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**Chapter 1 Overview: the ancient to the modern world (c. 650CE–1750) – Workbook suggested responses**

## **Activity 1.1 Fall of the Roman Empire**

**1**

**a** empire

A group of states with a government that is under a single supreme authority.

**b** kingdom

A state ruled by a king.

**c** feudal system

A form of government based on the exchange of land for military service, with a strict hierarchy of states.

**2** Christianity survived the fall of the Roman Empire, Orthodox Christianity flourished in the eastern Mediterranean while Catholicism flourished in the West.

**3**

- Western Europe divided up into smaller successor states
- Viking terrorism
- decline of urban centres
- decline of trade
- disintegration of roads
- development of feudalism
- increased influence of the church

**4** Disintegration of the Roman road system:

- Roman soldiers couldn't move around as easily
- Roman soldiers couldn't get to the frontier as easily
- cities on the frontier were abandoned because they couldn't be defended
- increased reliance upon non-Roman soldiers of dubious allegiances to defend the Roman frontier territories



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**5**

- a** Gregory of Tours was a Catholic monk from Gaul.
- b** Gregory of Tours had a negative view of the new kings, whose cruelty was growing.
- c** The church was defended by faithful Catholics and churches were enriched, but it was being attacked by heretics and the faith was 'going cold' among some.
- d** Gregory was pro-Roman Empire, lamenting that 'liberal culture (was) on the wane' and objected to the increasingly political instability. Gregory also lamented the decline in the church and Christians falling away from the faith.
- e** As a monk, Gregory was biased towards the Christian faith, which reduces the reliability of his account with regard to non-Christian motivations. However, it is a reliable account of a monk's perspective, identifying the challenges facing Christianity after the fall of the Roman Empire.



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## Activity 1.2 Christianity and Islam

**1** The differences between Christianity and Islam include:

- Christianity holds that Jesus is the Son of God, whereas Islam holds that Jesus was a prophet.
- Christianity holds that Jesus was crucified and resurrected, whereas Islam believes that Jesus was not crucified and was taken up into Heaven.
- Christianity teaches the Doctrine of the Trinity, meaning that God consists of three parts – God the Father, God the Son and God the Holy Spirit. Islam holds that there is only one God.
- Islam believes that Muhammad was God's last and the most important prophet, whereas Christianity believes that there was no need for a prophet to come after Jesus' death and resurrection.

**2** Countries coloured in should be as listed below.

**Christian countries:**

- Ireland
- Britain
- Spain
- Gaul
- Germany
- Thrace
- Asia Minor
- Armenia
- Egypt

**Muslim countries**

- Arabia
- Yemen
- Oman
- Egypt
- Iraq
- Iran
- Andalusia
- Mahreb
- Tripoli
- Fezzan
- Syria
- Afghanistan

**3** Islam believes that Muhammad received teachings from God via the Angel Gabriel. Mohammed then dictated these teachings, and they eventually became the Koran. Muhammad took these teachings to Mecca and started to gain a following.



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**4 Rome – Catholicism**

Constantinople – Greek Orthodoxy

Alexandria – Coptic Orthodoxy

**5 Student responses will vary. However, responses should follow the guidelines below.**

- Recent Seljuk occupation of the Holy lands had threatened pilgrims' lives.
- There was Seljuk persecution of Christians living in the Holy Lands.
- Seljuk victory at the Battle of Manzikert (1071) greatly weakened Byzantium, inspiring a desire for revenge amongst the Byzantines.
- Internal strife during the early 1090s within the Seljuk encouraged the Byzantines to try to reclaim lost land.
- Pope Urban II wanted to divert European knights from war among themselves in Europe and focus their attentions on the Holy Lands.
- Pope Urban was facing challenges to his papal authority, and the call to go on Crusade increased his ecclesiastical authority and discredited his opponents.
- Millenarianism – the belief that Jesus' second coming was immanent – was growing, and many Christians wanted to reclaim Jerusalem and hand it back to Christ on his return.



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## **Activity 1.3 Britain after Rome**

**1**

- a** The Anglo-Saxon territories in 800 included Wessex, Mercia, Essex, Sussex and East Anglia.
- b** Alba (Kingdom of the Picts and Scots), Dalriada Strathclyde, Welsh principalities and Cornwall.
- c** The Jutes settled in Kent.
- d** Mercia controlled most of Britain in c. 800 CE.

