

## SYLLABUS LINKS

Students study a range of depth studies from the end of the ancient period to the beginning of the modern world (c. 650–1750). During this period, major civilisations around the world came into contact with each other. Social, economic, religious and political beliefs were often challenged and significantly changed, underpinning the shaping of the modern world.

## 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?

### Historical context of the overview

The later Roman Empire was transformed by becoming Christian and dividing into an eastern and a western empire. Both empires were weakened by a series of invasions. After the collapse of the Roman Empire in the west, the Christian church provided the cultural foundation for the emergence of European medieval society. One of the important features of this society was feudalism.

Islam, meanwhile, had spread from the Arabian Peninsula and by the mid seventh century dominated North Africa and the Middle East. In the late eleventh century Christianity and Islam clashed in a series of wars known as the Crusades. The Christian goal of occupying Muslim Jerusalem and the Holy Land ultimately failed. In the mid fifteenth century, the Islamic Ottomans finally captured Constantinople, the capital of the Eastern Roman Empire. This victory consolidated the Ottoman Empire and as a result the Ottomans commanded the eastern Mediterranean.

In the meantime, western European navigators discovered new trade routes to Asia by sailing around Africa or heading west across the Atlantic, to encounter the Americas. These voyages opened up a new understanding of the world at a time when Western Europe was embracing the learning of ancient Greece and Rome. This expansion of knowledge, experience and confidence is now known as the Renaissance. In Europe it heralded the Scientific



Revolution and the Enlightenment, which created the modern world.

## INTRODUCING THE CHAPTER

### Chapter content

Unit 1, 'The end of the Roman Empire', covers the split of the empire and its gradual decline. The medieval Catholic Church, the emergence of the Orthodox Church and the rise of Islam are explored in Unit 2, 'Two major religions'. Unit 3, 'Feudalism', describes the social organisation of medieval society. In Unit 4, 'The Crusades', the clash of

Christian and Islam is described. The spread of Islam through the Ottomans is covered in Unit 5, 'The rise of the Ottoman Empire'. Unit 6, 'Voyages of trade and discovery', explore the search for new trade routes that expanded trade into Asia and led to discoveries of new continents. Unit 7, 'The Renaissance', describes the social developments in Europe that replaced medieval times. Unit 8, 'The Scientific Revolution', looks at the tremendous developments in science that transformed all branches of science through to our modern world.

Unit 9, 'Investigating history', includes a glossary of key terms used in the chapter and four research tasks for students.

# CHAPTER 1

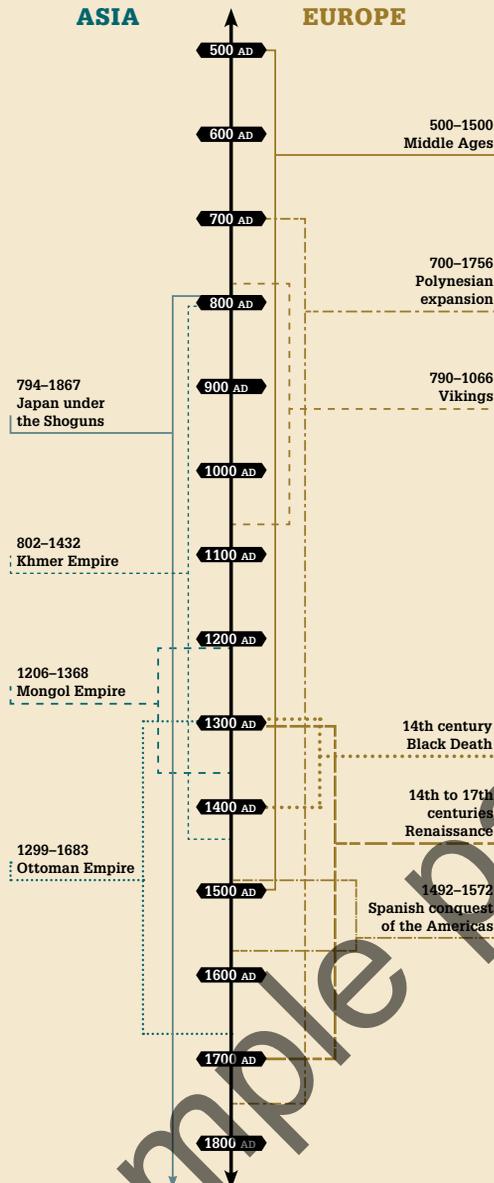
## Overview: the ancient to the modern world

After the fall of Rome, societies in Europe, the Middle East and Asia changed significantly. Across medieval Europe, society was organised under **feudalism**. The Catholic Church became the most powerful force in Europe. Beginning in Italy, a new interest in the ancient classical civilisations led to the **Renaissance**. This was also the age of exploration. Europeans 'discovered' and **colonised** other parts of the world.

In the Middle East, the Islamic religion spread and became a powerful force. In present-day Turkey, the Ottoman Empire emerged. Religious clashes between Christians and Muslims occurred in a series of wars known as the **Crusades**. In Asia, a number of powerful empires grew and declined again; people travelled great distances to populate the Polynesian regions.

**Source 1.0.1** Ottoman forces preparing for battle outside the walls of Rhodes in 1480, from *A History of the Siege of Rhodes* by Guillaume Caoursin, 1483

**Source 1.0.2** Timeline of key periods and events between ancient and modern times



### PREPARATION FOR TEACHING

#### Suggestions for introducing overview: the ancient to the modern world

The period between the fall of the Roman Empire and the start of the modern world spanned over 1000 years.

