History 7-10

STAGE 4, DEPTH STUDY 5
Angkor/Khmer Empire

Developed by Riverside Girls High School for Year 10
NSW Learning and Leadership Directorate have been working with a number of schools on a programming project. The purpose of the project has been to explore the principles of curriculum planning and programming and to support teachers in the introduction of the Board of Studies NSW new K-10 History Syllabus. All outcomes referred to can be found at http://syllabus.bos.nsw.edu.au/hsie/history-k10/.

The programs are NOT lesson plans but they provide a number of tasks based on syllabus content.

How this unit fits into a pattern of study for Stage 4

In Stage 4: Depth Study 5, teachers have the option of incorporating part of the overview of ‘The Asia-Pacific World’ into the unit. This Depth Study builds on the development of the Western and Islamic Worlds, but shifts the focus to the contemporary development taking place in the Asian region. It gives teachers the opportunity to investigate the development of countries outside of Europe and Africa.

In studying The Angkor/ Khmer Empire, students explore the development of a sophisticated and well developed nation that had power and prominence in the Asian region. The students will investigate the features of this Empire, the influence it had and why it declined.

Developing a scope and sequence – the school and learning context

Riverside Girls High School is situated ten kilometres from the centre of Sydney, on the upper reaches of the harbour foreshores.

As a comprehensive, single-sex public high school, Riverside Girls High School caters to the needs of a diverse range of students including gifted and talented students and those with learning difficulties. Sixty percent of students come from a non-English speaking background. Student enrolments are 980.

Riverside Girls High School offers a full range of subjects in the Human Society and Its Environment curriculum Years 7 – 12, including Elective History. The Stage 4 Angkor/Khmer Empire topic area will contextualise world history, and be especially useful for those students taking Elective History in years 9 and 10.

Further, the topic will be a part of a pattern of study that will give students a focus on the Learning across the Curriculum area: “Asia and Australia’s engagement with Asia”. Modern and Ancient History will benefit because students will begin the subjects with a more holistic view of world history.

Learning continuum from HSIE K-6

This unit connects to the K-10 history learning continuum in that it allows students to explore the further development of Asian nations using their background knowledge of Ancient India or China from Depth Study 3. The Asia-Pacific World study moves the students’ knowledge and understanding from the Ancient to the Modern World and can be seen as a link between these two concepts. This depth study is a basis on which to build the idea of contact that occurred between Asian and European nations, and thus the modern world of the students.
Depth Study 5: The Asia-Pacific World – Angkor/Khmer Empire

Suggested Time: 7 weeks = 14 lessons x 75 minutes

Key inquiry questions

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

Why does this matter?

1. It is important for students to understand the rise and fall of civilisations, relating it back to modern society.
2. It is important for students to understand Asia, which reflects our school’s multicultural context.

Links to the rest of the syllabus and overview

To give our students a broader chronological understanding of the rise and fall of civilisations, we will link Depth Study 4 (study of Medieval Europe) and Depth Study 6 (Spanish Conquest of the Americas) to our study of the Angkor/Khmer Empire. This will allow students to compare a European, American and an Asian civilisation which existed contemporaneously, (e.g. importance of religious structures, natural resources). On a broader level, it is important for students to understand Asia, which reflects our school’s multicultural context.

<table>
<thead>
<tr>
<th>Outcomes</th>
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<tbody>
<tr>
<td>HT4-2</td>
<td>identifies major periods of historical time and sequences events, people and societies from the past</td>
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<tr>
<td>HT4-4</td>
<td>demonstrates an understanding of the features and nature of events and developments over time</td>
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<tr>
<td>HT4-6</td>
<td>uses evidence from sources to support historical narratives and explanations</td>
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<tr>
<td>HT4-7</td>
<td>identifies and describes different contexts, perspectives and interpretations of past</td>
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<tr>
<td>HT4-9</td>
<td>uses historical terms, skills and concepts in appropriate contexts to describe and investigate the past</td>
</tr>
<tr>
<td>HT4-10</td>
<td>selects and uses appropriate oral, written, visual and electronic forms to communicate about the past</td>
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Historical concepts

