This textbook has been planned and designed to be used together with the website http://jaimegeografiahistoria.wordpress.com. You will be expected to use both resources together during the year.

If you have doubts, ask the teacher in the classroom, leave a comment in the blog or e-mail him to jaimealonsoedu@gmail.com or Jaime.alonso@educa.madrid.org.
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And then, on the stroke of midnight, the people had the world to themselves. For a long while, so far as we know, they were very quiet. All through the morning and all through the afternoon, they just wandered around in small caves, dressing themselves in skins. At about six o’clock in the evening they began to learn about seeds and manure and so on, and about how to herd and milk animals. By about half past seven, some of them were living in biggish cities and in the countries between.

Moses came and went at about a quarter to nine. Buddha in India, Socrates in Greece, Confucius in China, all came and went together, though they didn’t know each other, at about ten past ten.

Christ was at half past ten as also give or take a minute or so, were the Great Wall of China and Julius Caesar.

At around half past eleven there began to be biggish cities in northern Europe. From about a quarter to twelve onwards, people went out from these cities, and they began stealing from the rest of the world. They stole America, both North and South; they stole India; and just after four minutes to midnight, they stole Africa too. At about two minutes to midnight, they had a big war amongst themselves, and then had another big war only fifty seconds later.

During the last minute before midnight these people from northern Europe were pushed back out of India and Africa, and also back out of many other countries, though not out of North America, where they had become very settled indeed.

Also, during this last minute these people invented nuclear weapons; they were responsible for almost doubling the world’s population; they used up more oil and more metal than had been used in all previous twenty-three hours and fifty nine minutes put together.

Ernst H. Gombrich, *A Little History of the World*. 
UNIT 0

HISTORY AND HISTORIANS

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1 HISTORY AND HISTORIANS

1.1 THE STUDY OF THE PAST.

HISTORY: science which studies past events of humanity.
It consists in analysing the causes and consequences of the events, not just the event itself.
Historian: person who studies History.
Archaeologist: historian who works mostly on physical sources.
As in any investigation, a historian must ask the 6 W’s of journalism: what, how, when, why, where and who.

1.2 THE STAGES OF HISTORY

Chronology:
- one of the tools of historians.
- for ordering the events in order, generally from the oldest to most recent.

Division into stages or periods:
- PREHISTORY ➔ from the appearance of humans (2,5 million years ago) to the written word (3500 BCE).
- ANCIENT AGE ➔ from the appearance of the written word to the Fall of Rome (476 AD).
- MIDDLE AGES ➔ from the Fall of Rome to the discovery of America (1492).
- MODERN AGE ➔ from the discovery of America to the French Revolution (1789).
- CONTEMPORARY TIMES ➔ from the French Revolution to the present.

Another basic division in History is based on Christianity and the Gregorian calendar (our calendar since 1582), since we chose the birth of Christ as a marking point. Therefore, any date we use can be either:
- BCE ➔ Before Common Era (before Christ).
- AD ➔ Anno Domini (after Christ).

CONVERSION FROM YEARS TO CENTURIES.
Having any given year, we must follow the following steps:
1. We add 1 to the hundreds.
2. If BCE, add it (like we do with negative numbers: you have to specify if it is negative, but it is not necessary if the number is positive).
3. In English, the ordinal numbers (1st, 3rd, 11th, 14th, etc.) are used. In Spanish, Roman numerals (I, III, XI, XIV, etc.).

GLOSSARY

<table>
<thead>
<tr>
<th>History</th>
<th>Ancient Age</th>
<th>Modern Age</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prehistory</td>
<td>Middle Ages</td>
<td>Contemporary times</td>
</tr>
</tbody>
</table>
INVESTIGATE ABOUT DIFFERENT CALENDARS

Other cultures have other calendars, changing from the duration of the months and years to the event which marks the beginning. For instance, the Islamic calendar regulates Muslim life, and it uses lunar years of 354 or 355 days. The beginning of this calendar is the Hegira or Hijrah—a relevant event in the life of Muhammed (prophet of Islam)—, which took place in the year 622 AD. You can look for information about it in https://www.timeanddate.com/calendar/islamic-calendar.html → Look for information about the Chinese or Jewish calendar.

Read more — The Maya calendar (in the blog).

EXERCISES

1. Convert the following years to centuries:
   - 756 BCE
   - 400 BCE
   - 27 BCE
   - 56
   - 395
   - 989
   - 1000
   - 1322
   - 1898
   - 2005

2. When do these centuries begin and end?
   - 11th BCE
   - 6th BCE
   - 2nd BCE
   - 1st AD
   - 6th
   - 12th
   - 17th
   - 23rd

3. Link these dates with their stage of History.
   - 7849 BCE
   - 1499
   - 509 BCE
   - 1889
   - 404 BCE
   - 6th millennium BCE
   - 711
   - 35000 years ago
   - 2250 BCE
   - 27 BCE
   - 313
   - 1660
   - 1992
   - Prehistory
   - Ancient Age
   - Middle Ages
   - Modern Age
   - Contemporary Times
Complete the following table with the periods of History.

<table>
<thead>
<tr>
<th>PERIOD</th>
<th>INITIAL DATE</th>
<th>INITIAL EVENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>HISTORY</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>PERIOD</th>
<th>INITIAL DATE</th>
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</tr>
</tbody>
</table>
1 HUMAN ORIGINS AND EVOLUTION: THE PROCESS OF HOMINISATION

Hominisation: the process of becoming humans, from apes. It occurred over millions of years. Hominids: from the appearance of the *homo* to Homo sapiens sapiens, therefore the first apes walking upright and their descendants.

Physical features of hominisation and their consequences:
- **Bipedalism**: walking upright, on two extremities and straight spine.
  - Straight spine
  - Changes in the pelvis (consequence: give birth with pain)
  - Changes in the neck ➔ Position of the larynx ➔ Made speech possible.
  - Broader visual field.
  - Free hands.
  - Changes in the feet.
- **Oppposable thumb**:
  - Holding better and stronger.
  - Making objects.
- **Skull and brain**:
  - Bigger, and more complex brain ➔ Speech
  - Weaker jaw.
  - Smaller teeth.
  - The forehead and the chin appeared.

### MAIN HOMINIDS

<table>
<thead>
<tr>
<th>Australopithecus</th>
<th>Homo habilis</th>
<th>Homo erectus</th>
<th>Homo neanderthalensis</th>
<th>Homo sapiens sapiens</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Brain: not very developed.</td>
<td>- Brain: small, but bigger than the <em>australopithecus</em>.</td>
<td>- Brain: bigger than the <em>homo habilis</em>.</td>
<td>- Brain: similar size to a human brain today.</td>
<td>- Brain: modern human beings. For the last 150,000 years.</td>
</tr>
<tr>
<td>- Bipedalism: they walked on two legs, but still climbed trees.</td>
<td>- Bipedalism: legs more adapted to walking upright.</td>
<td>- Bipedalism: walked upright.</td>
<td>- Utensils: various stone tools, knew about fire and buried their dead.</td>
<td>- Utensils: tools made of stone, bones, horns, etc. Started using art. They spread around the world.</td>
</tr>
<tr>
<td>- Utensils: they did not make tools, only sticks and stones in their natural state.</td>
<td>- Utensils: simple stone tools by knocking one stone against another.</td>
<td>- Utensils: they created bifaces, wore animal hides and started using fire.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2 PREHISTORY

The Prehistory is the first period of History, which comprises from the appearance of the first human beings 2.5 million years ago to the invention of writing in 3500 BCE.

Since there are no written records, Archaeology is the branch of History dealing with this period. The only evidences they can only count on are primary sources such as physical remains and tools.

It is divided into:
- Palaeolithic \(\rightarrow\) 2.5 million years ago – 10000 BCE.
- Neolithic \(\rightarrow\) 10000 – 4000 BCE.
- Age of Metals \(\rightarrow\) 4000 BCE – Romanisation.

3 THE PALAEOLITHIC

3.1 TIME AND SPACE

Palaeolithic \(\rightarrow\) Paleos (Old) + lithos (Stone) \(\rightarrow\) OLD STONE AGE

From the appearance of hominids (2.5 million years ago) until 10000 BC (End of the last glaciation, discovery of agriculture and livestock). We focus in the Upper Palaeolithic, which developed from 40000 to 10000 BCE.

Mostly in Africa, but later in Asia, Europe, America and Oceania.

Climate: Ice ages, with milder periods. There were periods (called glaciations) in which there was permanent ice caps all over Europe.

3.2 WHAT DID THEY EAT?: ECONOMY

Palaeolithic people had a hunter-gatherer economy, in which hunting, fishing and gathering were their main sources of finding food. They were also scavengers (carroñeros). These four activities imply that Palaeolithic people were predators, which means that they did not substitute the resources they consumed from nature.

Tools used:
- Mostly made of stone: axes, bifaces, arrows, knives, etc.
- Bone and antlers (‘horns’ of deer): spears, needles, flutes, etc.
- Wood \(\rightarrow\) Not preserved.

Tools changed greatly over time.
Fire \(\rightarrow\) it started to be used around 1.5 million years ago by the *Homo erectus*, but mastered much later. It had many uses for the Palaeolithic people, such as giving light, providing a source of heat, scaring animals and it was necessary for cooking.

### 3.3 Social Organisation, Beliefs and Art.

Palaeolithic societies were nomadic, which meant not having a permanent place to live, changing depending on the seasons and the available food resources. That is a direct cause of their predator economy, since they had to move when they extinguished the resources of a place. Also, they were forced to move with the change of the seasons.

**Housing:** caves and shelters (made up with branches, bones, skin of animals, etc.)

Their social structure or hierarchy (that is, the way groups are internally organised) was horizontal. Therefore, no great differences were to be found among the members or a group. However, there were some people who were more important, such as the strongest warrior, the witch doctor and the oldest members.

These Palaeolithic groups were hordes of around 20 to 30 people maximum, which allowed them to move and to feed everyone easier. Each member of the group was linked by familiar relationship.

Even though there were no great differences, there were different social roles for the men and the women. The men they hunted, fished and made tools, while the women gathered fruits, looked after the children and tended the fire.

**Religion \(\rightarrow\)** Animism: worshipping the forces of nature, such as rain, the Sun, thunder, etc.

\(\rightarrow\) Magic rituals for promoting fertility, help them in hunting, commemorate their dead, etc.

**Art \(\rightarrow\)** Presentation in the blog.

### Glossary:

- Hominisation
- Prehistory
- Palaeolithic
- Hunter-gatherer economy
- Fire
- Nomadism
- Animism
- Cave paintings
- Venus

### Video - Human Origins: One Species, Living Worldwide

1. Where did the first humans appear?
2. What do you think that happened to species that did not adapt to their environment?
3. When did humans first spread outside Africa?
4. When did the *Homo sapiens* appear? Where?
5. Do you think the video wants to transmit the idea of us (humans) being inevitable?
6. Why do humans have differences in skin colour and hair textures?
7. Complete: you are a part of a 6-million year history of ___________________________
Language and toolmaking evolved together, say researchers

Evolutionary advance saw stone-age humans master the art of hand-toolmaking and paved the way for language to develop.

Ian Sample. The Guardian. 3 November 2010

Researchers say early humans were limited by brain power not manual dexterity when making stone age tools.

Photograph: David Sillitoe/Guardian

Stone-age humans mastered the art of elegant hand-toolmaking in an evolutionary advance that boosted their brain power and potentially paved the way for language, researchers say.

The design of stone tools changed dramatically in human pre-history, beginning more than two million years ago with sharp but primitive stone flakes, and culminating in exquisite, finely honed hand axes 500,000 years ago.

The development of sophisticated stone tools, including sturdy cutting and sawing edges, is considered a key moment in human evolution, as it set the stage for better nutrition and advanced social behaviours, such as the division of labour and group hunting.

"There has been a long discussion in the archaeology community about why it took so long to make more complex stone tools. Did we simply lack the manual dexterity, or were we just not smart enough to think about better techniques?" said Aldo Faisal, a neuroscientist at Imperial College London.

Faisal's team investigated the complexity of hand movements used by an experienced craftsman while he made replicas of simple and then more complex stone tools. Bruce Bradley, an archaeologist at Exeter University, wore a glove fitted with electronic sensors while he chipped away at stones to make a razor-sharp flake and then a more sophisticated hand axe.

The results showed that the movements needed to make a hand axe were no more difficult than those used to make a primitive stone flake, suggesting early humans were limited by brain power rather than manual dexterity.

Early humans were adept at making stone flakes, but these were so thin they were liable to break while being used. The movements needed to make advanced tools were no more difficult, but they had to be executed more intelligently, to produce a tool that had a fat, sturdy body with a sharp cutting edge.

The oldest and simplest stone tools, known as Oldowan flakes, were uncovered alongside the fossilised remains of Homo habilis, a forerunner of modern humans, in the Olduvai Gorge in Tanzania. Stone hand axes have been uncovered next to bones of Homo erectus, the ancient human species that led the migration out of Africa. Hand axes are usually worked symmetrically on both sides into a teardrop shape.

Brain scans of modern stone-tool makers show that key areas in the brain's right hemisphere become more active when they switch from making stone flakes to more advanced tools. Intriguingly, some of these brain regions are involved in language processing.

"The advance from crude stone tools to elegant handheld axes was a massive technological leap for our early human ancestors. Handheld axes were a more useful tool for defence, hunting and routine work," said Faisal, whose study appears in the journal PLoS ONE. "Our study reinforces the idea that toolmaking and language evolved together as both required more complex thought, making the end of the lower Palaeolithic a pivotal time in our history. After this period, early humans left Africa and began to colonise other parts of the world."

Answer the following questions in your notebook:

1. Look for the underlined words in the dictionary (Not the translation!)
2. What is the main idea of the article?
3. How did the researchers find out the link between tools and language?
4. What were the main advantages of having better tools?
5. According to the article, is it more difficult the making of a hand axe or a stone flake? Where do you see that? (underline it in the text).
6. Which hominid began to expand out of Africa? How is this process called?
**REVISE:**

1. Copy this diagram in your notebook and complete it with the information of the unit.

2. Link the three main physical changes of the process of hominisation and their consequences.
   - a) Greater visual field
   - b) Make tools
   - c) Free upper extremities
   - d) Weaker jaw
   - e) Appearance of the forehead
   - f) Greater size and complexity
   - g) Straight spine
   - h) Grab things
   - i) Changes in the pelvis
   - j) Possibility of articulated language

3. Fill the gaps.

   The longest period in History is the Palaeolithic, since it began __________________________ and finished with the appearance of __________________, approximately in the year _____________. It is divided in several stages, and we are going to focus on the _______________ Palaeolithic, which is the last of them and it is associated with the appearance of the first artistic works.

   The lifestyle in this period was characterised by the obtaining of resources found in nature, without substitution or production. Therefore, we say that they had a __________________ economy. For finding food men mostly _______________ and _______________, while women mostly _______________. Also, the men also made tools, mostly using __________ and __________ as main materials, even though they also used vegetable fibres and tendons. The women, on the other hand, looked after the children and tended the fire.

   Because of this way of survival, groups –called ______________ - were small, of about 20 to 30 people, and they were ______________ because of the extinction of the resources in an area and the change of the seasons. That is why they did not live in houses and they lived in ______________ and ______________.
UNIT 2

THE PREHISTORY: THE NEOLITHIC PERIOD AND THE AGE OF METALS

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4 THE NEOLITHIC PERIOD.

4.1 CHRONOLOGY AND NATURAL ENVIRONMENT

Chronology: from the appearance of agriculture in 10,000 BCE to the beginning of metalwork in 4,000 BCE.

Natural environment: The end of the last glaciation led to a global climate change due to the increase in the Earth’s temperature. Among other consequences, there were transformations in fauna and flora, so hunter-gatherer Palaeolithic people had to adapt to the new situation, to migrate or to become extinct.

The modification of the way of life -adapting to the recent changes- meant the start of the Neolithic Revolution, which implied changes at every level of human life: economy, society, culture, politics, etc. The Neolithic Revolution began in the Fertile Crescent (Middle East, between Egypt and the rivers Tigris and Euphrates [Mesopotamia], and then it spread towards Europe, China and India. America, on the other hand, developed its own Neolithic Revolution in an independent way.

4.2 FROM PREDATORS TO PRODUCERS: NEOLITHIC ECONOMY.

NEOLITHIC REVOLUTION
From predators (consumers) to FOOD PRODUCERS (AGRICULTURE AND LIVESTOCK)

Agriculture → It began after a lot of observation and experimentation.
Processes: Planting → Growing → Recollecting → Processing (Wheat → Flour → Bread)
Mainly cereals: rice (Eastern Asia), wheat and burley (Europe, Fertile Crescent), maize (central and South America)
A new activity and new techniques mean the appearance of new tools and improvements of previous tools:
- Smooth axe
- Ploughs (arados)
- Hoe (Azada)
- Sickle (hoz)
- Mortars (for grinding seeds)
- Pottery (for storage)
- Baskets

Livestock farming → It started when people kept animals in case hunting was scarce.
Domestication → Modification of the behaviour.
- Conditions: Herbivores, fast growth, accept captivity, non-aggressive, acknowledge human leadership.
- First domesticated animals: cats, dogs, pigs, cattle, sheep, goats, horses, etc. → for meat, milk, wool, security, skin, dung, etc.

Bartering → Beginning of the exchange of products (from the surplus of what is produced). It consists of the exchange of products without money.

4.3 THE FIRST SEDENTARY SOCIETIES: SOCIETY AND BELIEFS.

Sedentary → Because people don’t have to look for food constantly → Agriculture and livestock.
Permanent settlements near rivers.
First houses → clay, mud, branches, straw, etc..
After → Adobe and stone.
More population → because feeding improves.

Division of labour → new activities → new needs → each member of the group does different activities (agriculture, livestock, building, textiles, pottery, etc.)

Social organisation → Horizontal hierarchy → still very equitable.
  However, appearance of inequalities → because some accumulate power and wealth.

BELIEFS → Cult of the stars (animism), Mother Earth (fertility), cult of the dead.
  First necropolises → Burial sites, with the possessions of the person.

5 THE AGE OF METALS

5.1 CHRONOLOGY
4000 BCE – 1000 BCE (Appearance of metallurgy – common use of iron)
  In some places → Later start, later finish
  3500 BC → some cultures begin to write
Divided into:
  - Copper Age → 4000 – 2200 BCE.
  - Bronze Age → 2200 – 1500 BCE.
  - Iron Age → 1500 – 1000 BCE (or until Romanisation in some places)

5.2 ECONOMY AND INVENTIONS.

METALLURGY → Extraction and treatment of metals for their use.
  There are different techniques
  - Hitting the metal with a hammer (Copper and gold, only)
  - Forge: heating the metal, and shaping it with a hammer.
  - Smelting: the most complex.
    o Heat the metal until it smelts (you need a powerful oven)
    o When liquid, you may do alloys
    o Pour it in a mould → Let it cool → Polish it.
  It makes it possible for better and more resistant tools.
For fighting: shields, swords, lances, axes...; for agriculture: hoes, sickles, etc.; jewellery for decoration and as symbol of power.

ECONOMY → Favoured by new inventions and techniques.
  • Agriculture: the animal-pulled plough is invented → More production for the same work.
  • Livestock: as before.
  • Trade → Exchanging products with metals → Use of metals as money.
    o Commercial routes.
  • Handcrafts → Textiles, pottery

INVENTIONS
  o Wheel: better for land transportation.
  o Sail boats: better for sea transportation.
  o Potter’s wheel → For pottery
5.3 SOCIAL ORGANISATION.

TOWNS → Population growth + sedentarism → Villages grew (first ‘cities’)
    Wealth (because of metals) + metals for fighting → Violent conflicts.
    Cities + Conflicts → Palisades (wooden walls) and stone walls for protection.

GREATER SOCIAL COMPLEXITY → More division of labour + accumulation of wealth by elites → Greater
    social differences.
    Military chieftain → Control over the decision making process → Kings.
    Increase in conflicts → Weaker position of women.

6 ART OF THE NEOLITHIC AND THE AGE OF METALS.

*Presentation in the blog.*

GLOSSARY

<table>
<thead>
<tr>
<th>Neolithic Revolution</th>
<th>Livestock farming</th>
<th>Age of Metals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fertile Crescent</td>
<td>Bartering</td>
<td>Metallurgy</td>
</tr>
<tr>
<td>Agriculture</td>
<td>Sedentary</td>
<td>Smelting</td>
</tr>
<tr>
<td></td>
<td>Division of labour</td>
<td>Megalith</td>
</tr>
</tbody>
</table>

VIDEO – THE NEOLITHIC REVOLUTION: CAUSES AND IMPLICATIONS

1. What was the ‘nomadic lifestyle’ about? What were its implications?
2. What are the advantages of meat and grain?
3. What is being a farmer about?
4. What is one of the consequences of having more food?
5. What is the ‘positive feedback loop’ about?
6. What is the link between agriculture and the Roman Legions fighting the Barbarians?
1. Complete the following diagram with the information of the unit

![Neolithic Diagram]

2. Draw three Neolithic tools in your notebook, write their name and explain their use.

3. Classify the following activities in economy or society.

<table>
<thead>
<tr>
<th>Activity</th>
<th>(Economy)</th>
<th>(Society)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pottery</td>
<td></td>
<td>Hierarchy</td>
</tr>
<tr>
<td>Valuing the opinion</td>
<td></td>
<td>Storing grain</td>
</tr>
<tr>
<td>Meeting for making</td>
<td></td>
<td>Feeding animals</td>
</tr>
<tr>
<td>Agriculture</td>
<td></td>
<td>Division of labour</td>
</tr>
<tr>
<td>Making cloth</td>
<td></td>
<td>Grinding seeds</td>
</tr>
</tbody>
</table>

4. Fill the gaps.

The ________________ Revolution implied great changes in all levels of life. It all began around the year ________________, when after the end of the latest ________________ and the climatic change it caused, societies started producing food: ________________ for plants and ________________ for animals.