In small groups, students are allocated one period from Source 1.0.2 to quickly research. They then report one or two facts back to the class.

### TEACHING AND LEARNING STRATEGIES

#### Historical skills: Analysis and use of sources

##### Preparing for battle

##### ML: visual-spatial, verbal-linguistic

Students examine Source 1.0.1 and answer the following questions.

- 1 Where and when did this scene occur?
- 2 What is the Ottoman force preparing to do?
- 3 Which of the two forces is Christian and how did you reach this conclusion?
- 4 List the similarities and differences between the Ottomans and the Christians.

##### Answers

- 1 On the Greek island of Rhodes in 1480.
- 2 The Ottomans are getting ready to attack the forces behind the city wall.
- 3 The Christians are inside the city. Their tunics have crosses on them, a symbol of Christianity, and so do their flags.
- 4 Similarities: They both have shields, spears and a large fighting force. Differences: The Christians wear helmets. They are in a defensive position behind strong stone battlements. The Ottomans wear turbans and carry bows and arrows as well. They are making an offensive charge in the open.

### KEY TERMS

**Crusades**—medieval military expeditions to recapture Jerusalem and the Holy Land from Muslims

**feudalism**—rigid social class system whereby each class owed loyalty and obedience to a higher class

**medieval period**—period in Europe that began with the fall of Rome in 476 AD to the beginning of the modern age, around 1750

**Renaissance**—from the French word meaning 'rebirth'; the cultural movement that began in Italy in the fourteenth century and spread across Europe, and which involved a renewed interest in the learning of ancient Greece and Rome

### IN A NUTSHELL

After the fall of the Roman Empire in 476, Europe moved into a period when little changed and the feudal system was dominant. Later, during the Renaissance, Europe experienced a revival of learning. In the Middle East the new major religion, Islam, rose and would clash with Christianity. Under the Ottomans, Islam spread across a large area of Asia and Western Europe. Knowledge of the world expanded as both European and Asian countries began to explore far and wide. Europeans discovered the Americas and the Pacific Islands.

### RESOURCES

#### DIGITAL RESOURCES

##### Pre-test

Students complete the Review Quiz available on eBook to gather pre-existing knowledge on the ancient to the modern world.

##### Web Destinations

Information about relevant websites is available on eBook. In addition, students may search for websites using search terms specific to the topic that they are researching.

##### PEARSON history NSW 8 A.B.

Chapter 1: Overview: the ancient to the modern world

## SYLLABUS LINKS

### Content ▶▶

Students briefly outline:

- the transformation of the Roman world and the spread of Christianity and Islam

### Historical skills ▶▶

Comprehension: chronology, terms and concepts

- read and understand historical texts
- sequence historical events and periods
- use historical terms and concepts

Analysis and use of sources

- locate, select and use information from a range of sources as evidence

Explanation and communication

- develop historical texts, particularly explanations and historical arguments that use evidence from a range of sources
- select and use a range of communication forms (oral, graphic, written and digital) to communicate effectively about the past

## KEY CONCEPTS

- The Roman Empire was split into eastern and western halves in order to make it easier to administer
- The Roman Empire adopted Christianity
- The western empire of Rome declined about 1000 years before the decline of the eastern empire

## KEY TERMS

**mercenary**—soldier who joins an armed conflict for monetary gain only

**persecution**—ill-treatment and discrimination



## UNIT 1.1

# The end of the Roman Empire

### Decline of an empire

Historians often date the fall of the Roman Empire as the year 476 AD, when the last emperor of the Western Roman Empire, Romulus Augustus, was overthrown by the **barbarian** chief Odoacer.

However, the decline actually took place over the preceding three centuries. Two major changes in the Roman Empire that historians believe had an impact on its long-term viability were the empire becoming Christian and its split into two empires: East and West.

### Rome becomes Christian

From the first century AD, Christians in the Roman Empire were only found in small groups in the larger cities, especially in the east. Under some emperors, they were subject to persecution. Nero, for example, blamed them for the Great Fire of Rome in 64 AD. Christians were frequently killed or imprisoned, often because they refused to worship the emperor.

This persecution came to an end when Constantine the Great (reigned 306–337) passed a law declaring religious tolerance, largely because he himself had converted to Christianity.

### Christianity spreads

Christianity then spread quickly, although Christians argued among themselves. In 325, the Council of Nicaea established one Christian doctrine. This became generally accepted throughout the empire. Christianity became the dominant religion and even spread beyond the Roman Empire. Most of the later Roman emperors were Christians, as were most of the barbarians they fought against. As one of the basic tenets (principles) of Christianity was the promotion of peace or pacifism, historians argue that this changed the previously aggressive nature of the Roman Empire.

### The split into East and West

By the end of the third century, the Roman Empire was so large in area and faced so many problems that it was impossible for one emperor to maintain control. The greatest problem was the need to continually fight wars against both barbarians outside the empire and ambitious generals within it. Under Emperor Diocletian (reigned 285–305), the empire was split into two administrative areas. It made sense to have two emperors, one based in Constantinople (now Istanbul) and one in Rome.

### Two empires

The Western Empire, ruled by Maximian, included England, Spain, France, Italy and parts of Germany. All Roman territory east of Italy was in the Eastern Empire, ruled by Diocletian. Each empire was further split into two subordinate divisions. This system of administration was called the **tetrarchy**, meaning four leaders.

### The fall of Rome

The Western Empire was left vulnerable to barbarian invasions when the capital was moved from Rome to Constantinople. Rome was again split into two after a brief period of reunification in the fourth century, with the west being ruled first from Milan then Ravenna. Fierce attacks on the Western Empire followed from the Ostrogoths, Huns, Franks and Visigoths.

