

STRAIGHT FROM ACARA

The following content is taught as part of an overview for the historical period. It is not intended to be taught in depth. An overview will constitute approximately 10% of the total teaching time for the year. Overview content identifies important features of the period, c. 650 AD (CE) to 1750, as part of an expansive chronology that helps students understand broad patterns of historical change. As such, the overview provides the broader context for the teaching of depth study content and can be built into various parts of a teaching and learning program. This means that overview content can be used to give students an introduction to the historical period; to make the links to and between the depth studies; and to consolidate understanding through a review of the period.

Overview	10%
Depth Study 1	30%
Depth Study 2	30%
Depth Study 3	30%
Total	100%

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?

INTRODUCING THE CHAPTER

OVERVIEW 'THE ANCIENT TO THE MODERN WORLD'

In Year 8 History, teachers may elect to teach the overview chapter:

- as an introduction to the Year 8 study of history
- as an introduction to, and to give context to, a depth study
- to review students' learning of the period.

RESOURCES

PEARSON Reader



PRE-TEST

Students complete the review quiz on Pearson Reader to determine pre-existing knowledge on Overview: From the Ancient to the Modern World.

OVERVIEW:



The medieval period began after 500 AD, following the decline of the Roman Empire, and extended until about 1460 AD. An explosion of interest in knowledge and technology occurred after 1460 AD, during the Renaissance period.



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CHAPTER CONTENT

Unit 1 'Snapshot' introduces students to the significant events which shaped the modern world between 500 AD and 1750 AD. An eighteenth-century map of the world is presented as a source for students to study to consider the knowledge of the geography of the world at that time. A timeline that shows the key events of the period under study is also provided as well as a summary of the world between ancient and modern times. Unit 2 'Europe and Asia Minor between ancient and modern times' presents students with a number of primary sources to consider that spotlight the significant changes in society in Europe and Asia Minor during the period of time being studied. Unit 3 'Asia between ancient and modern times' highlights important events in the Asian continent during the same period through the use of carefully selected primary sources. Unit 4 'New worlds' follows the same pattern as the previous two units by again using carefully selected primary sources about the discovery of new regions of the world by Europeans during this period of time.

FROM THE ANCIENT TO THE MODERN WORLD



MODERN WORLD

SOURCE 0.1 The medieval castle on the Greek Island of Rhodes was occupied by the Knights of St John from 1292 to 1523 AD. The knights escaped from Jerusalem after the First Crusade. In Rhodes, they established a staging post for Crusaders on their way to fight in the Holy Land.

KEY TERMS

medieval period—also known as the Middle Ages, the period in Europe that coincides roughly with the time from the end of the Roman Empire, in 476 AD, to the beginning of the modern age, between the sixteenth and mid-seventeenth centuries
Renaissance—from the French term meaning ‘rebirth’; the cultural movement that began in Italy in the fourteenth century AD with a renewed interest in learning based on the classical societies of Ancient Greece and Rome, and later spread across Europe

IN A NUTSHELL

After the fall of Rome in 476 AD, 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 Asia, too, there were advances in technology and 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. In South-East Asia, the Khmer Empire thrived. Control of feudal Japan was contested between the emperor and the shoguns. From Central Asia the Mongol Empire rapidly extended into 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, which had already been settled by the Polynesian peoples.

SUGGESTIONS FOR INTRODUCING OVERVIEW: FROM THE ANCIENT TO THE MODERN WORLD

- Randomly give each student one of the following dates (from Column A) or events (Column B). Students then read through Chapter 1 to find the information that will enable them to find the student who has the corresponding date or event.

Column A	Column B
1099 AD	First Crusade
476 AD	Fall of Rome
799–1066 AD	The Viking Age
802–1327 AD	The Khmer Empire
794–1756 AD	The Polynesian expansion across the Pacific
794–1867 AD	Japan under the shoguns
1206–1368 AD	The Mongol Empire
1299–1683 AD	The Ottoman Empire
1347 AD	Black Death
14th to 17th centuries AD	The Renaissance
1492–1572 AD	The Spanish conquest of the Americas
1276–1368 AD	The Yuan dynasty founded by the Mongol leader Kublai Khan rules China
1100–1521 AD	The Aztec Empire
1215 AD	King John of England signs the Magna Carta

Ask each pair to then conduct some further research to find out two or three interesting facts about their event to share with the class.

- If teaching time is at a premium, teachers may wish to do the following:
 - Divide the class into groups of four students.
 - Assign each group one of Units 2, 3 and 4.
 Each group then reads and works through the activities for each unit. Each group becomes an expert on its assigned area and shares its expertise with the rest of the class by ‘teaching’ its unit through a slide or oral presentation.

STRAIGHT FROM ACARA

HISTORICAL KNOWLEDGE AND UNDERSTANDING

CONTENT DESCRIPTORS

- 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, contact and conflict)
- The emergence of ideas about the world and the place of people in it by the end of the period (such as the Renaissance, the Scientific Revolution and the Enlightenment)

HISTORICAL SKILLS

CHRONOLOGY, TERMS AND CONCEPTS

- Sequence historical events and periods
- Use historical terms and concepts

KEY CONCEPTS

- Map-making or cartography is a continually changing field as knowledge of the world expands.
- The Middle Ages or medieval period, which lasted over 1000 years, was a period of time that saw changes in societies across the globe that helped shape the modern world.

