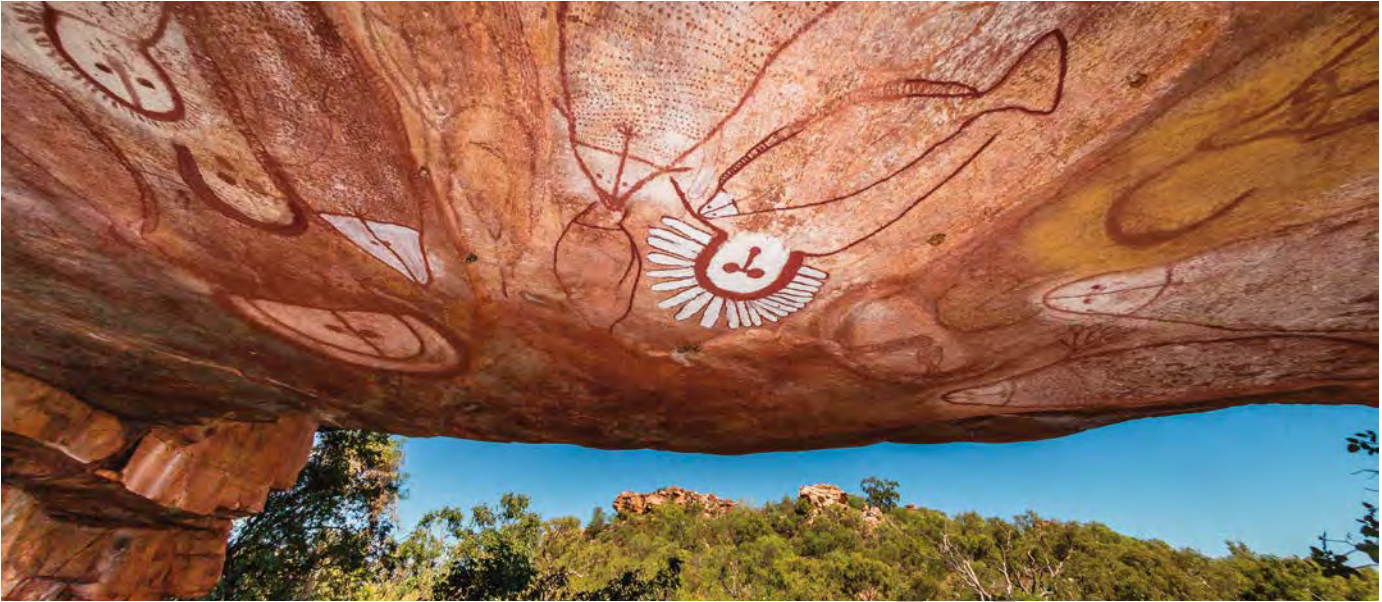
- When Europeans arrived in Australia in 1788, many Aboriginal groups were forcibly moved off their lands, many died from European diseases, and many more were killed. As a result, a great deal of cultural knowledge was lost.

So how is it that we know so much about ancient Australia?

The answer lies in a range of different historical sources. Some of these sources were created during the time being studied. These are known as **primary sources**. Others were created after the time being studied. These are known as **secondary sources**. A combination of primary and secondary sources must be used if historians are to create a more complete picture of what life was like in ancient Australia.

Source 1 Aboriginal peoples have an oral tradition. Elders are responsible for passing down the stories, knowledge and beliefs of their people by word of mouth.





Source 2 These paintings of Wandjina are located in sandstone caves at Raft Point, Kimberley, WA. They are a valuable source of evidence for historians investigating ancient Australia.

Primary sources

Primary sources from ancient Australia can be divided into three categories:

- oral traditions
- rock paintings and traditional works of art
- archaeological evidence.

Oral traditions

The Indigenous societies of ancient Australia had an oral tradition. With no form of writing, their records were preserved in other ways. Instead of writing, the cultural and spiritual knowledge of the Indigenous Australians has been passed down over many generations through stories, music, dance, song, ceremonies and rituals.

The **elders** of different Indigenous groups passed important information down to young men and women. An Aboriginal or Torres Strait Islander elder is someone who has a respected position in their group and has permission to pass on knowledge and beliefs. Aboriginal elders tell stories of the Dreaming, which include explanations of how the Earth was formed and how humans came to be. Although the details of creation stories varied from place to place, there were many common themes. Many groups told that ancestor spirits had created the trees, rocks, rivers and mountains, and that they still live in the sacred places. Children and young people were

taught these stories. When they grew up and became elders themselves, they passed on these complex and detailed stories to the next generation.

Thanks to oral traditions, most Indigenous people in Australia today still have a deep understanding of their cultural heritage.