In 410, the German tribe the Visigoths captured and sacked the city of Rome and the rest of the Western Empire. In 455, Rome was again attacked and seriously damaged by another German tribe, the Vandals. The Goth attack led by Odoacer in 476 ended the Western Roman Empire.

The Eastern Roman Empire continued as the Byzantine Empire until 1453, when Constantinople was conquered by the Ottoman Turks.

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## TEACHING AND LEARNING STRATEGIES

### Historical skills: Comprehension/ research/explanation and communication

#### The fall of Rome

#### MI: visual-spatial, verbal-linguistic

Students research the causes of the decline of the Roman Empire in the library or on the internet. Students use the information to create a graphic organiser of their choice to explain the fall of Rome. These can be placed around the classroom

so that students can compare their findings with those of other students.

#### Answers

Student answers will vary but should include some of the following points:

- *civil war due to conflict over who should be emperor*
- *poor leadership of Rome and poor management*
- *increased numbers of foreigners in the Roman army, which led to rebellions and mutinies in the army*
- *population decline due to disease*
- *invasions by barbarians.*

Remembering and understanding

- 1 Before Constantine, Christians were sometimes ignored and sometimes persecuted. They could be killed or imprisoned. After the rule of Constantine, they were tolerated and accepted because the emperor himself became a Christian.
- 2 The empire was big and communications were slow. Leaders and their armies had to be on the spot to combat trouble, administer the empire and collect taxes. Having two leaders and two capitals for easier administration would facilitate this.

Applying and analysing

- 3 The division of the empire meant that neither part had the resources to help the other. The empire's power was split, as the army was separated into two, one to defend each division of the empire. Also, it has been argued that as a pacifist religion, Christianity changed the aggressive and expansionist nature of the empire.
- 4 Student answers will vary. A sample answer is provided. Probably reason 5 was the most significant, as political instability would have caused many of the empire's problems, followed by reason 4 because of the necessity of a strong economic base. Reasons 3 and 2 are closely related and could have been handled with competent government. Reason 1 is probably the least important as Rome had reached its maximum extent hundreds of years earlier. An excellent network of communication for administration of the empire had long been set up and had worked well for over 300 years. The large extent of the empire only became an issue once the other factors had come into play.



Source 1.1.1 Routes of the Barbarian attacks on the Eastern and Western Roman empires in 415 AD

The final decline

There are a number of reasons for the final decline of the Roman Empire:

- Barbarian tribes were moving into Roman territory. These migrations were not necessarily destructive, but they had their own culture and leaders. There was a dilution of Roman ways and no interest in keeping the Western Empire together.
- The empire was too big, and communication and movement of troops and supplies took a long time over such distances.
- The army was greatly weakened, largely due to mercenary barbarians who were in the military. This resulted in a loss of loyalty to the Roman Empire and a decrease in military standards.
- There were economic difficulties caused by inflation and increased taxes to fund the army, and growing unrest among common people.
- Internal fighting among Roman generals vying for power diverted attention from protecting the empire.

ACTIVITIES

Remembering and understanding

- 1 Outline how Christians were treated before and after the rule of Constantine the Great.
- 2 Why did Diocletian divide the empire?

Applying and analysing

- 3 Explain why Christianity and the splitting of the empire into two would have had a long-term effect on its strength.
- 4 Rank the reasons given for the final decline of Rome in order from most significant to least significant. Justify your ranking.

TEACHING AND LEARNING STRATEGIES CONTINUED

Historical skills: Comprehension/analysis and use of sources/explanation and communication

Empires

MI: visual-spatial, verbal-linguistic

Students refer to Source 1.1.1 and answer the following questions.

- 1 What year in the history of the Roman Empire does this map show?
- 2 Which half of the empire was most threatened in this year?

- 3 What evidence on the map indicates this half of the empire was under threat?

Answers

- 1 It is a map for 415 AD.
- 2 The Western Empire was most under threat.
- 3 The threat comes from barbarian attacks (Ostrogoths, Huns, Visigoths, Vandals) and the map shows the paths of the advancing tribes into the Roman Empire. Apart from Greece, all other attacks are in the Western Roman Empire.

## SYLLABUS LINKS

### Content ▶▶

Students briefly outline:

- the transformation of the Roman world and the spread of Christianity and Islam
- key features of the medieval world (feudalism, trade routes, voyages of discovery, religion, contact and conflict)

### Historical skills ▶▶

Comprehension: chronology, terms and concepts

- read and understand historical texts
- use historical terms and concepts

Analysis and use of sources

- identify the origin and purpose of primary and secondary sources
- locate, select and use information from a range of sources as evidence

Explanation and communication

- develop historical texts, particularly explanations and historical arguments that use evidence from a range of sources
- select and use a range of communication forms (oral, graphic, written and digital) to communicate effectively about the past

## KEY CONCEPTS

- Christianity and Islam were two major religions that both gained widespread acceptance during this period
- While Christianity and Islam are different religions there are also similarities between them
- There were clashes between Christians and Muslims that may have been triggered by trade opportunities as well as religious differences

## KEY TERMS

**Crusades**—medieval military expeditions to recapture Jerusalem and the Holy Land from Muslims

**devout**—deeply religious

**monotheistic**—belief that there is only one god

**mosque**—Muslim building of worship



## UNIT 1.2

# Two major religions

### Christianity

#### Beliefs of Christianity

Followers of Jesus Christ are called Christians. Christianity is a **monotheistic** religion as its followers believe in one God and that Jesus Christ was his son, sent to live among people as a man to save humanity from their sins. Their sacred book is called the Bible. Jesus Christ taught that everyone should love God and love one's neighbour.