KEY TERMS

Age of Exploration—also known as the Age of Discovery; the period of history during which the great seafaring nations of Europe began to explore the world; it lasted for about two centuries, from the early 1400s to the early 1600s

the Americas—also known as the New World; the continents of North and South America, including Central America and the area now known as the Caribbean

cartography—the study and skill of map-making

Crusades—a series of religious wars, beginning in 1095 AD, between Christian and Islamic powers over control of Jerusalem and surrounding areas

feudalism—a rigid social class system whereby each class owed loyalty and obedience to the class above

Islam—a world religion that began in the seventh century AD in the Middle East through the teachings of the Qur'an, which were the word of God as told to the prophet, Muhammad

Khmer Empire—a South-East Asian empire that dominated what is now Laos, Cambodia and Thailand for about five centuries from the early 800s AD

UNIT

1

SNAPSHOT



SOURCE 1.1 A double hemisphere map of the world drawn about 1716 AD, by German map maker Johann Baptist Homann. By this date, feudalism and the Middle Ages had ended in Europe, the Age of Exploration had begun and Australia was still to be discovered by Europeans. The map is housed in the Geography and Map Division of the Library of Congress, Washington, D.C., USA.

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medieval period—also known as the Middle Ages; the period in Europe that coincides roughly with the time from the end of the Roman Empire, in 476 AD, to the beginning of the modern age, between the sixteenth and mid-seventeenth centuries

Mongol Empire—the empire formed when the Mongol tribes became united under Genghis Khan in 1206 AD; this empire grew to become the largest land empire in history, and finally disintegrated in the mid-fourteenth century AD

Ottoman Empire—an Islamic empire that began in Turkey at the end of the thirteenth century AD and, at its largest, controlled parts of south-eastern Europe, south-western Asian and northern Africa

Renaissance—from the French term meaning 'rebirth'; the cultural movement that began in Italy in the fourteenth century AD with a renewed interest in learning based on the classical societies of Ancient Greece and Rome, and later spread across Europe

Silk Road—sometimes called the Silk Route; a series of interconnected trade routes across Africa, Europe and Asia that enabled the transport of goods from one region to another

SKILLS ACTIVITY

ANALYSIS AND USE OF SOURCES

M1: visual-spatial, logical-mathematical, verbal-linguistic

- 1 To analyse Source 1.1, students complete the following tasks.
 - a Trace a current map of the world from an atlas, or download one from the internet, to use as a base map.
 - b Using tracing paper, students should sketch or trace (depending on the scale of their base map) Source 1.1 to use as an overlay.
 - c Students can then conduct further research to find another historic map of the world to sketch or trace as in b above.
 - d Students then compare and contrast the three maps to write a short paragraph explaining the 'known' and the 'unknown' of exploration of the world during the Age of Exploration. *Student answers will vary depending upon which map they choose for c, but students should be able to identify that knowledge of the world was incomplete at various points of time and that map-making is an ever-changing art, dependent on the knowledge available to the cartographer at the time.*
- 2 Ask each student to examine Source 1.2 and then complete the following task, either by hand on A3 paper or on their computer: *Expand the Source 1.2 timeline by adding one or two specific events in each of the significant time periods outlined on the timeline.* Students could conduct their research by using:
 - Pearson History 8 Student Book
 - an internet search
 - the school library or local libraries.*Student answers will vary.*

OVERVIEW UNIT 1 SNAPSHOTS

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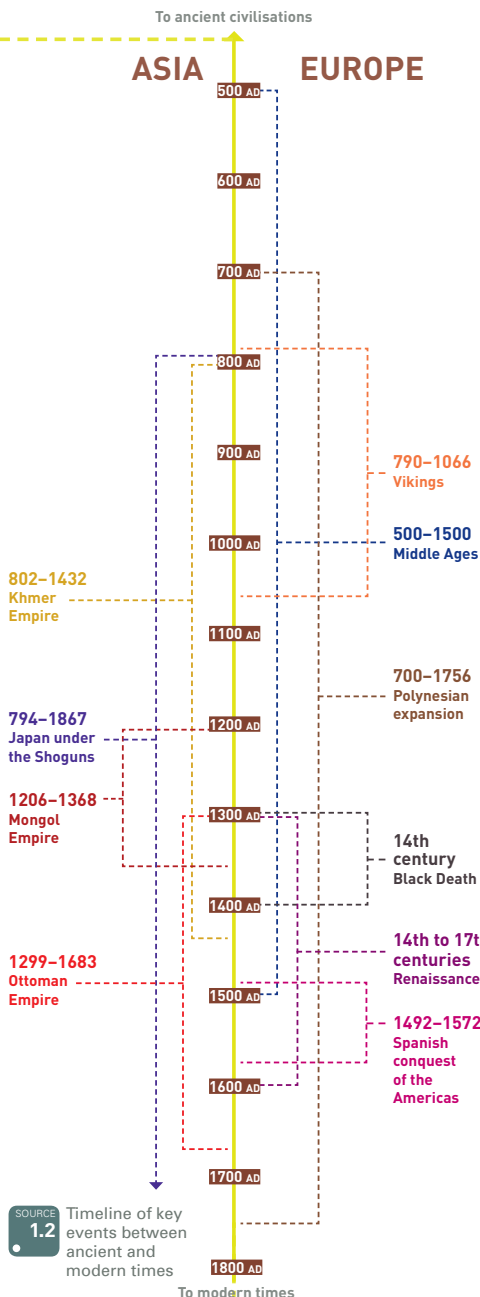
THE WORLD BETWEEN ANCIENT AND MODERN TIMES

A range of significant events that shaped our modern age occurred in the 1250 years from 500 to 1750 AD. As the Roman Empire declined towards 500 AD, groups of invaders moved into and took control of Roman territory. One such group was the Vikings from Scandinavia. European society in the early medieval period was organised as a rigid feudal system. Feudalism also dominated distant Asian empires. Early medieval times are generally considered periods of little progress in technology and knowledge. Later, in the Renaissance period, Europe experienced a revival of learning and art. On the Asian continent, too, there were major advances in technology and learning at this time.

The rise of Islam saw the growth of a new world religion that was to clash with Christianity in Europe. The Crusades were evidence of one such conflict. Under the Ottomans, Islam spread across a large area of Asia and western Europe.