- Continuity and change: Aspects of a society, event or development changes over time or remains the same; continuity of aspects of everyday life across centuries.
- Cause and effect: events, decisions and developments in the past that produce later actions, results or effects.
- Perspectives: people from the past may have different views shaped by their different experiences.
- Empathetic understanding: the ability to understand another’s point of view, way of life and decisions made in a different period of time or society.
- Significance: the importance of an event, development, group or individual and their impact on their times or later periods.
- Contestability: how historians may dispute a particular interpretation of an historical source, event or issue.

### History years 7-10

#### Content descriptions

**Assessment:** The activities require students to demonstrate their learning and are all assessment for learning activities. Some activities might be selected and included in a school assessment schedule for assessment of learning.

#### Introduction and location

**Task 1 Global timeline**

**Skills Focus:** Chronology, terms and concepts

**Concept: Continuity and change**

1. In groups, complete a timeline.

Teachers’ note: Timeline only has dates, from ancient civilisation to current day. Students are given labels with the name of civilisations previously studied and associated artefacts, including those related to Angkor. Students need to complete the timeline to make links between Angkor and other units.

**Assessment:** Correctly sequence historical events and periods.

2. Write five things about a historical period from the timeline (e.g. Egypt), three questions about the information presented to them on the timeline (e.g. what is this artefact?) and one additional question which requires further research.

**Assessment:** Self-reflect on prior learning.

Task 2 Geography

Skill Focus: Chronology, terms and concepts

1. Show UNESCO clip of Angkor, identifying key features and scale of the site: http://whc.unesco.org/en/list/668/video

2. Use the UNESCO website to identify criteria for listing and link to prior learning in Year 7 HSIE.

Teachers’ note: ICT link, if students have access to iPads, they can use the Heritage Application to view the site. Note: this application provides key visuals of the site and interrelated information. App store: Heritage fotopedia. A worksheet is available in the resource section of this program which provides stimulus for further investigation in the unit, e.g. religion, conservation, everyday life.

3. Locate important features, temples and waterways on a map of Cambodia, or Google Earth. Zoom in on Angkor, taking in its context in the world and in Asia. Teacher note: Google Earth will need to be downloaded if not already available.

4. Use Google Earth to compare and contrast the Angkor site with other Western cities including Sydney and London (which will be studied in Depth Study 4).

5. Discuss other major religious World Heritage fotopedia structures, with a focus on Asia. These may include:
   - The Taj Mahal (India)
   - Bagan (Myanmar)
   - Borobodur (Java)
   - Sukkoth (Thailand)

Teachers’ note: ICT link, utilise Heritage application on iPad for this activity.

6. Compare religious structures:
   - In what ways are they similar?
   - What religious features can be identified?
   - What can they tell about the society that existed?

Students:
- describe the status and power of the king
- explain how the wealth from trade and agriculture contributed to Angkor’s rise to prominence

Task 3 Personality study

Skill Focus: Explanation and communication

Concept: Significance, cause and effect

Teacher prompt: Think about the role of the King in the decline of the empire.
1. View and discuss time map
   http://www.timemaps.com/history/south-east-asia-1215ad

2. Explain how the Khmer Empire was created using
   the narrative of Jayavarman II.

   Teachers’ note: This could be done as a card mix and
   match; one set of cards is the narrative of Jayavarman II
   and the other set are factors in the creation of the Khmer
   Empire, (e.g. wealth from trade and agriculture). Some
   cards are blank to allow the students to make a decision
   about the effects of certain events.

3. Complete the National Geographic interactive
   timeline activity to focus on the three kings
   including:
   - Jayavarman II (1802-50)
   - Suryavarman II (1112-52)
   - Jayavarman VII (1181-1201)

   http://ngm.nationalgeographic.com/2009/07/angkor/angkor-
   animation. In these activity students should focus on the
   rise, consolidation and fall of the Khmer Empire.