**2** Britain was divided up into small territories, separated by geographical and cultural boundaries. Each of these areas had a king, who was supported by earls. During the ninth century, Vikings began settling in coastal areas of Britain, which added to the divided nature of Britain – this was later referred to as the Danelaw.

**3** The English language changed over the centuries in the following ways:

- Changed pronunciation
- Changed vocabulary
- Changed spelling
- Modernised phrasing – hath becomes has, etc.



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## Activity 1.4 The medieval and early modern world

1

Society	Region	Century
Byzantine Empire	Europe and the Middle East	Fourth to fifteenth century
Ottoman Empire	Europe and the Middle East	Fifteenth to twentieth century
Celts	Europe	Fifth to first century BCE
Vikings	Europe	Eighth to tenth century
Khmer Empire	Asia	Ninth to fifteenth century
Mongol Empire	Asia	Thirteenth to fifteenth century
Yuan Empire	Asia	Thirteenth to fourteenth century
Ming Dynasty	Asia	Fourteenth to seventeenth century
Spanish Empire	Europe, Americas, Asia	Fifteenth to nineteenth century
Portuguese Empire	Europe, Africa, South America, Asia	Fifteenth to twentieth century
Aztec Empire	Central America	Fourteenth to sixteenth century
Maya civilisation	Central America	Second to ninth century
Inca Empire	South America	Fifteenth to sixteenth century

2

Society 1	Society 2	Explain which society benefited
Byzantine Empire	Mongol Empire	Enabled trade to pass from China to Europe
Byzantine Empire	Vikings	Both benefited through trade
Ottoman Empire	Ming Dynasty	Ottoman Empire benefitted from trade with China
Ottoman Empire	Spanish Empire	Rivalry encouraged Spanish exploration
Ottoman Empire	Portuguese Empire	Rivalry encouraged Portuguese exploration



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Khmer Empire	Yuan Dynasty	Both benefited through trade
Mongol Empire	Yuan Dynasty	The Mongol conquest of China led to the foundation of the Yuan Dynasty
Ming Dynasty	Yuan Dynasty	The Ming Dynasty inherited many political and cultural practices when it overthrew the Yuan Dynasty
Ming Dynasty	Portuguese Empire	Portugal benefited from the demand for Chinese commodities in Europe
Spanish Empire	Aztec Empire	Spain gained territory through conquest Spain gained gold, cacao, chilli and other foodstuffs
Spanish Empire	Inca Empire	Spain gained territory through conquest Spain gained gold, silver, potatoes, etc.
Aztec Empire	Maya civilisation	The Aztecs borrowed many Mayan religious and cultural practices
Celts	Vikings	The Vikings adopted religious and cultural practices from the Celts when they moved into their lands

**3** Student responses will vary. However, responses should follow the guidelines below.

- Benefit to society from the controlling of trade routes
- Exploiting commodities
- Cultural exchanges
- Religious exchanges
- Political exchanges



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- 4 Source 1.12 depicts Angkor Wat, which is modelled on the Hindu Mt Meru. This demonstrates the influence of Hindu religion, in particular the worship of Vishnu, at Angkor Wat. The temple's construction required enormous human resources, which highlights the importance of a centralised government and a powerful king, such as Suryavarman II. The Khmer adopted many Indian political practices, including their concept of kingship, which helped to produce Angkor Wat.

Source 1.13 depicts the Pyramid of the Sun at Teotihuacan, an important religious site in Central America. The pyramid would have required enormous human resources to construct. The effort involved reveals much about the importance of religion to the Toltec and later Aztec worshippers at Teotihuacan.



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## Activity 1.5 Key aspects of feudalism

- 1 Feudalism is a form of government based on the exchange of land for military service, with a strict hierarchy of status.
- 2 When William the Conqueror occupied England, feudalism was introduced. Unlike his Anglo-Saxon predecessors, William assumed ownership of all the land in England and then proceeded to distribute parcels of land to his loyal supporters. In exchange for this land, these loyal supporters were required to provide military service to the king. These barons or dukes retained their land so long as they remained loyal, and William reserved the right to deprive them of their land if they rebelled or failed to provide military service (which could be seen as rebellion). In turn, a baron distributed parcels of his land to knights, who owed military allegiance to the baron. In turn, this land was distributed to lesser landowners, who provided food and military service to their lord.
- 3 Student responses will vary. However, responses should follow the guidelines below.

Feudalism introduced:

- a method of political control
- a method of tax/revenue collection
- loyalty
- military service.

- 4 Student responses will vary. However, responses should follow the example below.