Far-eastern and south-eastern Asia also experienced transformations. The Khmer Empire grew and flourished in Laos, Cambodia and Thailand. In Japan there was ongoing rivalry for power, and control of the country gradually shifted from the emperor to noble families. Central Asia experienced the rapid rise of the Mongols, who developed a vast empire that extended into Europe and connected these two continents.

During this period, not only were the nature and organisation of society transformed but the ability of countries to look beyond their own borders was broadened. European and Asian countries explored far beyond the boundaries of their known worlds. This period saw new connections develop between continents. The societies of Europe and Asia developed trade links along the Silk Road. The European discovery of the Americas and Australia was made by daring explorers who sailed into uncharted seas. There were movements of people and ideas between continents. This interaction of people, cultures and ideas triggered the revolution in technology and science that transformed our world.



LEGACIES AND CONNECTIONS

MAKING CONNECTIONS

M1: verbal-linguistic, interpersonal

Students read 'The world between ancient and modern times' carefully to enable them to complete the following task: *Choose three significant events from 'The world between ancient and modern times' and conduct some research into their significance for, or the impact they have had on, the modern world.*

Students then present their findings to the class either in an oral presentation or in a slide presentation on their computer.

Student answers will vary, but some examples are:

- *The Renaissance—the revival of interest in learning and art led to enormous technological and scientific change and thinking, such as the invention of the printing press c. 1450 AD by Gutenberg, and Galileo's discoveries in astronomy and physics in the seventeenth century. These new ideas, inventions and discoveries allowed the development of our modern society.*
- *The Crusades—these religious wars between Christianity and the new religion of Islam began in 1095 AD and still have impact today, as tensions between the Western world and the Islamic countries of the Middle East continue.*
- *Angkor Wat—the legacy of the Khmer Empire can be still seen today in the UNESCO World Heritage site of Angkor Wat, Cambodia, which attracts more than one million visitors per year.*

RESOURCES

PEARSON Reader INTERACTIVE



Students complete the drag-and-drop activity 'Where and when?' and the interactive activity 'Continents in time'.

STRAIGHT FROM ACARA

HISTORICAL KNOWLEDGE AND UNDERSTANDING

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HISTORICAL SKILLS

CHRONOLOGY, TERMS AND CONCEPTS

- Sequence historical events and periods
- Use historical terms and concepts

HISTORICAL QUESTIONS AND RESEARCH

- Identify a range of questions about the past to inform a historical inquiry

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

PERSPECTIVES AND INTERPRETATIONS

- Identify and describe points of view, attitudes and values in primary and secondary sources

EXPLANATION AND COMMUNICATION

- Develop historical texts, particularly descriptions and explanations that use evidence from a range of sources
- Use a range of communication forms (oral, graphic, written) and digital technologies

KEY CONCEPTS

- The collapse of the Roman Empire had a significant impact on Europe.
- There are different periods of time within the overarching period called the Middle Ages.
- The violent raids of the Vikings had a significant impact on Europe.
- The feudal system arose as a way of social organisation after the fall of Rome.
- The Catholic Church was an important institution in this period.
- The parliamentary system of government was developed in England during this period.
- The Renaissance had a significant impact and led to important movements such as the Scientific Revolution and the Enlightenment.
- In Asia Minor during this period, Islam emerged and the Ottoman Empire arose as a threat to the Christian world.

UNIT 2

EUROPE AND ASIA MINOR

BETWEEN ANCIENT AND MODERN TIMES

The fall of the Roman Empire in 476 AD led to the end of the world as Europeans knew it. In the past, historians generally referred to the period that followed as the Dark Ages, a name that reflects the bleak place Europe became. Modern historians do not view this period as negatively, and prefer to call it the Early Middle Ages.

In the time between the ancient and modern worlds, from 500 AD to 1750 AD, there were a number of distinct historical periods. The Middle Ages, or medieval times, followed the fall of Rome in 476 and lasted until the 1400s. In the fourteenth century, the Renaissance period began in Italy and spread throughout Europe. By the early 1600s, dissatisfaction with the Catholic Church resulted in the formation of breakaway Christian groups, in a movement called the Reformation.

SOURCE 2.1 A Viking scene carved in stone in Hammersån, eighth century. Held in the Bunge Museum in Gotland, Sweden

Q1 What appears to be happening in the scene?
Q2 What weapons are being used?



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MEDIEVAL EUROPE

The Roman Empire provided a stable social, cultural and political system for a vast part of southern Europe for almost 900 years, until 476. At its peak, it covered an area of 6.5 million square kilometres, which is equivalent to 85 per cent of Australia. From 376 onwards, the Roman Empire experienced a rapid decline. In this last century, Rome was invaded by tribes from the east and west.

THE VIKINGS

The end of the 700s saw the emergence of Viking raiders from Norway, Sweden and Denmark into Europe and beyond. Southern Europeans viewed the Vikings as barbarians because they were pagans, not Christians. Early Vikings were pirates who attacked trading ships near their territory in the Baltic Sea. Later, Vikings moved further afield into Europe, launching surprise hit-and-run raids. Eventually they colonised lands, such as Greenland and, at one stage, England.

Vikings were exceptional seamen. They were shipbuilders, excellent craftsmen and navigators. Their unique, flat-bottomed longboats enabled river navigation, so inland river towns such as Paris could be successfully attacked. The Vikings were not only warriors but also explorers. They were the first Europeans to discover Greenland, which they colonised. They were also the first Europeans to set foot in the Americas, reaching present-day Newfoundland in Canada in the year 1001.

The Vikings left their mark on Europe. For three centuries they raided, explored and colonised the continent. In England, Vikings ruled for fifty-three years under Canute, the first Viking to become king, and his descendants. In 1066, the Viking age ended in England when William of Normandy successfully invaded England. Ironically, William of Normandy was a descendant of Vikings who had settled in northern France years earlier.