#### Jesus Christ

Jesus Christ was born sometime between 6 and 4 BC in Bethlehem, Palestine. He was often also called Jesus of Nazareth or Jesus of Galilee. His followers believed him to be the Son of God and his teachings were recorded by his disciples among others in the New Testament of the Bible. He was crucified by the Romans in Jerusalem around 30 AD and his followers believe that Jesus was resurrected after three days and ascended to heaven. Afterwards, his teachings spread throughout the Roman Empire and then Europe, and are still followed by many people today.

#### Medieval Christianity

For much of the medieval period, Christianity was the dominant religion in Europe and Turkey. However, Christianity was not truly united. In the early eleventh century, the only Christian Church, the Catholic Church (the word 'catholic' means 'universal'), began to split into two divisions. In the west, largely in Europe, was the Roman Catholic Church. Its spiritual home and central administration were in Rome. In the east was the Eastern Orthodox Church. Constantinople was its administrative centre.

### The Roman Church

#### The power of the Catholic Church

The head of the Roman Catholic Church was called the Pope. The Pope did not rule a large area directly, but he was powerful because the majority of people in Europe were devout Christians. The Church influenced all aspects of people's lives. Christians believed that those who worshipped God and obeyed the Church would go to heaven. The Catholic Church effectively gave them rules by which to live. In addition, most people paid a **tithe** and many nobles left money or land to the Church in their wills.



Source 1.2.1 St Peter's Basilica, Vatican City, Rome, Italy

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## TEACHING AND LEARNING STRATEGIES

### Historical skills: Comprehension/explanation and communication

#### The power of the Church

##### MI: verbal-linguistic

Students read 'The power of the Catholic Church' and answer the following questions.

- 1 What position does the Pope hold?
- 2 Why was he so powerful?
- 3 Outline at least two examples of the power of the Catholic Church in medieval Europe.

### Answers

- 1 He is the head of the Roman Catholic Church.
- 2 He was so powerful because the majority of people in Medieval Europe were Christian.
- 3 By giving people rules by which to live so that they would go to heaven when they died; by the tithes which it collected from the people; from the lands and money left to the Church by the nobles; because it was a wealthy landowner in its own right.

The Church was a major landowner and therefore a very wealthy institution. It had its own laws regulating its structure and procedures, called **canon law**. Many cathedrals, some of which took hundreds of years to build, remain intact today. These serve as an illustration of the wealth and power of the Church.

**The structure of the Catholic Church**

Under the Pope, the Church was divided into administrative units called dioceses, which were headed by bishops or archbishops. Cardinals advised the Pope and elected a new one when necessary. Monasteries and nunneries, where men and women who had taken religious vows resided, were run by abbots and abbesses. Abbots and abbesses were very influential, as they often advised kings and lords. It was not unusual for them to be members of noble families themselves.

At the bottom of the Church hierarchy were friars and priests. These were the members of the Church with whom most people came into regular contact. Friars and priests conducted services and told stories from the Bible, as most people could not read. Friars, in particular, were famous for helping poor people. Priests were often in charge of a local area called a parish. The language of the Catholic Church was Latin. In addition, the Pope ruled over a large area personally, called the Papal States, which are now part of modern Italy.

**The Eastern Orthodox Church**

Orthodox believers did not recognise the authority of the Pope. In fact, the head of the Church was the emperor. He was responsible for the major appointments and controlled most of the Church's funds. However, like the Catholic Church, the Eastern Orthodox Church had monasteries and dioceses. By the end of the thirteenth century, with the rise of the Ottoman Empire (in what is now Turkey), Islam took over the territory of much of the Orthodox Church and became the dominant religion.

This meant that Christians became a minority in many countries in Eastern Europe and Christianity ceased to be the state religion. By comparison, Christianity not only retained but also strengthened its political position and power in Western Europe.

**The importance of monasteries**

The monasteries of both branches of the Christian Church were centres of learning. Many monks could read and write very well. Many of the monks in monasteries devoted their time to copying important books and had libraries that were large for that time. In some cases they preserved texts from the ancient world that would otherwise have been lost. This included the works of great philosophers, playwrights and political figures.



**Source 1.2.2** A vellum page from a Bible produced in the Netherlands in 1443 by scribe Gerard Wesselz. van Deventer, National Library of the Netherlands, The Hague

**Historical skills: Comprehension/ research/explanation and communication**

**Christianity and Islam**

**MI: visual-spatial, verbal-linguistic**

Students work in pairs to prepare a poster each, one showing the features of Christianity and the other of Islam. The posters should be largely visual with annotations to describe each religion. Students should base their posters on Unit 2 'Two religions' but may choose to conduct additional research in the school library or on the internet.

Once completed, each student pair should compare posters and write a brief list of what is similar and what is different about the two religions. This activity will greatly assist students to do activity 5 at the end of this unit.

**Answers**

Student posters will vary but could include information about:

- *beliefs*
- *gods*
- *holy places*
- *religious buildings*
- *holy books.*

Points included in the answer could be used as subheadings or annotations on the posters.