   Differentiated assessment:
   - Higher ability students – create and present a living
     graph based on the contributions of the king and their
     significance in relation to the rise of the Empire.
     Select and justify the most significant factor.

     Teacher Note: A living graph is a graph similar to a
     chronology timeline which places events along a vertical
     axis to reflect changes over time. Useful website to create
     living graphs: http://www.classtools.net/education-
     games-php/livingGraph
   - Lower ability students – chronological task to fill in the
     gaps on the timeline and make some simple
     judgements about the contributions of various kings.

4. Activity: What makes a successful King? Complete
   a table on the achievements and qualities of a
   successful King based on:
   - Jayavarman II (1802-50)
   - Suryavarman II (1112-52)
   - Jayavarman VII (1181-1201)

5. Write a 1 page response on “Why were
   Jayavarman II, Suryavarman II and Jayavarman
   VII considered to be great rulers”?

6. Design a “positions vacant” advertisement to fill
   the position of a Khmer King.

   Teacher Note: A worksheet is available in the resource
   section of this program.
Stage 4: Angkor/Khmer Empire

Students:
- identify the roles and relationships of key groups in the Angkor/Khmer Empire
- outline key cultural, economic and political features of life in the Angkor/Khmer Empire

Task 4 Job interview for King

Skill Focus: Perspective and interpretations

Concept: Perspectives

Teacher prompt: Think about role the decline of these features

1. Group task: job interview for role of the King.

Each group contains one King and one each of the royal class, bureaucracy and farmers/labourers.

Each student in the group is given a description of their role in society and key features of their everyday life.

Each student must then identify their needs from the King. Using these needs, and information from the timeline about empire building, the group creates a job description based on criteria and interview questions for the prospective king.

Role Play: the group then conducts a mock interview with each member of the class asking a question of their prospective king.

Peer assessment: as a class, the audience then decides on whether the king is a successful applicant based on the performance of the king and the group.

Differentiated assessment:
- Higher ability students – rank criteria according to most significant quality of a king.
- Lower ability students – choose the three most significant criteria for a king’s role.

Students:
- identify key sites and the extent of the Angkor/Khmer Empire during this period.

Task 5 Site study

Skill: Research and comprehension

1. Historical inquiry: investigate the key features of daily life and cultural achievements using a virtual site study of the World Heritage Site - Angkor Wat

2. Use a teacher-created virtual site study such as:
   - www.mapwing.com (or equivalent)
   - Google Earth
   - National Geographic Angkor in 3D
### Task 6 Source analysis of key features

**Skill Focus:** Analysis and use of sources

**Concept:** Perspectives and contestability


2. Source study based on bas-reliefs from three important temples. Teacher note: source study available in the resource section of this program.

Work as archaeologists to piece together the puzzles of different bas-reliefs (bas-reliefs can be cut into puzzle pieces). (Bas-reliefs relate to power of the king, religion, weapons and warfare and daily life.)

**Teachers’ note:** use the information from the document study as a contextual framework for the activity.

**Differentiated assessment:**

- Higher ability students – explain why so much labour and wealth was dedicated to the construction of the monument.
- Lower ability students – give reasons why the king wanted to build a temple.

### Task 7 Source analysis of cultural achievements

**Skill Focus:** Analysis and use of sources, perspectives and interpretations

**Concept:** Significance

**Students:**

- outline key cultural, economic and political features of life in the Angkor/Khmer Empire
- using a range of sources and the site of Angkor as an historical source,
describe what it reveals about Angkor/Khmer life and culture. This could include:
- the construction of the temples
- the system of water management
- religion
- agriculture.

### Religion and temples

1. Religions of the Khmer Empire, with a focus on the transition from Hinduism to Buddhism and the amalgamation of the two. Identify similarities and differences between the religions.
2. Create links to prior learning by reviewing religious aspects of bas-relief source analysis (Task 6).