KEY TERMS

- Asia Minor**—the westernmost part of Asia, bounded by the Black, Aegean and Mediterranean seas; now part of Turkey
- Black Death**—popular name for the bubonic plague, which swept across Asia, Africa and Europe in the fourteenth century AD, decimating the populations of those regions
- Catholic Church**—major branch of the Christian Church that was the dominant form of Christianity in medieval times
- Dark Ages**—the period of the early Middle Ages
- feudalism**—a rigid social class system whereby each class owed loyalty and obedience to the class above it
- fiefdom**—a local area or estate, ruled by a feudal lord
- humanism**—a way of thinking that focuses on people's values, ideas and concerns rather than on God
- Islam**—a world religion that began in the seventh century AD in the Middle East through the teachings of the Qur'an, which were the word of God as told to the prophet, Muhammad
- Magna Carta**—a document signed by King John of England in 1215 AD that established the right of the people of England to be treated more fairly
- medieval period**—also known as the Middle Ages; the period in Europe that coincides roughly with the time from the end of the Roman Empire, in 476 AD, to the beginning of the modern age, between the sixteenth and mid-seventeenth centuries

THE FEUDAL SYSTEM

In the Early Middle Ages there were no central rulers. Europe disintegrated into loosely organised local areas called fiefdoms, ruled by lords and petty kings. These fiefdoms were frequently invaded and war was a constant threat as rulers fought over boundaries. In order to avoid these wars, many people left the great Roman towns and moved to the countryside. Town populations decreased while a system of feudalism emerged in rural areas to become the dominant social, economic and political structure for hundreds of years. The Middle Ages had begun.



SOURCE 2.2 Wood engraving of a medieval doctor curing a man suffering from either epilepsy or poisoning. The cure involved the use of toadstones—the fossilised teeth of toads.

SOURCE 2.3 Peasants working on the lord's land, a scene from the Luttrell Psalter (1300–40 AD), reproduced in *Art History and Literature Illustrations*, by Jessie Noakes, c. 1900–20

LIVING CONDITIONS

Life was short and difficult in medieval times. Hygiene was poor and, as a result, disease spread easily. In these squalid conditions, diseases such as the Black Death spread uncontrollably through China, the rest of Asia, Europe and North Africa. The Black Death caused the deaths of between 30 and 50 per cent of Europe's population. The impact of these deaths on European society was enormous. At the time, people believed that a vengeful God, displeased with people's behaviour, had caused the devastation.

THE CHURCH

The population of medieval Europe was predominantly Catholic. The Church exerted enormous influence over the lives of people. Priests were seen as the messengers through whom God's word reached the people. The pope, as head of the Church, had more power than the king. Enormous wealth and power was in the hands of the Church. Religious buildings were seen as the houses of God, so they were grand structures.

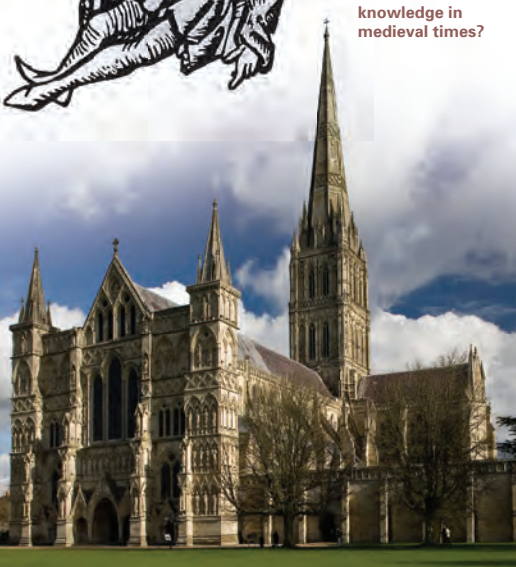
SOURCE 2.4 The construction of Salisbury Cathedral, England began in 1220.

Q 1 Cathedrals and castles were the greatest buildings of the Middle Ages. Why do you think this was so?

2 Why do you think cathedrals were built so tall in medieval times?



Q What does this engraving suggest about medical knowledge in medieval times?



OVERVIEW UNIT 2 EUROPE AND ASIA MINOR BETWEEN ANCIENT AND MODERN TIMES

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TEACHING AND LEARNING STRATEGIES

KEY CONCEPTS OF HISTORICAL UNDERSTANDING: CAUSE AND EFFECT

THE FALL OF ROME

MI: visual-spatial, verbal-linguistic

Students are to conduct some research in the library and on the internet into the causes of the decline of the Roman Empire. Students then use the information they have found to create a graphic organiser of their choice, to explain the fall of Rome. These can then be placed around the classroom so students can compare their findings with those of the rest of the class. Students should include a bibliography.

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

- *civil war—due to conflict over who should be emperor*
- *poor leadership and management of Rome—due to the many changes of emperor, Rome became poorly governed, fewer goods were available to citizens and taxes kept rising*
- *mutinies and rebellions—an increase in the number of foreigners in the Roman army led to mutiny; many Roman colonies also rebelled*
- *disease and decline in population—various plagues and poisoning from lead water pipes caused Rome's population to decrease by 20 per cent by the fourth century AD*
- *desertion—as life in the city of Rome became harder, wealthy people moved away to the country*
- *barbarian invasions—fierce tribes of Huns and Goths began to invade Roman territories and looted cities.*

ANSWERS TO SOURCE QUESTIONS

- SOURCE 2.1**
- 1 A group of Vikings in a longship appear to be attacking another group of people on land, who are being led by a woman.
 - 2 The Vikings and the defenders are carrying swords and shields. The figure at the head of the defenders is holding what looks like a flaming brand.
- SOURCE 2.2**
- This engraving suggests that doctors in medieval times had little or no real medical knowledge. Toadstones, or fossilised teeth of toads, do not cure epilepsy.
- SOURCE 2.4**
- 1 Cathedrals and castles were the greatest buildings of the Middle Ages because they showed the power and the wealth of those who built them. Cathedrals showed the power and wealth of the Catholic Church and castles showed the power and wealth of kings and nobles.
 - 2 Cathedrals were built so tall, and with tall spires, so that people could get closer to God, who they believed lived in Heaven in the sky above.

