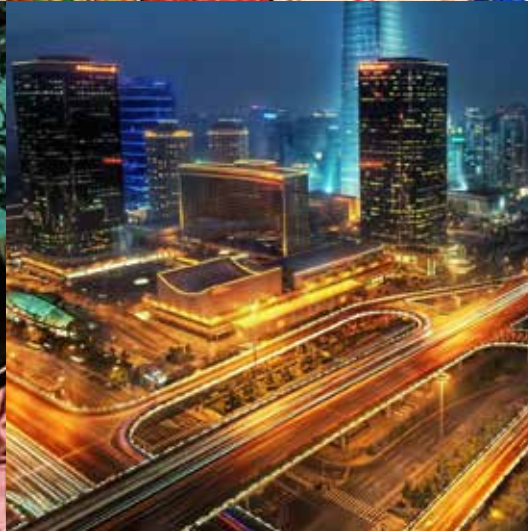
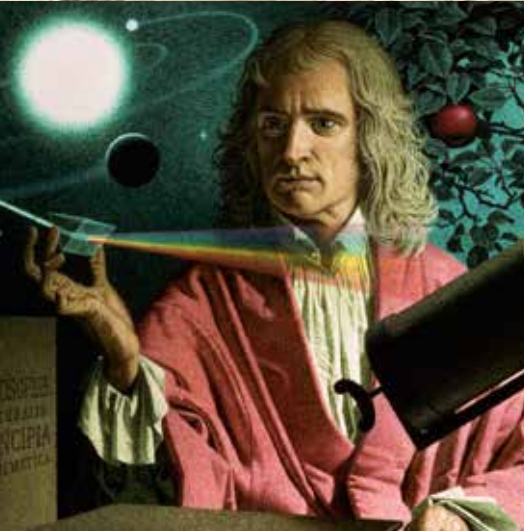


# Is Western Civilisation part of your life today?

A classroom unit for  
Years 7-10 Civics and Citizenship  
And  
Years 7-10 History

 Institute of  
Public Affairs



# Teacher's Guide

# Overview

**Is Western Civilisation part of your life today?** is a practical classroom resource that seeks to help students understand the nature and origin of the Australia in which they are living.

Australian citizens today live in one of the most peaceful, free, wealthy, equal and democratic societies on the planet. It is not perfect, but it is one of the most desirable societies in which to live.

Some key qualities or features of Australia as a civil society are that:

- government is democratic, with people having a vote over who makes the laws
- there is a rule of law — all people, regardless of their position in society, are bound by the laws, all people have access to the law, and courts are fair and impartial
- people have the freedom and personal responsibility to start businesses, and succeed or fail depending on their own abilities, within a set of rules that ensure legality and fairness
- people have individual freedom of thought, religion, movement, speech and association — subject to laws that protect society against criminal uses of these freedoms or one freedom negating another
- the economic system is capitalist and free enterprise — people have freedom to make profit from their economic activities, subject to laws that stop unfair exploitation of workers and consumers
- no religions are given preferential treatment by the government, but all are free and equal, as long as they act within the civil and criminal laws
- the vulnerable people in society are given protection
- education and knowledge are based on reason, scientific evidence and rational thought, not dogma.

These qualities are valuable features of our society, but they can easily be subverted, and should not be taken for granted.

Many of these qualities or characteristics are part of Australia's heritage of Western Civilisation.

- How did Australia come to be like this?
- How have these citizenship features developed over time, and been adopted by certain societies, including Australia?

This unit provides a resource to help students understand the nature and influence of Western Civilisation in their civic lives today.

They will be able to identify key elements of their society, appreciate their values, and understand where these characteristics have come from and developed over time.

The emphasis on Western Culture as the major part of Australia's heritage does not deny that other cultures have influenced Australia, and continue to do so, but their influence has been far less significant than that of the West.

By studying this unit, students will be better able to appreciate and critically evaluate the strengths and weaknesses of the society they live in, and that they want to develop in the future.