Rock paintings and traditional works of art

In addition to oral traditions, ancient Indigenous Australians left behind a huge amount of information about their lives and beliefs in paintings and carvings on rocks and cave walls. Traditional paintings, usually done in a natural pigment (dye) known as ochre, tell the Dreaming stories and show how people and animals lived. Dating these pictures can be very difficult, but archaeologists have identified pigments used in paintings at Cape York in Queensland dating back at least 30 000 years.

An image frequently found on rock faces in the Kimberley region in northern Western Australia is the Wandjina. To the Mowanjumb people from this region, a Wandjina is a spiritual ancestor and supreme creator. Wandjina have large eyes and no mouths. They are to encourage rain and fertility. The oldest Wandjina images in the Kimberley are believed to be up to 40 000 years old.

Mungo Lady and Mungo Man

Lake Mungo is a dry lake in the south-west corner of New South Wales (about 90 kilometres from the Victorian town of Mildura). Until about 10 000 years ago, the lake was full of water and was used by Indigenous Australians as a source of food and water.

Archaeological evidence – in the form of human remains – found in the area in 1969 and 1974 supports the theory that Indigenous peoples have lived in Australia for over 40 000 years. As well as helping to prove Indigenous existence in Australia, these discoveries provided important information about how ancient Indigenous Australians lived.

The first discovery was made in 1969. It was the cremated (burned) remains of a female – who became known as Mungo Lady. The second discovery was made in 1974.



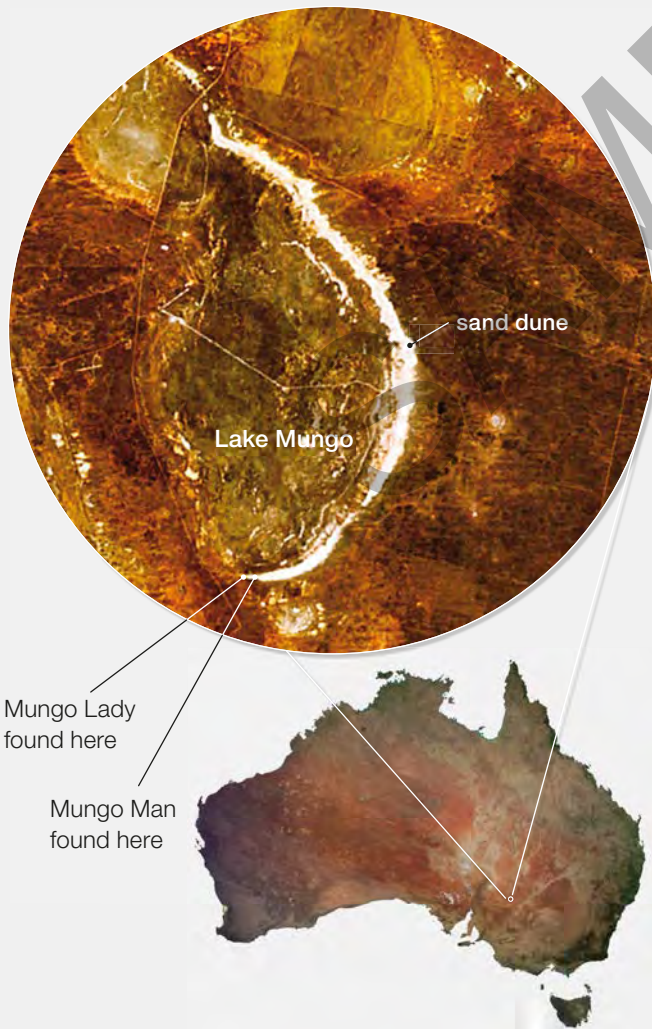
Source 3 Archaeologists carefully excavating the remains of Mungo Man in 1974

It was the bones of a male – who became known as Mungo Man. Both discoveries have added to our understanding of the lifestyle, diet, health and culture of the earliest humans in Australia.

From the remains, archaeologist Steve Webb has developed a profile of Mungo Man. He is believed to have been about 50 years old when he died. He was 170 centimetres tall. He ate a diet of meat, grains and grasses. He had worn and scratched teeth, and was badly affected by arthritis.

Less information is available about the life of Mungo Lady because her body was cremated and her bones crushed. Despite this, evidence suggests that her cremation was part of a detailed ritual. One theory is that her family prepared her body because they wanted her to rest peacefully. Another theory is that this burial practice was designed to prevent her returning from the spirit world to haunt the living.

For more information on the key concept of evidence, refer to page 193 of 'The history toolkit'.



Source 4 The location of Lake Mungo and the area where Mungo Lady and Mungo Man were discovered



Source 5 Middens are ancient rubbish heaps where people have left the remains of their meals (such as a shells and bones). This midden was found at Boulder Point in Tasmania. Middens are valuable archaeological sites for historians because they show what foods ancient peoples ate. The charcoal remains of fireplaces and other artefacts (such as tools) were also found at this site.