monopoly—situation in which one group supplies or has exclusive control of a commodity, which might be goods, or knowledge and ideas

Ottoman Empire—an Islamic empire that began in Turkey at the end of the thirteenth century AD and, at its largest, controlled parts of south-eastern Europe, south-western Asian and northern Africa

parliament—a body of people, usually elected by the people as a whole, to meet, discuss and pass laws on matters of State

Reformation—a religious movement of the sixteenth century AD that sprang up in response to corruption in the Catholic Church and led to the founding of the Protestant Christian religions

Renaissance—from the French term meaning 'rebirth'; the cultural movement that began in Italy in the fourteenth century AD with a renewed interest in learning based on the classical societies of Ancient Greece and Rome, and later spread across Europe

Scientific Revolution—a period in the sixteenth and seventeenth centuries AD when new ideas were developed and knowledge increased in the areas of physics, chemistry, biology, medicine and astronomy

Vikings—fierce warriors from Scandinavia who traded and raided across Europe from about the eighth century to the eleventh century AD

SKILLS ACTIVITY

ANALYSIS AND USE OF SOURCES

Ml: visual-spatial, verbal-linguistic, intrapersonal, interpersonal

Students examine Source 2.3 on page 7 carefully to enable them to complete the following tasks.

- 1 What type of work activity are the peasants engaged in here?
They are harvesting and baling hay.
- 2 Conduct some research to allow you to confirm your answer to Question 1.
- 3 Describe what the peasants are wearing.
Coarse, homespun tunics with hose (tights); some are wearing a hood.
- 4 Give two or three adjectives to describe how the peasants seem to you.
Student answers will vary, but may include the following: tired, unhappy, overworked, exhausted.
- 5 Create at least two scenes in the style of the Luttrell Psalter that show you and your friends at work and at play. Underneath each scene write three adjectives that describe how you and your friends are feeling in that scene.
Student answers will vary.

INQUIRY ACTIVITY

VIKING EXPLORATIONS

Ml: visual-spatial, interpersonal

Students use an atlas and undertake some research in the library and on the internet into Viking exploration to enable them to complete the following tasks.

- 1 Trace or download onto your computer a map of Europe, ensuring that you include BOLTSS and all of the relevant geographical areas from your research.
- 2 Colour and label your map appropriately.
- 3 On your map, mark at least three Viking expeditions/explorations/raids into other areas.
- 4 Compare your map with those of other students in your class and swap information. Keep sharing information with your fellow students until you have placed as much new information on your map as you can.
Student answers will vary but teachers may like to refer to the chapter 'The Vikings' when guiding students with this task.

SOURCE 2.5 *The English Parliament Meets before Edward, anonymous, c. 1327, from A Short History of the English People, by J. R. Green, published in 1893. On the king's right are the spiritual, or Church, lords. On the king's left are temporal, or secular, or non-religious, lords. In the centre sit judges and law officers. There are no commoners present.*

- Q**
- 1 Where is the king sitting and how can you identify him?
 - 2 Classify the following people as either spiritual or temporal people who might have had a seat in parliament: the Bishop of Durham, Sir Geoffrey of Scrope, Cardinal Thomas Wolsey, the Earl of Leicester and the Archbishop of Canterbury.
 - 3 Which house of parliament—upper or lower—does the painting show? How do you know this?

ENGLAND

When the Roman Empire declined in 476 AD, and the Middle Ages began, England became a jigsaw of small kingdoms led by powerful chieftains or kings. After the invasion of England by the Normans, led by William the Conqueror from Normandy, France in 1066 AD, stability of government gradually returned to England.

POWER OF THE ENGLISH MONARCHS

Apart from the pope, the king was the most powerful person in England. Kings were autocrats; they ruled with absolute and unrestricted power. By ordering the census and writing the Domesday Book in 1085 AD, King William the Conqueror was able to document all his possessions and maintain tighter control of his subjects and his income from taxes. It was another 200 years before the authority of monarchs was questioned. The unfair treatment of subjects by monarchs in the early thirteenth century led to a protest in the form of the Magna Carta being issued to King John in 1215. The Magna Carta outlined the rights the people thought they should be entitled to by law. Barons, bishops and merchants all united to protect their rights. The Magna Carta presented the novel idea that even the king should have to obey the law. Demands that the king confirm the Magna Carta as law continued until 1295, when the king allowed regular meetings to discuss and make the laws for the country.

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PARLIAMENTARY SYSTEM

King Edward I allowed the first parliamentary sitting in 1273. Regular sittings began in the Great Hall at Westminster, hence the term the 'Westminster system of parliament'. Two houses of parliament were formed: the upper House of Lords and the lower House of Commons. (The Australian system of parliament is based on this.) The power of the king was greatly reduced with the development of a parliamentary system.

The power of monarchs was further eroded in 1381 AD, when peasants rebelled against the orders of the king. Although unsuccessful, this rebellion demonstrated the influence that a united lobby group, such as peasants, could have on government. In 1649, the English Civil War was fought between those who believed in the absolute power of the king and those who supported parliament and a limit on the powers of the king. The latter group won and the power of the monarch was reduced and controlled.

KEY CONCEPTS OF HISTORICAL UNDERSTANDING: PERSPECTIVES

THE BLACK DEATH: WHY?

Ml: verbal-linguistic

Ask students to read the paragraph 'Living conditions' on page 7 carefully and answer the following questions.

- 1 Why did people believe that God had sent the Black Death?
The people of the Middle Ages believed that God had sent the Black Death to punish them for bad behaviour.
- 2 What other reasons could there be for the onset and rapid spread of the plague?
Other reasons would include the lack of hygiene and the lack of proper medical knowledge.
- 3 What information and knowledge do we have now that enables us to explain why the Black Death occurred?
We have ever-increasing medical and scientific knowledge of microbes and bacteria, we know to practise basic hygiene and we have antibiotics and other medicines to combat disease.

