

Topic

Timbuktu 1100 – 1600: How Could There be So Much Knowledge at the End of the Earth?

Key Figures

Ibn Battuta	A Muslim Berber-Moroccan scholar and explorer who travelled more widely than any other explorer in history, totaling around 117,000 km. He visited Timbuktu in his travels
Kanka Musa	Ruler of the Mali Empire who spent time in Timbuktu during his pilgrimage to Mecca in 1324 who contributed to the wealth and scholarship of the city
Ahmed Baba	A Muslim scholar who was educated in Timbuktu and established one of the largest libraries in Timbuktu in his home. He was taken prisoner and forced to leave Timbuktu and there is now a library there in his honour

Key Terms

Manuscript	A document which is written by hand. They could contain writing, mathematical calculations, music or illustrations
Conserve/Conservation	Protect something from harm or destruction
Timbuktu	A city in Mali located 20 km north of the Niger River. It first became a permanent settlement in the 1100s and is a city of around 50 000 people today
Trade route	A network of pathways people travel to buy and sell goods
Nomad	A member of a community that does not live in one place all the time, but instead moves from place to place
Oral tradition	Using stories and song to pass on history and ideas through spoken word and not writing
Hygiene	Maintaining health and preventing disease through cleanliness
Astronomy	The science of studying the stars and planets
Astrolabe	An instrument used to measure the distance between stars and to calculate longitude and latitude
Civilisation	A society with urban development (towns and cities), roles in society, a form of government, and systems of communication
Epistocracy	System of government in which decisions are made by people considered wise - philosophers
Autocracy	System of government in which all decisions are made by one ruler – for example, a king or queen
Tolerance	Allowing ideas one does not agree with – accepting that people will have different beliefs
Empire	A large area made up of several different groups or countries ruled over by a single strong country or ruler