### Water

1. Link to prior learning: discuss the importance of access to fresh water (based on Stage 4 Geography Focus Area 4G4) and link to the ways in which the Nile was used in Ancient Egypt.
2. Use the site study to identify ways in which water was used and managed in Angkor.


Assessment: Construct a Venn diagram of water issues in Ancient Egypt, the Khmer Empire and modern Australia.

### Task 8 Source analysis of wealth and trade

**Skill Focus:** Analysis and use of sources.

**Concept:** Cause and effect.

**Teacher prompt:** Think about role in decline of these key features

### Task 9 Theories of decline

**Skills:** Perspectives and interpretations, research, explanation and communication.

**Concepts:** Continuity and change, cause and effect, contestability.

1. The theories of decline (such as the overuse of water resources, neglect of public works as a result of ongoing war, and the effects of climate change)
2. Think, pair, share, discussing which factors were the most significant.

**Differentiated assessment:**
- Higher ability students – explain what future generations can learn from the decline of Angkor
- Lower ability students – outline three things that have led to the decline of Angkor.

### Task 10 Significance of Angkor today

**Skill Focus:** Perspectives, interpretations and explanation and communication.

**Concept:** Significance, contestability

Discuss current issues facing Angkor today, including:
- tourism
- problems with infrastructure
- over development
- future management.

See the APSARA Authority
Discuss: What lessons can we learn from the decline of the Angkor Empire and the future of modern day cities?

Weigh the benefits and costs of promoting Angkor as a tourist site.
- Should a site be restored or should it be left untouched?
- What are the positive and negative impacts of tourism on the site?

1. Discuss: What else does the site of Angkor have to tell us?

Focus on modern technology and archaeological research into the site, including the Greater Angkor Project (Sydney University) and the use of LiDAR imaging.

2. **Assessment task** (separately attached)

Focus: Explain the significance of Angkor today.

**Differentiated assessment:**
- Higher ability students – explain how the civilisation of Angkor could have survived.
- Lower ability students – why is the site of Angkor important?

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**Source suggestions**

**Task 2**

UNESCO World Heritage site

**Task 3, Task 5 and Task 6**

National Geographic interactive Site study creation tool
http://www.timemaps.com/history/south-east-asia-1215ad
http://www.classtools.net/education-games-php/livingGraph
www.mapwing.com

**Task 6**

*Mughals, Warriors and Merchants*, ‘Angkor Wat: Monuments of Asia’, Association of Independent Schools of NSW. Document study: Daily life during the Khmer Empire – account of daily life, including extracts from Zhou Daguan

**Task 7**


**Task 8**

Sources on wealth and trade
Task 10


General

The Angkor Empire, Environment, and Conflict
Jayavarman VII
Bayon temple
Bayon temple
Bayon temple
Angkor Wat
Teacher Notes:

Task 2 – UNESCO and Angkor Wat

The Heritage App at http://whc.unesco.org/en/list/668/video has beautiful photos of the temples of Angkor, but how do they contribute to your understanding of Khmer civilisation?

In our initial discussions we identified the following aspects that applied to most early civilisations:

- Powerful rulers – kings
- Empire – warfare
- Religion – gods, temples
- Monumental buildings – architecture
- Artistic achievement

For each slide, identify the aspect/s of civilisation that are shown in the slide.