# Curriculum relevance

An exploration of the characteristics of Western Civilisation is indirectly included in both the Civics and Citizenship, and the History elements of the Australian Curriculum. However, students need help in appreciating the significance of the characteristics that the curriculum helps them to identify.

This resource provides a way of introducing and exploring relevant aspects of the **Australian Curriculum at Years 7-10** for both History and Civics and Citizenship:

HISTORY AND DEPTH STUDIES	CIVICS AND CITIZENSHIP
<p><b>Year 7 — The Ancient World: Students examine:</b></p> <ul style="list-style-type: none"><li>• one of Egypt, Greece, Rome; and</li><li>• one of India, China</li></ul> <p><b>Year 8 — Ancient to the Modern World: Students examine:</b></p> <ul style="list-style-type: none"><li>• one of Ottoman Empire, Renaissance Italy, Vikings, Medieval Europe;</li><li>• one of Angkor/Khmer Empire, Shogun Japan, Polynesian expansion across the Pacific; and</li><li>• one of Mongol expansion, Black Death, Spanish conquest of Americas [Aztecs, Incas], Indigenous-Colonist contact (NSW only)</li></ul> <p><b>Year 9 — The Making of the Modern World: Students examine:</b></p> <ul style="list-style-type: none"><li>• one of Industrial Revolution, Progressive ideas and movements, Movement of peoples;</li><li>• one of Asia and the world [China, India, Japan], Making a nation [C19th Australia]; and</li><li>• World War 1</li></ul> <p><b>Year 10 — The Modern World and Australia: Students examine:</b></p> <ul style="list-style-type: none"><li>• World War 2;</li><li>• Rights and Freedoms 1945-present; and</li><li>• one of Popular Culture, Migration experiences, Environment movement</li></ul>	<p><b>7-10:</b></p> <p>Three strands:</p> <ul style="list-style-type: none"><li>• Government and democracy</li><li>• Law and citizens</li><li>• Citizenship, diversity and identity</li></ul>

This unit helps students identify the civic characteristics of their society, to understand that these features did not just appear, but have historical origins, dating back at least to Greek and Roman times, but in particular to the development of Britain from the time of Magna Carta.

It also helps students understand that, while a set of values and institutions were brought with the First Fleet, these values and institutions have undergone change over time in their new setting.

In **Civics and Citizenship**, teachers can use this resource to understand the origin and nature of many of the key civic values and institutions Australia has inherited from its Western Civilisation heritage, via Britain, and which have developed locally over time.

In **History** teachers can use this resource to help students understand how some of the themes they are exploring within various Depth Studies can still be seen in their own communities today.

In both subjects, students' inquiries require the development of appropriate organisational, analytical, interpretive and communication skills.