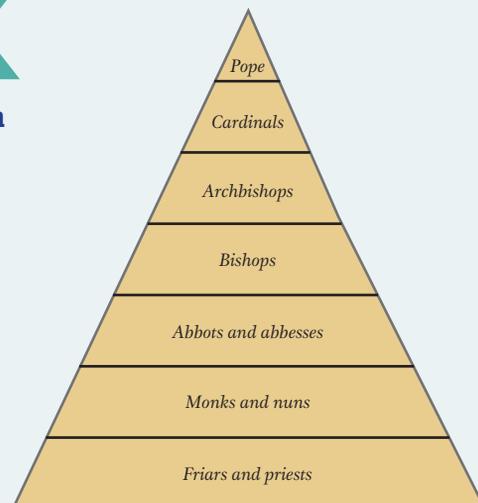
**Historical skills: Comprehension**

**Hierarchy of the Church**

**MI: visual-spatial, verbal-linguistic**

Students read 'The structure of the Catholic Church' and then create a social pyramid to outline the hierarchy of the Catholic Church.

**Answers**



**Historical skills: Comprehension/ analysis and use of sources/ explanation and communication**

**Muhammad**

**MI: visual-spatial, verbal-linguistic**

Students refer to Source 1.2.4 and answer the following questions.

- 1 What is shown in the photo?
- 2 What is the importance of this place?

**Answers**

- 1 *The photo shows Muslim pilgrims at Mecca (Saudi Arabia).*
- 2 *Mecca is the prophet Muhammad's birthplace. One of the 'Five Pillars of Islam' is that anyone who can afford it should go on a pilgrimage to the city of Mecca at least once.*

**Extension activity**

**Jerusalem**

**MI: visual-spatial, verbal-linguistic**

Students conduct some research into the holy sites in Jerusalem. They create a table that lists the main holy sites and the religion that considers each a holy site.

**Answers**

Christianity	Islam	Judaism
Church of the Holy Sepulchre	Mount of Olives	Western Wall
Mount Zion	Al Aqsa Mosque	Mount Zion
Via Dolorosa	Dome of the Rock	Mount of Olives
Mount of Olives		
Mary's tomb		

**Islam**

**Beliefs of Islam**

Followers of Islam are called Muslims. Islam, like Christianity, is a monotheistic religion. Muslims believe that the prophet Muhammad was God's last and most important prophet. Their sacred book is called the Qur'an. All Muslims are required to perform five basic acts, called the 'Five Pillars of Islam':

- Every Muslim must say they believe in one God and that Muhammad is His prophet.
- A Muslim should pray five times a day.
- Those who can afford it should give money to the poor.
- For one month every year, during Ramadan, Muslims do not eat or drink between sunrise and sunset. This month is to encourage believers to think about God and to be grateful for the good things in their lives.
- Anyone who can afford it should go on **pilgrimage** to the city of Mecca at least once.

*In the name of Allah, most gracious, most merciful.  
Praise be to Allah the cherisher and sustainer of the worlds:  
Most gracious, most merciful;  
Master of the Day of Judgement.  
Thee do we worship,  
And Thine aid we seek.*

**Source 1.2.3** Opening chapter of the Qur'an, trans. General Presidency of the Departments of Islamic Researches, 1984



**Source 1.2.4** Journey to Mecca 2013.

**The prophet Muhammad**

Muhammad was born in Mecca, in what is now Saudi Arabia, around 570 AD. He spent much of his life as a trader. Muslims believe the archangel Gabriel spoke to Muhammad, commanding him to recite poetry, which later became part of the Qur'an. Muhammad began to preach and built a reputation as a spiritual, then political and military leader. He was especially good at helping Arabian tribes to end their disagreements.

**The spread of Islam**

The influence and power of Islam spread very quickly, partly through military conquest. By the time Muhammad died in 632, Islam had united all the tribes of Arabia. Afterwards, it continued to expand, even though there were disagreements among Muhammad's followers about who would be the new leader of the Islamic community. By 750, Islamic governments ruled from Spain, across North Africa, Arabia and through Iran and Iraq to Afghanistan. Some of this territory they took from the Byzantine Empire. Islam gathered followers even in places outside of Arabic or north African influence, for example among the Turks. The Islamic political system was called the **caliphate**, because it was ruled by a caliph.

**Christianity and Islam meet**

Christian countries were uneasy about the expansion of Islam. Places that Christians regarded as holy, like Jerusalem, were now ruled by Muslims. These places were also regarded as being holy according to Islam.

**ACTIVITY ANSWERS**

**Remembering and understanding**

- 1 The sources of wealth for the Catholic Church in the Middle Ages were tithes, donations, property left in wills, and income from the Papal States.
- 2 The Emperor was effectively head of the Orthodox Church. Constantine the Great set the precedent.
- 3 The Islamic civilisation contributed to learning and research by:
  - preservation and study of ancient texts
  - travel and trade
- 4 Some of the causes of disagreement between Christians and Muslims were:
  - patronage from the rulers
  - an open-minded attitude in scientific research, especially in mathematics, astronomy and medicine.
  - Muslim rule of holy places such as Jerusalem
  - trade routes to China
  - access to resources
  - power
  - religious disputes.

Historians differ in opinion about the early sources of disagreement between Christians and Muslims. Some historians argue that the disagreements were primarily about religion. Others argue that many of the disagreements were not based on religion itself, but were founded instead in concerns about lucrative trade routes to China, and access to resources and power. Christianity and Islam clashed violently during the **Crusades** of the eleventh to thirteenth centuries.

### Contributions of Islam

Over time, Islamic civilisation became wealthy and sophisticated. Cities like Baghdad and Damascus became large centres of trade and learning, partly through patronage by the caliphs, the Muslim leaders. Scholars investigated mathematics, the sciences, medicine and history. Islamic doctors understood the importance of cleanliness well before European doctors. There were free hospitals in the larger Muslim cities.