These changes began in the area known as ________________, which stretches from Egypt to Mesopotamia. But not only there, since other areas of the world such as India, China or America also saw the articulation of ________________ economies, that is, not only predator.

Among the modifications that took place, once people commenced working the land for producing mostly ________________ such as wheat, barley, maize and ________, groups needed to become ________________ and leave nomadism. The first ________________ were established near rivers, and the first houses were made of ________________ and ________________.

Both circumstances allowed a growth of population, so groups organised in a different way, and ________________ and social differences appeared because of the accumulation of wealth.

For the new tasks that appeared in this period there was need of new type of tools such as the ________________ for doing the furrows in the land, the sickle for ________________ and the
for grinding the seeds and making, for example, flour. Also, this type of economy requires planning, and they needed to keep food for the whole year, so ________________ appeared for storing grain.

ASSIGNMENT – A HUNTER-GATHERER IN A NEOLITHIC VILLAGE

You were one of the few remaining nomadic hunter-gatherers in your area. Because of a set of different reasons (you can explain them if you want) you changed your life by moving into a sedentary Neolithic settlement. That was some years ago, and even today, every now and then, you look back and you remember how your life was and the many ways it has changed for good and bad over these years.

****

Your assignment consists on writing your thoughts in first person as though you were that hunter-gatherer that changed his life. It can be in the format of a diary, memoirs, etc. The minimum allowed is one page (about 250-300 words), and you can include some images, drawings or anything you consider relevant. The objective of this exercise is to value the changes that happened between the Palaeolithic and the Neolithic regarding the ways of life. Therefore, be creative, but include elements of comparison between both lifestyles. Also, remember that you do not live by yourself, alone, but you used to be a member of a horde and then you settled with a settlement group.
STONEHENGE

Stonehenge is situated in the South West of England in Salisbury. It is an ancient stone circle that was built between 3000 and 2000 BCE. Nobody really knows who built it or why. Some people think it was to worship the sun or the moon, but there are also many burial mounds around it.

The stones used are huge, weighting 4 and 5 tonnes. They are called bluestones and they come from Wales, more than 200 miles away. Archaeologists think that the builders placed the stones on rafts and sailed around the coast to bring them to Salisbury. However, the idea of bringing stones from such a distance baffles everyone who studies the site.

[...] Archaeologists think that the ancient builders had some knowledge about astronomy. On June 21st (the summer solstice, that is, the longest day of the year), the sun rises directly above the heel stone and then enters the circle through an arch and goes directly through the central trilithon, which is a structure consisting of two vertical stones as posts with a horizontal one across the top. Because of this, many thousands of people go to Stonehenge on June 21st to observe this phenomenon.

As soon as some people hear the word ‘Stonehenge’, they think of druids, who were some sort of priests in Celtic religions. For many years, druids held their religious ceremonies at Stonehenge. They are mysterious people who wore white cloaks. We don’t know much about their past because they didn’t write things down. We know they had a lot of knowledge because famous people wrote about it, like Julius Caesar.

1. Summarise the text in 3 lines, mentioning its main ideas.

2. Match up the words (with letter) and its meaning/description (with number).
   a. Ancient
   b. Circle
   c. Huge
   d. Worship
   e. Baffle
   f. Build
   g. Burial
   h. Raft
   i. Mound
   j. BCE

   1. Praise
   2. Small hill
   3. Simple boat
   4. Before Common Era
   5. Surprise
   6. Grave
   7. Round
   8. Massive
   9. Construct
   10. Very old

3. True or false? Explain why the false ones are not true by giving the accurate information.
   a. Stonehenge is a modern monument.
   b. It was built about 2000 years ago.
   c. The stones are marble from Italy.
   d. They placed the stones on rafts.
   e. Stonehenge is an ancient stone circle.
   f. It was a place of burial and you can still see the mounds (small hills).
   g. We are certain about Stonehenge’s function.
   h. The labours of the druids are mostly unknown to us because of lack of evidence.
The end of an era

Scientists confirm the possibility of growing our own food — Plants and animals have been tried — That means the end of nomadism

SAPIENS HUNTER
Fertile Crescent

Expectation had grown due to the announcement of what may mean the end of the world as we know: the discovery of what scientists have called Agriculture — speaking with the press — "the end of nomadic lifestyle, the creation of permanent settlements and new jobs for all the members of the hordes". Trials have taken place in East Asia and the Fertile Crescent, and are going to spread across the world. This is the beginning of a new era.

EDITORIAL P. 6
MORE ON PAGES 1-4

Projected construction to be located in the Atlantic coast

JULIE LITHSON
North-west France

After decades of speculation, the first constructions seem to have found a final location in the Atlantic coast of Europe. Builders and engineers are now trying to choose the materials for the erection of what they have called 'monolithic structures'.

The final shapes and functions are still under secret due to the relevance of the project, as well as the technical difficulties presented because of the use of large stone. "The challenge is to keep the stones upright, which is nothing that has been ever done before", according to a spokesperson.

However, the same source has indicated that "one of the key ideas is respect to the environment, as well as providing jobs for the local communities", mostly responding to criticism of nomadic leaders.

In addition to smaller project, a grandiloquent British chief has opened the possibility for a larger project: Stonehenge. Even though he is considering the plains of Sainsbury in the eastern part of Britain he is not forgetting places along the Atlantic coast, mostly along Ireland and France.

Altamira will close "until further notice"

Conservation is the priority, experts say

DAVID BISON
Northern Iberian Peninsula

The popular cave located in the north of the Iberian Peninsula is closing its doors indefinitely, or at least "for some thousands of years". The permanent exhibition has been open for 100 years after it was accidentally found by a little girl and her father. Experts have been studying the famous paintings and state: "We cannot risk the main hall any longer. The amount of hunter-gatherers visiting the cave looking for inspiration for their hunting parties have caused severe damage".

New artists and restoration schools tend to focus on monochromatic paintings, more schematic and therefore less realistic. Therefore, since the transposition of information is oral and analysis cannot be performed on the works nobody really knows how to restore them properly. The body of experts on cave paintings have assured that the bison will be restored once somebody discovers how the rias, when our descendants find the cave again and begin looking for the origins and meaning of different materials is completely unknown for us".

PAGE 20

One of the ideas for 'monolithic structures'

NEW STONE COMPANY

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POLISHED STONE TOOLS

Get yours by barrier three of your old bits for a brand new ware
UNIT 3
THE FIRST CIVILISATIONS: MESOPOTAMIA

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1 THE FIRST WRITTEN CIVILIZATIONS: THE RIVER VALLEY CIVILIZATIONS

RIVER VALLEY CIVILIZATIONS:
- 4th millennium BCE.
- first historical civilizations → Used writing
- first urban civilizations.

**RIVER VALLEY CIVILISATIONS**

![Diagram showing the River Valley Civilizations and their locations: Mesopotamia, Egypt, India, China.]

Shared characteristics:
- Irrigation techniques → Greater harvests → Population growth → Cities.

• GREAT TRANSFORMATIONS:
  - Political → for organising coexistence and labour, control of the territory, etc.
    - Division of labour → Government officials (soldiers, tax collectors, judges, etc.).
    - Kingdoms and empires → Political, economic and even religious power (could be considered gods).
  - Economic → Agricultural base. Increase in trade.
  - Social → More complexity → Greater internal division. → HIERARCHICAL SOCIETY.
    - Differences: power, wealth (money) or prestige.
    - Ruling privileged minority, and working unprivileged majority. Also slaves.
  - Territorial expansion → Cities → Kingdoms → Empires
  - INVENTION OF WRITING (h. 3500 BCE) → It began for administration and trade
    - Laws → Code of Hammurabi (mid-18th century BCE)

2 MESOPOTAMIA: NATURAL ENVIRONMENT (TERRITORY)

*Mesos* – In between, in the middle.  *Potamos* – River  - *ia* – Suffix for ‘place’

Land between rivers → Tigris and Euphrates rivers
- Growth in spring → Overflow → Fertilize the land.

Surrounding → East – Zagros Mountains and Persia
  West – Palestine and Mediterranean Sea
  North – Armenian Mountains and Anatolian Peninsula (N-W)
  South – Arabian Peninsula and Persian Gulf.
3 MESOPOTAMIA: HISTORICAL EVOLUTION (CHRONOLOGY)

Fertile area \(\rightarrow\) Disputes for the control of the area (3500-226 BCE)

### 3.1 PERIODS

- **Sumerians** (Lower Mesopotamia) \(\rightarrow\) 3500-2300 BCE.
  Irrigation systems \(\rightarrow\) for controlling the overflowing of the rivers.
  Organised in independent city-states: the cities and their surroundings have their own political system. They are considered the first civilisation in history.
  They invented writing.
  Ur, Uruk, Lagash.

- **Akkadians** (Central Mesopotamia) \(\rightarrow\) 2300-1800 BCE.
  Sargon I of Akkad conquered Sumer \(\rightarrow\) First empire in history. Capital in Akkad.

- **Babylonian Empire** \(\rightarrow\) 1800-1300 BCE.
  Babylon: city-state in Lower Mesopotamia. They created a great empire
  King Hammurabi (1810-1750 BCE) \(\rightarrow\) Greatest splendour.
  Code of Hammurabi \(\rightarrow\) First set of laws.

- **Assyrian Empire** (Upper Mesopotamia) \(\rightarrow\) 1300-612 BCE.
  Great empire, from the Mediterranean to the Persian Gulf. They used iron for making weapons, cavalry and war chariots, so they could impose their rule onto the neighbours.
  Ashurbanipal: king who invaded Egypt.
  Capital cities: Assur and Niniveh. Large palaces.

- **Neo-Babylonian Empire** \(\rightarrow\) 612-539 BCE.

- **Foreign invasions** \(\rightarrow\) 539-226 BCE.
  - Persian Empire \(\rightarrow\) 539-331 BCE.
  - Greeks (Alexander the Great) \(\rightarrow\) 331-226 BCE.
  - Persian Empire \(\rightarrow\) 226 BCE.

4 MESOPOTAMIA: POLITICS, ECONOMY AND SOCIETY

### 4.1 POLITICAL ORGANISATION

City-States \(\rightarrow\) *Patesi* (Prince-High priest) \(\rightarrow\) Political and religious leader.
  Political role \(\rightarrow\) City activities: defence, justice, law, etc.
  Religious role \(\rightarrow\) Worship the gods, take care of temples, etc.
  Intermediary role between gods and humans.

Later \(\rightarrow\) KINGS or EMPERORS \(\rightarrow\) Only political authority
  Priests \(\rightarrow\) Religious functions

### 4.2 ECONOMIC ORGANISATION

Different economic activities:
  - Irrigated agriculture: most important activity.
    - Land: belonged to the king or the priests.
- Cereal, vegetables, lentils, etc.
- **Livestock** (stock farming): Sheep, goats, horses, oxen.
- **Craftwork**: textiles, pottery, leatherwork, etc.
- **Trade**: Important because of the geographical situation.
  - Imports (buying) → Stone, wood, metals.
  - Exports (selling) → Wool, cereal.

### 4.3 SOCIAL ORGANISATION

It depended on the political and economic organisation → Different social groups.

1. **Ruling level** → King, royal family, priests and nobles.
   - Great economic and social power.
   - Nobility → High political positions (help the king to carry out his activities) → Army generals, treasurers, etc.
2. **Free people** → Free men, with properties
   - Upper level: Scribes, traders and clerks.
   - Lower level: Farmers, craftsmen, etc.
3. **Slaves** → War prisoners, people with unpaid debts.
   - They belonged to the ruling classes.
   - Hardest works.

**Women**: Some rights, but not as many as men. Lived as housewives and others.

### 5 MESOPOTAMIA: RELIGION, CULTURE AND ART

#### 5.1 RELIGION

Polytheism → Religion in which they worship several gods.

- Priests → Intermediate between gods and humans.
- Temples → House of the gods.

An: sky
Enlil: wind, and overflows.
Marduk: Lord of the gods
Isthar: love, fecundity and war.

#### 5.2 CULTURE

**WRITING**: Main Mesopotamian legacy. Invented around 3500 BCE.
- Cuneiform writing → On clay tablets.
- Administration, laws, poems, etc.

Sciences: astrology, astronomy, mathematics (sexagecimal numeration, as for time)

#### 5.3 MESOPOTAMIAN ART

#### 3.5.1 ARCHITECTURE

Materials: adobe and bricks, covered with stone → Richness.
Elements: arches and vaults (their invention)
Types of buildings:
- **Palaces** → Decorated with sculptures.
- **Temples** → Each one dedicated to a god.
- **Ziggurat** → Terraced pyramid. The upper level was a sanctuary and astronomical observatory.
3.5.2 SCULPTURE

Rulers and important people, decoration, propaganda and creatures.

Idealisation: representing something better than what it actually is. Generally used for important people.

Hierarchical perspective → The characters are larger depending on their importance.

Free standing sculpture (not attached to other surfaces).
  - Patesi Gudea (Lagash)
  - Relieves (Sg: relief) → partly attached to a background surface (Bas, mid and high relief)

  - Rulers:
    - Hammurabi (Code of Hammurabi).

  - Propaganda (For glorifying somebody).
    - Victory Stele of Naram Sin → With King, gods, soldiers and defeated soldiers. (King helped by the gods to defeat the enemies).

  - Decoration
    - Ishtar Gates (Babylon, Neo-Babylonian) → Covered with tiles.
    - Winged Bulls (Niniveh, Assyrian)
    - Wounded Lioness (Nimrud, Neo-Assyrian)

GLOSSARY:

<table>
<thead>
<tr>
<th>River Valley Civilisations</th>
<th>Sumer</th>
<th>Code of Hammurabi</th>
</tr>
</thead>
<tbody>
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<tr>
<td>Writing</td>
<td>Sargon I</td>
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</tr>
<tr>
<td>Upper Mesopotamia</td>
<td>Babylon</td>
<td>Patesi</td>
</tr>
<tr>
<td>Lower Mesopotamia</td>
<td>Hammurabi</td>
<td>Ziggurat</td>
</tr>
</tbody>
</table>

VIDEO - THE HISTORY OF WRITING:

1. What sort of daily activities does writing help us to perform?
2. Where were the earliest examples of clay writing found and when?
3. What sort of things were written down in these civilisations?
4. What is the name of an ancient form of writing and where did it originate?
5. What was the name of the paper they wrote on and what tool(s) did they write with?
6. Why are some types of writing no longer able to be read?
7. Which ancient script is still in use today and give a characteristic of it.
8. What does understanding written messages from the past enable us to do?
9. In what ways do we benefit from being able to record different ideas, emotions and messages?

TIMELINE:

Elaborate a timeline with the following periods and dates. Follow the instructions given (ANNEXE I and blog) about how to do a timeline.

- Sumerians → 3500-2300 BCE.
- Akkadians → 2300-1800 BCE.
- Babylonian Empire → 1800-1300 BCE.
- Assyrian Empire → 1300-612 BCE.
- Neo-Babylonian Empire → 612-539 BCE.
- Foreign invasions → 539-226 BCE.
  - Persian Empire → 539-331 BCE.
  - Alexander the Great → 331-226 BCE.
  - Persian Empire → 226 BCE.
- GREY colour → 226-1 AD.
MAP OF THE RIVER VALLEY CIVILISATIONS:

Complete the maps with the Early River Valley Civilisations, colouring their area, naming them and specifying their rivers. Check the blog for finding a reference.
VIDEO - THE CODE OF HAMMURABI:

1. Imagine a world without law... what do you think it would happen?
2. Why do you think the video says “law is one of society’s most basic institutions”?
3. Why did Hammurabi “try to institutionalise law”?
4. Were the laws of the Code of Hammurabi only Babylonian?
5. Why do you think that the code was and is important?
6. What are the topics that appear in the code?
7. Why do they mention Napoleon in the video?
8. Why do you think that young people were prosecuting, defending and sitting in the jury of the Texan town?
TEXT - THE CODE OF HAMMURABI:

Hammurabi, the exalted prince, who feared God, to bring about the rule of righteousness in the land, to destroy the wicked and the evil-doers; so that the strong should not harm the weak; so that I should rule over the black-headed people like Shamash, and enlighten the land, to further the well-being of mankind.

6. If any one steals the property of a temple or of the court, he shall be put to death, and also the one who receives the stolen thing from him shall be put to death.

8. If any one steals cattle or sheep, or a pig or a goat, if it belong to the temple (to god) or to the palace, the thief shall pay thirty fold (30 times); if they belonged to a servant of the king he shall pay ten fold (10 times); if the thief has nothing with which to pay he shall be put to death.

53. If any one be too lazy to keep his dike in proper condition; if then the dike breaks and all the fields are flooded, he must replace in money the crops destroyed by the flood.

54. If he be not able to replace the crops, then he and his possessions shall be divided among the farmers whose wheat was lost in the flood.

195. If a son strikes his father, his hands shall be cut off.

196. If a man puts out the eye of another man, his eye shall be put out.

197. If he breaks another man's bone, his bone shall be broken.

198. If he puts out the eye of a freed man, or breaks the bone of a freed man, he shall pay one gold mina [Gold coin].

200. If a man knocks out the teeth of his equal, his teeth shall be knocked out.

202. If any one strikes the body of a man higher in rank than he, he shall receive sixty blows with an ox-whip in public.

203. If a free-born man strikes the body of another free-born man or equal rank, he shall pay one gold mina.

205. If the slave of a freed man strikes the body of a freed man, his ear shall be cut off.

229. If a builder builds a house for someone, and he does not construct it properly and the house falls and kills its owner, then that builder shall be put to death.

230. If it kills the son of the owner, the son of that builder shall be put to death.

231. If it kills a slave of the owner, then he shall pay slave for slave to the owner of the house.

282. If a slave says to his master: "You are not my master", his master will convict him, and he shall have his ear cut off.

1. Look for the underlined words in the dictionary. Also, look up any word you don’t understand.

2. Why is Hammurabi making references to the gods in the preface?

3. Do you think that this code reflects an egalitarian society? Justify your answer.

4. Do you think that these laws are fair or unfair? Which ones are unfair? Justify your answer.

5. Which of these laws are more relevant for the economic activities?

6. Are any of our laws today similar to these laws?

7. Why do you think that it is important to write the laws?
MAP OF ANCIENT MESOPOTAMIA:
Complete the map with the following elements, taking into account the image in the blog.

Upper Mesopotamia
Lower Mesopotamia
River Tigris
River Euphrates
Ur
Uruk
Babylon
Lagash

Akkad
Assur
Arabian Peninsula
Syrian desert
Mediterranean Sea
Anatolian Peninsula
Zagros Mountains
Persian Gulf
REVISE THE UNIT

Mesopotamia is an area located in Western ____________, and it was one of the first civilisations together with ____________, China and ________________. The word ‘Mesopotamia’ means ‘land between two rivers’, and they are the rivers _________________ and _________________. This area is now known as Irak.

Geographically speaking, Mesopotamia was divided into two parts: __________ and __________, to the north and south respectively. High, mountainous and cold plains are found in the north, where the Assyrians were established, while Sumerians and Babylonians lived in the south on fluvial plains.

The most famous inventors in Mesopotamia were the Sumerians, who created –among other things– _________________ writing. This marked the end of the Prehistory and the beginning of History around ________________. The splendour of the Sumerians was around 3100 BCE with the formation of independent _________________ such as Ur and Uruk. These cities had a _______________ dedicated to the local god, and under the control of the ________________.

The cities competed and fought each other for the control over the land and trading routes, and when one controlled the territories of other cities formed a greater and more powerful state: an ________________. Two of the greatest were the ________________ and the Assyrian.
UNIT 4

THE CIVILISATION ALONG THE NILE: ANCIENT EGYPT

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1 ANCIENT EGYPT

1.1 GEOGRAPHICAL ENVIRONMENT

Egypt → North-Eastern Africa
Banks of the river Nile (black lands) and desert areas (red lands).
River Nile → Source of life for the Egyptians (Lake Victoria - Mediterranean Sea [South → North]).
Very fertile.
Egypt was divided into:
- Upper Egypt: South. Mountains, arid land.
- Lower Egypt: North. Fertile, with the delta of the river.

1.2 HISTORICAL EVOLUTION

4th millennium BCE → Neolithic settlements → Irrigation systems (hydraulic works, such as canals and dykes) → Development of agriculture → Larger population → Independent cities and kingdoms.
Around 3100 BC → King Menes (Narmer) (Upper Egypt) → Unified Upper and Lower Egypt → From king to pharaoh.

Divided into different periods:
- **Early dynastic period** (3100-2600 BCE) – First unification.
- **Old Kingdom** (2600-2200 BCE)
  o Capital: Memphis (Lower Egypt)
  o Great splendour
  o Great pyramids → Khufu, Khafra, Menkaura.
- **First Intermediate Period** (2200-2000 BCE)
- **Middle Kingdom** (2000-1800 BCE)
  o Capital: Thebes (Upper Egypt)
  o Expansion towards the South → Nubia.
- **Second Intermediate Period** (1800-1600 BCE)
  o Hyksos → Conquered Egypt → Capital at Avaris.
- **New Kingdom** (1600-1100 BCE)
  o Capital: Thebes.
  o They conquered Syria and Palestine.
  o Famous pharaohs: Akhenaten, Nefertiti, Tutankhamun, Ramesses II, etc.
- **Late Period** (1100-30 BCE)
  o Division and conflicts.
  o Control of foreign civilizations: Assyrians, Neo-Babylonian Empire, Persian Empire
  o Greeks (332 BC) → Alexander the Great. Ptolemaic dynasty (mix of Egyptian and Greek culture).
  o Romans (30 BC) → Last pharaoh: Cleopatra.