Norman England revolutionised Anglo-Saxon England, giving more centralised power to the king, with the local Norman barons enforcing law, tax and military service.

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## Activity 1.6 Trade and exploration

1

**a** globalisation

The process of increasing interconnection of different parts of the world. This leads to the spreading of ideas, such as Christianity, across the globe.

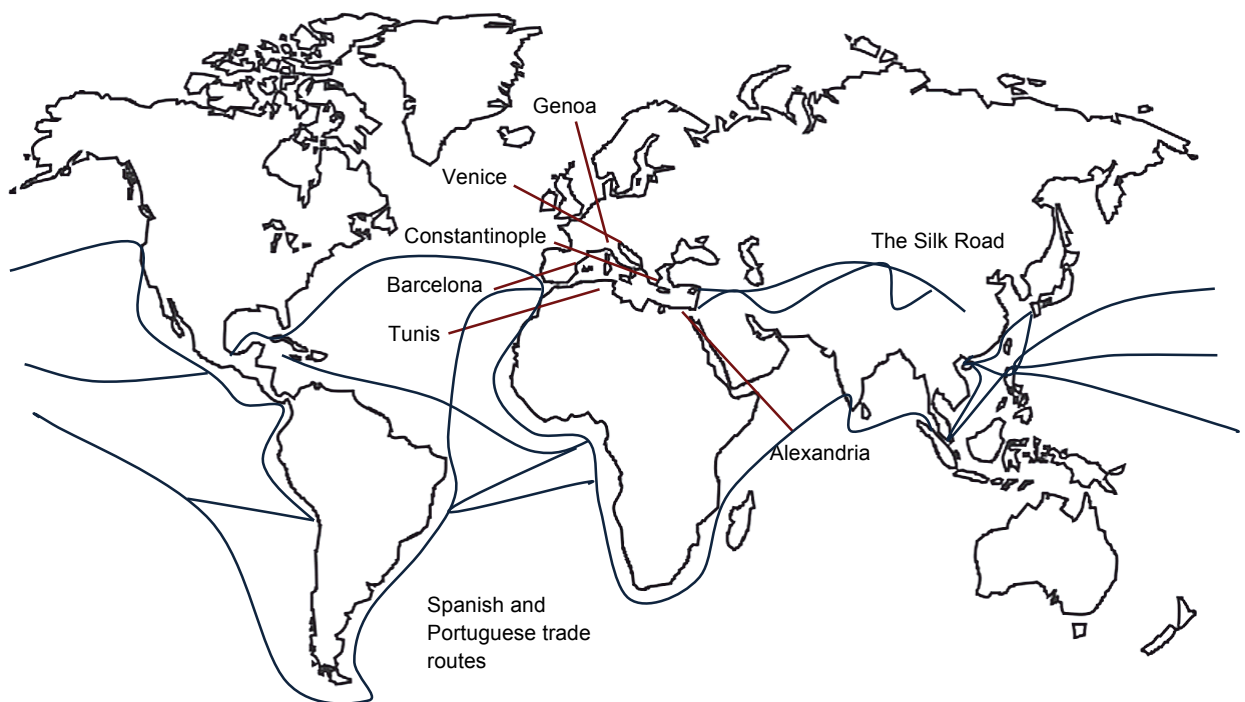
**b** trade

The sale or exchange of goods, sometimes for the purpose of taking the goods away from their place of origin.

**c** Black Death

The outbreak of Bubonic Plague in the fourteenth century.

2 Student responses should follow the example below.





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Other important trading centres include: Guangzhou, Macau, Nagasaki, Malacca, Goa, Bukhara, Cairo, Constantinople, Seville, Lisbon, Antwerp, Genoa, Venice, Rio and Havana.

- 3** Student responses will vary. However, responses should follow the guidelines below.

Advantages include:

- new foods
- new commodities
- new ideas.

Disadvantages include

- exploitation: commercial, political
- slavery
- diseases
- end of traditional practices
- loss of traditional beliefs and knowledge.

- 4** Student responses will vary. However, responses should follow the guidelines below.

- Complete thorough research before beginning the writing.
- Plan five diary accounts.
- Incorporate detailed critical information.
- Provide a sophisticated and sustained discussion that demonstrates a comprehensive understanding of the topics investigated.
- Present a logical, coherent and well-structured response.
- Support investigation with detailed, relevant and accurate historical information.



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## Activity 1.7 The Renaissance

**1**

**a** The Renaissance

Meaning ‘rebirth’, a period of European history during which interest developed in the ideas of ancient Greece and Rome, with an emphasis on philosophy, art, science and architecture.