Traders had sophisticated ships that enabled them to travel across the Mediterranean rather than just along the coast. Many beautiful buildings, a large number of them mosques, were built throughout the Islamic world.

The value of many works from ancient Greece and Rome was recognised by Islamic scholars, and these works were then preserved. Scholars translated these works into Arabic so scientists and researchers could use them. Later, the preservation of these texts contributed to European culture, with important results.

### DID YOU KNOW?

Ahmad ibn Fadlan was a tenth-century Arab traveller and legal expert. He was sent by the caliph of Baghdad on a mission to the Bulgars on the river Volga. On the way he met people he described as 'tall as palm trees'. He was impressed by their appearance but disgusted by their lack of hygiene, although they brushed their hair regularly. They were tattooed 'from fingernails to neck' and always carried an axe and a long knife. He called them the 'Rus' (from which we get the name 'Russia'), but we call them the Vikings.

*The city of Baghdad formed two vast semi-circles on the right and left banks of the Tigris, twelve miles in diameter. The numerous suburbs, covered with parks, gardens, villas and beautiful promenades, and plentifully supplied with rich bazaars, and finely built mosques and baths, stretched for a considerable distance on both sides of the river.*

**Source 1.2.5** A description of Baghdad around 800 AD from the *Geographical Encyclopedia* by Yakut, in W.S. Davis (ed.), *Readings in Ancient History: Illustrative Extracts from the Sources*, Vol. II, Allyn and Bacon, 1912–13, pp. 365–7

### ACTIVITIES

#### Remembering and understanding

- 1 Identify the sources of wealth for the Catholic Church in the Middle Ages.
- 2 Describe the relationship between the Byzantine emperor and the Orthodox Church.
- 3 How did Islamic civilisation contribute to learning and research?
- 4 List some of the causes of disagreement between Christians and Muslims.

#### Applying and analysing

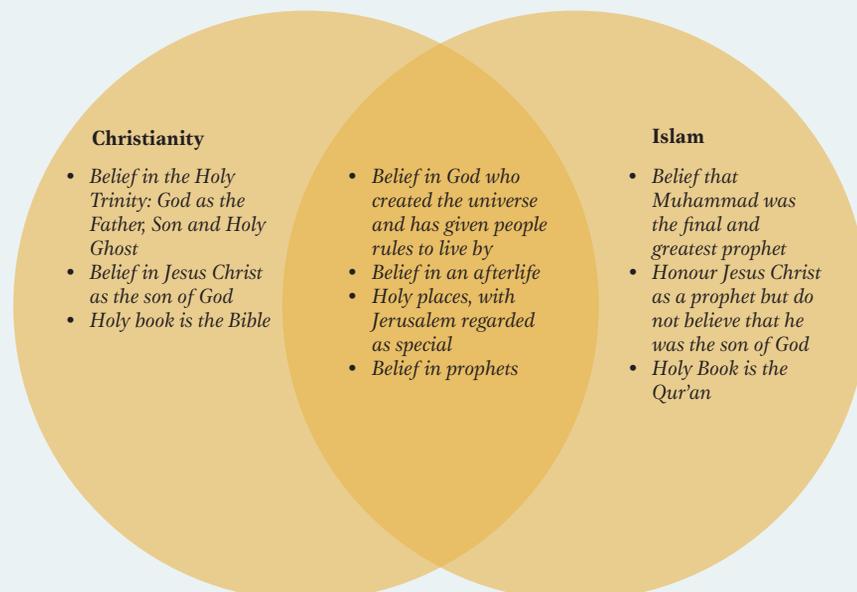
- 5 Create a Venn diagram to compare and contrast Christianity and Islam.
- 6 Examine Source 1.2.1. What does this building tell you about the civilisation that built it?
- 7 Examine Source 1.2.2. Brainstorm a list of the skills needed to produce this book.
- 8 Read Source 1.2.3. What conclusions can you draw about Muslim beliefs from this description of Allah?
- 9 Read Source 1.2.5. Sketch Baghdad from the description given.

- 6 Source 1.2.1 tells us that the civilisation which built this was:
  - wealthy—the building is ornate and built in marble
  - artistic—it has many decorative features and there are a row of statues along the roof
  - skilled—there is a dome which shows excellent architectural and building skills
  - influenced by classical Rome and Greece—the columns along the façade are influenced by the classical civilisations.
- 7 A list of the skills needed to produce this book include writing, painting, and bookbinding, tanning for the leather. It also implies that at least some people could read.
- 8 Muslims believed Allah was most merciful and that he gave grace. He loved the world and maintained its existence. He would judge human actions and people worshipped him and asked for help.
- 9 The sketches of Baghdad will vary between students.

### ACTIVITY ANSWERS CONTINUED

#### Applying and analysing

- 5 Information that might be included on a Venn diagram of Christianity and Islam.