<table>
<thead>
<tr>
<th>Slide</th>
<th>Aspects of civilisation the slide illustrates (or EXT: criteria for World Heritage)</th>
<th>Questions to answer in your workbook</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Angkor Wat</td>
<td>Who built Angkor Wat and when? What was Angkor Wat’s double purpose? Who was Vishnu? What do the green structures indicate?</td>
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<tr>
<td>2. Wooden Buddha in Abhaya Mudra</td>
<td>How did the temple’s use change over time? Give 2 reasons for the survival Angkor Wat.</td>
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<tr>
<td>3. Angkor Wat architecture</td>
<td>What does the appearance of Angkor Wat visually represent? What is a Jagati? What are the devas? Describe the basic features of Angkor Wat.</td>
<td></td>
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<tr>
<td>4. Beng Meala</td>
<td>What does this slide tell you about issues of conservation at Angkor Wat?</td>
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<tr>
<td>5. Angkor Wat silhouette</td>
<td>Why is Angkor Wat important to the people of Cambodia?</td>
<td></td>
</tr>
<tr>
<td>6. Bayon Faces</td>
<td>Where are the faces found? When were they built? When and by whom? How do you think they were made?</td>
<td></td>
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<tr>
<td>7. Terrace of the Leper King</td>
<td>What is a bas-relief? Can you find out who some of the gods and goddesses were?</td>
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<tr>
<td>8. Ta Phohm Stones</td>
<td>When was the temple abandoned? Why has this temple not been restored?</td>
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</table>
**Task 4 - What makes a successful king?**

Three of the most successful Khmer Kings were:

- Jayavarman II (802-50)
- Suryavarman II (1112-52)
- Jayavarman VII (1181-1201)

1. Construct a table in which you outline their achievements and think about their personal qualities.

<table>
<thead>
<tr>
<th>Achievements</th>
<th>Qualities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jayavarman II (802-50)</td>
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<td></td>
</tr>
<tr>
<td>Jayavarman VII (1181-1201)</td>
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</tr>
</tbody>
</table>

2. Write a response to the following:

   *Why were Jayavarman II, Suryavarman II and Jayavarman VII considered to be great rulers of the Khmer Empire?*

   Note: 1 page response with attention to paragraphs and topic sentences.

3. Design a “positions vacant” advertisement to fill the position of a Khmer King. What qualities would be required?
Task 5: Angkor Wat

Angkor Wat is an ancient temple that is located a few kilometres from the town of Siem Reap in Cambodia, Southeast Asia. Angkor Wat means “City Temple.”

Angkor Wat was built in the early 1100s for Suryavarman II, the king of the Khmer Empire, as part of his capital city. The Khmers ruled the area from about AD 800 to 1225. The temple was dedicated to the Hindu god, Vishnu, and took 37 years to build. The huge structure is surrounded by a thick outer wall that is 4.5m high and over 3.2km long. The complex is protected by a moat, which is 182m wide.

Angkor Wat is considered to be the most magnificent temple ever built by the Khmers. Made of sandstone, the pyramid-shaped complex has several terraces and small buildings. Five towers rise above these. The walls are covered with beautiful and intricate carvings that depict Hindu mythology, especially stories about the god Vishnu.

Warm Up Questions
1. Have you heard of the ancient temple called Angkor Wat?
2. Where Angkor Wat is located?
3. When was it built?
4. Look at the picture of Angkor Wat – how long do you think it took to build?
5. What is a World Heritage site?
6. What does an archaeologist do?

Comprehension: True or False?
1. Angkor Wat means ‘ancient temple’.
2. Angkor Wat was built in the 12th century.
3. When Angkor Wat was built, it was dedicated to a Buddhist monk.
4. The Thai Empire expanded the city of Angkor.
5. Tourists have destroyed Angkor Wat.
The Thai Empire conquered the Khmers in the 1400s and the city of Angkor was abandoned. In about 1500, Buddhist monks began to use the temples (and still do today). Few other people knew about Angkor, but there were rumours of an abandoned city. These rumours were proved true when French missionaries came across Angkor Wat in 1860. A French botanist named Henri Mahout started restoration work on the temple. The other buildings in the city of Angkor had been taken over by thick jungle.

Today, Angkor Wat is a symbol of Cambodia. Its image is on the Cambodian flag and in 1992 the United Nations declared it a World Heritage Site. It is now Cambodia’s most popular tourist destination. Damage from visitors has been kept to a minimum and foreign government-sponsored archaeologists continue to restore it.