# Structure of the resource

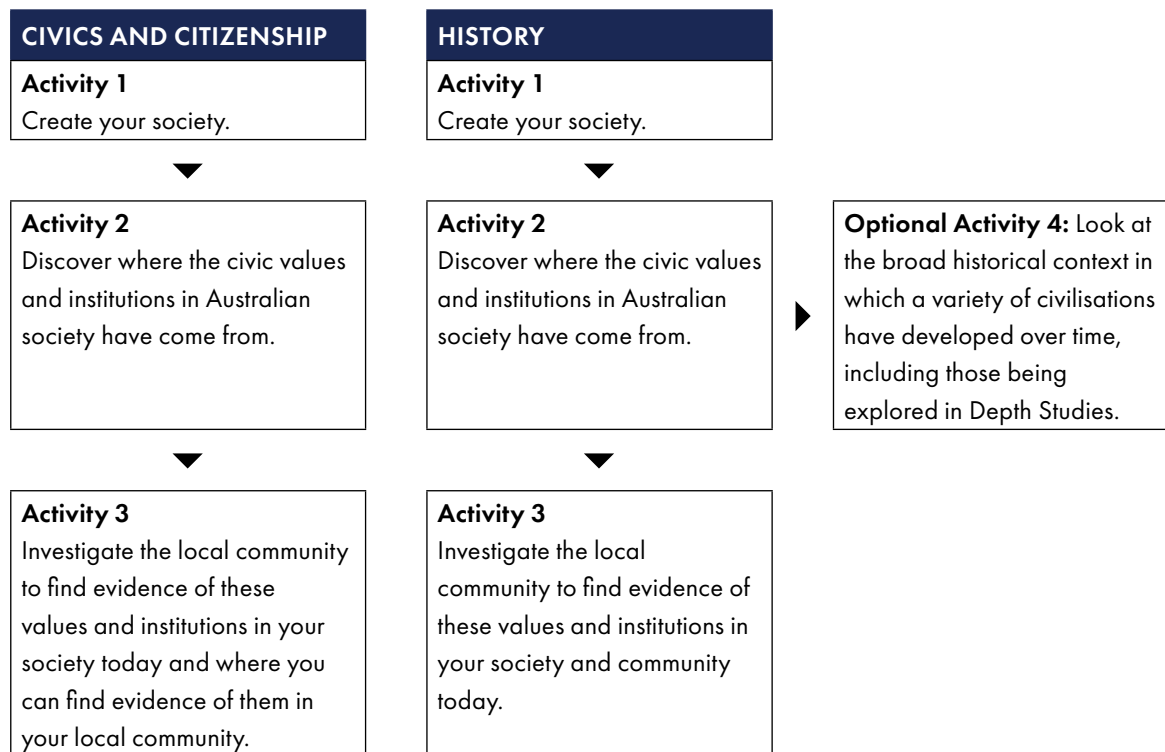
The resource has three key components, and a fourth optional one.

1. A **concept development activity** that challenges students to consider what values and institutions they want for their society. They then compare these ideals with the characteristics of modern Australian society.
2. A way of **tracing the development of these characteristics through history**. Students look at some key historical periods and civilisations, and identify the origins of values and institutions that they have identified as being present in their Australian society.
3. While doing this, students are also **identifying where they can find these values and institutions in their own society** today.
4. There is also an optional fourth component, a **survey of human history over time**. This will be useful for teachers to gain the broad context of the particular Depth Studies they are focusing on. This component could also be given to some students as an enrichment task.



# Using the resource in the classroom

A suggested sequence for using these in the classroom is:



The resource can be used by individual students, or small groups.

It can be used as a whole class activity, or as an enrichment or home activity.

The whole activity should take about 30-90 minutes to complete all elements, depending on the subject area, the year level, the nature of the class, and the emphasis and timing decided on by the teacher.

# Learning outcomes

By using this resource, teachers will help students to:

- identify those characteristics of their society that they value
- recognise the origin and development of those features
- realise how values and institutions have changed over time
- appreciate that alternatives existed to those values and institutions that have become part of the Western Civilisation heritage of Australia
- understand that present values and institutions are subject to change, both for better and for worse.

## Reproducing the resource in the classroom

The materials are copyright free, so can be reproduced in print or online form, and can be shared and distributed freely to others. If shared or duplicated in any way the source of the unit should be acknowledged as

[www.ipa.org.au/heritage-of-our-freedoms](http://www.ipa.org.au/heritage-of-our-freedoms).

## A note on historical periods

Traditionally historical periods have been classified BC (Before Christ) and AD (Anno Domini, or in the year of Our Lord), originating in the Julian and then Gregorian calendar systems. The Australian Curriculum uses both this and the alternative BCE (Before the Common or Current Era) and CE (Common or Current Era), created to accommodate non-Christian sensitivities and to secularise time. In this resource we use the traditional BC/AD.



# **Student Activities And Resources**



# Activity 1 – What sort of world do you want?

There is a large part of the world whose predominant heritage can be called 'Western Civilisation' – that is, a set of ideas, values and social institutions (such as parliament and courts) that developed mainly out of events in Europe and the Mediterranean region. However, Australia, which is not geographically part of that world, also shares those same characteristics. This raises many questions:

- What are the elements of this Western Civilisation?
- How did they develop?
- How did they come to exist in Australia?
- Do they still exist in your Australian society today?
- And, most importantly, are they a part of your life today, and a part that you want to keep?