THE RENAISSANCE

In the fourteenth century AD, medieval society began to change significantly. The experiences of the Crusaders and the traders along the Silk Road stimulated curiosity among Europeans and a desire for further connections outside Europe. A spirit of adventure and thirst for knowledge grew. Europeans were inspired by and looked back to the learned civilisations of the past: Ancient Greece and the Roman Empire. As the humanist view that the individual was important in the world gained strength, the authority of the Church was threatened. The Renaissance was a time of enormous creativity and a blossoming of new ideas in science, art and religion.

ITALIAN BEGINNINGS

The Renaissance began in Italy in the 1400s and gradually spread to other parts of Europe. The five city-states of northern Italy were at the centre of the Renaissance. Italy's strategic position, at the crossroad between the end of the Silk Road leading into Asia and the trade roads across Europe, created enormous wealth for the northern city-states. The wealth generated by manufacturing and trade enabled rich patrons, such as the Medici family of Florence, to support scholars and artists. Rivalry between the city-states for prestige and power also encouraged the aristocratic class to sponsor artists, scientists, writers and other scholars.



ART AND ARTISTS

Many of the world's artistic masterpieces were created during the Renaissance. Religious subjects were still painted, but for the first time non-religious subjects became common. Many portraits were commissioned by the wealthy. Michelangelo and Leonardo da Vinci were two of the many famous artists of the period.

SOCIAL CHANGES

The power of the Church over governments and people's everyday lives gradually decreased. The newly created wealth from trade led to respect for the merchant class. Artists and craftsmen also gained increased status, and city life began to flourish again. The Church's monopoly on knowledge began to loosen. This was aided by the invention of Gutenberg's printing press c. 1440.

THE SCIENTIFIC REVOLUTION

Renaissance scientists were influenced by the Arabic world, of which they had become aware when the Crusaders returned from the Holy Wars. Scientists developed a new system of scientific inquiry. The ignorance and superstitions of the Middle Ages were replaced with knowledge based on observation and experimentation.

The new knowledge was so revolutionary that it often contradicted Church explanations for the natural world. Scientists who disagreed with Church explanations were often punished severely. Despite this opposition, however, scientific knowledge increased in the areas of physics, astronomy and mathematics.

Knowledge of human anatomy was advanced when scientists began to dissect corpses. Prior to this, there was no scientific basis for medical treatments. People such as Galileo, Ambroise Paré and Andreas Vesalius changed that with their development of the microscope, discovery of cures for infection and development of knowledge of human anatomy.

SOURCE 2.6 Aldus Manutius, showing his printing press in 1502. Aldus was a humanist teacher in Venice. He established a printing house and encouraged the public to read the classics.

- Q**
- 1 What impact did the printing press have during the Renaissance?
 - 2 What is humanism?
 - 3 Why do you think Aldus encouraged the public to read the classics?

OVERVIEW UNIT 2 EUROPE AND ASIA MINOR BETWEEN ANCIENT AND MODERN TIMES

9

ANSWERS TO SOURCE QUESTIONS

- SOURCE 2.5**
- 1 King Edward is sitting in the top row, middle. He is identifiable by the canopy of state raised above him, the throne he sits on, the raised dais his throne sits on, his furred robe, the sceptre he is holding, and the initial E above him, which signifies 'Edward'.
 - 2 Spiritual: the Bishop of Durham, Cardinal Thomas Wolsey, the Archbishop of Canterbury. Temporal: Sir Geoffrey of Scrope, the Earl of Leicester.
 - 3 The source shows the upper house. Only lords, and no commoners, are present.

- SOURCE 2.6**
- 1 The impact of the printing press was enormous as it made books cheap and accessible to all.
 - 2 Humanism is a way of thinking that focuses on people's values, ideas and concerns rather than on God.
 - 3 Aldus encouraged people to read the classics because he thought that they would be able to learn from them.

EXTENSION ACTIVITY

CONCEPT MAP

M1: visual-spatial, verbal-linguistic

Students read 'The Renaissance', 'Italian beginnings', 'Art and artists' and 'Social changes' to complete the following task.

- Create a concept map about the Renaissance.
- Begin by placing the keyword 'Renaissance' at the centre of a large piece of paper or in a program such as Inspiration®.
- Then, branching out from the keyword, include the important points associated with the Renaissance.

Note: students may wish to undertake some further research in the library or on the internet to help them with their concept maps.

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

- Medieval society began to change in the fourteenth century AD.
- Crusaders and Silk Road travellers brought back knowledge of other lands.
- Europeans began to look back at the achievements of Ancient Greece and Rome.
- Humanist view of the world meant that the authority of the Church lessened.
- The Renaissance was a time of enormous creativity and new ideas.
- Began in Italy in the 1400s but spread to the rest of Europe.
- Northern Italian city-states were wealthy due to Silk Road trade.
- Wealth led to patronage of the arts by families such as the Medici of Florence.
- Rivalry between city-states led to even greater patronage of the arts, artists, scholars and writers.
- Two of the greatest Renaissance artists were Michelangelo and Leonardo da Vinci.
- Respect for the merchant class increased as they grew wealthier.
- Respect for artists and craftsmen increased.
- City life flourished.
- Authority of the Church was further decreased as its power over governments and the everyday life of people lessened.
- In 1440 AD, Gutenberg invented the printing press.
- The Church's monopoly on knowledge loosened.

RESOURCES

PEARSON Reader



INTERACTIVE

Students complete the drag-and-drop activity 'Mix and match Europe'.

WORKSHEET

Students complete the worksheet 'Setting the scene in Europe'.

TEACHING AND LEARNING STRATEGIES

SKILLS ACTIVITIES

ANALYSIS AND USE OF SOURCES

MI: verbal-linguistic

Students examine Source 2.7 and use the following two pieces of information to help them answer the questions below.