2 THE PHARAOHS AND THE SOCIAL ORGANISATION

2.1 THE PHARAOH: A MESSENGER FROM THE GODS

King of Egypt → Pharaoh (When Upper and Lower Egypt are unified)
He concentrated all the powers → Absolute power.
- Religious → Related with Horus, god of the sky (Horus on Earth) → considered a god.
- Political → Government, laws, justice, organising his properties, irrigation systems, control of tax collection and external trade.
- Military → Head of the army.
- Economic → He possessed all the lands
2.2 THE EGYPTIAN PEOPLE: SOCIETY
Very rigid hierarchy → Depending on social importance.
Privileged minority.
- Upper level: pharaoh, royal family, priests and nobles
  - Political, religious and economic power.
  - Priests: lived in temples, led religious ceremonies, managed temples, etc.
  - High-ranking civil servants: army officials, high administration.
- Scribes: knew how to write and do maths. Managed taxes, supervised construction, etc.
Unprivileged majority.
- Soldiers.
- Artisans and traders: lived in cities, worked in workshops or businesses.
- Peasants: great majority.
- Slaves: foreigners, with the hardest jobs.

2.3 EGYPTIAN ECONOMY
Nile → Source of life → Importance of agriculture and trade
Different activities:
- Agriculture: the most important activity.
  - Irrigated agriculture → systems → Basin irrigation, canals and dams.
  - Land → Belonged to the pharaoh. Part given to nobility and priests.
  - Main crops: cereals (wheat, barley), linen, papyrus, legumes, cotton, etc.
- Livestock farming:
  - Animals: also used in agriculture.
  - Cows, donkeys, sheep, poultry, etc.
- Handcrafts:
  - Pottery, metallurgy, textiles, jewellery, etc.
  - Stone → From Upper Egypt.
- Trade: very important.
  - Exports: cereals and handcrafts.
  - Imports: wood, metals, slaves.

3 EGYPTIAN RELIGION
3.1 EGYPTIAN GODS
Polytheistic religion
Gods → Human and animal features (zoomorphic)
  → Lived in the temples.
Temples → They held the statue of the god, and were the place for rituals and offerings.
Egyptian gods: Ra, Osiris, Isis, Horus, Amun, Hathor, Anubis, Sekhmet, Thoth, Set.

3.2 AFTERLIFE IN EGYPT
Life after death → The soul had to pass the Judgement of Osiris → The heart and a feather were weighted on a balance → If the heart weighed less, eternal life. If more, eaten by Ammit.

THE BOOK OF THE DEAD → Sacred book of the Egyptians. It included formulas for guiding the soul to the eternal life. The process of mummification was also written there.
**Mummification** → Process in which the body of the dead is treated for avoiding decomposition, for its journey to eternal life. Mummy: “Eternal home for the soul”.

### 4 EGYPTIAN ART

#### 4.1 ARCHITECTURE

Main characteristics:
- Material: stone
- Columns for holding the buildings.
- Flat roofs
- Types: tombs and temples.

**Temples**: religious architecture.
Dedicated to the gods.
Different parts: Avenue of the sphinxes – Pylons – Courtyard (open space, enclosed on all its sides) – Hypostyle hall (room with columns) – Shrine (with the image of the god).
Karnak and Luxor. Debod (Madrid).

**Speos**: rock temples (carved in the mountain)
  - Abu Simbel: Ramesses II and Nefertari.

**Tombs**: funerary architecture.
They changed over time.
- Mastaba:
  - Flat-topped pyramid with a chamber underground.
- Pyramid:
  - For pharaohs and family.
  - Passageways and corridors inside.
  - Giza: Khufu, Khafra, Menkaure (Cheops, Chefren and Mykerinos)
- Hypogeum (PL: hypogea)
  - Carved in the mountain, with corridors and funerary chamber.
  - New Kingdom.
  - Tutankhamen.

#### 4.2 SCULPTURE AND PAINTING

**Sculpture**: statues (free-standing) and relieves
Funerary and religious functions.
Pharaohs, gods, nobles.
Idealization, rigidity, arms attached to the body, inexpressive face.

**Painting**: religious and decorative functions, in temples and tombs.
Frontality: arms, legs and head in profile, chest and eye as seen frontally.
GLOSSARY:

Egypt.
River Nile.
Upper Egypt.
Lower Egypt.
King Menes (Narmer).
Old Kingdom.

Middle Kingdom.
Second Intermediate Kingdom.
Hyksos.
New Kingdom.
Late Period.

Alexander the Great.
Pharaoh.
Scribes.
Book of Death.
Mummification.

MAP OF ANCIENT EGYPT:
Complete the map with the following elements, taking into account the image in the blog.

Colour the seas in blue and name them.
Mark the river Nile darker.
Colour the green area around the Nile.
Colour the deserts (very light yellow or so).
Lower Egypt.
Upper Egypt.

Memphis.
Thebes (Tebas/Luxor).
Alexandria.
Nubia.
Abu Simbel.
Giza.
TIMELINE:
Elaborate a timeline with the following periods and dates. Follow the instructions given (ANNEXE I and blog) about how to do a timeline.

Periods:
3200-3100 BCE - Grey
3100-2600 BCE – Early dynastic period
2600-2200 BCE – Old Kingdom.
2200-2000 BCE – First Intermediate Period.
2000-1800 BCE – Middle Kingdom.
1800-1600 BCE – Second Intermediate Period.
1600-1100 BCE – New Kingdom.
1100-30 BCE – Late Period.
31-1 BCE - Grey

Also, mark the following years: 770, 670, 525 and 332 BCE.

TEXT - THE FIRST PHARAOH:

“Excavators working in the ancient town of Hieraconpolis in southern Egypt found an unusual object. Among a cache of sacred relics buried in the remains of an early temple lay a oversized (60 cms) slate cosmetic palette. With carved pictures and rudimentary writing it told the story of the unification of Egypt. One side shows a large figure grasping an enemy by the hair with one hand while raising a mace menacingly with the other. Hieroglyphs over the scene call the man “Narmer”. The reverse side shows Narmer leading a procession of tiny figures carrying banners, while a little man behind him dresses as a priest cradles a pair of sandals.

Most significantly, Narmer wears one kind of crown on one side of the palette and a different crown on the other –distinctive royal hats known as the Red Crown of the North and the White Crown of the South. The pictures narrate Narmer’s leadership of a southern confederation (with processional banners representing various communities) to its successful conquest of the north, a conquest that made Narmer the first ruler of a unified Egypt. Except for a relatively brief period of instability, the country remained a single entity throughout its 3000-year history, but Egyptians never forgot their origins. They always referred to their country as the ‘Two Lands’, and their ruler as the ‘Lord of Upper and Lower Egypt’, a way of acknowledging the indispensable role of the pharaoh in holding a divided country together. Other Egyptian records assign the original pharaoh the name Menes, a different designation for the same man – every pharaoh had at least two names”.  

VIDEO – ANCIENT EGYPT: CRASH COURSE WORLD HISTORY #4:

1. Why does he say that we think of Egypt when speaking about ancient civilisations?
2. What influence did the River Nile have on the vision of life of Egyptians?
3. Did the River Nile make agriculture easy or difficult?
4. Where did Egyptians live?
5. What does "the River Nile was easily tamed" mean?
6. This easy agriculture implies...?
7. Why were people buried with useful things?
8. What could you say about the Old Kingdom?
9. How was the pharaoh seen for Egyptians?
10. Who built the pyramids?
11. Why was Ra important?
12. What did the Hyksos do after conquering Egypt?
13. Why was Hatsepsut different from male pharaohs?
14. Why is Tutankhamen famous?
15. Tutankhamen live more or less at the same time as the pyramids, no?

INVESTIGATE:

Look for information about Egyptian gods and goddesses.
Visit the Ancient Egypt section in the British Museum (London) website for looking for information about their gods and goddesses.

1. Choose one god or goddess among the following: Ra, Osiris, Isis, Horus, Amun, Hathor, Sekhmet, Anubis, Thoth and Set.
2. Write his/her name in your notebook.
3. Write his name in hieroglyphs.
4. Describe how he/she is represented. Does he/she have any particular symbol or symbols? In addition to that, you should draw or print an image of the god or goddess.
5. What powers did he/she have?

There is going to be a question about the god or goddess you have chosen in the test, so you better do it well!
VIDEO AND TEXT - MUMMIFICATION IN ANCIENT EGYPT:

Video "I was mummified"

1. How long does it take for a body to start decomposing?
2. Is there any written formula? How was it passed on?
3. Why was the process of mummification considered necessary for the well-being of Egypt?
4. What is a mummy, according to the video?

The Book of the Dead speaks highly of mummification. Many of the ancient Egyptians followed the Book of the Dead, therefore mummification was necessary when someone passed away to go on to the next world.

Preserving one's body was needed and was a basic funeral practice in ancient Egypt. If the body was not reserved, then the ka (vital essence) would not be able to return to the body and find sustenance. If the body had gone through the normal process and decayed, it would become unrecognizable, therefore the ka would starve and the afterlife of the one who died would be in jeopardy. This means the ancient Egyptians used mummification in order to prevent the body from decaying.

Many look at mummification as just being a technical process in order to fill the body, but the truth is that it was also a ritual process. They were always looking into recreating Osiris, whom was the first original mummy. The “hery seshta” was the individual who was in charge of performing the mummification; this is the one who took the part of Anubis who is the jackal god. The assistant of the mummification process is the “hetemw netjer.” The individual who reading the magic spells during the mummification process was known as the “hery heb.” The one who did the actual removal of the internal organs along with bandaging up the body was called the “wetyw.”

When someone died, he would be taken to the place of purification. This is where he would be washed in natron, which is a solution of carbonate and sodium bicarbonate. After this, he would be taken to the “per nefer” which means the ‘house of beauty’, where the mummification process would be performed. The internal organs of the dead person were taken out, dried, rinsed and then bandaged. The internal organs were put in jars, which would be placed next to the body in the tomb. They would decorate the jars with the “four sons of Horus.” Hapy is the god that had a baboon head and he protected the lungs, Imety protected the liver and he was the human headed god, Duamutef was a jackal headed god and he protected the stomach and Qebehsenuf was a falcon headed god that protected the intestines. Hapy would be pointing North, Imsety pointed South, and Duamutef pointed East and Qebehseenuf pointed to the West.

After the organs were removed and preserved, the natron would cover the corpse and maybe even inserted into the body cavity. During mummification the body was left for about forty days to dehydrate. When the body dried, the stuffing would be removed and the body would be packed with bandages that had been soaked in resin along with other sweet smelling perfumes. After this process, they bandaged up the body, which created the mummy, as we know it today.

(From Egyptian Diamond: http://www.egyptiandiamond.com/ancient-egyptian-mummification.php)
1. Associate the stages of Ancient Egypt and their characteristics.

<table>
<thead>
<tr>
<th>Period</th>
<th>Characteristic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Dynastic Period</td>
<td>Expansion towards Nubia</td>
</tr>
<tr>
<td></td>
<td>Rameses II</td>
</tr>
<tr>
<td></td>
<td>Period of splendour</td>
</tr>
<tr>
<td>Old Kingdom</td>
<td>Unification of Upper and Lower Egypt</td>
</tr>
<tr>
<td></td>
<td>Controlled by foreign empires</td>
</tr>
<tr>
<td></td>
<td>1600-1100 BCE</td>
</tr>
<tr>
<td>Middle Kingdom</td>
<td>Ended with the invasion of the Hyksos</td>
</tr>
<tr>
<td></td>
<td>King Menes (Narmer)</td>
</tr>
<tr>
<td>New Kingdom</td>
<td>Capital in Memphis</td>
</tr>
<tr>
<td></td>
<td>Capital in Thebes</td>
</tr>
<tr>
<td>Late Period</td>
<td>Alexander the Great</td>
</tr>
<tr>
<td></td>
<td>Khufu, Khafra, Menkaura</td>
</tr>
<tr>
<td></td>
<td>Expansion towards Palestine and Syria</td>
</tr>
<tr>
<td></td>
<td>Tutankhamen.</td>
</tr>
</tbody>
</table>

2. Fill the gaps.

- The leader of Ancient Egypt was the ____________________, that is, he controlled both Upper Egypt (located in the _____________ part) and Lower Egypt (located in the ____________). His powers were unlimited since he was considered a ___________, representative of Horus on Earth. Therefore, his powers were not just political and military, but also ________________. He also owned all the lands and the peoples of Egypt, so he held _________________ power. These leaders formed _____________, that is, a succession of kings and queens of the same family.

- The Egyptians used ________________ writing, in which each sign or ‘drawing’ represented one idea. However, they also used a type of syllabic writing called ‘demotic’. They wrote on ________________ scrolls. One of the most important books was the ____________________________, which is a religious text and where the mythological explanation of the process of embalming dead bodies or _____________________ is explained.

- Their religion was ___________________, and some of their gods were Ra, Horus, Osiris, Isis and Anubis. They were all represented with ________________ and ________________ features, and they were involved in mythological stories and lived in the ___________________. Among other beliefs, the Egyptians believed in the afterlife, and for having access they had to go through the ________________ ________________, where the heart of the person was weighted with a feather in the presence of a god for determining whether he would go to paradise or not.
3. Complete the parts of the temple and explain their function.

5. Link each art form with its characteristics.

<table>
<thead>
<tr>
<th>Art Form</th>
<th>Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Painting</td>
<td>Frontality law, Use of columns, Decoration of tombs and palaces</td>
</tr>
<tr>
<td>Sculpture</td>
<td>Speos, Relieves and round bulge, Massive dimensions</td>
</tr>
<tr>
<td>Architecture</td>
<td>Tombs and temples, Idealization, Flat colours, Hierarchical perspective, Mastaba</td>
</tr>
</tbody>
</table>
Ramesses II: new victory

- Our beloved leader, messenger of Horus, has been declared victorious
- Hittites defeated at Kadesh
- Muwatalli II: “hard blow, expect recovery”

AHMOSE KHANEFERUMUT
Kadesh, Syria

Our leader and guide, the pharaoh Ramesses II, the greatest and most celebrated among the leaders of Egypt, has emerged triumphant in his campaign against the Hittites, led by king Muwatalli II. The final step of this tremendous achievement has been the impressive counterattack in the battle that has taken place at the city of Kadesh, in Syrian territory. Only one month after leaving our fatherland, the glorious Ramesses II and his four divisions faced the rival armies. Despite an initial surprise inflicted by the Hittite armies, the head of our country called upon his god Amun. This marked a turn of events, first by Ramesses fighting to save himself and then personally leading charges against the opposing troops. The damaged caused by the first blows meant that the Hittite division of charioteers was unable to confront the enemies in its full potential. However, the strength of the Egyptian army was clear from the moment the other three divisions stepped into action. The personal guard of our pharaoh, along with the Amun division and the remaining units of the Tithe began the attack while the Hittites tried to plunder our camp. The help of our gods, and most specially of Amun and Horus, made possible the final defeat of Muwatalli II.

I have hastened to you, Ramesses Mumun. Behold! I stand with you.” These words were the message Amun sent to the great Ramessites during the battle, indicating that his “arm is strong above the hundreds of ten thousands who against you do unite.”

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Official reports indicate that because of the impossibility of a long siege to the city of Kadesh, the Egyptian armies will soon proceed to return home. “We do not expect the Hittites to bother us for the foreseeable future.”

A MAJESTIC TRIUMPH. Our pharaoh Ramesses II during action yesterday at Kadesh. Chariots have proved definitive for the Egyptian victory. / KAWAB MERIMUT

EDITORIAL P. 6
MORE ON PAGES 1-4

PYRAMIDS: refurbishment or destruction
Ancient funerary buildings need attention o Sphynx damaged

SAHURE SEWADJTU
Memphis (Lower Egypt)

The popular pyramids of pharaohs Khufu, Khafre and Menkaure, located in Giza (near Memphis, in northern Egypt) are under lots of pressure due to the desert winds, according to preservation experts. Latest strong winds from the west have severely damaged the external limestone casing. “If we do not act immediately we may suffer the destruction of some of the most significant works of our history”, Senedjimut Ini, head of the Giza Pyramids Preservation Society, has declared. The problems seen in these structures do not represent a danger for the near future. After all, the pyramids were raised for the eternal lives of pharaohs of the fourth dynasty (2613 to 2494 BCE), and they reflect the know-how of traditional resistant architecture. The more than 1000 years that they have been guarded by the Great Sphynx ordered by pharaoh Khafre are a guarantee of durability, but preservation for future generation of Egyptians -and the rest of the world- is necessary.

It the Great Sphynx of Giza the first to show serious damage, mostly in the area of the nose of the figure. Earthquakes, considered the ‘hammer of god’, have been specially destructive of our ancient heritage, mostly after the one suffered in the 19th century BCE. “We do not want to lose another Hieracodiptes”, the experts defended. The capital of pharaoh Narmer (32nd century BCE) is now lost due to inadequate maintenance and the plundering of greedy foreigners.

PAGE 29

SHU MANUASHARUDU I, new Assyrian leader
NODJMET WAHIBRE
Nimrud, Assyria

The succession to the throne of the Assyrian Empire has been made official after Adadnirari I’s death two months ago. His son Shulmanuasharedu will be crowned in a lavish ceremony next Thursday hosted in the Royal Palace of Nimrud, the Assyrian capital since Assur lost power and the previous king decided the new location for his headquarters. “Sharru Rabu”, as the late king liked being called, was characterized by a very combative spirit, trying to reach allies in the area after defeating the armies of the Kassites, Qutum and Shubur. His son and heir, who is also receiving the name of Shalmaneser I, is expected to follow this trend. Some sovereigns have expressed concerns over his policies, while other leaders such as the king of Mycenae (Greece) have already sent their best wishes to the new leader, celebrating the peaceful succession to the throne and desiring peace for the Fertile Crescent.

CENSUS: less slave, more peasants.
New data about Egyptian population revealed yesterday. Priests and nobility are stable, while foreigners also grow.

JEWELLERY FOR A BETTER AFTERLIFE
BEST PRICES IN THEBES!
UNIT 5
GREECE AND THE HELLENISTIC WORLD

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1 THE NATURAL ENVIRONMENT OF THE GREEKS

Ancient Greece → South-eastern Europe → Eastern Mediterranean.

Greek territories:
- Southern Balkan peninsula.
- Peloponnese peninsula.
- Islands in the Aegean and Ionian Sea.
- Coasts of Asia Minor (Anatolian Peninsula)

Influence of the natural environment:
- Close to the sea → Important for Greek life, communications, trade, etc.
- Very mountainous → Difficult land communications, difficult for agriculture, and organization into different independent city-states (poleis).
  - Poleis (SG: polis): independent city-state, formed by the urban centre and the land around it.
  - Each had a different system of government, laws, army, currency, etc.
  - They were never a unified state, but they shared elements: geographical space, way of life, culture, language, religion, etc. → Helladic culture.

Ελλάς - Hellas

They spread across the Mediterranean Sea → Colonies.
West – Iberian peninsula: North – Southern Europe and Black Sea; East – Palestine; South – North Africa → Origin of Western civilization

2 HISTORICAL EVOLUTION OF ANCIENT GREECE

Greek civilization → 8th to 1st centuries BCE.
Three periods: archaic, classical, hellenistic.

2.1 THE ORIGINS OF GREEK CIVILIZATION

- Bronze Age: Minoan Civilization (3000-1500 BCE)
  - Crete.
  - Splendour → King Minos at the Palace of Knossos.
  - Economy based on trade.
- Iron Age: Mycenean Civilization (1500-1200 BCE)
  - Around Mycenae (city-state in the eastern Peloponnese).
  - Focused on war, with fortified cities.
  - Trojan War in this period.
- 1200-750 BCE → Greek Dark Age
  - Little information about the period.
  - Political, cultural and economic decline.
  - Dorian invasion.
2.2 THE ARCHAIC PERIOD (8TH-6TH BCE; 776-490 BCE)

Development of the poleis, evolution of social groups and colonisation of the Mediterranean.

- **Social groups:**
  - Aristocrats (Aristoi – The best, the richest). Economic and political power.
  - Free people: majority. Lived modestly.
  - Foreigners and liberated (freed slaves): limited rights.
  - Slaves: not free.

- **Colonisation:** great migrations → Established along the Mediterranean and Black Sea.
  - Causes: Higher population → Not enough farmland to feed everyone and poor distribution of land.
  - The colonies installed the same social and political system of the metropolises. Based on trade.
  - Consequences → Greek culture spread → Use of iron, currency, the alphabet, urbanism, arts, etc.

2.3 CLASSICAL GREECE (5TH-4TH BCE; 490-338 BCE)

Greatest splendour of Greek civilisation, and the poleis of Athens and Sparta were the most important.

490 and 338 BC

**THE GREECO-PERSIAN WARS (490-480 BC)**

Military conflict
Greeks Vs Persians
For the control of Asia Minor.

Greeks → United against the Persians. Athens very important.
Battles: Marathon (490 BC) and Salamina (480 BC).

Greeks won.

After the war → Two groups: Delian League (controlled by Athens) and Peloponnesian League (Sparta) → Rivalry led to war.

Athenian splendour (Pericles)

**THE PELOPONNESIAN WARS (431-404 BC)**

Rivalry between Athens and Sparta → Civil war
Sparta won → Imposed its system of government in Athens.

Greece was weakened.

2.4 THE HELLENISTIC PERIOD (4TH-1ST BCE; 338-30 BCE)

4th century BCE → Kingdom of Macedon (North of Greece) → Territorial expansion in Greece.
359 BCE → Philip II of Macedon conquered the Balkans and the Peloponnesian.
336 BCE → Alexander the Great succeeds his father to the throne → Continues territorial expansion.
  - Egypt, Anatolia, Syria, Mesopotamia, Persia, until India → Greatest empire of the ancient world.
323 BCE → Alexander died in Babylon, but without a successor → Division into Hellenistic kingdoms (hereditary monarchy).
  - Egypt (Ptolemaic), Macedonia and Greece, and the rest.
  - They developed industry and trade, founded cities, and expanded Greek culture.