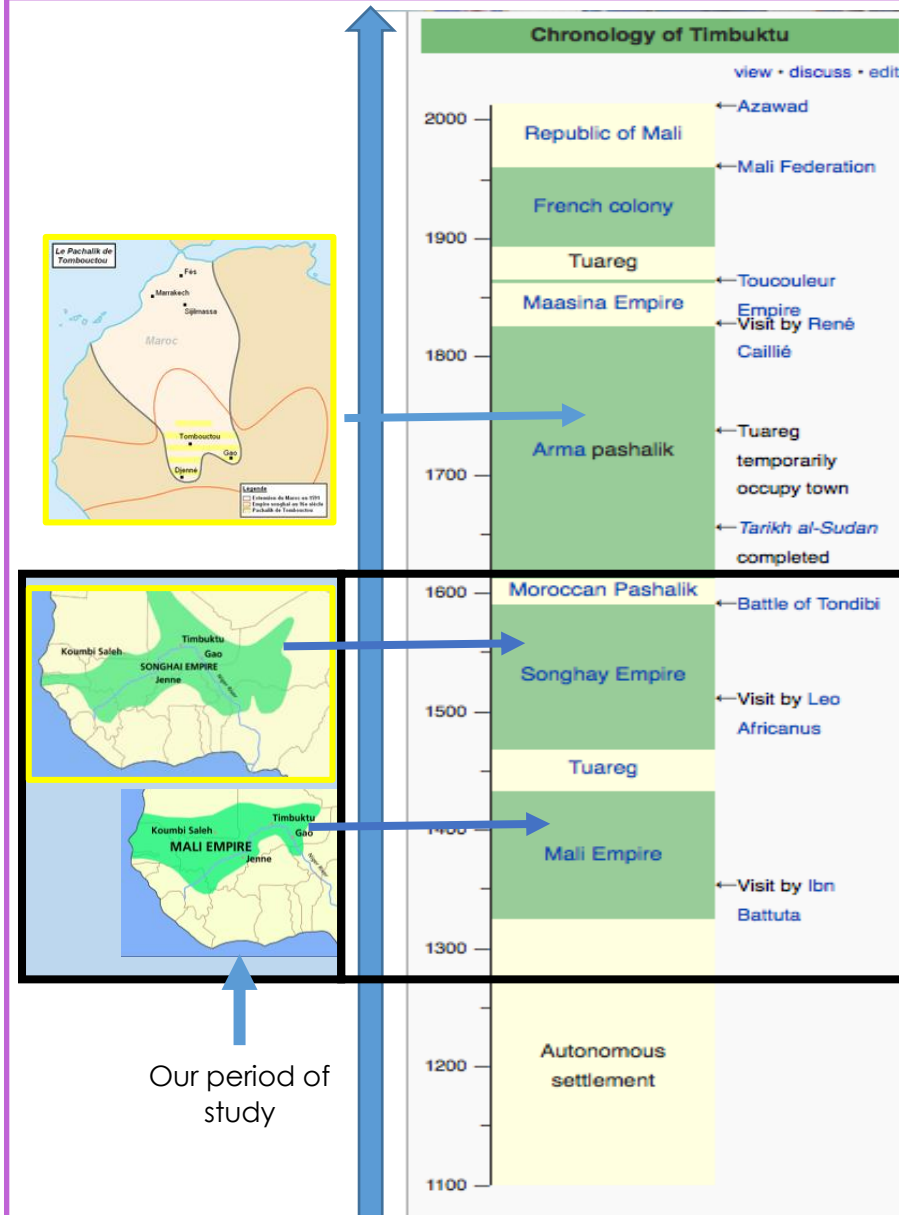
Key themes and questions

Big Question: How was there so much learning in a place known as the “End of the Earth”?

Key Questions /Themes

- How did civilisation begin in the region of Timbuktu?
- What is the connection between learning and the religion of Islam in the manuscripts of Timbuktu?
- How was Timbuktu ruled in the Middle Ages?
- How was Timbuktu connected to the Mali Empire?
- Why did Timbuktu go into decline and lose its power?

Key Terms



Topic

How did Britain expand their empire in the 1800s?

Key Terms

Empire	A large area made up of several different groups or countries ruled over by a single strong country or ruler
Colony	a country or area under the full or partial political control of another country and occupied by settlers from that country
Trade	Buying and selling goods (between individuals, businesses / companies or countries)
Industrial Revolution	The rapid development of industry (economic activity) in Britain in the late 18th and 19th centuries, brought about by the introduction of machinery.
Superior	Of a superior rank or quality - better than others
Barbarians	A term used to describe a person or a group as uncivilised or primitive
East India Company	British trading company (business) that worked in India and gradually took control of and ruled India. The British government took over control (in the name of Queen Victoria) after there were revolts against the East India Company
Sepoy	Indian soldiers who fought in the British army
Missionary	A person who travels to other countries to promote their religion. Christian missionaries travelled to countries in the British Empire to convince people to become Christian
Zulu	A powerful military empire in southern Africa in the 1800s until it was defeated by European powers
Blight	A disease affecting plants
Famine	Extreme scarcity of food causing deaths from starvation

Contrasting views of the British empire



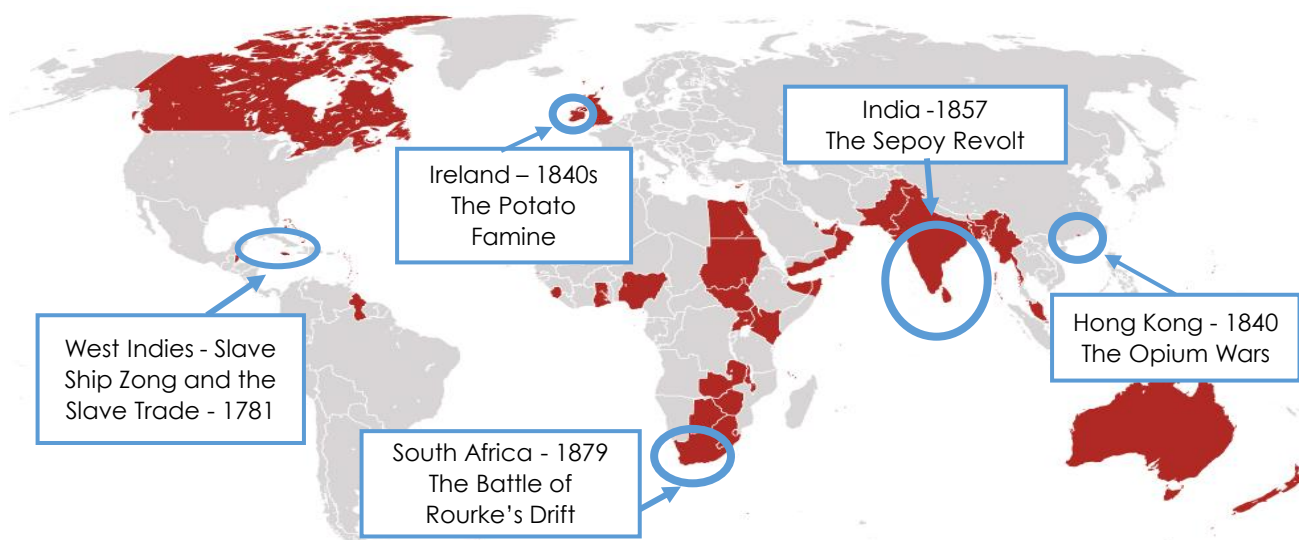
Queen Victoria's view of the purpose of the Empire in the late 1800s:

'to protect the poor natives and to advance civilisation'



View of Sashi Tharoor – modern politician and diplomat from India

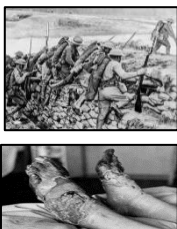



British rule meant economic exploitation and the ruin of millions of people, the demolition of successful industries, the denial of rights, the removal of local governments, the transformation of lifestyles and the complete destruction of identities and self – respect



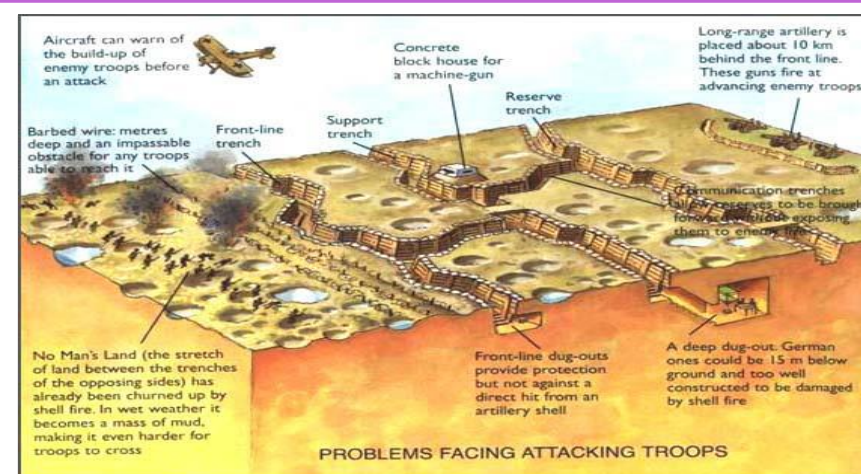
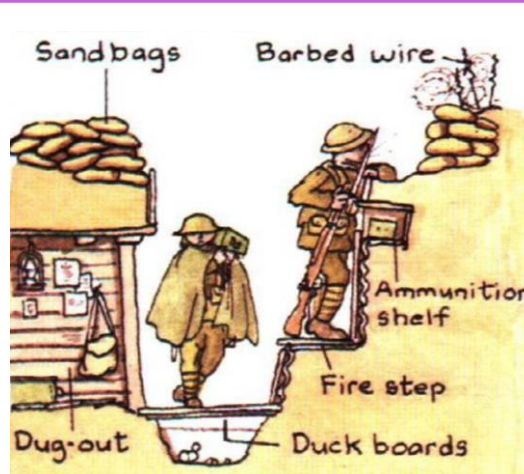
Key Terms

Militarism	The opinions or actions of people who believe that a country should use armies and force to gain power and achieve its goals
Alliances	When countries or people join together because it helps all groups to do so – in the case of WWI for protection
Imperialism	The policy of taking control over other countries as part of an empire and to gain access to the resources of these countries
Nationalism	The belief that one's country is superior to other countries
Propaganda	Information, especially of a biased or misleading nature, used to promote a political cause or point of view and to convince people to form opinions which suit your point of view – often used by governments
Stalemate	A situation in which no one can win
Attrition	Very slow and gradual progress
Shell shock	An emotional or psychological condition brought about by long term experience of war
Memorial	A statue, structure or written piece created to remind people of a person or event