Archaeological and historical evidence

Much of the information available to us about ancient Indigenous life has been collected by **archaeologists**. Archaeologists find and examine a whole range of artefacts such as ancient tools, animal bones, burial sites, rock carvings and **middens** (ancient rubbish heaps). These artefacts tell a story about how the first Australians lived. In some areas, archaeological digs have revealed many layers of different artefacts. Archaeologists use a technique known as **stratigraphy** to learn about changes and adaptations over time. For more information on stratigraphy, see page 214 of 'The history toolkit'.

Secondary sources

In addition to primary sources, historians use a range of evidence collected by others who write about aspects of ancient Australia after they happened. These are known as secondary sources.

Early colonists recorded many observations about how Indigenous people lived from 1788 onwards. Until recent years, many of these writings were ignored. However, some modern historians are now re-examining these documents to build up a more detailed picture of Indigenous life in the early years of European colonisation. In particular, the early writings and paintings of early British colonists are being used as historical evidence. Many of these sources present a picture of the Indigenous people as clever and efficient land managers.

Check your learning 7.5

Remember and understand

- 1 How have modern Australians been able to gather evidence and information about how ancient Indigenous Australians lived?
- 2 What types of primary sources exist from Australia's ancient past?
- 3 What can rock paintings tell us about the beliefs of ancient Australians? What are the key features of the Wandjina figures shown in Source 2?

Apply and analyse

- 4 How do you think the oral traditions of Indigenous Australians were affected by the arrival of Europeans in 1788?
- 5 What are middens and why are they used by historians?

Evaluate and create

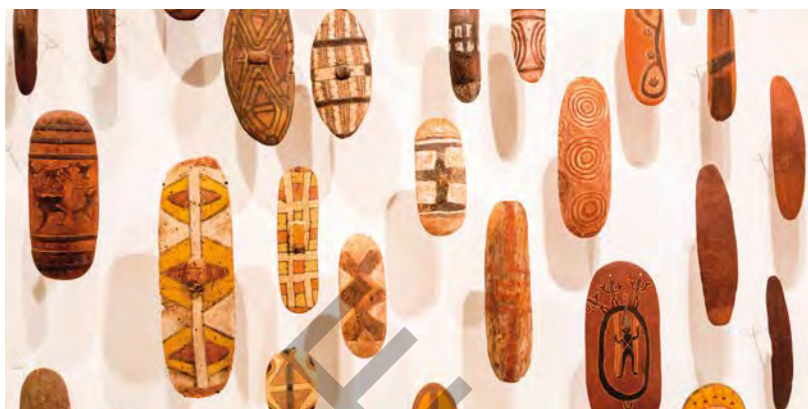
- 6 Conduct some additional research about Mungo Lady and Mungo Man.
 - a What other theories have historians developed about the daily lives of these people?
 - b Is there any evidence to suggest why Mungo Man's teeth were so damaged at the time he died?
 - c Where are the remains of Mungo Lady and Mungo Man located today?

7.6 Protecting and conserving Australia's ancient past

When Europeans first began colonising Australia in 1788, the Indigenous peoples of this land were treated very badly. The British declared Australia to be *terra nullius* (from Latin, meaning 'land belonging to no one') and set out taking the land for themselves. The British forcibly removed Aboriginal people from their lands and many more died from European diseases (to which they had no immunity). As a result of colonisation, the traditional cultures and lifestyles of the Aboriginal peoples were changed forever, and many sacred sites and ancient practices were stolen. Many negative attitudes towards Indigenous Australians carried on until the 1960s, when new laws and rights protected Aboriginal people and granted them control over their traditional lands. Since this time, a new respect for Aboriginal and Torres Strait Islander peoples and cultures has developed, together with a renewed interest in protecting and conserving their **sacred sites**, cultural practices, art and artefacts.

Conserving sacred sites and artefacts

Historical sources from Australia's ancient past can be fragile and rare, so it is important that we protect and conserve them. If not, they could be lost forever. Conserving ancient **artefacts** and protecting ancient sites ensure that future generations can access them. It also means that modern-day Indigenous Australians are given control over the artefacts and sacred sites that are culturally important to them. There are different ways of preserving sources, and



Source 1 Traditional Aboriginal shields on display in the Ian Potter Centre, National Gallery of Victoria, Melbourne

historians need to decide which sources are important enough to conserve, because it can be time-consuming and expensive.

Although Indigenous peoples lived in all parts of Australia, most people inhabited the coastal areas. This is where the majority of Australians live today, so a great many sites important to Indigenous Australians have already been destroyed by building and development that has taken place since British colonisation. In recent decades, however, there have been determined efforts by Indigenous groups, local communities and governments to preserve and protect sacred sites.