## SYLLABUS LINKS

### Content ▶▶

Students briefly outline:

- key features of the medieval world (feudalism, trade routes, voyages of discovery, religion, contact and conflict)

### Historical skills ▶▶

Comprehension: chronology, terms and concepts

- read and understand historical texts
- use historical terms and concepts

Analysis and use of sources

- identify the origin and purpose of primary and secondary sources
- locate, select and use information from a range of sources as evidence
- draw conclusions about the usefulness of sources

Explanation and communication

- develop historical texts, particularly explanations and historical arguments that use evidence from a range of sources
- select and use a range of communication forms (oral, graphic, written and digital) to communicate effectively about the past

## KEY CONCEPTS

- Feudalism is a hierarchical social system
- The feudal system relied on mutual dependency and responsibility
- The authority of the monarch was challenged by some powerful nobles
- Feudalism was a rigid system without flexibility for people to move between social classes

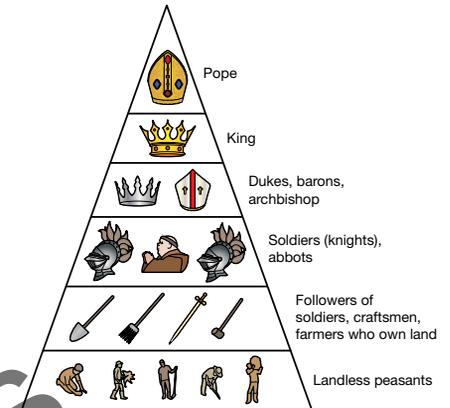


## UNIT 1.3 Feudalism

### A medieval system of governance

Feudalism was the dominant political system in Europe between the ninth and fifteenth centuries. It was a system of structuring society based on mutual dependency and obligation. In England, the Normans, led by William the Conqueror, imposed feudalism on the largely Saxon population in England, after defeating the Saxon king, Harold Godwinson, at the Battle of Hastings in 1066 AD.

Generally, a king or emperor did not have a large enough army or enough educated men available to him to rule effectively over a large territory. The feudal system addressed this problem by giving land to important lords who were required, in return, to fight for the king if necessary and ensuring the continued wealth of the country through its agricultural production.



Source 1.3.1 The feudal system

### The feudal system

The Pope was at the peak of the feudal system. The king was only accountable to the Pope. The king then gave land, called 'fiefs', to important nobles, who became **vassals** of the king. The king became the liege lord of the vassals. In return the nobles were obliged to provide military support to the king in time of war. In turn, nobles would give land to knights, also under the condition that they would provide military support to the noble when required. Knights and the lord allowed peasants use of land to grow food for their needs and provided them with protection. In return, peasants provided labour, food and service to their superiors, but had no rights.

### Power of the nobles

In some parts of Europe the lords became more or less independent. They had their own armies and often very strong legal authority within their **fiefdoms**. In fact for most people, crimes or other legal issues were not handled by the king, but by the local lord. Lords also controlled their land's resources, which could include forests, mines and fisheries. In many places no one was allowed to hunt without the permission of the lord. Some fiefdoms became very rich and powerful, to the point where they could defy the king.

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## KEY TERMS

**bureaucracy**—government system where officials make the most important decisions

**feudalism**—rigid social class system whereby each class owed loyalty and obedience to a higher class

**fief**—land given with some condition of service in return

**serf**—peasant who was bound to work on a noble's land under the feudal system

**vassal**—person in a position of obligation under the feudal system

## TEACHING AND LEARNING STRATEGIES

**Historical skills: Comprehension/perspectives and interpretations/research/explanation and communication**

### Give and take

**MI: visual-spatial, verbal-linguistic**

The feudal system was one of give and take or dependency and obligation. Different social groups 'gave' and 'took' different things for feudalism to operate.

### Other groups

Feudalism was based on the willingness of those lower in the structure to defend and fight for their lord, in return for land and protection. However, not everybody was a fighter. There were two other groups: the clergy and the commoners.



**Source 1.3.2** Knights pledging their allegiance to Emperor Charlemagne in France (742–814), from a Venetian codex (vellum), Italian school (fourteenth century), Biblioteca Marciana, Venice, Italy

### The clergy

The clergy were religious officials such as priests, pastors and bishops. The higher clergy were effectively nobles, while the lower clergy had a great deal in common with ordinary people. The Pope had the power to excommunicate or banish anyone from the Church, removing from them the chance to be forgiven for their sins. By contrast, priests communicated with ordinary people, preaching the word of God and delivering the messages of the Bible. Priests, monks and nuns also fulfilled important social functions, educating, caring for the sick and offering shelter to those in need.

### Commoners

The commoners were normally peasants. Peasants sometimes owned the land they worked on. Others, sometimes called 'serfs', did not. Instead they grew crops and kept animals on land owned by lords. In return, they gave some of what they produced to the landowner, and used the rest to survive.

They might also assist in maintaining the land. The role of the landowner was to provide justice and armed protection in case of attack from outsiders. There were also commoners who were tradesmen, such as blacksmiths, carpenters and stonemasons.

Most people lived in the country, but there were towns where some commoners started to make more money through business. This group of people gradually increased in number, wealth and influence. This caused increasing tension in medieval society between the two social ranks: the commoners and the lords.

*Robert de Romeny holds one knight's fee in the village of Steepleton for homage and his service from William de Leybourne, and he shall pay scutage, when it runs, for one shield viz. [that is]: forty shillings ...*

**Source 1.3.3** An extract from the Hundred Rolls of 1279, a census taken in England and Wales, which documented the feudal allegiances and obligations in place at the time

### ACTIVITIES

#### Remembering and understanding

- 1 Why was feudalism necessary to kings and emperors?
- 2 What responsibilities and duties did the vassal have?

#### Applying and analysing

- 3 Examine Source 1.3.2. This is called a commendation ceremony. In what ways would this source be useful to a historian studying feudal ceremonies?
- 4 Examine Source 1.3.3. With a partner, suggest why William of Leybourne might accept scutage (a tax paid in lieu of military service) from Robert de Romeny instead of military service itself.

