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## Overview: the ancient to the modern world (c. 650 CE–1750)

Source 1.1 Crescent Moon Lake (Yueyaquan), near the ancient Silk Road city of Dunhuang, Gansu Province, China

## Activity 1.1

## Fall of the Roman Empire

The fall of the Roman Empire had a profound impact on the Mediterranean world and beyond. Europe, the Middle East and north Africa had been under the sway of Rome's control, but now embarked on a new period of their histories. The East Mediterranean came under the authority of the Christian Byzantine Empire, and later the Muslim Ottoman Empire; Europe was divided into a series of kingdoms, and northern Africa largely converted to Islam.

Read the section 'Transformation of the Roman World' in Chapter 1 of the textbook to help you complete the following questions.

1 Define the following terms:

a empire

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b kingdom

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c feudal system

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2 Identify the major faith that survived the fall of the Roman Empire. Describe its growth from the fifth century BCE up to the modern period.

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3 List the major changes that occurred in Europe after the fall of the Roman Empire.

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Source 1.2 Map of the eastern half of the Roman Empire

4 Explain how the disintegration of the Roman road system and the abandonment of cities that the Romans established affected Europe.

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5 Read Source 1.3 and complete the following questions.

With liberal culture on the wane, or rather perishing in the Gallic [Celtic] cities there were many deeds being done both good and evil: the heathen were raging fiercely; kings were growing more cruel; the church attacked by heretics, was defended by Catholics; while the Christian faith was in general devoutly cherished, among some it was growing cold; the churches also were enriched by the faithful or plundered by traitors – and no grammarian [writer] skilled in the dialectic art [art of writing] could be found to describe these matters either in prose or verse.

**Source 1.3** Gregory of Tours, a descendant of senators in the Roman Empire, describes the world in the late sixth century CE after the fall of the empire. The text is from the preface to his *History of the Franks*.

**a** Identify who Gregory of Tours was.

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**b** Discuss Gregory of Tours's view of European kings in this period.

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**c** According to Gregory of Tours, what was the state of the church at this time?

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**d** Examine whether you think Gregory of Tours was pro- or anti-Roman Empire. Give examples from the text to support your answer.

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**e** Reflect on whether Gregory of Tours has presented a reliable account of the world after the fall of the Roman Empire. Give examples from the text to support your answer.

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## Activity 1.2

## Christianity and Islam

In the wake of the Roman Empire, the world was largely divided between the faiths of Christianity in the west, which had become the official religion of the Roman Empire before it fell, and Islam in the east, following the Arab conquest in the seventh century CE. In this activity you will examine the spread of Christianity and Islam in the post-Roman world.

Read the section ‘Spread of Christianity and Islam’ in Chapter 1 of the textbook to help you complete the following questions.

- 1 Outline the difference(s) between Christianity and Islam.

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- 2 Print out the map of the world in Source 1.4 and use it to show the spread of Christianity and Islam by using different colours to shade in countries that became Christian and those that became Muslim. You should use an atlas to help identify the different parts of the world.



Source 1.4 Spread of Christianity and Islam

3 Explain Muhammad's role in establishing Islam.

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4 Identify the two centres of Christianity after the fall of the Roman Empire and the different forms of the religion they followed.

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5 Explore why the Crusades happened and briefly describe the events.

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## Activity 1.3

## Britain after Rome

The fall of the Roman Empire meant that Britain was open to attack by the Celts, Picts and Saxons who had been trying to invade since the late fourth century CE. The influx of new peoples into Britain led to significant political, social and economic changes. In this activity you will analyse some of the major changes that took place in Britain after the fall of Rome.

Read the section 'Britain after the end of the Roman occupation' in Chapter 1 of the textbook to help you complete the following questions.

1 Analyse the map of Britain c. 800 CE (Source 1.9 in the textbook) to complete the following questions.

a Identify the regions the Anglo-Saxons controlled.

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b Identify the regions the Celts controlled.

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c Locate where the Jutes settled.

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d Observe who controlled most of Britain in c. 800 CE.

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2 Describe the process by which the idea and implementation of early government occurred in England.

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**Activity 1.5**

## Key aspects of feudalism

A characteristic feature of the medieval world is feudalism. In this activity you will undertake research on key aspects of feudalism. To get started, read the section called 'Feudalism' on p. 28 of the textbook. After this you should conduct your own research in your school's library to complete the following questions.

- 1 Define 'feudalism' and explain how the term is used in different medieval societies.

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- 2 Examine how the feudal system worked and provide an example of its use in a specific society.

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- 3 With regard to the society you chose in question 2, explore why feudalism was introduced to that society.

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- 4 With regard to the society you chose in questions 2 and 3, describe how the introduction of feudalism affected that society.

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## Activity 1.6

### Trade and exploration

The societies that flourished during the period from 500 CE to 1750 maintained the old trade routes of the Roman Empire and expanded into new regions and forged new contacts around the world. In this activity you will look at how trade and exploration flourished from 500 CE to 1750.

Read the sections 'Trading routes' and 'Voyages of discovery' in Chapter 1 of the textbook to help you complete the following questions.