Source 2

Sacred sites are places within the landscape that have a special meaning or significance under Aboriginal tradition. Hills, rocks, waterholes, trees, plains, lakes, billabongs and other natural features can be sacred sites. In coastal and sea areas, sacred sites may include features which lie both below and above the water. Sacred sites derive their status from their association with particular aspects of Aboriginal social and cultural tradition. This body of tradition is mainly concerned with the activities of ancestral beings, collectively known as 'Dreamings' whose travels across the land and sea created the physical and social world that people now inhabit.

Source: Aboriginal Areas Protection Authority (<http://www.aapant.org.au/sacred-sites/what-sacred-site>)

Conserving culture in museums

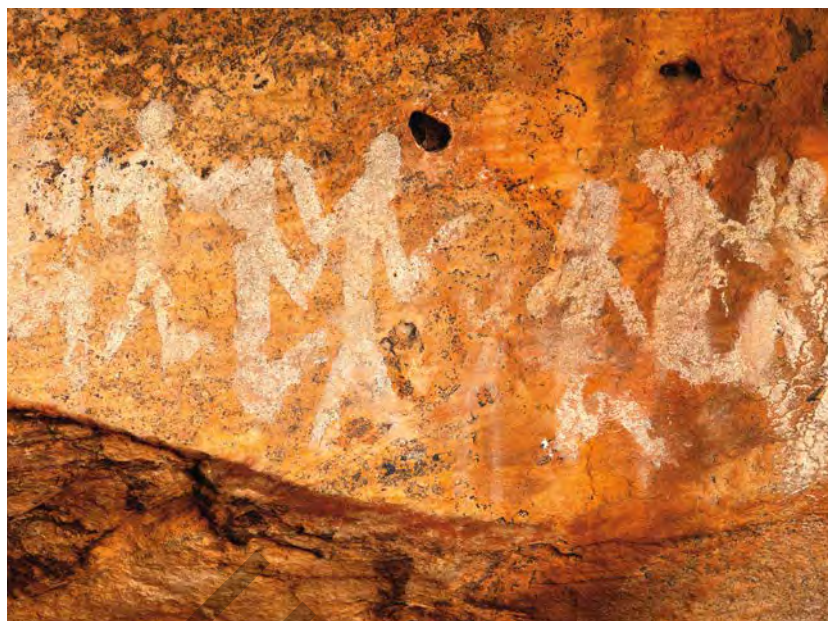
The conservation of traditional tools and artefacts is a skilled and delicate business. Many items of traditional and historical significance are fragile and must be handled with great care. The national association Museums Australia provides museums and galleries around Australia with detailed information on consultation with relevant communities about artefacts, and on the care and preservation of sacred and important objects.

Museum displays are one of the main ways in which artefacts from Australia's ancient past are protected and preserved. At the Melbourne Museum, the Bunjilaka Aboriginal Cultural Centre is dedicated to celebrating the history and culture of Aboriginal peoples. Every day, people come to learn more about the nations of Aboriginal Victoria from the time of creation to the modern day.

Rock and cave paintings are more difficult to protect and preserve because they are exposed to the weather. The Jardwadjali people are the custodians of some very important and valuable rock art at Gariwerd (the Grampians), about 250 kilometres west of Melbourne. The Jardwadjali have developed the Brambuk Living Cultural Centre where visitors can learn about the significance of the rock art figures and images. Rock art sites at Gariwerd are protected by mesh to ensure that they are not damaged or vandalised. Visitors to Brambuk can also learn about the Jardwadjali people's creation stories, songs and other customs.



Source 3 Aboriginal culture and artefacts on display at the Bunjilaka Aboriginal Cultural Centre



Source 4 Traditional Indigenous rock art, such as this example found at Gariwerd (the Grampians) in Victoria, is difficult to protect and preserve because it is exposed to the weather.

Check your learning 7.6

Remember and understand

- 1 How have attitudes to Indigenous cultures in Australia changed since the 1960s?
- 2 Read Source 2. In your own words, explain the meaning and significance of sacred sites. You may refer also to sacred sites in your own life.
- 3 Why is it important to conserve traditional Aboriginal artefacts and sacred sites?

Apply and analyse

- 4 Why do you think that museums and galleries are increasingly keen to include Indigenous art and artefacts in their collections?
- 5 Identify five examples of more respectful and inclusive attitudes towards Indigenous cultures in today's society.

Evaluate and create

- 6 Find out more on the Internet about the Brambuk Living Cultural Centre. Use the information you collect to prepare a short segment for a TV travel show about the importance of Indigenous sites at Gariwerd. You may wish to film the segment or present it to your class.

SAMPLE

OXFORD
UNIVERSITY PRESS
AUSTRALIA & NEW ZEALAND

ISBN 978-0-19-030732-5



9 780190 307325

visit us at: **oup.com.au** or
contact customer service: **cs.au@oup.com**