Figure 1: Angkor Temple Map

Angkor Wat

Answer the following questions in complete sentences.

1. Where is Angkor Wat located?
2. When was Angkor Wat built and for whom was it built?
3. Briefly describe Angkor Wat.
4. How was the structure of Angkor Wat protected?
5. What happened when the Thai Empire conquered the Khmers?
6. Who was Henri Mahout?
7. How has Angkor Wat become a symbol of Cambodia?

Vocabulary review

A. Match the words on the left with the correct meaning on the right.

_____ 1. temple a) member of a religious group living in a monastery
_____ 2. moat b) find by chance
_____ 3. terrace c) show
_____ 4. depict d) place where someone is going
_____ 5. conquer e) deep wide ditch of water built around a place for protection
_____ 6. abandon f) collection of stories from long ago
_____ 7. monk g) defeat; win a victory over enemies
_____ 8. mythology h) levels of sloping land
_____ 9. destination i) leave and not plan to return
_____ 10. come across j) building used for praying

B. Find a word in the text that means:

1. very old; from long ago ________________________
2. forms made by cutting away material from wood or stone ______________________
3. people sent to a foreign country to do religious work ______________________
4. person who studies plants ______________________
5. land covered with thickly growing tropical vegetation ______________________

C. Choose the word(s) with the closest meaning to the underlined words in the following sentences.

1. Angkor Wat was dedicated to the Hindu god Vishnu.
   a) belonged to
   b) built by
   c) built in honour of

2. The complex is protected by a moat.
   a) complicated maze of hallways
   b) a large structure made up of several parts
   c) country that is land lock and so does not have a coastline

3. The walls are covered with beautiful, intricate carvings that depict Hindu mythology.
   a) paintings with lots of colours
   b) very detailed or complicated
   c) interior of the temple

4. The rumours of an abandoned city were proved true when French missionaries came across Angkor Wat.
   a) general talk
   b) ruins did exist
   c) riches in excess

5. Government-sponsored archaeologists continue to restore Angkor Wat.
   a) visit on a regular basis
   b) examine with a magnifying glass
   c) bring it back to good condition

Task 5 answers

Comprehension: True or False

1. Angkor Wat means ancient temple.             FALSE
2. Angkor Wat was built in the 12th century.        TRUE
3. When Angkor Wat was built, it was dedicated to a Buddhist monk. FALSE
4. The Thai Empire expanded the city of Angkor. FALSE
5. Tourists have destroyed Angkor Wat.        FALSE
Answers

B. Written Answers

1. Angkor Wat is an ancient temple that is located a few kilometres from the town of Siem Reap in Cambodia, Southeast Asia.
2. Angkor Wat was built in the early 1100s for Suryavarman II, the king of the Khmer Empire, as part of his capital city.
3. Angkor Wat is a pyramid-shaped complex made of sandstone. It has several terraces and small buildings with five towers that rise above them. Its walls are covered with beautiful and intricate carvings that depict Hindu mythology.
4. Angkor Wat was dedicated to the Hindu god Vishnu.
5. The structure of Angkor Wat was protected by a thick outer wall 4.5m high and over 3.2km long. The wall was protected by a 182m wide moat.
6. When the Thai Empire conquered the Khmers, the city of Angkor was abandoned.
7. Henri Mahout was a French botanist who began restoration on the temple after French missionaries discovered the abandoned city in 1860.
8. An image of Angkor Wat is on the Cambodian flag and in 1992 the United Nations declared it a World Heritage site.