1 Define the following terms:

a globalisation

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b trade

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c Black Death

2 Read the section 'Trading routes' in the textbook, print out the blank map below and mark on it the following:

a the main trading centres

b the major trade routes between the centres.

You could use an historical atlas to help identify some of the locations.



Source 1.6 Trading centres and routes

3 Compare the advantages with disadvantages that came with the exploration of the world.

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4 Imagine you are a sailor on Christopher Columbus's journey of exploration from Europe to the Americas in 1492. Compose a five-day diary account of your experiences on the ship and in the new land. You will need to show your understanding of the conditions of naval explorers during this period in your diary entries. You may wish to use Weebly to turn your diary entries into a blog. Follow the link at [www.cambridge.edu.au/history8weblinks](http://www.cambridge.edu.au/history8weblinks).

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**Day 2**

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**Day 5**

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**Activity 1.7**

## The Renaissance

By the end of the medieval period, a new set of ideas and artistic movements had emerged in Europe, which historians call the Renaissance (literally the 'rebirth'). The Renaissance emphasised a return to the ideas and attitudes of the classical world (Greece and Rome) and with it an interest in the creativity and abilities of humans, rather than God. In this activity you will investigate some of the main features of the Renaissance.

Read the section 'The Renaissance' in Chapter 1 of the textbook to help you complete the following questions.

**1** Define the following terms:

**a** The Renaissance

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**b** humanism

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**c** The Reformation

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**2** Where did the Renaissance originate?

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3 Examine Sources 1.7, 1.8 and 1.9, and use the table to identify the differences between medieval and Renaissance art.



Source 1.7 A painting of an angel playing a lute by Melozzo da Forlì



Source 1.8 *The School of Athens* by Raphael



Source 1.9 *The Wilton Diptych* made for King Richard II

Medieval art	Renaissance art

4 Go to [www.cambridge.edu.au/history8weblinks](http://www.cambridge.edu.au/history8weblinks) and use the information there to compose a paragraph describing who Martin Luther was and the role he played in the Protestant Reformation.

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## Activity 1.8

### The scientific revolution

The sixteenth and seventeenth centuries formed a crucial period in the transition from the ancient to the modern world. It was in this period that science was born and rationalism replaced the superstition of the Middle Ages. In this activity you will look at some aspects and personalities of the scientific revolution.

Read the section entitled 'The scientific revolution' in Chapter 1 of the textbook to help you complete the following questions.

1 Define the following terms:

a revolution

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b epistemology

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c philosophy

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2 Using the line tool, match the name of an important figure of the scientific revolution with the role they played.

Person	Role in the scientific revolution
Galileo Galilei	philosopher
Rene Descartes	astronomer
Isaac Newton	astronomer
Nicolaus Copernicus	physicist

3 Rene Descartes famously wrote *cogito ergo sum* ('I think therefore I am'). Discuss what you think Descartes meant by this statement.

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4 Go to [www.cambridge.edu.au/history8weblinks](http://www.cambridge.edu.au/history8weblinks) and use the information there to compose a paragraph describing who Nicolaus Copernicus was and what contribution he made to the scientific revolution.

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## Activity 1.9

## The Enlightenment

After the scientific revolution of the sixteenth and seventeenth centuries came the Enlightenment in the eighteenth century. This period of European history also represents a new phase of ideas about humans and society. In this activity you will assess some of the key thinkers of the Enlightenment.

Read the section entitled 'The Enlightenment' in Chapter 1 of the textbook to help you complete the following questions.

- 1 Discuss the core attitude of the Enlightenment period.

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- 2 Outline the five basic principles that the *philosophes* agreed upon.

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- 3 Describe the contributions of the following scholars to the Enlightenment:

- a John Locke

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**b** Voltaire

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**c** Jean-Jacques Rousseau

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**d** Denis Diderot

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**5** Read the words of Jean-Jacques Rousseau in Source 1.10 and complete the following questions.

The first man who, having fenced in a piece of land, said ‘This is mine,’ and found people naive enough to believe him, that man was the true founder of civil society. From how many crimes, wars, and murders, from how many horrors and misfortunes might not any one have saved mankind, by pulling up the stakes, or filling up the ditch, and crying to his fellows: Beware of listening to this impostor; you are undone if you once forget that the fruits of the earth belong to us all, and the earth itself to nobody.

**Source 1.10** Jean-Jacques Rousseau, *Discourse on Inequality*

**a** Identify what Rousseau was concerned about.

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**b** Examine how Rousseau presented a positive or negative view of society.

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**c** Explain how useful this passage is for an historian studying the Enlightenment.

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**Activity 1.10**

## Fall of the Roman Empire to the Enlightenment

Research and deliver an ICT presentation to the rest of the class on one topic about the period from the fall of the Roman Empire to the Enlightenment. Your presentation should be 10 minutes in length and should make use of visual media, such as photos or video clips, and even sound recordings. PowerPoint is a good type of software to organise and present different media.

Topics you could research:

- the spread of Christianity and Islam (500 CE–1500)
- feudalism
- trade and exploration across the world (500 CE–1500)
- the emergence of new ideas (1500–1750)

Useful websites to use for your research are listed on [www.cambridge.edu.au/history8weblinks](http://www.cambridge.edu.au/history8weblinks).