146 BCE → Macedon is conquered by the Romans → Greece under Roman control.
3 POLITICAL, SOCIAL AND ECONOMIC ORGANISATION IN THE POLEIS.

3.1 POLITICAL SYSTEMS IN ANCIENT GREECE: ATHENIAN DEMOCRACY.

There were different political systems in ancient Greece. The most important were those of Athens and Sparta: democracy and oligarchy.

ATHENIAN DEMOCRACY

Demos (people) + krátoς (power) ➔ Power by the people

Created to avoid the abuses of the aristocracy after numerous social revolts by Solon the lawmaker (6th century).

Institutions in Athenian democracy:

- **Assembly (Ekklesia)** ➔ Held power.
  - Meeting formed by Athenian citizens (male, older than 18, sons of Athenians, etc.). No women, foreigners (metics), slaves or children.
  - They discussed and voted the laws.
  - They chose representatives: Boule and magistrates.

- **Boule (Council of the 500)**
  - Chosen among the members of the ekklesia by drawing lots (sortition).
  - They prepared the law and issues to discuss in the assembly.

- **Magistrates (Judges)**: they executed the decisions of the assembly, and they were in charge of administration and the army.
  - Archons (courts of justice), strategoi (military issues) and treasurers.

- **Heliaia** (Supreme Court) – For delivering justice.

OTHER POLITICAL SYSTEMS:

Sparta ➔ Oligarchy ➔ Oligos (The few ➔ The rich) + archos (Rule) ➔ The rule of the few

Power ➔ Minority of people with large properties (aristoi ➔ The best)

3.2 LIFE IN THE POLEIS.

Characteristics of the Greek poleis:

- **Parts:**
  - **High city**: Acropolis ➔ High place, where the city was founded. Defensive (walls) and religious (temples) functions.
  - **Low city**: housing, economic, political and social activities.
    - Agora: main public space in Greek poleis. Open square with different functions: economic (market), political (place for the assemblies) and social (gathering place).
  - **Surrounding territories**: settlements, farmland and pastures.

3.3 SOCIAL ORGANISATION IN ANCIENT GREECE.

Divided into two basic groups, depending on their rights: citizens and non-citizens.

- **Citizens**: they could participate in political life.
  - Athens: free men, older than 18, with Athenian parents.
  - Sparta: involved in military training.

- **Non-citizens**: they cannot participate in political life.
  - Women: they could be free or slaves. Always subjected to the male (father or husband).
  - Foreigners: they were free, they worked as artisans or merchants. Metics in Athens, perioioci in Sparta.
  - Slaves: not free, no rights.
4 GREEK CULTURE AND RELIGION

4.1 GODS, HEROES AND MYTHS: GREEK RELIGION.

Polytheistic religion.

Mythology ➔ Collection of myths and tales about the gods and heroes.

Gods: They lived on Mount Olympus, and had supernatural powers: immense power over nature and man’s destiny.

- Anthropomorphic.
- Virtues and defects as humans, but immortal.

Heroes: more than humans, less than gods (born of a deity and a mortal).

- Mortal, and able to perform incredible deeds.
- Heracles (Hercules), Achilles, Perseus, Theseus, Ulysses, etc.

RITUALS:

Worship at home, in the temples and in sanctuaries.

- Home: prayers to the household goddess (Hestia)
- Temples: Offerings, prayers and sacrifices directed by the priests and magistrates.
  - Each polis had a founding god and guardian spirit ➔ Athens: Athena.
- Sanctuaries: meeting of several Greek poleis. Theatre and sports.
  - Olympic Games ➔ In Olympia, from 776 BC every four years.
    - In honour of Zeus.
- Oracles: messages of advice of the gods. Interpreted by priests and priestesses.

4.2 GREEK CULTURE.

LITERATURE:

- Epic poems: The Iliad and The Odyssey (Homer)
- Theatre: tragedies and comedies.
  - Public spectacles, free. Very important in Greek life.

PHILOSOPHY (Love for knowledge) and SCIENCE:

Rational thinking, not only religious ➔ Science ➔ Method for reaching knowledge.

- Philosophy: Socrates, Plato, Aristotle.
- Mathematics: Pythagoras
- Physics: Archimedes
- Astronomy and Geography: Eratosthenes
- Medicine: Hippocrates
- History: Herodotus

5 GREEK ART

Main characteristics:

- Proportion ➔ Relationship between the parts of a whole.
- Visual balance.
- Reference ➔ Human body.
- Looking for beauty.

5.1 ARCHITECTURE.

Main characteristics:

- Human scale ➔ Not massive dimensions
- Material: marble
• Double-sloped roofs
  o Tympanum (space in the centre of the triangle \(\rightarrow\) decorates)
• Columns \(\rightarrow\) Orders: rules for the distribution and proportions of the parts of the building.

<table>
<thead>
<tr>
<th>DORIC:</th>
<th>IONIC:</th>
<th>CORINTHIAN:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Simple, column with no base</td>
<td>Lighter, and decorated.</td>
<td>Very ornate, decorative. Capital with acanthus leaves.</td>
</tr>
<tr>
<td>PEDIMENT (\rightarrow) With tympanum</td>
<td>PEDIMENT (\rightarrow) With tympanum.</td>
<td>PEDIMENT (\rightarrow) With tympanum</td>
</tr>
<tr>
<td>ENTABLATURE (\rightarrow) Cornice, frieze with triglyphs and metopes (with relieves), and architrave.</td>
<td>ENTABLATURE (\rightarrow) Cornice, smooth frieze with relieves and architrave.</td>
<td>ENTABLATURE (\rightarrow) Cornice, smooth frieze with relieves and architrave.</td>
</tr>
<tr>
<td>COLUMN (\rightarrow) Smooth capital, shaft, no base.</td>
<td>COLUMN (\rightarrow) Capital with volutes, taller shaft, base.</td>
<td>COLUMN (\rightarrow) Capital with acanthus leaves, taller and thinner shaft, base.</td>
</tr>
<tr>
<td>PLATFORM</td>
<td>PLATFORM</td>
<td>PLATFORM</td>
</tr>
</tbody>
</table>

• Types of buildings:
  o **Temples:** dedicated to the gods.
    - Most important building.
    - Held the statue of the god.
    - On a platform.
    - Rectangular floor plan.
    - Parts: Platform, colonnade (peristyle), pronaos, naos (Cella), opistodomos.
      If surrounded by one row of columns: peripteral.
      If 4 columns at the front: tetrastyle; 6 hexastyle; 8 octastyle...
  Examples:
    - Acropolis (Athens): Parthenon, Erechtheum, Athena Nike – 5\(^{th}\) c. BCE.
    - Temple of Olympian Zeus (Athens) - 2nd c. BCE.
    - Temple of Hera (Paestum, Italy).
  o Tombs: Mausoleum in Halicarnassus.
  o Theatres:
    - On a hill.
    - Stands, orchestra (for choir) and stage.

\[ \textbf{5.2 SCULPTURE.} \]

Main characteristics \(\rightarrow\) Human form \(\rightarrow\) Ideal of beauty, proportion and balance \(\rightarrow\) Canon.  
Themes: gods, heroes, athletes, mythological scenes, fights, etc.  
Material: Stone (marble).

a. **Archaic sculpture** (7\(^{th}\)-6\(^{th}\) centuries BC)
  o Rigid figures, schematic.
  o Archaic smile \(\rightarrow\) Flat, unnatural.
  o *Kouros* (athletes) and *kouroi* (female)
b. **Classic sculpture** (5\(^{th}\)-4\(^{th}\) centuries BC)
  o Naturalism, realism, balanced movement... looking for beauty.
  o 5\(^{th}\) BC: Myron (Discobolous), Phidias (Parthenon \(\rightarrow\) Tympanum and Frieze) and Polycleitus (Diadumenes).
c. **Hellenistic sculpture** (From 3rd century BC)
   - Greater movement and emotions. Dramatic scenes.
   - Laocoon and his sons, Aphrodite of Milos, Nike of Samothrace.

---

**GLOSSARY**

<table>
<thead>
<tr>
<th>Hellas</th>
<th>Greco-Persian Wars</th>
<th>Acropolis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Polis</td>
<td>Peloponnesian Wars</td>
<td>Agora</td>
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<tr>
<td>Minoan civilisation</td>
<td>Hellenistic Age</td>
<td>Citizens</td>
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<td>Mycenaean civilisation</td>
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<td>Greek Dark Age</td>
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<td>Archaic Age</td>
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<tr>
<td>Colonisation</td>
<td>Boule</td>
<td></td>
</tr>
<tr>
<td>Classical Age</td>
<td>Oligarchy</td>
<td></td>
</tr>
</tbody>
</table>

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**VIDEO – THE PERSIANS AND THE GREEKS: CRASH COURSE WORLD HISTORY #5:**

1. Why is the image we have of the Persians so negative? Does it correspond with how they actually were?
2. What were the Greeks in Anatolia called? What war began because of trying to control them?
3. What was the name of the Persian religion? How was it?
4. What are the symbols of the moment of splendour in Ancient Greece?
5. How were the Greeks politically organized?
6. What can you say about the Persian Wars?
7. How was the organization of Sparta? Why did they fight the Athenians? In what conflict?
**MAP:**

Complete the map with the following elements. Check the blog for reference.
- Seas (in blue): Ionic Sea, Mediterranean Sea, Aegean Sea, Sea of Marmara
- Landforms: Balkan Peninsula, Peloponnese Peninsula, Asia Minor, Crete, Mount Olympus.
- Cities: Sparta, Myceneae, Athens, Thebes, Delphi, Troy, Knossos, Miletus.

**TIMELINE:**

Draw a timeline with the following periods and dates of ancient Greece. Follow the instructions given in the blog about how to do a timeline.


Since it just comprises from 800 to 100 BCE, it’s only 700 years. Therefore, use about 4 cms per century when doing the timeline in your notebook. Use one colour for the Archaic Period, another for the Classical Period, and another for the Hellenistic period. In addition to that, add two or 3 main characteristics of each of the periods. Specify what happened in the dates whenever it is possible.
VIDEO – WHAT DID DEMOCRACY REALLY MEAN IN ATHENS?

1. What does “democracy” mean to ancient Athenians?
2. Who could attend the Athenian assembly, or ekklesia?
3. What was the role of the Council of 500?
4. How was the Council of 500, or Boule, selected?
5. Which office was filled by election and why?
6. Who was eligible to hold political office and who was not?

REVISE:

1. Complete the diagram about the political system of ancient Athens.

2. Link the periods of Ancient Greece and their characteristics, characters and dates.

**Minoan civilisation**
- Pericles
- Colonisations
- Crete
- Greco-Persian Wars
- Mycenae
- 776 – 490 BCE
- We have very little information
- Alexander the Great

**Mycenaean civilisation**
- 490 – 338 BCE
- Power of Athens and Sparta
- Palace of Knossos
- Philip II
- Dorian invasion

**Greek Dark Age**
- 338 – 146 BCE
- Athenian democracy
- Peloponnesian Wars
- King Minos
- Beginning of the Olympic Games

**Archaic Period**

**Classical Period**

**Hellenistic Period**

---

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3. Complete the table with the conflicts during the Classical Period.

<table>
<thead>
<tr>
<th></th>
<th>PERSIAN WARS</th>
<th>PELOPONNESIAN WARS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contenders</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dates</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Causes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Important battles</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Consequences</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. Identify the parts of the Greek polis.
   a. Acropolis
   b. Housing
   c. Crops
   d. Port
   e. Agora
   f. Walls
INVESTIGATE:  
Look for information about Greek Mythology.

Pick one of the Δωδεκάθεον (Dodekatheon -> Olympian Greek god), and look for some information on Ancient Greece section of the British Museum website. The gods of the Δωδεκάθεον were Zeus, Hera, Poseidon, Demeter, Athena, Apollo, Artemis, Ares, Aphrodite, Hephaestus, Hermes, Hestia, Dionysus, Hades and Persephone.  
As you may recall from Geometry, the prefix ‘dodeka/dodeca’ means 12, and you see 15 gods in this list. That is because it changed at some points, with Hades excluded many times because of living in the underworld, not on Mount Olympus.

1. Choose one god or goddess.
2. Write his/her name in your notebook, and also in Greek! (Ζεύς is the ancient Greek for Zeus, for instance).
3. Describe how he/she is represented. Does he/she have any particular symbol or symbols?
4. What powers did he/she have?
5. Which name is his/her Roman equivalent?
6. Find an image of the god or goddess of your choice
7. In addition to that, you should draw or print an image of the god or goddess. Try finding it in Madrid, mostly at the Museo del Prado website?

Again, there is going to be a question about this in the test, so you better do it well!

PROJECT - DAILY LIFE IN ANCIENT ATHENS

In groups of 4, you have to create a poster (digital or cardboard) explaining everyday life of citizens in ancient Athens. You are required to explain housing, daily activities, food, leisure, etc. Also, you should emphasize the differences among the different members of a family.

The grade will be based on accuracy to historical reality, originality, aesthetics and writing.

Plagiarism –copying literally or translating from sources such as books and websites- means the failure of this assignment (0 as grade)

MINOS, KNOSSOS, CRETE AND MYTHS

The island of Crete is a place of many myths. King Minos (of the Minoan civilisation) is present in a couple of the most famous, mixing life in the palace of Knossos, a labyrinth and... a Minotaur, very scary creature with human body and the head of a bull.  
Here you have a brief story about the myths of Icarus and Daedalus, and one about Theseus and the Minotaur.  
“Many years ago, King Minos lived on an island in the Mediterranean Sea called Crete. He asked a famous Athenian engineer named Daedalus (who lived in Crete with his son Icarus) to build a wonderful palace for him. Daedalus and Icarus worked very hard, day and night. Finally, they built the huge palace of Knossos for King Minos and Queen Pasiphae, who liked it very much. Next to it, they built another palace with a lot of rooms: the labyrinth. Its basic function was to hold a Minotaur -a monster with a man’s body and a bull’s head. After some years, Minos’s son Androgenus was killed by some Athenians because they were jealous of his success. Furious, Minos sailed to Athens to avenge the death of his son. He sieged the town and forced the Athenians to send seven young men and seven young women to Crete every seven years for feeding the Minotaur as sacrifice. That was their fine for their defeat.
For the third sacrifice, Theseus, the son of the King of Athens, volunteered to go to Crete as one of the seven young men and the seven young women, but with the intention of killing the Minotaur. As he arrived in Crete princess Ariadne -Minos’s daughter- fell madly in love with him, so she offered to help Theseus kill the Minotaur and get out of the labyrinth.

Ariadne gave Theseus the secret for the most difficult task, which was finding the way out: she gave him a ball of thread, which he could use for tying one end to the door so once it was closed he could unroll the thread as he moved through the building. That way, Theseus, after killing the Minotaur, could find his way back and escape by boat to Athens with Ariadne and the children that were going to be offered to the Minotaur.

King Minos was extremely angry because of the death of his Minotaur. He accused Icarus and Daedalus of helping the Athenians. King Minos punished the innocent Daedalus by imprisoning him and his son Icarus inside the labyrinth.

One day Daedalus noticed birds flying overhead. This gave him an idea for escaping: wings. They needed wings. Daedalus began to gather all the bird feathers he could find and glued them together with wax. When two pairs of wings were ready, Daedalus fastened the wings to their arms, and advised Icarus not to fly too close to the sun, nor too close to the sea.

They flapped their wings and took to the sky through a high window. They left their prison and the island of Crete far behind them, but Icarus wasn’t careful: he flew very close to the sun and the wax of his wings started to melt. Icarus kept flapping his wings but soon realized that he had no feathers left and that he was only flapping his bare arms, and as a result Icarus fell into the sea that carries his name: Icarian Sea”

REVISE THE CLASSICAL ORDERS IN GREEK ARCHITECTURE:

1. Identify the following elements in the columns:

   2. Frieze
   3. Base
   4. Smooth capital
   5. Triglyphs
   6. Platform
   7. Shaft
   8. Voluttes
   9. Architrave
   10. Entablature
   11. Metopes
   12. Voluttes
   13. Cornice
2. Link each capital with its architectonical order.

A B C

**GREEK TEMPLES:**
Draw the floor plan of a Greek temple with the following characteristics: rectangular, peripteral, octastyle, on a platform.

**REVISE GREEK SCULPTURE**
Explain in an informative text the differences among the following three sculptures, including their identification and period.
REVISE THE CULTURAL INHERITANCE OF THE GREEKS

Link the columns about the cultural contributions of the Greeks, the main characters and the ideas.

<table>
<thead>
<tr>
<th>Category</th>
<th>Character/Invention</th>
</tr>
</thead>
<tbody>
<tr>
<td>Philosophy</td>
<td>Herodotus</td>
</tr>
<tr>
<td></td>
<td>- H²=x²+y²</td>
</tr>
<tr>
<td>Medicine</td>
<td>Homer</td>
</tr>
<tr>
<td></td>
<td>- Oedipus Rex</td>
</tr>
<tr>
<td>Geography</td>
<td>Archimedes</td>
</tr>
<tr>
<td></td>
<td>- They reflected on human existence, the truth,</td>
</tr>
<tr>
<td></td>
<td>- morality, etc.</td>
</tr>
<tr>
<td>History</td>
<td>Hippocrates</td>
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<tr>
<td></td>
<td>- Heliocentric theory</td>
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<tr>
<td>Epic poetry</td>
<td>Eratosthenes</td>
</tr>
<tr>
<td></td>
<td>- The adventures of Ulysses (Odysseus)</td>
</tr>
<tr>
<td>Tragedy</td>
<td>Aeschylus,</td>
</tr>
<tr>
<td></td>
<td>- Measuring the circumference of the Earth</td>
</tr>
<tr>
<td>Theatre</td>
<td>Menander</td>
</tr>
<tr>
<td></td>
<td>- Religious function, honouring Dionysus</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Pythagoras</td>
</tr>
<tr>
<td></td>
<td>- Description of the peoples of Antiquity</td>
</tr>
<tr>
<td>Physics</td>
<td>Plato</td>
</tr>
<tr>
<td></td>
<td>- Investigated the causes of illnesses of the body</td>
</tr>
<tr>
<td>Astronomy</td>
<td>Sophocles</td>
</tr>
<tr>
<td></td>
<td>- Why do bodies float?</td>
</tr>
<tr>
<td></td>
<td>Aristarchus of Samos</td>
</tr>
</tbody>
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UNIT 6
ANCIENT ROME

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1 THE FOUNDING OF ROME AND THE MONARCHY

1.1 THE FOUNDATION OF ROME.

Rome ➔ One of the greatest civilisations in history.
Based and founded in the city of Rome:
- On the banks of the river Tiber
- In the Italian peninsula
- Central Mediterranean ➔ strategic position.

8th century ➔ Foundation of Rome.
Italian peninsula ➔ Etruscans in the north and centre
- Latins in the centre
- Greeks in the south
753 BCE ➔ Rome was founded.
- Legend of Romulus and Remus.
- Some Latin tribes settled around the seven hills, next to river Tiber ➔ Good position
because:
  • Defence: hills and river
  • Sea trade: near the end of the river.
  • Land route: crossroads.

History of Ancient Rome ➔ Divided into different periods: monarchy, republic and empire.
Between the 8th century BC until the 5th century AD.

1.2 THE MONARCHY (753-509 BCE)

Monarchy ➔ King:
- Absolute power: government, religion and head of the army.
- Elected by the most important families.

7 kings: 4 Latin kings, 3 Etruscans (6th century)
509 BC: Tarquin the Proud (Etruscan king) was expelled by a revolt (deposed by a rebellion).

2 THE ROMAN REPUBLIC (509-27 BCE)

2.1 POLITICAL SYSTEM AND INSTITUTIONS

Republic: System of government in which power is held by a person elected by the citizens for a limited period of time.

Res publica (‘The public affairs’)
Motto ➔ SPQR ➔ Senatus populusque Romanus ➔ The Senate and the People of Rome
Political power ➔ Shared among several institutions: the Senate, the magistrates and the people’s assembly.

- Senate ➔ 300 members (former magistrates)
  o The most important institution.
  o Functions:
    ▪ Responsible for foreign policy
    ▪ Control over laws, army, religion, etc.

- Magistrates ➔ Carried out the government duties.
  o 2 consuls ➔ the most important magistrates.
Government and army → two consuls were elected each year, serving together, each with veto power over the other’s actions.
- Assemblies of citizens (comitia) → All Roman citizens.
  - Voted the laws, elected magistrates.

2.2 SOCIAL CONFLICTS: THE FIGHT OVER POLITICAL RIGHTS

Two social classes (in addition to slaves):
- Patricians → Political and economic power.
- Plebeians → Majority of the population. Lived modestly, no political rights.

5th to 3rd century BCE → the plebeians fought for equal political rights → they got:
  - Two new magistrates, looking after their interests: Plebeian tribune and aediles.
  - Access to magistracies.
  - Right to choose consuls.
  - Social rights: abolition of slavery for accumulating debts.
However, no redistribution of wealth.

2.3 THE TERRITORIAL EXPANSION OF ROME

During the republic → Great expansion:
- Italian Peninsula: 4th-3rd BCE.
- Western Mediterranean: Punic Wars (264-146 BCE).
  - Against Carthage
  - For the control of the Mediterranean Sea.
  - They conquered the Iberian Peninsula from 218 BCE (finished in 19 BC).
Before Punic Wars: Rome only controlled the Italian Peninsula. 146 BC: also North-west Africa and Iberian Peninsula.
- Eastern Mediterranean: Macedonia, Greece and Syria (2nd BCE-2nd AD)
  - Egypt: 30 BCE.


2.4 THE END OF THE REPUBLIC

Internal instability because of social conflicts → More power to army generals → Generals fought over the power → Julius Caesar named dictator (one person holds absolute power) in 48 BCE → Assassinated in 44 BCE → Civil War (Octavian, Marc Anthony and Lepidus) → End of Republic → EMPIRE.