Key events we study

Event	Image	Description	Date/s	Fact
Trench Warfare		To prevent enemy advances, both sides built large trenches, which stretched from the North Sea, through Belgium and France. As a result, neither side made much ground from late 1914 until early 1918. Attacks involved going across No Man's Land (in the middle) where attackers were open to machine gun fire, mines, and shells. Casualties were huge. Life in the trenches were awful, with diseases like trench foot rife. Mustard gas was a war agent used, causing blisters on skin and lungs. It caused excruciating pain and often death.	From September 1914 until November 1918 (the end of the war).	The enemy trenches were generally 50 to 250 metres apart. In between, No Man's Land was littered with barbed wire, mines, and bodies.
Battle of the Somme		The Battle of the Somme was the largest battle of World War I on the Western Front. More than 3 million fought in the battle, with more than 1 million killed or injured. At the end of the battle, the Allies had advanced 6km.	1 st July 1916 – 18 th November 1916	The battle is known for being the first use of the tank.
America Declares War		President Woodrow Wilson declared war on Germany, citing Germany's violation of its pledge to suspend unrestricted German warfare in the Northern Atlantic and Mediterranean. This had caused sinking of US ships.	6 th April 1917	The arrival of fresh US troops helped to turn the war.
Armistice of 11 th November		The Armistice of the 11 th November 1918 signaled the end of the fighting between the Allies and Germany. Previous armistices had already been agreed with the other central powers. It came into force at 11am. It marked a victory for the Allies and defeat for Germany although was not officially a German surrender.	11 th November 1918	The fighting ended on the 11 th hour of the 11 th day of the 11 th month in 1918.

Trenches Cross Section



The end of the war: The Treaty of Versailles

- At the end of the war, Britain, France and the United States led the negotiations to sign a Treaty to decide what happened at the end of the war called the Treaty of Versailles. The terms were very harsh for Germany and included
 - the War Guilt Clause that said Germany was to blame for the war
 - reparations (set at £6,600 million in 1921)
 - army reduced to 100,000 men, no conscriptions, no tanks/aeroplanes
 - navy reduced to 15,000 men, 6 battleships, no submarines
 - land taken off Germany, including the Ruhr, Alsace-Lorraine, The Polish Corridor and the Saar
 - the Rhineland was demilitarised – they could only have a very small army.
- People in Germany were horrified by the Treaty which left Germany very poor. They lost land and valuable resources They had to rebuild their country and also had to pay a huge fine to Britain and France.
- There were rumours that Germany had been betrayed, this was called the 'stab in the back' theory, they believed they had been betrayed by the government that signed it

Why was 1923 a year of crisis for Germany?

The invasion of the Ruhr

- Germany could not pay the reparations. When they missed the third payment in 1923 the French, who needed the money to rebuild after the war invaded the Ruhr, an industrial area in Germany.
- Troops started to take goods instead of the money France was owed. When workers resisted they were shot – around 120 German workers were killed by the troops. Germany had been invaded. They were occupied by French soldiers and civilians were killed.

Hyperinflation

- Because they Germans had no money, they printed out extra banknotes. This meant that there was more money in the country than Germany really had so the money became worthless.
- This meant that people's saving suddenly became worthless. People living on fixed pensions could no longer afford to buy things. Children played with banknotes because they were worth nothing. The whole German economy collapsed.

The Munich Putsch

- The Nazis try to overthrow the government – violence, chaos and murder!

Why did more people support the Nazis after 1929?

Workers	Women	Industrialists (factory owners)	The army	Farmers
They promised jobs and kept slogans simple – e.g. 'Bread and work'. Promised to end the TOV, stop paying reparations to solve unemployment.	Traditional values and a focus on family and motherhood	Anti-Communist - would stop the threat of workers overthrowing their employers.	A strong government and leader. Overturn the TOV which restricted the army to 100,000.	Encouraged traditional values and said that the countryside was Germany's backbone.

Nazi Germany: Fear

- The Nazis scared people into obeying and supporting them.
- They used the Gestapo – the secret police to investigate 'un-Nazi behaviour'.
- They relied on informants to tell them when someone was acting in an Un-Nazi way.
- They would take suspects in, interrogate them using torture and then send people off to concentration camps.
- There was also the SS – Hitler's elite who ran the concentration/extermination camps.