**b** humanism

The study of politics, philosophy and the human experience of life generally, drawing upon classical Greek and Roman texts for ideas.

**c** The Reformation

A division within the Catholic Church during the sixteenth century, resulting from Protestants, such as Luther, who objected to the teachings and practices of the Catholic Church and its priests.

**2** The Renaissance originated in Florence, Italy.

**3**

Medieval art	Renaissance art
Stylised human forms	Realistic human forms – contraposto stance, etc.
Two-dimensional art	Three-dimensional art – vanishing points
Stylised architecture in art	Realistic architecture in art
Gothic architecture	Classical architecture
Spiritual content	Spiritual and secular content
Reliance upon biblical images	Increasing use of classical and mythological images



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- 4 Student responses will vary. However, responses should follow the guidelines below.

Martin Luther (1483–1546):

- Joined Augustinian Order after his 'Lightning Storm' experience.
- Driven to find a way to guarantee his salvation.
- Became increasingly troubled when reading the New Testament and the contradictions between the church's teachings and those in the Book of Romans.
- Sought salvation through indulgences and work, but this only led to his increasing disillusionment with the Catholic Church.
- Sought to challenge the hypocrisy and false teachings in the church.
- Sought to educate and challenge ignorant, ill-educated Catholic priests.
- Advocated 'Five Solas', including *Sola Fide* (Faith Alone) and *Sola Scriptura* (By Faith Alone).



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## Activity 1.8 The scientific revolution

**1**

**a** revolution

An event, movement or thought that makes irreversible changes. This can inspire change elsewhere, such as the Industrial Revolution (mid-eighteenth century) or political revolutions, which spread across Europe in 1848.

**b** epistemology

The theory of knowledge.

**c** philosophy

The study of critical thinking and investigation of the mind.

**2**

**Person**

**Role in the scientific revolution**

Galileo Galilei

Astronomer

Rene Descartes

Philosopher

Isaac Newton

Physicist

Nicolaus Copernicus

Astronomer

**3** Rene Descartes claimed that because he was capable of thinking, this distinguished him and justified his being. If he was incapable of thinking, he would cease to be.

**4** Student responses will vary. However, responses should follow the guidelines below.

- Show evidence of further research.
- Display a thorough understanding of the topic.
- Provide detailed critical information to sustain their argument.



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## Activity 1.9 The Enlightenment

- 1 The Enlightenment saw science and reason as a light that would cast out the ‘darkness’ of ignorance, superstition and intolerance.
- 2 The five basic principles philosophers agreed upon included:
  - reason, applied to maths, physics, law and aspects of society
  - laws of nature
  - happiness, optimism, pacifism and egalitarianism
  - progress, science and technology
  - liberty.
- 3
  - a John Locke  
Advocated liberty in political, economic and religious terms.
  - b Voltaire  
Believed that natural law should guide people’s actions more than church teachings. He translated the works of Isaac Newton and John Locke into French.
  - c Jean-Jacques Rousseau  
Swiss philosopher who argued that civilisation had corrupted human nature, which was inherently good. He argued against privilege and for equality, and theorised about the ‘social contract’, in which citizens subordinate their individual will to the general good.
  - d Dennis Diderot  
Great believer in the power of science and technology. He wrote the *Encyclopedie*, a reference work, including detailed and illustrated essays on machinery and manufacturing.



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**4**

- a** Rousseau was concerned with social equality and the origins of social inequality: ‘You are undone if you once forget that the fruit of the earth belong to us all, and the earth itself to nobody.’
  
- b** When Rousseau stated, ‘The first man who, having fenced in a piece of land, said “this is mine”, and found people naïve enough to believe him, that man was the true founder of civil society’, he was explaining the origins of social inequality and presents a negative perspective of society for not objecting to this development.
  
- c** The source provides an insight into the thinking of the Enlightenment and the desire to investigate the origins of social phenomena, as well as a desire to find secular explanations for social issues.



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## **Activity 1.10 Fall of the Roman Empire to the Enlightenment**

Student responses will vary. However, responses should follow the guidelines below.

- Provide an excellent ICT presentation incorporating critical substantive detail, including visual information.
- Logical and systematic presentation of information.
- Display excellent engagement with the audience, through eye contact and communication, and within the ten-minute time limit.
- Demonstrate that further research has been done and that the topic has been understood.
- Provide accurate and relevant information.