## Your ideal society

Imagine that you could create your own ideal society. What values and institutions (those bodies that are part of the way society operates) would you choose for your ideal society?

Look at the following table, and make a choice for each aspect. Do not try to get these 'right' or 'wrong'. Just decide which option you prefer each time, and record your choice. Even if you are not happy with the alternatives, and want to change them or add to them, just accept that you are being asked to make the choice from what is available.

1. **You are accused of a crime.** Which of these do you want to exist for you?

OPTIONS		YOUR CHOICE
<b>A</b>	<b>a</b> The right to put your case through a representative such as a lawyer <b>b</b> The court to decide whether you can be heard or not	
<b>B</b>	<b>a</b> Being brought straight to trial <b>b</b> Having time to prepare your case	
<b>C</b>	<b>a</b> Being able to be held for as long as the State wants to gather evidence against you <b>b</b> Having the right to be put on trial within a reasonable time	
<b>D</b>	<b>a</b> Having the State put the case for and against <b>b</b> Having the right to put your own case	
<b>E</b>	<b>a</b> Trial by a judge alone <b>b</b> Trial by a judge and a jury of ordinary people	
<b>F</b>	<b>a</b> The Prosecution having to prove you are guilty <b>b</b> You having to prove you are innocent	
<b>G</b>	<b>a</b> The degree of proof of your guilt having to be 'beyond reasonable doubt' <b>b</b> The degree of proof of your guilt having to be 'more likely than not'	
<b>H</b>	<b>a</b> Having the right to appeal if you are found guilty <b>b</b> Once the decision is made it is final	
<b>I</b>	<b>a</b> Having set limits to punishments <b>b</b> Having punishments that depend on the attitude of the judge	

# Activity 1 – What sort of world do you want?

2. Your society has to have a form of government. What sort of government do you want?

OPTIONS		YOUR CHOICE
<b>A</b>	<b>a</b> An enlightened single ruler who will make good decisions for all <b>b</b> Rules made by a body that represents the citizens	
<b>B</b>	<b>a</b> A government that all citizens can vote for <b>b</b> A government where only specially qualified citizens have the right to vote	
<b>C</b>	<b>a</b> A government that can make any law it likes <b>b</b> A government whose powers have checks on them	
<b>D</b>	<b>a</b> A government where representatives can come from all citizens <b>b</b> A government where representatives are chosen only from select citizens who have special rights	
<b>E</b>	<b>a</b> A government that can make laws that affect every aspect of people's personal and private lives <b>b</b> A government that has limited areas in which it can make laws that affect people's personal and private lives	

3. Your society has to be based on values. Which of these values do you prefer?

OPTIONS		YOUR CHOICE
<b>A</b>	<b>a</b> All citizens having equality of opportunity, but with some citizens able to be more successful than others <b>b</b> All citizens having equality of outcome, regardless of their ability	
<b>B</b>	<b>a</b> All citizens are treated fairly <b>b</b> Some citizens are given preferential treatment	
<b>C</b>	<b>a</b> Citizenship is available to all members of the community <b>b</b> Citizenship is only available to certain selected members of the community	

4. Your society has to make a choice about religion. What do you want?

OPTIONS		YOUR CHOICE
<b>A</b>	<b>a</b> All religions are treated equally <b>b</b> One religion is accepted as the official State religion and given preference	
<b>B</b>	<b>a</b> All religions are allowed <b>b</b> No religions are allowed	
<b>C</b>	<b>a</b> All religious ideas, even those that may create harm, are freely allowed <b>b</b> All religious ideas are allowed except where they may cause some harm to the society	

# Activity 1 – What sort of world do you want?

5. Your society has to make a choice about the rights and responsibilities of its citizens. What do you want?

OPTIONS		YOUR CHOICE
<b>A</b>	<b>a</b> Free speech	
	<b>b</b> Free speech, but not if it is defamatory or promotes violence	
<b>B</b>	<b>a</b> Promote the rights of the individual even when they harm the society in general	
	<b>b</b> Promote the rights of the individual, but not if they harm the society in general	