3 THE EMPIRE (27 BCE-476 AD)

27 BC → ROMAN EMPIRE
The Senate gave Octavian (Augustus) political and religious powers → New political system → EMPIRE.* Emperor: all the powers.
  - Head of the Senate.
  - Head of the Army.
  - Pontifex maximus (main priest).
  - Directed foreign policy.
  - Established the laws.
  - Lifetime power. He named his successor.
* Senate: Accepted the decisions of the emperor. 
Maximum territorial expansion. Empire divided into provinces.

### 3.1 THE HIGH ROMAN EMPIRE (1ST TO 3RD CENTURIES AD)

Most prosperous period, long period of stability and maximum territorial expansion. 

Characteristics:
- **Pax Romana** (Roman Peace): long period of peace, stability and territorial control, which allowed economic, political and social development.
- **Territorial expansion**
  - Around the Mare Nostrum (Mediterranean Sea)
  - Europe: British Isles to Greece. Northern border: Rhine and Danube rivers.
  - Africa: North-west (Mauretania), Libya and Egypt.
  - Western Asia: Syria, Mesopotamia and Anatolia.
- **ROMANISATION**: process of assimilation of the conquered peoples into the Roman political, social, economic and cultural way of life.

Main features of the Romanisation: Latin language, life in cities, introduction of Roman law and government, adoption of Roman social organisation, Roman religion and culture, etc.

### 3.2 THE LOW ROMAN EMPIRE (4TH-5TH CENTURIES AD)

Crisis of the 3rd century → Causes:
- Expansion stopped.
- Barbarians (foreigners from the north, Germanic peoples) → Attacked.
- Corruption, political crisis, civil wars.
- Insecurity → Less trade → People leave the cities → Ruralisation.

330 → Constantine the Great founded Constantinople (former Greek colony of Byzantium, modern-day Istanbul) and made it the capital of the empire. 

395 → Theodosius the Great divided the Empire: 
* Western Roman Empire: capital in Rome → Lasted until 476. 
* Eastern Roman Empire: capital in Constantinople → Byzantine Empire → Lasted until 1453.

5th CENTURY

Germanic peoples (Visigoths, Suebics, Vandals, Alans) invaded some areas of the Empire → Allegiances with Rome (settling in regions in exchange of military help).

476 AD → Odoacer (Ostrogoth) deposed Romulus Augustulus → End of the Western Roman Empire.

### 4 ROMAN SOCIETY AND ECONOMIC ACTIVITIES

#### 4.1 SOCIETY

Roman society can be divided into free people and non-free people, or into citizens and non-citizens:
- **FREE PEOPLE**
  - **Patricians:**
    - Rich nobles.
    - Political rights.
  - **Plebeians:**
    - Farmers, traders, craftsmen, etc.
    - No political rights until 5th century BCE.
Foreigners:
- Free people, but limited rights.
- Liberti (freed slaves)

NON-FREE PEOPLE
- Slaves: considered property, not people.
  - Hardest works, no rights.
  - Very important for Roman economy.

Women → Subjected to the father or husband (*pater familias*). Some rights, but no political participation. Patriarchal society.

DIVISION INTO CITIZENS (Patricians and plebeians) AND NON-CITIZENS (Foreigners, Liberti, Women and Slaves).

### 4.2 ROMAN URBANISM AND CITIES

Many new cities all across the empire → Centres of political, economic and cultural life.

Rome → Largest and most important city.

- City planning (Urbanism) → Rectangular cities, with grid system
  - Cardo (North-South street)
  - Decumanus (East-West street)
  - Forum → At the intersection of the *cardo* and *decumanus*.
    - Centre for politics, culture and society. Main public space.
    - The most important buildings and monuments.

- Housing
  - Domus → for rich people.
    - One family in each house
    - Rooms around a central courtyard (*atrium*)
  - Insulae
    - Building with apartments
    - Generally rented
    - Low quality

### 4.3 ROMAN ECONOMY

Roman civilisation → Centred in cities → Importance of trade

ROME → Capital of the Ancient World.

Everything organised around Rome.

**AGRICULTURE**

- Many different products → Depending on the province in the empire
  - Cereals, grapes, olives, fruits, etc.

New farming techniques, and improvements of previous techniques:
- Irrigation
- Roman plough
- Crop rotation → One part of the land is left fallow (not cultivated) for resting and recovering minerals

Farms:
- Large properties: belonged to rich citizens and the State.
  - Large villas
  - Worked by slaves and tenant farmers.
  - Production sold.
- Small properties: belonged to peasants. Subsistence.
CRAFTWORK
In cities → workshops with a shop for selling the products
Textiles, furniture, weapons, jewellery, pottery, etc.
Also, food production → Oil, wine, bread, etc.
Small workshops (organised in collegia [associations]) or large workshops worked by slaves.

TRADE
The most important activity
Internal and external trade
- Internal trade (with other provinces of the empire) → Favoured by the sea and land routes, and the use of money
  Each province specialised in different products (Hispania: wheat, olives, wine, garum [fermented fish sauce], metals, etc.). All products were taken to Rome.
    o Roads: network reaching all the parts of the empire.
    o Mare Nostrum (our sea) → Very important for sea trade.
- External trade (outside the empire)
  o Imports
    ▪ Northern Europe: amber, wheat and slaves
    ▪ Africa: Slaves, gold, ivory, gems, etc.
    ▪ Asia: spices, silk, perfumes, etc.

5 RELIGION AND CULTURE IN ROME

5.1 ROMAN GODS AND WORSHIP
Official religion → Polytheistic. They assumed the practices of conquered peoples (Greeks and Etruscans).
Imperial cult → Some emperors were considered divine and were worshipped → Loyalty to Rome.

5.2 CHRISTIANITY
Beginning of the Empire (1st century AD) → Christianity emerged in Palestine, following Jesus of Nazareth.
Main ideas:
- Monotheism → They did not adore the emperor → Prosecutions and punishments.
- Love and forgiveness, equality among peoples, eternal afterlife

313 AD → Edict of Milan (Emperor Constantine the Great) → Freedom of worship in the empire
380 AD → Emperor Theodosius the Great proclaimed Christianity as the official religion of the Roman Empire.

5.3 ROMAN CULTURE
Language → Latin. Spoken all over the empire → Vehicle of culture.
Main contributions:
- Philosophy: Seneca, Cicero
- Literature: Virgil.
- History: Julius Caesar, Tacitus, Plutarch.
- Medicine: Galen
- Julian calendar (365 days in 12 months starting in January, leap year every four years, etc.).
6 ROMAN ART

6.1 ARCHITECTURE

Characteristics:
- Great builders → Architecture and engineering → Objective → Practical and functional structures.
  - They privileged the function, rather than the aesthetics.
  - Very big buildings (monumental) → Symbol of power.

Materials: stone, bricks, wood, mortar, concrete, etc.

Elements:
- Semi-circular arches.
- Barrel vaults.
- Composite columns (Ionic + Corinthian orders).
- Domes → for covering large spaces.
- Decoration: paintings and mosaics.

Typologies:
- Religious: temples (rectangular or circular, with Greek influence)
  - Pantheon: temple for all the gods. 2nd century AD. Large dome, and front as a Greek temple.
  - Maison Carrée (Nimes) → On a podium.
- Political and economic:
  - Curia (meeting-house of the Roman senate) and basilicas (meetings, trials and commercial activities).
- Leisure activities:
  - Theatres → Based on Greek theatres, but not on slopes.
    - Theatre of Mérida
  - Amphitheatres → Like two theatres together. For gladiators, animal fights and naval combats.
    - Flavian Coliseum (Coliseum, Rome) → For 50,000 spectators. 80 AD.
  - Circus → For chariot racing. Based on the Greek stadia. Rectangular shape, with a curved end.
    - Circus Maximus (Rome)
  - Thermal baths → Public baths with different rooms (caldarium, frigidarium and tepidarium). Very important for social life.
    - Baths of Diocletian
- Commemorative: columns and triumphal arches. For remembering and honouring important events such as military victories.
  - Trajan’s column (2nd century AD)
  - Arch of Constantine (4th century AD)
- Public works: for making life easier and more comfortable.
  - Roads
  - Aqueducts → For transporting water.
    - Aqueduct of Segovia
  - Bridges
    - Pont du Gard (France)

6.2 SCULPTURE

Characteristics:
- Great Greek influence.
- Very realistic.

Types:
- Portraits:
  o Whole body, equestrian or bust.
  o Depending on the period:
    ▪ Republic: realistic.
    ▪ Empire: idealised.
    ▪ Decline of the Empire: rigidity, less idealisation, etc.
- Historical relieves: relevant episodes of Roman history. On commemorative monuments (columns and arches)

Examples:
- Augustus of Prima Porta
- Augusto Pontifex Maximus
- Ara Pacis (Altar of Peace)
- Trajan’s column – Relieves

6.3 OTHER ART FORMS

a. Painting
Decoration of buildings, on the walls.
Polychrome.
Daily scenes, mythology, imaginary landscapes, portraits, architectural features (blocks of marble, columns, windows, etc.).

b. Mosaic
Small tesserae together forming an image.
Also for decoration, but on the floors.
Geometric designs for mythological, floral and daily scenes.

7 THE WESTERN ROMAN EMPIRE AFTER THE FALL OF ROME: THE
GERMANIC KINGDOMS

Germanic peoples → Across the Rhine and Danube rivers.
- Led by kings.
- Involved in rural economy (livestock farming)
- Metallurgy.
- Organised into different tribes.
  - ³rd century → Settled in Roman territory → Pacts: land in exchange for defending the borders.
  - ⁵th century → They spread throughout the Roman empire → Different groups in different territories → They formed kingdoms.
    - Frankish kingdom (France and part of Germany)
    - Angles and Saxons (England)
    - Suebis (N-W Iberian Peninsula)
    - Visigoths (Toulouse kingdom → Iberian Peninsula and southern France)
    - Burgundian kingdom (Western France, Switzerland, etc.)
    - Ostrogothic kingdom (Italy, northern Balkans)

Political organisation
Elective monarchy → Political and military role.
Council
Territory divided into counties (ruled by a count)
Social organisation
Hierarchical society ➔ King, noblemen, high clergy, rest of population (peasants)

Economic organisation
Ruralisation (3rd century onwards) ➔ Rural society. Agriculture and livestock farming.

Religion and culture
They adopted many elements of the Romans.
First pagans, then Christians.
They adopted Latin as language.
Culture was restricted to monasteries.

GLOSSARY
Rome
Monarchy
Republic
Senate
SPQR
Punic Wars
Julius Caesar

Empire
Roman Emperor
Octavian Augustus
High Roman Empire
Pax Romana
Romanisation
Low Roman Empire

Constantine the Great
Theodosius the Great
Patricians
Plebeians
Forum
Christianity
Germanic peoples

TIMELINE
Draw a timeline with of the history of Ancient Rome with the following dates of periods and events. Follow the instructions given in the blog about how to do a timeline.

Periods:
• 753 BCE – 509 BCE – Monarchy.
• 509 – 27 BCE – Republic.
• 27 BCE – 284 AD – High Empire.
• 284 – 476 AD – Lower Empire.

Events:
• 264-146 BCE – Punic Wars.
• 44 BCE – Assassination of Julius Caesar.
• 330 AD – Capital of the Roman Empire to Constantinople.
• 395 AD – Division of the Empire into Eastern and Western.
VIDEO – THE ROMAN EMPIRE. OR REPUBLIC. OR... WHICH WAS IT? CRASH COURSE WORLD HISTORY #10

1. Who founded the city of Rome?
2. What does Shakespeare think about why Julius Caesar was killed?
3. What is the main political institution of the Roman Republic?
4. What was the social class of the senators?
5. Why were there two consuls?
6. What was the role of the dictator?
7. When did Julius Caesar become consul?
8. In addition to Crassus, with whom did he ally?
9. What were the Roman armies called?
10. What did Julius Caesar conquer after Gaul?
11. What was Julius Caesar named in 48 BC?
12. Why was Julius Caesar killed by senators? What did they want?
13. Who won the war among Octavian, Mark Anthony and Lepidus?
14. What were the political systems of Rome since its foundation?
15. When did the expansion of Rome begin?
16. After what wars did Rome begin to become more diverse?
17. Who was the leader of the Cathaginians?
18. What did Rome conquer as result of that war?

TEXT – ROMULUS AND REMUS: THE FOUNDATION OF ROME

“Romulus and his twin brother, Remus, were the sons of a priestess named Rhea Sylvia and Mars, the god of war. Rhea Sylvia was the daughter of Numitor, who was the rightful king of Alba, but the throne had been usurped by his wicked brother Amulius. Amulius, being afraid that the children of Numitor might try to take his crown as he had taken their father’s, had Numitor’s sons killed and forced his daughter, Rhea Sylvia, to become a vestal virgin. Vestal virgins were the priestesses of Vesta, one of the heathen goddesses, and their chief duty was to look after the sacred fire that burned in her temples, and to see that it never went out. There was a severe law against their marrying and having children. So, when Amulius made Rhea Sylvia a vestal virgin, he thought there would be no one left to do him any harm. He was therefore very angry when Rhea Sylvia became the mother of Romulus and Remus, and declared that Mars was her husband. He had her buried alive, and the two little infants were put in a basket and thrown in the river Tiber to be drowned. [...] The basket was carried by the tide till it reached a place where the water was very shallow. [...] They would have perished of hunger and cold had it not been for a she-wolf, who fondled and fed them as if they were her own offspring until a shepherd named Faustulus found the two boys and carried them home to his wife. Romulus and Remus were unusually robust and beautiful infants, and as they grew into boyhood they were noted for their bravery. In public games both showed remarkable skill, and their manners were so kind and affable that everybody loved them. As time went on they became famous because of their readiness to defend the oppressed, and their courage in punishing robbers and other wicked people. [...] Romulus and Remus did not wish to stay at Alba, because so long as their grandfather lived they would not assume the reins of government. So, after placing Numitor on the throne, they resolved to return to the spot where they spent their infancy, and there they tried to build up a city.
Romulus and Remus occupied themselves at once with the laying out of their city, but a dispute arose as to its site, for the former selected a square which he called Rome, while the latter chose a piece of ground on the Aventine Mount which he called Remonium. Neither was willing to yield, for each thought that the spot he had chosen possessed more natural advantages than the other. In the end, no amount of argument brought the brothers to an agreement, therefore it was decided that the matter would be settled by means of an augury. Placing themselves at a considerable distance apart in the open air, Romulus and Remus waited to see what would happen.

After a while the latter announced that he had seen six vultures, whereupon the former declared that he had seen twelve, and the contest was therefore decided in favor of Romulus. [...] But Romulus told an lie, for he did not really see more vultures than his brother did. When Remus discovered the lie, he was so angry that he ridiculed the ditch that Romulus had dug for his foundation wall, and jumped over it, contemptuously exclaiming, “Just so will the enemy leap over.” “And in this manner will our citizens repel the enemy,” cried a bystander, as he dealt Remus a deadly blow.

Romulus buried his brother, and then proceeded with the building of his city. [...] Romulus marked out the boundaries of the city with a brazen ploughshare, to which he yoked a bull and a cow.

[...] It is on that day, the 21st of April, when the building of Rome began, and the Romans always regard that day as their country’s birthday.”

TEXT – THE PUNIC WARS

“In the year 264 BCE, when reaching the South of the Italian Peninsula, the Romans clashed with a city-state of Phoenician origin placed in North Africa: Carthage. This city had already established its power in the West of Sicily. In many aspects, Carthage was the opposite of Rome: it was a sea and maritime power, and their wealth and influence were based on trade. Also, since they could never be sure of the loyalty of those peoples under their rule, they depended on mercenaries for fighting their wars.

During the First Punic War (264-241 BCE) the Romans crossed the sea and defeated the Carthaginians with the assistance of other Italian tribes. As a result of this conflict, Rome had a new province in the year 241 BCE, Sicily, and they soon occupied and included Sardinia under their domains.

In the year 218 BCE the Carthaginians challenged Rome again attacking Saguntum, in Hispania, causing the Second Punic War (218-202 BC). From their bases in the recently-added province of the Iberian Peninsula, and led by a military genius—Hannibal—, the Carthaginian army invaded Italy through the western part of the Alps.

Rome fought for its very survival for sixteen years in Italian land. However, the Senate could cope with the successive crisis and disasters, and could turn the situation over: their Italian and Greek allies maintained their loyalty; a Roman military force disembarked in Hispania and cut the communications between Hannibal and his army and their bases; an increasing number of soldiers were recruited among the Italian peasants for fighting the Carthaginians.

Eventually, under the command of the great general Scipio the African (Scipio Africanus) the Romans conquered Northern Africa, forcing Hannibal to leave Italy, and then being beaten in 202 BC. Carthage never recovered its splendour”.

WALBANK, F.W. La pavorosa revolución. La decadencia del Imperio Romano de Occidente (Madrid: Alianza Universidad, 1987), pág. 15. [Adapted and translated]

Answer the following questions in your notebook:

1. Mention all the geographical locations of this text.
2. How long did the Punic Wars last for? Make a diagram with the dates and locations of the Three Punic Wars.
3. Why is Carthage—according with the text— the opposite of Rome? How was Rome?
4. What was the consequence of the First Punic War?
5. Look for information about Hannibal (birth and death dates and places, family, main
events of his life, etc.) and write three lines about him.
6. Look for the main victories of Hannibal in Italy.
7. What military tactics did the Romans use for defeating Hannibal?
8. What areas were new Roman provinces as result of the Second Punic War?


“Caesar dreamt with an absolute power in order to carry out reforms to amaze the world. He began his political career at the forum, with the juvenile passion of making reforms as Pericles did, not holding the sword. He kept that eagerness for twenty years, until he was conscious of one basic idea: nobody would ever be great without the power of the legions. That is why when he was named consul of Gallia Narbonensis (Transalpine Gaul) and Gallia Cisalpina (Cisalpine Gaul), he did not aim towards clumsy personal enrichment as so many previous governors. He wanted to conquer all the independent Gaul. It was only then, with the careful management of his wealth and the devotion of his soldiers, when he could go back to Rome with enough importance to preside the funerals for the Republic and conceive the Roman Empire.

The Gallic Wars ended with astonishing figures for those times. A population of ten million Gauls suffered one million deaths, one million slaves and eight years of atrocious acts. Julius Caesar even exceeded himself during the Great Roman Civil War (Caesar’s Civil War). It has been said that it was the first true world war, since half a million soldiers fought each other for five years in three continents and one hundred land and sea battles”


REVISE – PERIODS OF ROMAN HISTORY
1. Link the columns of each period and their characteristics, dates and characters.

<table>
<thead>
<tr>
<th>Period</th>
<th>Characters</th>
<th>Dates</th>
<th>Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monarchy</td>
<td>Octavian (Augustus)</td>
<td>753-509 BCE</td>
<td>SPQR</td>
</tr>
<tr>
<td></td>
<td>Constantin the Great</td>
<td></td>
<td>The Barbarians attacked</td>
</tr>
<tr>
<td>Republic</td>
<td>Pax Romana</td>
<td></td>
<td>Centralised power of the Emperor</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Appearance of Christianity</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Theodosius the Great</td>
</tr>
<tr>
<td>High Empire</td>
<td></td>
<td></td>
<td>Punic Wars</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Division of the empire into Eastern and Western</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Expansion in the Italian Peninsula</td>
</tr>
<tr>
<td>Lower Empire</td>
<td></td>
<td>284-476 AD</td>
<td>Julius Caesar</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Conquest of Britain</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Trajan</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Ruralisation of society</td>
</tr>
</tbody>
</table>
2. Arrange the following events in chronological order.

- Assassination of Julius Caesar
- Foundation of Rome
- Second Punic War
- Octavian received the title of Augustus
- Conquest of Egypt
- Christianity is proclaimed official
- Fall of Rome
- Foundation of Nova Roma (Constantinople)
- Tarquin the Proud deposed
- Division of the Empire

3. Draw a table like this one in your notebook and complete it with the information of the unit. Remember that some of the gaps may not have an answer.

<table>
<thead>
<tr>
<th>Dates</th>
<th>MONARCHY</th>
<th>REPUBLIC</th>
<th>EMPIRE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who held power?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Main political institutions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Role of the Senate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Territorial expansion</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Characteristics</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

REVISE - INFORMATIVE TEXTS

Write an informative text for each of the following topics in this unit.
- The Roman Republic: political institutions and territorial expansion.
- The origins of the Roman Empire: the end of the Republic, the beginning of the Empire and political organisation.
- The evolution of the Roman Empire: the High Roman Empire.
- The evolution of the Roman Empire: the Lower Roman Empire.

Remember the characteristics of informative texts, with an introduction and sequence of ideas separated by paragraphs. Remember to take the notes into account, and not the textbook.

VIDEO – CHRISTIANITY FROM JUDAISM TO CONSTANTINE:
CRASH COURSE WORLD HISTORY #11

1. Why does JG say that being the ‘son of god’ was not extremely unusual when Jesus was born?
2. How is Christianity?
3. What is a covenant? Why are the Jews considered ‘the chosen people’?
4. Why is the god of the Jews considered ‘deeply personal’?
5. What was the message of Jesus of Nazareth about?
6. Why did the Romans crucify Jesus?
7. What did Augustus and Jesus had in common?
8. What did Emperor Constantine do?
REVISE ROMAN ARCHITECTURE

Draw a table like this one (with as many rows as you need) in your notebook and complete it with the information of the unit.