Vocabulary review

A. Match the words on the left with correct meaning on the right.

J  1. temple
E  2. moat
H  3. terrace
C  4. depict
G  5. conquer
I  6. abandon
A  7. monk
F  8. mythology
D  9. destination
B  10. come across

B. Find a word in the story that means:

1. very old; from long ago
2. forms made by cutting away material from wood or stone
3. people sent to a foreign country to do religious work
4. person who studies plants
5. land covered with thickly growing tropical vegetation

ANCIENT
CARVINGS
MISSIONARIES
BOTANIST
JUNGLE

C. Choose the word(s) with the closest meaning to the underlined words in the following sentences.

1. Angkor Wat was dedicated to the Hindu god Vishnu.
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3. The walls are covered with beautiful, **intricate** carvings that depict Hindu mythology.
   a) paintings with lots of colours
   b) **very detailed or complicated**
   c) interior of the temple

4. The **rumours** of an abandoned city were proved true when French missionaries came across Angkor Wat.
   a) **general talk**
   b) ruins did exist
   c) **riches in excess**

5. Government-sponsored archaeologists continue to **restore** Angkor Wat.
   a) visit on a regular basis
   b) examine with a magnifying glass
   c) bring it back to good condition

Task 6 - Source Analysis Investigation

You are going to be examining primary evidence from three important temples built in Angkor. Each temple tells us a story through images about life in Angkor. The images that you will be using are called bas-reliefs.

In this lesson you are going to work in groups to uncover the forgotten truths about Angkor society. You will need to use your expert knowledge along the way to help you interpret the meanings of at least one bas-relief. You should imagine yourself as an archeologist who is setting out on a quest to uncover the real history of Angkor. The only thing that you can take with you on your journey is your source analysis skills. Good luck!

Before you begin you should take some time to familiarise yourself with the questions that archeologists use to determine the meaning of historical artefacts and monuments.

**Problem:** Your relief has been broken into 4 pieces during the excavation process. You will need to first examine what information your source gives you before you can locate the other pieces.

**Step One:**
Look carefully at the bas-relief jigsaw piece. Record the following information.
- What do you first notice about this image?
- Now examine each piece of the image, look carefully at the details.
- Make a list of the details that you see in the image and record them in your table.

<table>
<thead>
<tr>
<th>People/animals</th>
<th>Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objects</td>
<td>Symbols</td>
</tr>
</tbody>
</table>

**Step Two:**
Find your matching jigsaw puzzle pieces and complete your puzzle to reveal the bas-relief. You will need to communicate with your classmates what types of images you have on your puzzle piece to find similar pieces. Once you have located the three other puzzle pieces you should form a group of four people to analyse your source in more depth.

**Step Three:**
Now that you have a complete bas-relief you should try to identify what aspect of life it represents? Discuss what you can see and what you can infer from your source with your group. Once you have extracted information from your source classify it under ONE of the following headings.

- A. Daily life
- B. Warfare
- C. Power of the Kings
- D. Religion
Here is an example to get you started on how to extract information from a visual source.

**B. Warfare**

Elephants were used during battle.

This appears to be an army. Clue: they are holding weapons and are all dressed the same to symbolise unity.

Battles were fought by fierce hand-to-hand combat.

A range of weapons were used; shields, lances, swords and spears.

**Inference:** Armies may have been *conscripted by the King to protect the capital and to wage war with enemies outside the Khmer Empire.*

*Conscription* is the compulsory enlistment of people into some sort of national service, most often military service that may have been a form of tax during this period.
Daily life

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Religion

Statue of Lord Vishnu - located in the entrance of Angkor Wat,

Lord Vishnu, considered the preserver of the Cosmos in the Hindu Trinity, characteristically stands upright and balanced. As the preserver, Vishnu embodies compassion, which is considered the self-existent, pervasive power maintaining the universe and cosmic order (Dharma). Vishnu holds his attributes, the discus and conch.

King Suryavarman II (reigned from 1113 - 1150 AD) dedicated the temple to Lord Vishnu.
On his death the great king took the posthumous name Paramavishnulok (he who has gone to the paradise of the supreme Vishnu).

from: http://www.hinduwisdom.info/Sacred_Angkor.htm
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Warfare

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Power of the Kings

Image courtesy of Riverside Girls High School.