- The Caliphate of Cordoba ruled what is now Spain and part of North Africa from 929 to 1031 AD.
- On the right-hand side of the building would have been a giant wooden wheel that was taller than the building itself.

1 Approximately how old must the water wheel in Source 2.7 be?

About 1000 years old.

2 What does this piece of primary evidence suggest about the Caliphate of Cordoba?

That it was well-established, as the Arabs built large structures to help support their towns and villages. That it was technologically advanced, to have built such a large structure, which is still standing 1000 years later.

SEQUENCE HISTORICAL EVENTS AND PERIODS

MI: visual-spatial, logical-mathematical

Students read 'The Ottoman Empire' to help them complete the following task: *Create a timeline of the key events in the history of the Ottoman Empire.*

Student answers should include the following: 1299 AD—Osman I begins to gain power and the Ottoman Empire begins; 1453—the Ottomans capture Constantinople; late 1600s—Ottoman military power declines as European countries gain power; 1880s—the Ottoman Empire still controls parts of northern Africa and Greece; 1918—the Ottoman Empire is reduced to the size of present-day Turkey.

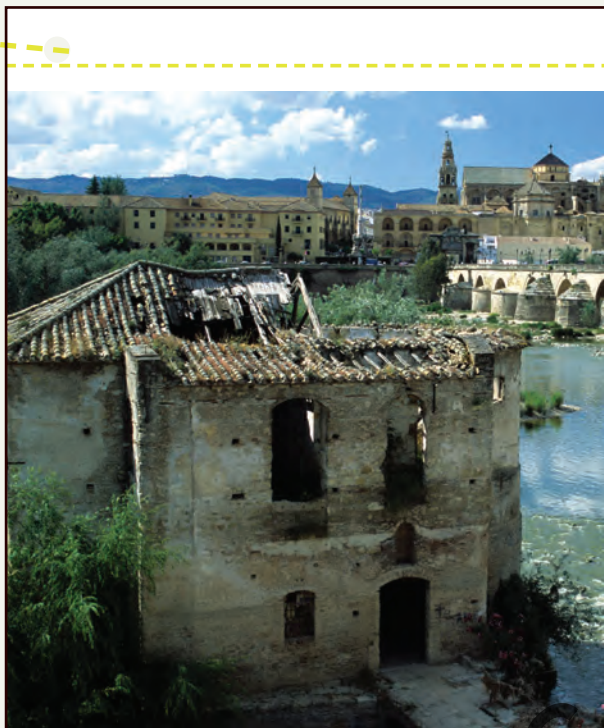
EXTENSION ACTIVITY

FLOW CHART

MI: visual-spatial, logical-mathematical

Students read the paragraphs 'Power of the English monarchs' and 'Parliamentary system' on page 8 carefully to enable them to complete the following task: *Create a flow chart of the key events that curtailed the power of English monarchs and led to the parliamentary system of government.*

Student answers should include the following: eleventh century AD—kings are autocrats; 1086—William the Conqueror orders a census of England and the Domesday Book is compiled; 1215—King John is forced to sign the Magna Carta, which gives some rights to some sectors of society; 1275—Edward I calls the first parliament; 1295—parliament sits regularly in the Great Hall at Westminster; the Westminster system is born; 1381—the Peasants' Revolt shows that a determined group can effect some change on government; 1649—the English Civil War limits the power of the monarch (King Charles I is deposed and executed, Oliver Cromwell rules as Protector of England, and in 1660 King Charles II is restored, with reduced powers).



SOURCE 2.7 Arab water wheel in Cordoba, Spain

ASIA MINOR

In the far western region of Asia, a new empire emerged and grew very rapidly—Islam. Within 150 years, the Islamic Empire had spread from Asia to northern Africa and Spain. The Arab world was inventive and scientifically advanced. Along with China, it was the most learned culture of medieval times. In fact, these two Asian civilisations had a keen interest in knowledge and innovation from the sixth to the seventeenth centuries. In Europe, by contrast, an interest in science, technology and learning developed much later in the Renaissance period, from the fourteenth to the sixteenth centuries.

SOURCE 2.8 Sultan Suleyman I (1520–66), tenth sultan of the Ottoman Empire, and his court, miniature from the *Suleymanname*, by Arifi, 1558. Held at Topkapi Sarayi Museum Library, Istanbul, Turkey

1 Identify Suleyman in the painting and explain what evidence you used to reach this conclusion.

2 Who do you think the other people in the image might be?

3 Describe the dress of the Ottomans. What does this indicate about the Ottoman Empire?



ANSWERS TO SOURCE QUESTIONS

- SOURCE 2.8
- 1 Suleyman is the figure sitting in the chair or throne. Evidence for this is that he is the only one sitting, all other figures are facing him and there is a figure bowing down before him.
 - 2 The other figures might be courtiers, envoys from other places or servants.
 - 3 The figures are all wearing rich fabrics, brightly coloured and embroidered. This suggests that the Ottoman Empire was wealthy and had a strong clothing industry.

ISLAM

The first Islamic empires emerged in western Asia, in present-day Saudi Arabia. The area had been populated for many years but it was not until the rise of the Prophet Muhammad in 610 AD that Arabic people united to become a strong political and cultural group. Muhammad had a life-changing religious experience and began to preach monotheism (belief in one god). As ruler, Muhammad established a caliphate over which he governed. Successive caliphs, or rulers, expanded the rule of Islam. Within a hundred years, Islam had spread across northern Africa, Spain and west as far as Afghanistan. The expansion of the empire was slowed down twice: first, when the Christian Crusaders arrived in Jerusalem in 1099 and second, when the Mongols captured and destroyed Baghdad in 1258.

THE OTTOMAN EMPIRE

In 1299, a small Turkish tribe under the rule of Osman I began to gain power. These Ottomans developed into so strong a force that they spread into Asia, Africa and large areas of southern Europe. The empire of the Ottomans was to last for almost 400 years.