<table>
<thead>
<tr>
<th>TYPOLOGY</th>
<th>EXAMPLES</th>
<th>FUNCTION</th>
<th>CHARACTERISTICS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
UNIT 7

THE IBERIAN PENINSULA DURING THE PREHISTORY AND THE ANCIENT AGE

TABLE OF CONTENTS:

1. The Prehistory in the Iberian Peninsula.
2. Pre-Roman peoples:
3. The Roman conquest of Hispania.
5. Roman culture and art in Hispania.
6. The Germanic peoples and the Visigoths
This unit will be studied with group projects. Each group (5-6 people) will take one of the given topics and prepare a presentation to be delivered in front of your class. In addition to this, each group will be responsible for creating a multiple-choice test for testing your classmates.

The **topics** are the sections in the table of contents (and described after the instructions).

**Instructions for the presentation:**
- It must be done in a digital format (PowerPoint presentation, Piktochart, Prezi, etc.).
- The presentation will last for about 10 minutes. Do not make too long or too short.
- There is no limit of slides.
- Each slide must contain a maximum of ten (10) words. Therefore, include only the most important information in each one (but again, no limit of slides. Use as many as needed).
- Include maps, graphs, images, etc. Be careful when using images! Use high-resolution images, and do not distort them. Information about these issues is available on the blog.
- The last slide must contain a bibliography with the resources (books and websites) you have used.
- **What will the teacher take into account?** Consider that the presentation will be graded even days after the presentation in the classroom, so make sure to include all the necessary information in it.
  - Aesthetics, presentation and order.
  - Creativity.
  - Use of English.
  - Quality of the information and its use.

**Instructions for the oral presentation in the classroom:**
- Around 10 minutes maximum.
- All members of the group should participate, so, organise properly.
- Do not read the presentation, look at the audience, move your hands, do not stay rigid, speak at a high volume, pronounce the best you can, etc. The system for grading the presentation is also found in the blog for prior knowledge of the assessed elements.
- You will be required to be able to communicate orally the necessary elements of the project, commenting maps and graphs.

**Instructions for the test:**
In addition to the presentation, there will be an extra five minutes for completing a test about the presentation.
- Elaborated and corrected by each group. The grades will be communicated to the teacher.
- The elaboration and the answer to the other tests will be taken into account in the final grade of the project.
- It should include 10 multiple-choice questions, consisting of as many aspects of the presentation as possible.
- Try organising the answers like this:
  - the right answer.
  - one that is close but not true.
  - one related with the topic but clearly wrong.
  - one which does not make sense.
- Try asking general questions about the presentation, not about specific dates, names or quantities.
- There will be a sample in the blog for you to complete.
ALL PRESENTATIONS MUST BE SENT TO MY E-MAIL ACCOUNT (jaimealonsoedu@gmail.com) BEFORE THE PRESENTATION FOR THEIR ASSESSMENT.
The test should be sent at least two days in advance, so the teacher can print it out.

The final grade of the project will be divided as follows:

<table>
<thead>
<tr>
<th>ELEMENT TO GRADE</th>
<th>VALUE</th>
<th>WHO RECEIVES THIS GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Product (Presentation)</td>
<td>50 %</td>
<td>Group</td>
</tr>
<tr>
<td>Oral presentation</td>
<td>30 %</td>
<td>Individual</td>
</tr>
<tr>
<td>Elaboration of the test</td>
<td>7 %</td>
<td>Group</td>
</tr>
<tr>
<td>Scores in other tests</td>
<td>13 %</td>
<td>Individual</td>
</tr>
</tbody>
</table>

TOPICS FOR THE PROJECT

1. The Prehistory in the Iberian Peninsula.
   1.1. The Palaeolithic period.
      1.1.1. The archaeological site of Atapuerca.
      1.1.2. Upper Palaeolithic: cave paintings in the Cornisa Cantábrica.
   1.2. The Neolithic period: the Cardial culture (Caardium culture).
   1.3. The Age of Metals in the Iberian Peninsula.
      1.3.1. Copper Age: cultura campaniforme and Los Millares.
      1.3.2. Bronze Age: El Argar and Talayotic culture.

2. Pre-Roman peoples:
   2.1. Tartessos.
   2.2. The Celts.
   2.3. The Iberians.
   2.4. Greek, Phoenician and Carthaginian colonisations.

3. The Roman conquest of Hispania.
   3.1. The Second Punic War in the Iberian Peninsula.
   3.2. The Lusitanian War.
   3.3. The Celtiberian Wars. Numantia.
   3.4. The Cantabrian Wars.

   4.1. Political organisation of Hispania: provinces during the Republic, the High Roman Empire and the Lower Roman Empire.
   4.2. Urban life under Rome: the foundation of cities in Hispania.
   4.3. Hispanic society.
   4.4. Economy in Roman Hispania.
   4.5. Roman language, literature and culture in Hispania.

5. Roman culture and art in Hispania.
   5.1. Main Roman archaeological sites in the Iberian Peninsula.
   5.2. Architecture: typologies and examples.
   5.3. Roman sculpture, painting and mosaics at the Museo Nacional de Arte Romano (Mérida) and the Museo Arqueológico Nacional (Madrid).

6. The Germanic peoples and the Visigoths
   6.2. The Visigoths: the Kingdom of Toulouse and the kingdom of Toledo.
   6.3. Political organisation of the Visigoths.
   6.4. Society, economy, culture and religion.
   6.5. Visigoth architecture and art.
1 THE EARTH AND THE SOLAR SYSTEM

Universe → Millions of galaxies → Milky Way (Millions of stars) → Solar system (Sun + 8 planets + asteroids + comets + satellites)
   8 planets → They orbit (circular paths) around the Sun.
Asteroids → Small bodies of rock and metal orbiting the Sun.
Satellites → Bodies that orbit a planet (ie. the Moon)
Comets → Small body made out of dust, ice and rocks.

2 THE EARTH’S MOVEMENTS

2.1 ROTATION.

Rotation: Movement of the Earth
On its imaginary axis (imaginary line from pole to pole)
It takes 24 hours.
Consequences → Days and nights.
   → Time zones.
   → Apparent movement of the Sun (Sunrise and sunset).

2.2 THE REVOLUTION OF THE EARTH: SEASONS OF THE YEAR.

Revolution: Movement of the Earth
Around the Sun
It takes 365 days, 6 hours and 9 minutes → Leap year.
Consequences → Seasons.

The Earth also tilts, which means that its axis inclines from the orbital plane (the axis of the Earth completely perpendicular -90º of inclination- to the Sun’s rays) until reaching 23,5º each pole.

When the Earth is on its orbital plane, there are the equinoxes, and when it reaches its maximum tilting there are the solstices.

- Equinox → Daylight = night → 12 hours of day, 12 hours of night.
  o Autumn: 21st of September.
  o Spring: 21st of March.
- Solstices → Shortest and longest daylight of the year.
  o Winter: 21st of December → Shortest day in the northern hemisphere (longest day in the southern hemisphere).
  o Summer: 21st of June → Longest day in the northern hemisphere (shortest day in the southern hemisphere).

The revolution and the tilting cause the seasons, which depend on the different amounts of heat and sunlight in each area. The seasons are opposite depending on hemispheres:

If North → Winter → South → Summer
If North → Autumn → South → Spring
If North → Summer → South → Winter
If North → Spring → South → Autumn

In the northern hemisphere:
Winter → 21st December – 21st March.
Spring → 21st March – 21st June.
Summer → 21st June – 21st September.
Autumn → 21st September – 21st December.
3 GEOGRAPHIC COORDINATES.

We can give the exact location of any place on the Earth using **geographical coordinates**, that is, a system based on dividing the Earth with imaginary lines which are called **parallels** and **meridians** which help us measuring the **latitude** and **longitude**.

This system uses angular distances, and therefore the **SEXAGESIMAL FORMAT** (on base 60), because we take the premise of the Earth as sphere, so it is divisible into 360º. One degree is 60 minutes (60'); one minute is 60 seconds (60")

3.1 PARALLELS: LINES OF LATITUDE.

Earth → Divided in parallel lines from North to South. There are 180º because it is only half a sphere.
Centre → **Equator** (Parallel 0º)
   To the North → Northern hemisphere → **Latitude North**: from 0º (Equator) to 90º (North Pole).
   To the South → Southern hemisphere → **Latitude South**: from 0º (Equator) to 90º (South Pole).
   **Tropics** → Cancer (N) and Capricorn (S) → 23º 27’ (in one of the solstices, 90º inclination towards sunrays).
   **Polar circles** → Arctic (N) and Antarctic (S) → 66º 33’ (in the solstices, or no sun or 24 hours of Sun)

**LATITUDE** → Angular distance between any point of the Earth and the Equator. It is measured in degrees, and it ranges from 0º (Equator) to 90º north or south (Poles).

3.2 MERIDIANS: LINES OF LONGITUDE.

Earth → Divided in lines from pole to pole → Meridians. 360º (Complete sphere)
Centre → **Greenwich meridian** (Meridian 0º)
   To the East → Eastern hemisphere (180º East).
   To the West → Western hemisphere (180º West).

**LONGITUDE** → Angular distance between any point of the Earth and the Greenwich Meridian. It is measured in degrees, and it ranges from 0º (Greenwich Meridian) to 180º east or west.

4 THE REPRESENTATION OF THE EARTH.

Cartography is the science in charge of studying and making **maps**.

4.1 MAP PROJECTIONS.

Since the Earth is not flat –in two dimensions- but a sphere –in three dimensions-, cartographers need **map projections** in order to be able to represent our planet from its three-dimensional reality to a two-dimension image.

There are three main types of map projections (but there are many more), and we have to take into account that all of them distort either the shape, the area or the distances we find in reality.
• **Cylindrical projection.** In these projections, the Earth is surrounded by a cylinder where it projects its details. The most important types are the Mercator and the Gall-Peters projections. They are very used for representing the entire world.

• **Conical projection.** In these, the globe is projected onto a cone. They are very useful for medium latitudes (between the tropics and the polar circles), and we recognise them because the parallels are concentric circles and the meridians converging straight lines.

• **Planar projection.** The globe is projected onto a flat surface. We identify this type because they are mostly used for the poles.

### 4.2 MAPS AND THEIR ELEMENTS.
A map is a two-dimensional (flat) representation of the Earth’s surface or a part of it.

**BASIC ELEMENTS OF A MAP:**
- **TITLE** → It indicates what the map is about.
- **ARROW** → Pointing North.
- SCALE \(\Rightarrow\) How many times an area has been reduced.
- CONVENTIONAL SIGNS \(\Rightarrow\) The elements that appear in the map. Symbols or colours.
  - Meaning \(\Rightarrow\) In the KEY

**TYPES OF MAPS:**
- Physical maps.
  - Topographic maps: They show physical (rivers, mountains, forests, etc.) and human (cities, roads, etc.) features in great detail.
- Thematic maps: They can be about any topic, but the most common are about:
  - Climates.
  - Political (countries, regions, etc.)
  - Economy.
  - Population.
  - Historical events or periods.
  - Relief.
  - Roads

Street maps represent smaller areas than other maps, such as cities and towns.

### 4.3 SCALES IN MAPS AND PLANS.

The scale in a map is the ratio (proportion) between the size of an area represented on a map and the real size of the area. It can be expressed in two ways:

- **Numerical scale**: using a fraction, in which the numerator is the unit of size on the map and the denominator shows the equivalent units in real size. There are expressed as follows: \(1:50.000\). It is important to remember that in this type of scale the same unit of distance is used in both the numerator and denominator (that is, if we speak about centimetres in the map, the denominator is also expressed in centimetres).

- **Graphic scale**: line divided into segments, like a ruler.

### 5 TIME ZONES

Time zones are a consequence of the rotation movement. Since the Earth spins on its axis every 24 hours, light changes depending on the place, and therefore the time of the day.

Since the Earth is a circumference we can divide it into \(360^\circ\).

Since the day has 24 hours, we divide the sphere (360) and the hours (24).

Each time zone, therefore, is \(15^\circ\).

The reference for the time zones is the division of the Earth into meridians, so the starting point is the Greenwich meridian. The first time zone is called GMT (Greenwich Mean Time), and it goes from \(7,5^\circ\) W to \(7,5^\circ\) E.

Hours change as follows:
- To the west, we subtract one hour every time zone.
- To the east, we add one hour every time zone.

**GLOSSARY**

<table>
<thead>
<tr>
<th>Rotation</th>
<th>Meridians</th>
<th>Time zones</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revolution</td>
<td>Longitude</td>
<td>Map projections</td>
</tr>
<tr>
<td>Solstice</td>
<td>Latitude</td>
<td>Cylindrical projection</td>
</tr>
<tr>
<td>Equinox</td>
<td>Scale</td>
<td></td>
</tr>
<tr>
<td>Parallels</td>
<td>Map</td>
<td></td>
</tr>
</tbody>
</table>
EXERCISES

1. Complete the table.

<table>
<thead>
<tr>
<th>IT CONSIST ON</th>
<th>ROTATION</th>
<th>REVOLUTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>DURATION</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CONSEQUENCES</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Read, check the image and answer the questions about the position of the Sun.

The position of the Sun

The Earth rotates from west to east. During the day, the constant turning of the Earth makes it look like the Sun is moving across the sky in a wide curve.

The Sun rises in the east and reaches its highest point in the middle of the day. The Sun sets in the evening in the west.

During the year, the Sun appears at its highest point in summer, when the days are longer.

- Where does the Sun rise? Where does it set?
- At what point in the day is the Sun at its highest?
- At what time of year are the days longer?

This diagram shows the different positions of the Sun in the northern hemisphere during the year.

3. Link the columns.

   a. Parallels       1. 0° to 90°, North and South.
   b. Equator         2. Imaginary semi-circles drawn from pole to pole.
   c. Longitude       3. They cross and form a grid which allows us to locate any point of
                      the surface of the Earth.
   d. Meridians       4. Parallel 0°.
   e. Latitude        5. Imaginary circles from perpendicular to the Earth’s axis.
   g. On a globe we can draw 7. 0° to 180°, East and West.
4. Link the columns.
   a. 21st - 22nd December
   b. 21 September
   c. 20th – 21st June
   d. 21st March
   1. Autumn equinox in the Northern Hemisphere.
   2. Autumn equinox in the Southern Hemisphere.
   3. Winter solstice in the Northern Hemisphere.

5. Fill the boxes with the names of the imaginary lines of the Earth.

   1
   2
   3
   4
   5
   6
   7
   8

6. Geographical coordinates: specify the geographical coordinates of the following points.

The World
7. Geographical coordinates: locate the following coordinates in the map.
   1. 80º S - 140º W  
   2. 60º N - 20º E  
   3. 10º N - 80º W  
   4. 0º - 100º E  
   5. 30º S - 120º E  
   6. 30º N - 80º W

8. Geographical coordinates: give the coordinates of the four points of the map.
   A.  
   B.  
   C.  
   D.  

9. Copy and complete the table in your notebook. Describe the meridians and parallels for each type of projection map.

<table>
<thead>
<tr>
<th>MERIDIANS</th>
<th>PARALLELS</th>
</tr>
</thead>
<tbody>
<tr>
<td>CYLINDRICAL</td>
<td></td>
</tr>
<tr>
<td>CONICAL</td>
<td></td>
</tr>
<tr>
<td>PLANAR</td>
<td></td>
</tr>
</tbody>
</table>
10. Time zones: if it is 16:00 hours in London on 17th May, what is the time and the season of the places located in the map?

<table>
<thead>
<tr>
<th>TIME</th>
<th>SEASON</th>
<th>TIME</th>
<th>SEASON</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>E</td>
<td>B</td>
<td>F</td>
</tr>
<tr>
<td>C</td>
<td>G</td>
<td>D</td>
<td>H</td>
</tr>
</tbody>
</table>

11. Use Google Maps to find the geographical coordinates of a place: a GPS (Global Positioning System) uses geographical coordinates to find the exact place in which we are. For learning how to obtain coordinates, go to Google Maps, look for your home address and copy the coordinates.

   a. Look for the place you want in the search box.
   b. Click on the red thing with the right button of the mouse.
   c. Check ‘What’s here?’ (¿Qué hay aquí?)
   d. There should be a set of numbers at the bottom, with a picture and the address. Click on the numbers.
   e. The coordinates will appear in the left of the page.

Complete the coordinates of the following places:
Your home: .........................................................
The town where you go on holidays: ........................................
A place you want to visit in Europe: ....................................
A place you want to visit in America: ....................................
One monument or work of art you would like to see: ..................
12. The following cities match with the coordinates at the bottom of the image. Link the cities and their coordinates.

1. 56º N - 37º E: ......................................................
2. 2º S - 29º E: ......................................................
3. 15º N - 17ºW: ......................................................
4. 67º N - 162º W: ......................................................
5. 17º S - 149º E: ......................................................
6. 54º S - 68º W: ......................................................
7. 34º - 152º E: ......................................................
8. 30º N - 31º E: ......................................................
9. 0º - 79º W: ......................................................
10. 16º S - 48º W: ......................................................
11. 52º N - 0º W: ......................................................
12. 40º N - 74º W: ......................................................
13. 50º N - 97º W: ......................................................
14. 19º N - 99º W: ......................................................
15. 39º N - 116º E: ......................................................
16. 28º N - 77º E: ......................................................
17. 48º N - 3º E: ......................................................
18. 41º N - 4º W: ......................................................
19. 18º S - 47º E: ......................................................
20. 16º S - 167º W: ......................................................

13. Name the elements of the map and explain their function.
14. Work with scales:
   a. In a map with a 1:50.000 scale, the distance between two towns is 11 cms. What is the real distance?
   b. In the same map, if another two towns are 4 kms. away, what is their distance in the map?
   c. The distance between Madrid and Burgos is 243 kms. How many centimetres separate them in a 1:2.500.000 map?
   d. In the same 1:2.500.000 map, how far are two cities 10 cms. apart?
   e. In a 1:400.000 map, how many centimetres are 5 kms?
   f. How many kilometres are 4 cms. in a 1:50.000 map?

15. Explain the differences between the following terms in a paragraph:
   a. Latitude and longitude.
   b. Rotation and revolution.

16. Write true (T) or false (F) and correct the false statements in your notebook:
   a. Latitude can be east or west.  
   b. The Equator is at meridian 0º.  
   c. The Tropic of Cancer is in the Northern Hemisphere.  
   d. The scale is the ratio between the distance or surface shown on a map and the distance in reality.  
   e. When it’s summer in Spain it is winter in China.  
   f. All of Spain is at longitude west.  
   g. South America and Africa cover both hemispheres; north and south.  
   h. In a cylindrical projection, the globe is projected onto a cone.
UNIT 9

WHAT IS THE EARTH MADE OF? LITHOSPHERE AND HYDROSPHERE

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1 THE STRUCTURE OF THE EARTH

Earth \(\rightarrow\) Large sphere divided into three large sections:
- Internal structure of the Earth:
  - Core: deepest part. Part solid, part liquid.
  - Mantle: around the core. Magma (molten rock).
  - Crust: Outer layer of the Earth. Solid rock.
    - When thicker \(\rightarrow\) Continents.
    - When thinner \(\rightarrow\) under the oceans.

Shapes \(\rightarrow\) RELIEF.
- External layers of the Earth:
  - Lithosphere: solid, rocky layer. Formed by the crust and the upper mantle.
  - Hydrosphere: water, mostly liquid.
  - Atmosphere: gas.

2 THE FORMATION OF THE RELIEF: INTERNAL AND EXTERNAL FORCES.

Relief: It is in constant change because of the effects of both internal and external forces \(\rightarrow\)
Internal \(\rightarrow\) Pressure in the Earth’s mantle \(\rightarrow\) Tectonic plates.
External \(\rightarrow\) Wind, water, temperatures and humans.
It can be inside the continents, in the coasts of the oceans and seas and under the water.

2.1 INTERNAL FORCES: TECTONIC PLATES AND THEIR MOVEMENTS.

CONTINENTAL DRIFT
200 million years ago \(\rightarrow\) Pangea
  - Single continent.
Because of the internal forces \(\rightarrow\) Division into tectonic plates.
  - Massive pieces of the Earth’s crust.
  - They move extremely slowly, and collide.
  - When one rises \(\rightarrow\) Mountain range.
  - When one sinks \(\rightarrow\) Oceanic trench.
  - Their movement produce seismic activity (earthquakes, volcanoes).
Interior of the Earth \(\rightarrow\) gasses, compressed materials (ie. magma) \(\rightarrow\) Pressure on the crust \(\rightarrow\) the pressures may deform or crack the crust, changing the relief.
Some of these tectonic plates formed the **continents** (def. enormous landmasses separated by oceans).

- **Asia**: largest continent of the Earth.
  - Surrounded by:
    - North → Arctic Ocean.
    - South → Indian Ocean.
    - East → Pacific Ocean.
    - West → Europe and Africa.

- **America**: 2nd largest. Longest continent from north to south.
  - Between the Atlantic and Pacific oceans. Arctic Ocean in the north, and Antarctic in the south.
  - Divided in three subcontinents:
    - North America.
    - Isthmus of Central America.
    - South America.

- **Africa**:
  - Surrounded by:
    - North → Mediterranean Sea.
    - South → Antarctic Ocean.
    - East → Indian Ocean and Asia.
    - West → Atlantic Ocean.

- **Antarctica**:
  - Southern part of the Earth.
  - Surrounded by the Antarctic Ocean, the Pacific, Atlantic and Indian oceans.

- **Europe**:
  - Western part of the Eurasian plate.
  - Surrounded by:
    - North → Arctic Ocean.
    - South → Mediterranean Sea.
    - East → Asia (Ural Mountains, Caspian Sea, Caucasus and Black Sea).
    - West → Atlantic Ocean.

- **Oceania**:
  - Around 10 thousand islands in the Pacific Ocean.
  - Four areas: Australasia, Melanesia, Micronesia and Polynesia.
2.2 EXTERNAL FORCES OF THE EARTH: THE SHAPING OF THE RELIEF.

The continuous effect of water, wind and humans change the relief.

2.2.1 WATER

Main external agent acting on the relief.