### Extension activity

#### Knights

#### MI: visual-spatial, verbal-linguistic

Students research medieval knights in the library or on the internet. They select one aspect of knighthood to investigate such as weapons, clothing, code of conduct, becoming a knight, daily life or war.

Students prepare a visual display of findings, either as a poster or a short electronic slide show.

#### Answer

Student answers will vary.

### ACTIVITY ANSWERS

#### Remembering and understanding

- 1 A king did not normally have the bureaucracy, legal system or armed forces to directly control a large territory. The oaths of loyalty that his vassals gave him as part of the feudal system allowed him to delegate these activities to them.
- 2 A vassal had to provide military assistance to his king when needed. His duties also included the administration of justice and protection of the people on his land.

#### Applying and analysing

- 3 This source is useful to a historian studying feudal ceremonies because:
  - it indicates what language was most commonly used (Latin)
  - it shows whether the ceremony was public or private
  - it shows the military nature of feudalism (the vassals are wearing armour)
  - it shows that even after centuries people still looked back to Charlemagne as an ideal
  - it demonstrates the ritual whereby the vassals knelt and touched hands with the king
  - it shows that the ceremony sometimes took place outside (there are tents).
- 4 William may not have needed Robert's soldiers. He may have wanted to hire specialists such as siege engineers or crossbowmen (skills which Robert would have lacked) or he simply wanted the money to spend on a non-military project.

Students identify what was given and was received in return by different

#### Answers

Social group	What was given (obligation)	What was taken (dependency)
King	Land to nobles	Military support from nobles
Nobles	Land to knights Military support to king	Land from king Military support from knights
Knights	Military support to nobles Protection to peasants	Land from nobles Farm produce from peasants
Peasants	Free farm labour to knights and nobles Produce from farmed land	Protection Use (but not ownership) of land to farm

groups by completing a three-column table with the headings: Social group; What was given (obligation); What was taken (dependency). It may be useful for students to conduct some research to complete this task.



**Source 1.9.1** A page from the illuminated manuscript *Très Riches Heures du duc de Berry* showing the month of June and harvest time. This manuscript was a book of hours, created between 1412 and 1416 for John, Duke of Berry, a French prince. Held in the Musée Condé, Chantilly, France.

## Glossary

- barbarian** a person considered inferior and uncivilised
- caliphate** a political region that is governed by a caliph
- city-state** a city (and its surrounding area) that is independent and governs itself
- colonise** migrate into an area that is occupied by other people, establish a settlement and take political control
- canon law** the laws and rules of the Church
- crusade** a military religious pilgrimage
- feudalism** a system of mutual obligation used in the Middle Ages to organise politics, society and the economy
- fiefdom** an area or domain overseen and controlled by the feudal lord under the feudal system
- humanism** a belief that humans had the power to influence and shape their world as opposed to God having all power
- monotheistic** believing in one god
- pilgrimage** a journey to a place of religious importance
- Renaissance** a period following the Middle Ages in which there was a renewed interest in learning, knowledge and discovery
- Silk Road** a major trade route linking Asia with Europe and North Africa
- tetrarchy** a system of government in which four people rule jointly
- tithe** a payment of 10 per cent of earnings given to the Church
- vassal** a person holding land of another and owing them military service in return

## Historical skills: Analysis and use of sources

### Medieval France

#### MI: visual-spatial, verbal-linguistic

Students carefully examine Source 1.9.1 and answer the following questions.

- 1 Is this a primary or secondary source? Explain.
- 2 Explain what you think the semi-circular feature at the top of the source is?
- 3 Describe what you see in the foreground and the background of the source.
- 4 How useful is this source for historians?

#### Answers

- 1 It is a primary source as it was part of a book, *Très Riches Heures du duc de Berry*, written between 1412 and 1416.
- 2 It appears to be a calendar because it has the names of months and numbers for days of the month. There are also zodiac signs associated with particular times of the year.
- 3 There is an enormous castle in the background with many towers and there is a very tall church. A tall wall surrounds the whole castle and the entrance is at the left. In the foreground are the castle owner's grounds. The land is used for agriculture. Two women are making bales of hay using rakes. Three men are cutting the hay. There is also a line of trees just outside the castle, which could be an orchard.
- 4 Student answers will vary. A sample answer is provided.  
The source is useful in showing historians what a French manor looked like, the type of work peasants did on the manor in this season, the clothes that were worn, and knowledge of astronomy and time.

- Some students may benefit from selecting topic 3, 'Medieval monasteries', or topic 4, 'Significant people', each topic being relatively straightforward.
- Students may benefit from tasks being broken down further to allow achievement of smaller key targets.
- Students may be required to provide a reduced number of dot points in the task at the discretion of the teacher.
- Students may require specific instruction in diary writing for topic 1, 'The Crusades', and report writing for topic 4, 'Significant people'.

## Suggested strategies: Extension

- Topic 2, 'Middle Ages versus the Renaissance', requires higher order thinking skills and could be suggested to those students requiring extension.
- Students could undertake the tasks individually.
- The word length and degree of depth may be increased for some students. For example, students completing the report for topic 4, 'Significant people', may be required to provide a longer, more detailed report.
- Students could plan their own time management with teacher consultation.

## Historical skills: Comprehension

### Glossary

#### MI: visual-spatial, verbal-linguistic

Students select one of the terms from the glossary. They demonstrate the meaning of the selected word by creating an annotated illustration.

#### Answers

Student answers will vary.

For example, a student demonstrating the meaning of *crusade* may sketch knights bearing crosses, travelling to Jerusalem and fighting Muslims.