The expansion of the Ottoman Empire was a threat to the European Christian world. The Ottomans

were Muslims, so were of the same religion as the enemy the Crusaders had fought in the Holy Land. European religion and trade were threatened. The Ottomans' capture of the important city of Constantinople in 1453 AD meant that Europe lost control of the sea trade routes into Asia. In Constantinople, which was also the capital of the Byzantine Christian Church, the Ottomans converted the churches to mosques.

The Ottomans had an advanced army and were excellent horsemen and experts at siege warfare. At its largest extent, the Ottoman Empire covered northern Africa, Egypt, Israel, Mesopotamia, Greece, Albania, Romania and Bulgaria. Ottoman military strength began to decline in the late 1600s AD, while Europe gained power. The French military leader Napoleon won back many lands that were part of the Ottoman Empire. Ottoman discoveries of the New World (Americas) created new trade opportunities, so there was less reliance on Ottoman control of trade. After hundreds of years of dominance, the Ottoman central government began to lose its control over the empire and sections began to operate independently. While the Ottoman Empire's Golden Age had passed by the 1600s, it still retained parts of North Africa and Greece into the 1800s. The end of World War I, in 1918, reduced the empire to the territory that is present-day Turkey.

LEARNING ACTIVITIES

remembering & understanding

#1 What impact did the fall of Rome have on Europe?

analysing

#2 Draw a Venn diagram to show similarities and differences between the Middle Ages and the Renaissance.

#3 Construct a flow chart to show the changing role and power of the Church between ancient and modern times.

#4 Construct a T-chart to show similarities and differences between the Vikings and the Ottoman Empire.

evaluating

#5 Imagine you were living in Europe or Asia Minor between ancient and modern times. During that time there were a number of different historical periods and political powers—the Middle Ages and the Renaissance, the Ottomans and the Vikings. Which period would you prefer to live in and why?

creating

#6 Imagine you have time-travelled back to the year 1295 in England. The country is torn between those who support the king and his power to make the laws and those who support a parliament as the law-making body. Decide which group you would support. Prepare a short report, to be given to the group that you support, explaining one reason why you support their cause.

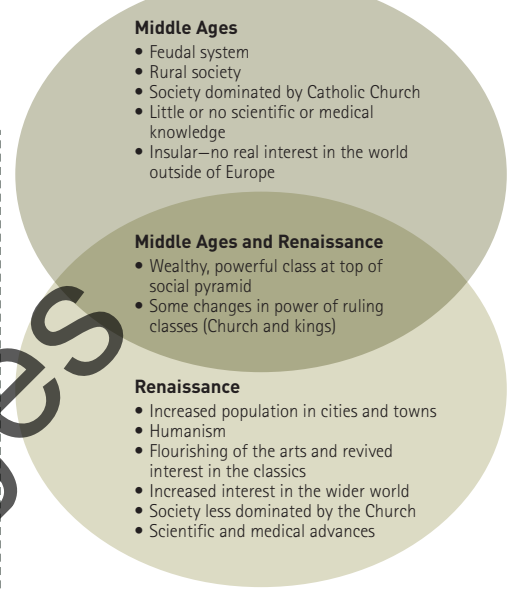
OVERVIEW UNIT 2 EUROPE AND ASIA MINOR BETWEEN ANCIENT AND MODERN TIMES

REMEMBERING AND UNDERSTANDING

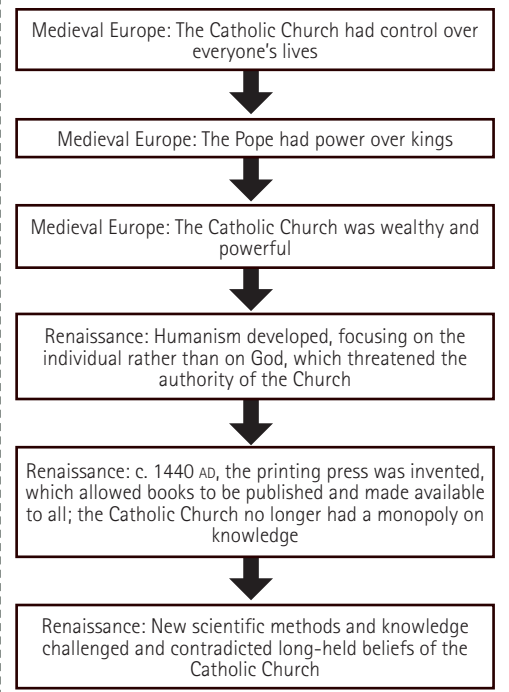
1 The fall of Rome had a great impact on life in Europe. The way of life dictated by the Roman Empire was gone, to be replaced by a dark time of barbarian invasions and uncertainty.

ANALYSING

2



3



4 See table, upper left.

EVALUATING

5 Student answers will vary, but students must include reasons for their choices.

CREATING

6 Student answers will vary, but students must include detailed reasoning for their choice of group. The table, lower left, includes some possible reasons for each group.

Vikings and the Ottoman Empire

Similarities	Differences
Both non-Christians (early Vikings)	Ottomans built an empire while the Vikings did not
Colonised other lands	Ottomans unified under one leader: a sultan
Strong seafaring skills	Ottomans had a strong army and engaged in siege warfare whereas Vikings were raiders
Warriors	Vikings were explorers while Ottomans were traders
Both had a strong impact on Europe	

For the king	For parliament
The king has a god-given right to rule and is always right.	Power should not be in the hands of one person.
It has always been this way, so why change now?	The fact that it has always been done this way does not mean it is necessarily right.
If the king does not make the rules then who will? Ordinary people do not understand these matters.	People should choose who makes decisions for them.
The king has been trained since birth to rule the country and he knows how to look after his people.	Hereditary rulers are not necessarily the best people for the job of ruling a country.
Common people have no rights.	Common people have rights.