Different types of effects:
- Weathering → Water can penetrate in rocks, and then can break them.
- Erosion → When water carry away materials.
  Examples: rains, rivers, ocean currents, tides and glaciers → Valleys, ravines (*ramblas*), cliffs, glacier valleys, etc.
- Sedimentation → Deposits of material brought by the water (by rivers, seas, etc.)
  Examples: deltas, plains, beaches, etc.
- Dissolution → *Karst*.

2.2.2 WIND

Erosion (small particles: sand and dust) and sedimentation.
Mostly in dry areas.

2.2.3 HUMAN BEINGS

Due to technology we are able to modify the relief: breaking up mountains, making beaches, modifying the course of rivers, etc.

3 ELEMENTS OF THE RELIEF

3.1 CONTINENTAL LANDFORMS.

Mostly formed by the combination of internal forces and continental waters, rain and wind.
- Mountains → Landform which consist in an elevation of the terrain, many times ending in a peak.
- Hills → Low elevation of the terrain.
- Mountain ranges → Continuous chain of mountains.
- Valleys → Long depression in the land between two elevations of the terrain. They can be formed by rivers (V-shaped) or glaciers (U-shaped).
- Depressions (basins) → Terrain lower than the surrounding area. They may contain lakes.
- Plateaus → Elevation of flat terrain (higher than 300 metres of altitude).
- Plains → Large, open area of flat land.

### 3.2 COASTAL LANDFORMS.
Mostly formed by the action of marine waters and the land.
- Island → Piece of land completely surrounded by water.
- Archipelago → Group of related islands.
- Peninsula → Piece of land surrounded by water except on one part, connected to the land by an isthmus.
- Isthmus → Piece of land which joins a peninsula and the land.
- Gulf → Area of sea surrounded by sea on three sides. A bay is a small gulf.
- Cape → Entrance of land in the sea.
- Cliff → Vertical wall at the edge of the land, mostly formed by the action of the sea.
- Delta → Accumulation of sediments of a river into the sea. Generally, triangular shape.
- Estuary → Part of the sea that enters into the end of a river. If created by glaciers, fjords.
- Beach → Accumulation of sand, gravel or small stones on low areas of the coast caused by the sedimentation of materials brought by the sea.

### 3.3 SUBMARINE RELIEF.
- Continental shelf → Undersea extension of a continent.
- Continental slope → Steep area underwater linking the continental shelf and the ocean floor.
- Abyssal plain → Flat area of the ocean floor.
- Oceanic ridge → Underwater mountain range.
- Oceanic trench → Long depression on the ocean floor.

### 4 THE HYDROSphere: WATER ON EARTH.

#### 4.1 MARINE WATERS: OCEANS AND SEAS.
Most of the water of the Earth (about 97%). Found in oceans and seas.
- Oceans: large masses of salty water separating continents. They cover about two-thirds of the Earth’s surface. There are five oceans: Atlantic, Pacific, Indian, Arctic and Antarctic.
**Seas:** smaller masses of salty water, completely or partially enclosed (and therefore less subjected to currents). They are extensions of the oceans in the areas close to the continents.

Marine waters experience the following:
- Waves: undulated movement of the water caused by the pressure of wind on its surface.
- Tides: periodic changes in the level of the water caused by the gravitational pull of the Sun and the Moon.
- Currents: circular patterns or hot or cold waters in movements. They have a great effect on the climate of the different places of the world.

### 4.2 FRESH WATERS: CONTINENTAL WATERS.

Only a 3% of the water of the Earth. Most of it is concentrated in solid form (glaciers and ice caps in the poles) or underground.

It can be found:
- Liquid: rivers, lakes and underground deposits.
  - River: continuous current of fresh water.
  - Lake: inland bodies of still water.
- Solid: glaciers and icebergs.
  - Glaciers: large bodies of ice that cover polar regions and some mountain summits.
- Gas: in the atmosphere.

### 5 GEOLOGICAL HAZARDS AND PROBLEMS RELATED WITH WATER

#### 5.1 GEOLOGICAL HAZARDS.

Related with the movements of the plate tectonics and the pressure of gases to the crust.
- Earthquakes
  - Result of seismic waves, or vibrations caused by the movement of tectonic plates.
    - Waves → Spread in all directions (concentrically)
    - As they happen, the land shakes → Devastating effects.
- Volcanoes
  - A crack in the crust reaches an area of magma (molten rock), and because of the pressures of the interior of the Earth, the magma is brought to the surface of the Earth.
    - Crater → Where the magma comes out (lava)
    - Cone → Formed by the solidification of materials from eruptions (gasses, ashes, rocks and lava). They may form mountains and islands.

#### 5.2 PROBLEMS RELATED WITH WATER.

Water is of the utmost importance for life in the planet, and for humans in particular. Oceans, seas, rivers and lakes have been an essential factor to human development and history. The waters have been used for all sorts of economic activities, from their use for irrigation in agriculture to their importance for tourism. Among the main uses of both marine and fresh waters for humanity we find:
- Agriculture.
- Fishing.
- Navigation.
- Mining (salt, for example).
- Energy production.
- Leisure (tourism).
- Sports.
There are certain problems associated with water: its scarcity, its excess and its pollution.

- **Scarcity**: it occurs when there is little precipitation or when humans overuse the available water.
- **Flood disasters**: mostly when unexpected, they can be very dangerous.
- **Pollution**: the misuse of water resources, combined with the spills of different sort of elements may alter the biosphere and even be toxic.

**GLOSSARY**

<table>
<thead>
<tr>
<th>Lithosphere</th>
<th>Erosion</th>
<th>Submarine relief</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tectonic plates</td>
<td>Sedimentation</td>
<td>Hydrosphere</td>
</tr>
<tr>
<td>Relief</td>
<td>Continental landforms</td>
<td>Marine waters</td>
</tr>
<tr>
<td>Continents</td>
<td>Mountain</td>
<td>Oceans</td>
</tr>
<tr>
<td>Asia</td>
<td>Mountain range</td>
<td>Seas</td>
</tr>
<tr>
<td>America</td>
<td>Coastal landforms</td>
<td>Fresh waters</td>
</tr>
<tr>
<td>Africa</td>
<td>Island</td>
<td>Earthquake</td>
</tr>
<tr>
<td>Europe</td>
<td>Peninsular</td>
<td>Volcano</td>
</tr>
<tr>
<td>Oceania</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**VIDEO – FOUR SPHERES: CRASH COURSE KIDS #6.1 AND #6.2**

1. Name the four spheres.
2. Where does the word geosphere come from? What does it mean? Name some words that use the root word “geo”?
3. Name three items that are a part of the geosphere.
4. What is the hydrosphere made out of?
5. Name three items that are part of the hydrosphere.
6. What is the atmosphere made out of?
7. How many layers are in the atmosphere?
8. What layer contains 80% of the air on our planet?
9. What is the biggest part of the hydrosphere?
10. Are the clouds and the wind part of the atmosphere or the hydrosphere?

**REVISE**

1. Make a drawing of the Earth in your notebook for seeing the different internal elements of its structure, and explain them.
2. Match each landform with its corresponding type of relief.

<table>
<thead>
<tr>
<th>CONTINENTAL RELIEF</th>
<th>COASTAL RELIEF</th>
<th>SUBMARINE RELIEF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abyssal plain.</td>
<td>Depressions.</td>
<td>Oceanic ridge.</td>
</tr>
<tr>
<td>Archipelago.</td>
<td>Estuary.</td>
<td>Oceanic trench.</td>
</tr>
<tr>
<td>Beach.</td>
<td>Gulf.</td>
<td>Peninsula.</td>
</tr>
<tr>
<td>Cliff.</td>
<td>Island.</td>
<td>Plateaus.</td>
</tr>
<tr>
<td>Continental slope.</td>
<td>Mountain ranges.</td>
<td></td>
</tr>
<tr>
<td>Delta</td>
<td>Mountains</td>
<td></td>
</tr>
</tbody>
</table>

3. Identify the landforms in the following image, and describe them.

4. Identify the landforms in the following image, and describe them.
5. Identify the landforms in the following image, and describe them.

6. Explain the similarities and differences between the following terms in a paragraph:
   a. Lithosphere and hydrosphere:
   b. Earthquakes and volcanos:
   c. Seas and oceans:
   d. Mountains and depressions:
   e. Gulfs and bays:
   f. Internal and external forces that modify the relief:
UNIT 10

THE ATMOSPHERE: WEATHER AND CLIMATE

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1 THE WEATHER AND THE CLIMATE

1.1 ATMOSPHERE: AN ESSENTIAL LAYER FOR LIFE ON EARTH.

Atmosphere $\rightarrow$ Atmos (vapour, gas)  
Layer of gas (air) that surrounds the Earth.

Weather and climates are formed because of the atmosphere (Troposphere $\rightarrow$ Closer to the Earth)  
It regulates our planet’s temperature $\rightarrow$ it creates air currents $\rightarrow$ currents prevents overheating during the day and becoming too cold at night.

1.2 CLIMATE AND WEATHER

Weather: state of the atmosphere in a specific place and time.

Affected by measurable elements of the atmosphere: air temperature, humidity, precipitation, wind and atmospheric pressure.

Climate: average state of the atmosphere (or atmospheric conditions) in a given place through a long period of time (25-30 years).

- Take into account: elements of the atmosphere + factors that modify them.
- Factors: agents which influence the climate and modify its elements
  - Latitude (distance to the equator and poles)
  - Land relief
  - Distance from the sea

1.3 FACTORS THAT AFFECT CLIMATE

1.3.1 LATITUDE

Distance from the Equator  
Insolation (amount of solar radiation) depends on the latitude $\rightarrow$ Because of the tilting of the Earth.  
Equator $\rightarrow$ Very direct angle  
As you go towards the poles $\rightarrow$ less direct angle.

Latitude determines climate zones:

- Tropical zone $\rightarrow$ between the Tropics.  
  - High temperatures all year long (higher than 20º average).
- Temperate zones $\rightarrow$ between the tropics and the polar circles.  
  - Temperature varies depending on the season (between 0º and 20º).
- Polar zones $\rightarrow$ Inside the Northern and Southern polar circles.  
  - Low and very low temperatures all year (lower than 0º).

1.3.2 ALTITUDE

Height of a place on Earth relative to the sea level.  
Temperature drops if we go higher.

1.3.3 DISTANCE FROM THE SEA

The seas make the temperatures to be milder $\rightarrow$ Seas and oceans regulate temperatures.  
The further you go from the sea, the temperatures become more severe.
2 ELEMENTS OF THE CLIMATE AND THE WEATHER

2.1 TEMPERATURE: SOLAR RADIATION AND ATMOSPHERIC TEMPERATURE

Air temperature: heating of the temperature as result of solar radiation.
- It depends on solar radiation → Sun emits light and heat (energy) → Earth → Heat → Air.
- Measured with THERMOMETERS → Celsius degrees (degrees centigrade).

2.2 AIR HUMIDITY

Air humidity: water vapour in the air, which comes from evaporation from the hydrosphere.
- Measured with HYGROMETERS → Percentage of saturation of water in the air.

2.3 PRECIPITATION

Precipitation: condensation of water vapour of the atmosphere, in the clouds.
- Types of precipitation:
  - Rain
  - Hail
  - Fog
  - Snow
  - Dew (rocío)
  - Frost (escarcha)
- Measured with a RAIN GAUGE (PLUVIOMETER) → mm (1 mm = 1 litre over 1 sq. metre)

Orographic precipitation → when humid air meets an obstacle (mountain range), it rises, cools and saturates, causing precipitation.

Average annual rainfall:
- Very wet: over 1000 mm a year.
- Wet: 500-1000 mm.
- Dry: 250-500 mm.
- Arid or desert: less than 250 mm.

2.4 ATMOSPHERIC PRESSURE

Atmospheric pressure: force of the air on the surface of the ground.
- It depends on:
  - Altitude (less if higher)
  - Air temperature (hot air is low pressure; cold is high)
  - Powerful air currents
- Measured with a BAROMETER

2.5 WIND

Wind: moving air masses caused when two places have different atmospheric pressures.
- From high-pressure areas (dense, cold air) to low-pressure areas (light, warm air).
- Measured with an ANEMOMETER (for speed) and a WEATHER VANE (for direction).
3 THE CLIMATES OF THE EARTH

3.1 THE LANDSCAPES OF WARM CLIMATES.

Between the Tropic of Cancer and the Tropic of Capricorn. Their average temperature is above 20º.

**EQUATORIAL CLIMATE:** No seasonality. Very high precipitation (over 1500-2000 mm per year) and temperatures throughout the year. Near the Equator. Vegetation: jungle.

**TROPICAL CLIMATE:** Very high temperatures all year long, but two seasons: one dry (summer) and one wet (winter). Precipitation: 750-1500 mm per year. Surrounding the Equatorial climate. Vegetation: tropical forests in humid areas and savannah (grasslands) in drier areas.

**HOT DESERT CLIMATE:** around the Tropics. High average temperatures, but sharp differences between day and night. Very scarce precipitation (less than 150 mm). Vegetation: sparse, mostly Carctuses and bushes with capacity for Storing water inside and spines outside.

3.2 THE TEMPERATE CLIMATES.

Between the Tropics and the Polar circles (30º-60º North and South). Average temperatures between 0º and 20º. There is seasonality, with important differences between summer and winter.

**OCEANIC CLIMATE:** between 45º and 65º of latitude, on the coasts of continents. Mild temperatures because of the influence of the sea. Not very cold winters (not below -3º C) and cool summers. Abundant and regular precipitation (around 800 mm a year). Vegetation: deciduous forest (oak, beech), heathland and shrubs and meadows.

**MEDITERRANEAN CLIMATE:** between 30º and 45º, warm summers and cool winters, with no great variation of temperatures. Moderate and irregular precipitation (300-800 mm), with a very dry summer and torrential storms in spring and autumn (gota fría). Vegetation: mostly everygreen forests (cork and pine) and bushes (rockrose, thyme and rosemary).

**CONTINENTAL CLIMATE:** in the interior of the continents in the northern hemisphere. Temperatures vary greatly, with very cold winters (below -3º C) and warm summers. Precipitations are moderate (300-800 mm), and fall mostly in the summer. During the winter there are intense cold spells with snow. The vegetation depends on the latitude: in the southern parts prairies of high grasses and steppes are found, while the northern areas are covered by the taiga of conifer forests (pines and firs).

3.3 THE COLD LANDSCAPES.

**POLAR CLIMATES:** Between the polar circles and the poles. Temperatures are very low, never over 10º. Precipitations are scarce (less than 250-300 mm), and mostly in the form of snow, so they are considered cold or frozen deserts. There is little vegetation, mostly Arctic prairie in the tundra with small evergreen plants (Mosses, lichens, etc.) and nothing in the ice sheets.

**HIGH MOUNTAIN (ALPINE) CLIMATE:** It can be found in any latitude, since it depends on the altitude. Therefore, it requires altitudes where the average temperature is 10º C or less, generally with very cold winters (0º) and cool summers. Precipitation is abundant (over 1000 mm), with snow in the winter. The vegetation depends on the altitude: first forest, then bushes, meadows, mosses and lichens, and last permanent snow and rocks.
GLOSSARY

Atmosphere
Weather
Climate
Air temperature
Air humidity
Precipitation

Atmospheric pressure
Wind
Equatorial climate
Tropical climate
Hot desert climate
Oceanic climate

Mediterranean climate
Continental climate
Polar climate
Alpine climate

VIDEO – HOW DOES THE CLIMATE SYSTEM WORK?

1. How does heat in the atmosphere affect climate?
2. How does the Earth’s surface lose its heat?
3. What is the effect of greenhouse gases? Why do you think they are called this way? Why is the increase of greenhouse gases dangerous?
4. What is the main function of heat?
5. Is heat from the Sun received exclusively in a direct way? Justify your answer.
6. Easy one… why does warm air go up in the atmosphere and the cooler goes down?
7. If climate change continues… what would the effects on the oceans be?
8. Why is the temperature in London (51º N) warmer than in Newfoundland (48º N)?

EXERCISES

1. Copy the tables in the notebook and complete them.

<table>
<thead>
<tr>
<th>Location:</th>
<th>WARM CLIMATES</th>
<th>Characteristics</th>
</tr>
</thead>
<tbody>
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<thead>
<tr>
<th>Location:</th>
<th>COLD CLIMATES</th>
<th>Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PRECIPITATIONS</td>
<td>SEASONALITY</td>
</tr>
<tr>
<td>POLAR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ALPINE</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2. Match the following characteristic with the corresponding climate.

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Climate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer drought</td>
<td>Continental</td>
</tr>
<tr>
<td>Winter rains</td>
<td>Polar</td>
</tr>
<tr>
<td>Wide temperatures range</td>
<td>Equatorial</td>
</tr>
<tr>
<td>Rains all year</td>
<td>Tropical</td>
</tr>
<tr>
<td>Temperatures below 0º</td>
<td>Mediterranean</td>
</tr>
<tr>
<td>Snow almost all year</td>
<td></td>
</tr>
<tr>
<td>Mild temperatures</td>
<td></td>
</tr>
<tr>
<td>Very dry</td>
<td></td>
</tr>
</tbody>
</table>

3. Identify the climates of the following landscapes, and explain your answer.

A  
B  
C  
D  
E  
F  

A: Continental Climate - Winters are long and very cold, while summers are long and hot. There is a significant temperature range throughout the year.

B: Desert Climate - Very dry, with minimal precipitation and high temperatures during the day and cool at night.

C: Forest Climate - Temperatures are moderate, with a distinct growing season and a variety of plant and animal species.

D: Tropical Rainforest Climate - Extremely warm and humid, with heavy rainfall throughout the year.

E: Tundra Climate - Cold, with long, harsh winters and short, cool summers. It is characterized by a lack of trees.

F: Polar Climate - Very cold, with long, dark winters and short, bright summers. Snow and ice are almost constant throughout the year.
ELABORATE A CLIMOGRAPH

Climographs are very useful for having information about the climate of a particular place. Follow the instructions for drawing your own climograph with the following data.

1. Use a page with squares for drawing the climograph.
2. Draw a horizontal axis to be divided into 12 months.
3. Label the months with the initial letter.
4. Draw, from the sides of the horizontal axis, perpendicular lines.
5. Divide the perpendicular lines with the same length of each month.
6. The left axis will be used for temperatures (in degrees), and the right one for precipitation (in mm).
7. Mark the temperatures on the axis of the left. Each division is 5º C, and from that axis you will represent the temperature of each month.
8. Each space of the right side should be the double amount than in the right. Therefore, the first division (from the bottom to the first mark) is 10 mm, then 15 mmm, etc. Use blue colour, since you will measure precipitations from there.
9. With the data of the precipitations, draw the bars for each month.
10. Now, draw a red dot in the centre of each month for the temperatures, and then connect all the dots with a red line.

<table>
<thead>
<tr>
<th>Month</th>
<th>J</th>
<th>F</th>
<th>M</th>
<th>A</th>
<th>M</th>
<th>J</th>
<th>J</th>
<th>A</th>
<th>S</th>
<th>O</th>
<th>N</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average temperatures</td>
<td>6</td>
<td>7</td>
<td>11</td>
<td>12</td>
<td>16</td>
<td>22</td>
<td>25</td>
<td>25</td>
<td>20</td>
<td>15</td>
<td>10</td>
<td>7</td>
</tr>
<tr>
<td>Total precipitation</td>
<td>33</td>
<td>35</td>
<td>25</td>
<td>45</td>
<td>50</td>
<td>21</td>
<td>12</td>
<td>10</td>
<td>22</td>
<td>60</td>
<td>58</td>
<td>51</td>
</tr>
</tbody>
</table>
UNIT 11

THE NATURAL ENVIRONMENT OF EUROPE AND SPAIN

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   1.1  The relief and the hydrosphere of Europe ............................................. 107
   1.2  Climates and landscapes in Europe ..................................................... 107

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   2.1  Relief and waters ................................................................................ 108
   2.2  Climates and landscapes .................................................................... 109
1 THE PHYSICAL GEOGRAPHY OF EUROPE

1.1 THE RELIEF AND THE HYDROSHERE OF EUROPE

Europe is the second smallest continent in the world. It is separated from Asia by the Ural Mountains, the Caucasus Mountains and the Caspian Sea. To the west there is the Atlantic Ocean, to the south the Mediterranean Sea, and to the North the Arctic Ocean.

Europe is the continent with the lowest average altitude (<300 metres), but it nonetheless has a large number of mountains and rivers. The reasons for this are the low altitudes of these mountain ranges and the huge size of its lowlands.

1) **Eastern Europe:** It extends between the Carpathians and the Ural Mountains from west to east, the Arctic Ocean to the north, and the Caspian Sea, the Caucasus (mount Elruz is the highest peak of Europe, at 5600 metres) and the Black Sea to the south. It is a great plain with long and voluminous rivers and lakes, such as the Ural, the Volga (the longest in Europe), the Don, the Dnieper, the Dniester, the Vistula, the Oder or the Lakes Ladoga (the largest in this continent) and Onega in Russia.

2) **Central and Western Europe:** These regions are much more rugged, with many mountain ranges and numerous, but shorter, rivers.
   
   a. In the **north**, we find the Scandinavian Mountains with abundant glaciers and fjords, and the Grampian Mountains (in Great Britain).
   
   b. In the **centre**, there are the elevations and mountain ranges of the French Massif Central, the Alps (Mount Blanc at 4800 metres) and the Carpathians.
   
   c. In the **south**, there are the Spanish mountain ranges, the Apennines, the Dinaric Alps and the Balkan Peninsula.

The most important rivers are:

- Finishing in the Black Sea: Danube.
- Finishing in the Atlantic Ocean: Elbe, Rhine, Seine, Loire, Thames, Duero, Tajo, Guadiana and Guadalquivir.
- Finishing in the Mediterranean Sea: Ebro, Rhone, Po and Tiber.

The most important lakes are the Vänern (Sweden), the Balaton (Hungary) and the Leman (Switzerland and France)

1.2 CLIMATES AND LANDSCAPES IN EUROPE

<table>
<thead>
<tr>
<th>REGION</th>
<th>TEMPERATURES</th>
<th>PRECIPITATION</th>
<th>VEGETATION and FAUNA</th>
</tr>
</thead>
<tbody>
<tr>
<td>OCEANIC</td>
<td><strong>Atlantic and North-western Europe</strong></td>
<td><strong>Mild temperatures (between 0-15ºC) and little temperature variation throughout the year thanks to the proximity of the sea</strong></td>
<td><strong>Abundant precipitations (800-2,500 mm) and regular throughout the year due to the storms that penetrate from the Atlantic Ocean.</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>- Forests (oaks and beeches), shrub and grassland.</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>- Deer, bears, foxes, salmon, water birds...</strong></td>
</tr>
<tr>
<td>MEDITERRANEAN</td>
<td><strong>The Southern part of the Iberian and Balkan</strong></td>
<td><strong>Warm temperatures (between 7-20ºC) with contrasts between</strong></td>
<td><strong>- Meadow (holm oak and cork oak), forests (pines), shrub and thicket.</strong></td>
</tr>
</tbody>
</table>
The Spanish relief can be divided into five large groups:

1) The **Meseta (or Plateau) and the interior mountain ranges**: The Meseta is a large raised area (650 metres) of almost horizontal relief. It covers nearly half of peninsular Spain and is divided into two parts: the Submeseta Norte, crossed by the River Duero and its tributaries; and the Submeseta Sur, crossed by the Rivers Tajo and Guadiana. The Sistema Central separates the two subplateaus and it is composed by several sierras (Gata, Gredos, and Guadarrama). In the Submeseta Sur there is a moderate relief between the Tajo and the Guadiana, the Montes de Toledo.

2) The **periphery mountain ranges**: The Meseta is separated to the periphery by several mountain ranges. The Montes de León, which separate it from Galicia; the Cordillera Cantábrica (with the Picos de Europa, Torre Cerredo, 2650 metres), from the north of the Peninsula; the Sistema Ibérico (Moncayo, 2300 metres), which separate it from Aragón and Levante; and the Sierra Morena, which closes of the Meseta to the south (Andalucia).

3) The **depressions and external lowlands**: These are flat and triangular areas at low altitude which rivers flow through. In Spain we find them in the Rivers Ebro and Guadalquivir.
4) **The external mountain ranges:** If we follow a clockwise order, we find the *Montes Vascos*, the *Pyrenees* (Aneto, 3400 metres), the Cordillera Costera-Catalana, the Sistemas Béticos, with the Subbética in the north and the Penibética in the South (Mulhacén at 3480 is the highest peak on the Peninsula) and the *Macizo Galaico*.

5) **The insular areas:**
   a. *Islas Baleares*: composed by Mallorca (Puig Major, 1445 metres, in the Sierra de Tramontana), Menorca, Ibiza, Formentera and Cabrera.
   b. *Islas Canarias*, which are made up of the islands of La Palma, El Hierro, La Gomera, Tenerife (El Teide at 3715 is the highest peak in Spain), Gran Canaria, Fuerteventura and Lanzarote.

**OCEANS AND SEAS:**
The Iberian Peninsula is surrounded by the Atlantic Ocean to the west and south west, the Mediterranean Sea to the east (with smaller units such as the Mar de Alborán and the Mar Balear) and the Cantabrian Sea to the north. The Islas Baleares are in the Mediterranean, with the Mar Balear to the west and the Mar de Cerdeña to the east). The Islas Canarias are in the Atlantic Ocean.

**RIVERS:**
The rivers of the Iberian Peninsula are divided into three groups, according to where they flow (watersheds or basins):
- Cantabrian basin: short, high flow.
- Atlantic basin: long, high flow (but lower in the summer).
- Mediterranean basin: except the Ebro, short and irregular flow.

**LAKES AND WETLANDS:**
The most important examples in Spain are the Lagos de Sanabria (northwestern Zamora), Lagunas de Ruidera and Tablas de Daimiel (Ciudad Real), the Albufera de Valencia (very close to the city of Valencia), the Mar Menor (Murcia), Marismas de Doñana (south-west of Andalucía) and the Delta del Ebro (Tarragona).

### 2.2 CLIMATES AND LANDSCAPES

<table>
<thead>
<tr>
<th>REGION</th>
<th>TEMPERATURES</th>
<th>PRECIPITATION</th>
<th>VEGETATION and FAUNA</th>
</tr>
</thead>
<tbody>
<tr>
<td>OCEANIC</td>
<td><strong>The Cantabrian coast and Galicia</strong></td>
<td>Mild temperatures (between 10-18ºC) and little temperature variation throughout the year. Cool winters and mild summers.</td>
<td>- Forests (oaks, beeches, eucalyptuses and pines), shrub and grassland.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Abundant precipitations (800-2,500 mm) and regular throughout the year (mainly in winter).</td>
<td>- Deer, bears, foxes, salmon, wildcats...</td>
</tr>
<tr>
<td>MEDITERRANEAN</td>
<td><strong>The Mediterranean coast (litoral) and</strong></td>
<td>Warm and high temperatures (between 15-20ºC) with thermal</td>
<td>- Meadow (holm oak and cork oak), forests (pines), shrub and thicket.</td>
</tr>
<tr>
<td><strong>SOUTHERN SPAIN</strong></td>
<td><strong>SEASONAL CLIMATES</strong></td>
<td><strong>FLORA AND FAUNA</strong></td>
<td></td>
</tr>
<tr>
<td>-------------------</td>
<td>----------------------</td>
<td>----------------------</td>
<td></td>
</tr>
<tr>
<td><strong>SEUROPE (interior)</strong></td>
<td>Southeast of Andalucía</td>
<td>Amplitudes lower than 16ºC thanks to the proximity to the sea. Throughout the year. Very dry summers. <em>Almería reaches the driest data in all Europe</em></td>
<td></td>
</tr>
<tr>
<td><strong>MEDITERRANEAN OF THE INTERIOR</strong></td>
<td>Large contrast in temperature (its thermal amplitude is &gt;18ºC): very hot summers (&gt;20ºC) and cold winters (5-10ºC).</td>
<td>Mediterranean zoning of species, coniferous forests and pastures. - Meadow (holm oak and cork oak), forests (pines), shrub and thicket. - Rabbits, foxes, lynxes, reptiles, storks, vultures...</td>
<td></td>
</tr>
<tr>
<td><strong>HIGH MOUNTAIN</strong></td>
<td>Very varied temperatures depending on its altitude, latitude and proximity to the coast. In winter it can reach &lt;0ºC</td>
<td>Abundant precipitations (400-2,500 mm). In the highest altitudes and latitudes it consists of snow. - Altitudinal zonation of species, coniferous forests and pastures. - Bears, wolves, foxes, chamois, eagles...</td>
<td></td>
</tr>
<tr>
<td><strong>SUBTROPICAL</strong></td>
<td>Mild and hot temperatures (17-20ºC) with little thermal amplitude thanks to the proximity to the Tropic of Cancer and the Sahara. Scarce and variable. Differences between the semi-desert eastern islands and the more humid western ones. Contrasts depending on the altitude.</td>
<td>Scarce and variable. Differences between the semi-desert eastern islands and the more humid western ones. Contrasts depending on the altitude. - Canary Island pine, dragon tree, palm groves and laurel forest. - Tizon lizard, turkeys, doves, gulls...</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>THE CANARY ISLANDS</strong></th>
<th><strong>CLIMATE</strong></th>
<th><strong>FLORA AND FAUNA</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SUBTROPICAL</strong></td>
<td>Very high mountain ranges (the Cordillera Cantábrica, parts of the Sistema Ibérico, the Sistema Central and the Penibética)</td>
<td>Very varied temperatures depending on its altitude, latitude and proximity to the coast. In winter it can reach &lt;0ºC</td>
</tr>
<tr>
<td><strong>MEDITERRANEAN OF THE INTERIOR</strong></td>
<td>Large contrast in temperature (its thermal amplitude is &gt;18ºC): very hot summers (&gt;20ºC) and cold winters (5-10ºC).</td>
<td>Mediterranean zoning of species, coniferous forests and pastures. - Meadow (holm oak and cork oak), forests (pines), shrub and thicket. - Rabbits, foxes, lynxes, reptiles, storks, vultures...</td>
</tr>
<tr>
<td><strong>SOUTHERN SPAIN</strong></td>
<td>Southeast of Andalucía</td>
<td>Amplitudes lower than 16ºC thanks to the proximity to the sea. Throughout the year. Very dry summers. <em>Almería reaches the driest data in all Europe</em></td>
</tr>
</tbody>
</table>

110
1. Colour with the different climates of Europe.
2. Compare the following climographs of European climates, and identify the climates to which they correspond.

3. Colour with the different climates of Spain.
4. Link each Spanish landscape with its climograph.
4
Altitud: 25 m
Latitud: 27° 56' N
Longitud: 10° 27' O
Precipitación total anual
118.5 mm
9.9 mm
Precipitación media mensual

Amplitud térmica
6.6 °C
20.5 °C
Temperatura media anual

MEDIDAS MENSUALES
Precipitación (mm)
Temperatura (°C)

5
Altitud: 52 m
Latitud: 38° 32' N
Longitud: 5° 30' O
Precipitación total anual
356 mm
29.7 mm
Precipitación media mensual

Amplitud térmica
13.9 °C
17.9 °C
Temperatura media anual

MEDIDAS MENSUALES
Precipitación (mm)
Temperatura (°C)
## THE PHYSICAL MAP OF EUROPE

### LANDFORMS

<table>
<thead>
<tr>
<th>Strait of Gibraltar</th>
<th>Carpathian Mountains</th>
<th>Italian Peninsula</th>
<th>Sicily</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dinaric Alps</td>
<td>Balkan Peninsula</td>
<td>Crete</td>
<td></td>
</tr>
<tr>
<td>Scandinavian Mountains</td>
<td>Jutland Peninsula</td>
<td>Cyprus</td>
<td></td>
</tr>
<tr>
<td>Great European Plain</td>
<td>Crimean Peninsula</td>
<td>Iceland</td>
<td></td>
</tr>
<tr>
<td>Caspian Depression</td>
<td>Great Hungarian Plain</td>
<td>Ireland</td>
<td>Gulf of Finland</td>
</tr>
<tr>
<td>Kola Peninsula</td>
<td>Balearic Islands</td>
<td>Gulf of Biscay</td>
<td></td>
</tr>
<tr>
<td>Scandinavian Peninsula</td>
<td>Corsica</td>
<td>Gulf of Leon</td>
<td></td>
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<tr>
<td>Iberian Peninsula</td>
<td>Sardinia</td>
<td>Gulf of Genoa</td>
<td></td>
</tr>
</tbody>
</table>

### HYDROSPHERE

<table>
<thead>
<tr>
<th>Mediterranean Sea</th>
<th>Cantabrian Sea</th>
<th>Black Sea</th>
<th>Loire</th>
<th>Po</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baltic Sea</td>
<td>Tyrrhenian Sea</td>
<td>Caspian Sea</td>
<td>Seine</td>
<td>Rhone</td>
</tr>
<tr>
<td>Barents Sea</td>
<td>Aegean Sea</td>
<td>Lake Ladoga</td>
<td>Rhine</td>
<td>Danube</td>
</tr>
<tr>
<td>North Sea</td>
<td>Ionian Sea</td>
<td>Lake Onega</td>
<td>Elbe</td>
<td>Dnieper</td>
</tr>
<tr>
<td>Norwegian Sea</td>
<td>Adriatic Sea</td>
<td>Thames</td>
<td>Vistula</td>
<td>Volga</td>
</tr>
</tbody>
</table>

## THE PHYSICAL MAP OF SPAIN

### LANDFORMS

- Estrecho de Gibraltar
- Depresión del Guadalquivir
- Golfo de Cádiz
- Golfo de Valencia
- Macizo Galaico
- Islas Baleares
- Cabo Machichaco
- Montes de León
- Mallorca
- Cabo de Ajo
- Montes Vascos
- Menorca
- Cabo de Peñas
- Pirineos
- Ibiza
- Estaca de Bares
- Cordillera Costero Catalana
- Formentera
- Cabo Ortegal
- Sistema Ibérico
- Islas Canarias
- Cabo Fisterra
- Sistema Central
- La Palma
- Cabo de Trafalgar
- Montes de Toledo
- El Hierro
- Cabo de Tarifa
- Sierra Morena
- La Gomera
- Cabo de Gata
- Cordillera Subbética
- Tenerife
- Cabo de Palos
- Cordillera Penibética
- Gran Canaria
- Cabo de la Nao
- Submeseta norte
- Fuerteventura
- Cabo de Creus
- Submeseta sur
- Lanzarote
- Delta del Ebro
- Depresión del Ebro
- Golfo de Vizcaya
- Golfo de León

### HYDROSPHERE

- Cantabrian basin: Eo, Navia, Nalón, Nervión, Bidasoa.
- Atlantic basin: Tambre, Miño, Sil, Duero, Tajo, Guadiana, Guadalquivir.
- Mediterranean basin: Guadalhorce, Almanzora, Segura, Júcar, Turia, Mijares, Ebro, Llobregat, Ter.
ANNEXE I

POLITICAL MAPS
<table>
<thead>
<tr>
<th>Comunidad</th>
<th>Ciudad</th>
<th>Ciudad</th>
<th>Ciudad</th>
<th>Ciudad</th>
<th>Ciudad</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANDALUCÍA</td>
<td>Almería</td>
<td>Cádiz</td>
<td>Córdoba</td>
<td>Granada</td>
<td>Huelva</td>
</tr>
<tr>
<td></td>
<td>Jaén</td>
<td>Málaga</td>
<td>Sevilla</td>
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<tr>
<td>ARAGÓN</td>
<td>Huesca</td>
<td>Teruel</td>
<td>Zaragoza</td>
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</tr>
<tr>
<td>ASTURIAS</td>
<td>Asturias</td>
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</tr>
<tr>
<td>ISLAS BALEARES</td>
<td>Islas Baleares</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>ISLAS CANARIAS</td>
<td>Las Palmas</td>
<td>Santa Cruz de Tenerife</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CANTABRIA</td>
<td>Cantabria</td>
<td></td>
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</tr>
<tr>
<td>CASTILLA - LA MANCHA</td>
<td>Albacete</td>
<td>Ciudad Real</td>
<td>Cuenca</td>
<td>Guadalajara</td>
<td>Toledo</td>
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<td>Ávila</td>
<td>Burgos</td>
<td>León</td>
<td>Palencia</td>
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<td></td>
<td>Segovia</td>
<td>Soria</td>
<td>Valladolid</td>
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<td>Zamora</td>
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<tr>
<td>CATALUÑA</td>
<td>Barcelona</td>
<td>Gerona</td>
<td>Lérida</td>
<td>Tarragona</td>
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<tr>
<td>EXTREMADURA</td>
<td>Badajoz</td>
<td>Cáceres</td>
<td></td>
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<tr>
<td>GALICIA</td>
<td>La Coruña</td>
<td>Lugo</td>
<td>Orense</td>
<td>Pontevedra</td>
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<td>LA RIOJA</td>
<td>La Rioja</td>
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<td>MADRID</td>
<td>Madrid</td>
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<td>MURCIA</td>
<td>Murcia</td>
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<td>NAVARRA</td>
<td>Navarra</td>
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<tr>
<td>PAÍS VASCO</td>
<td>Álava</td>
<td>Guipúzcoa</td>
<td>Vizcaya</td>
<td></td>
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</tr>
<tr>
<td>VALENCIA</td>
<td>Alicante</td>
<td>Castellón</td>
<td>Valencia</td>
<td></td>
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</tr>
</tbody>
</table>

* Ciudades autónomas | Ceuta | Melilla
## POLITICAL MAP OF EUROPE

<table>
<thead>
<tr>
<th></th>
<th>COUNTRIES</th>
<th>CAPITALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Albania</td>
<td>Tirana</td>
</tr>
<tr>
<td>2</td>
<td>Austria</td>
<td>Vienna</td>
</tr>
<tr>
<td>3</td>
<td>Belarus</td>
<td>Minsk</td>
</tr>
<tr>
<td>4</td>
<td>Belgium</td>
<td>Brussels</td>
</tr>
<tr>
<td>5</td>
<td>Bosnia and Herzegovina</td>
<td>Sarajevo</td>
</tr>
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# POLITICAL MAP OF AMERICA

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# POLITICAL MAP OF ASIA

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ANNEXE II

PHYSICAL MAPS OF THE WORLD
### ASIA
#### LANDFORMS
1. Himalaya range plateau
2. Ural Mountains
3. Anatolian plateau
4. Iranian plateau
5. Tibetan plateau
6. Central Siberian plateau
7. Western Siberian Plain
8. North China Plain
9. Kamchatka peninsula

#### HYDROSPHERE
20. Lake Baikal
21. Aral Sea
22. Caspian Sea
23. Arctic Ocean

### AMERICA
#### LANDFORMS
38. Rocky Mountains
39. Appalachian Mountains
40. Andes
41. Brazilian Plateau

#### HYDROSPHERE
53. Atlantic Ocean
54. Pacific Ocean
55. Arctic Ocean
56. Antarctic Ocean
57. Gulf of Mexico

### AFRICA
#### LANDFORMS
72. Chad Basin
73. Niger Basin
74. Congo Basin
75. Atlas Mountains
76. Ahaggar Mountains
77. Tibesti Mountains
78. Marra Mountains

#### HYDROSPHERE
84. Atlantic Ocean
85. Indian Ocean
86. Mediterranean Sea
87. Red Sea
88. Gulf of Guinea
89. Lake Chad

### OCEANIA
#### LANDFORMS
96. Great Dividing Range
97. Great Artesian Basin

#### HYDROSPHERE
102. Darling
103. Murray

### ASIA
10. Indochinese peninsula
11. Deccan Peninsula
12. Arabian Peninsula
13. Korean Peninsula
14. Sri Lanka
15. Sumatra
16. Java
17. Borneo
18. Philippines
19. Japanese archipelago

### AMERICA
24. Pacific Ocean
25. Indian Ocean
26. Bering Sea
27. Sea of Japan
28. China Sea
29. South China Sea
30. Arabian Sea
31. Tigris
32. Euphrates
33. Indus
34. Ganges
35. Mekong
36. Yangtze
37. Huang He

### AFRICA
79. Drakensberg Mountains
80. Libya Plain
81. Senegal Plain
82. Ethiopian Highlands
83. Madagascar
84. Lake Victoria
85. Niger
86. Congo
87. Orange

### OCEANIA
98. New Guinea
99. Australia
100. Tasmania
101. New Zealand
102. Coral Sea
103. Tasman Sea
ANNEXE III

HOW TO...
HOW TO MAKE A TIMELINE

Timelines are graphical representations of events or processes in which we organise items (periods, events, etc.) chronologically along a line.

A good timeline must meet the following rules:

1. Choose the type of timeline you need.
   - Chronological order: dates arranged from left to right, or from top to bottom.

2. Keep proportions: 400 years are not the same as 35!

3. Make it clear: do not abuse! Organise the information over and under the line.

4. Establish hierarchies in the information: difference periods and events.

We can use two types of timelines:

- 'thin' one, for representing only events.

- 'thick' one, for working with periods and also events.
1. Use a whole page.

2. Count the total amount of years to be included in the timeline. Also, number of centuries.

3. Now, something difficult: link the space and the years to be represented. Each century must have the same length, and they all have to fit in the page.

   For example, if you have to include 700 years, and your page is about 30 cm long, make that each 4 cm is one century, so the timeline should be 28 cm long. If 800 years, 3 cm each century for a 24 cm-long timeline.

4. Include the periods in the timeline. Remember that periods are between two dates!

5. Include individual events.

6. Give it a title (ie. History of Egypt, Classical Greece, The French Revolution, etc.)

7. Colour it and make it nice!
HOW TO MAKE A NOTEBOOK GREAT

**Yes**

- **KEEP IT ORGANISED**
  - Keep the useful stuff in it, and do not mix other courses.
  - If you use a folder, number the pages!
  - Pay attention to the way things are explained in the classroom, do not mix units, etc.

- **WRITE ALL TITLES**
  - Of the units, exercises, sections, etc.
  - Use one colour for titles, and another for the body of the text
  - You must always make sure you have included all the notes, activities, photocopies, etc.
  - And more if you cannot come to school!

- **MAKE IT PERSONAL**
  - There’s only one user in your notebook: yourself.
  - So, make it nice, make it cool...but make it yours

**No**

- **HAVE A CLEAR ORDER**
  - The notebook is one of your main tools at school...You cannot forget it at home, in the locker... anywhere!

- **TYPPEX IS FORBIDDEN!**
  - One of the best ways of learning at school is learning about your own mistakes, so forget your corrector!

- **HAVE IT ALL!**
  - The same as before... If you use pencil is because you consider that you need to erase something... Don’t! Your mistakes are also important for your learning!

- **DO NOT COPY THE ACTIVITIES**
  - From your classmates, from the Internet... Is it necessary to explain?

- **DO NOT USE PENCIL**

- **DO NOT FORGET IT**
How to Define (In History)

Any historical term can be defined using the 6Ws of journalism: what, when, where, why, how and who. You have to practice the technique, so it’s important to have the glossary up-to-date in every unit.

WHAT or WHO
What are we trying to define? Who is the person?

WHERE
Did the event happen? WHERE is the person from?

BE PRECISE!!!

HOW
Did the event happen? HOW did it begin and end?

WHEN
Did it happen? WHEN did the person live?

WHY
Is the person or event relevant for us? WHY did the person do what they did?

THEN, sew it all together...

A GREAT DEFINITION

1 2 3