6. Your society will need an economic base. What do you want?

OPTIONS		YOUR CHOICE
<b>A</b>	<b>a</b> A system where the government controls what economic activity is allowed by individuals	
	<b>b</b> A system where individuals can engage in any legal economic activities they want	
<b>B</b>	<b>a</b> A capitalist system, where people can take risks to create greater profit for themselves	
	<b>b</b> A socialist system, where the government takes from the wealthier for the sake of the poorer citizens	

7. You will need to decide where your society fits with the rest of the world. What do you want?

OPTIONS		YOUR CHOICE
<b>A</b>	<b>a</b> A state that makes its own laws for itself	
	<b>b</b> A state that adopts international laws over local laws	

8. Your society must have a way of dealing with knowledge and education. What do you want?

OPTIONS		YOUR CHOICE
<b>A</b>	<b>a</b> Using reason and rationality to decide what is true.	
	<b>b</b> Accepting the authority of a ruling body to decide what is true.	

# Activity 1 – What sort of world do you want?

## What did you decide?

This quiz is not about right and wrong, but it is about what you want in your society. And it is also about comparing what you want with what Australian society is like.

Here is a way of scoring your decisions. Look back at your answers and give yourself the appropriate score for each one:

1A	a = 1   b = 0	2A	a = 0   b = 1	4A	a = 1   b = 0	7A	a = 1   b = 0
1B	a = 0   b = 1	2B	a = 1   b = 0	4B	a = 1   b = 0		
1C	a = 0   b = 1	2C	a = 0   b = 1	4C	a = 0   b = 1	8A	a = 1   b = 0
1D	a = 0   b = 1	2D	a = 1   b = 0				
1E	a = 0   b = 1	2E	a = 1   b = 0	5A	a = 0   b = 1		
1F	a = 1   b = 0			5B	a = 0   b = 1		
1G	a = 1   b = 0	3A	a = 1   b = 0				
1H	a = 1   b = 0	3B	a = 1   b = 0	6A	a = 0   b = 1		
1I	a = 1   b = 0	3C	a = 1   b = 0	6B	a = 1   b = 0		

**If you scored between 20 and 26** your chosen society is very similar to Australia today.

**If you scored less than 20** your society is starting to be very different from the one you currently live in.

The Australia you live in is part of what is sometimes called '**Western Civilisation**'. There are many different ways to define Western Civilisation, but broadly it includes these big elements (which you can see in the quiz you have just answered):

- government is democratic, with people having a vote over who makes the laws
- there is a rule of law — all people, regardless of their position in society, are bound by the laws, all people have access to the law, and courts are fair and impartial
- people have the freedom and personal responsibility to start businesses, and succeed or fail depending on their own abilities, within a set of rules that ensure legality and fairness
- people have individual freedom of thought, religion, movement, speech and association — subject to laws that protect society against criminal uses of these freedoms or one freedom negating another
- the economic system is capitalist and free enterprise — people have freedom to make profit from their economic activities, subject to laws that stop unfair exploitation of workers and consumers
- no religions are given preferential treatment by the government, but all are free and equal, as long as they act within the civil and criminal laws
- the vulnerable people in society are given protection
- education and knowledge are based on reason, scientific evidence and rational thought, not dogma.

How close was your ideal society to these?

How did Australia's values and institutions come to exist in that form and combination? That is, how did they come to include values and institutions that are part of Western Civilisation? This is what you can now investigate further, by looking at periods of history when certain ideas and institutions developed, and by looking at your own community to see

# Activity 2 – Where have the main contributions to Western Civilisation come from?

if you can identify any of these historical developments in your everyday environment.

You may be surprised at what you find your community is telling you about itself!

You have seen that Australian civic society today has certain values and institutions. These have been strongly influenced by the development of Western Civilisation over time.

There have been certain nations, events and times that have contributed to the origin and development of these.

In this Activity you can explore some of key moments, and see how the current society you live in has been formed in the past.

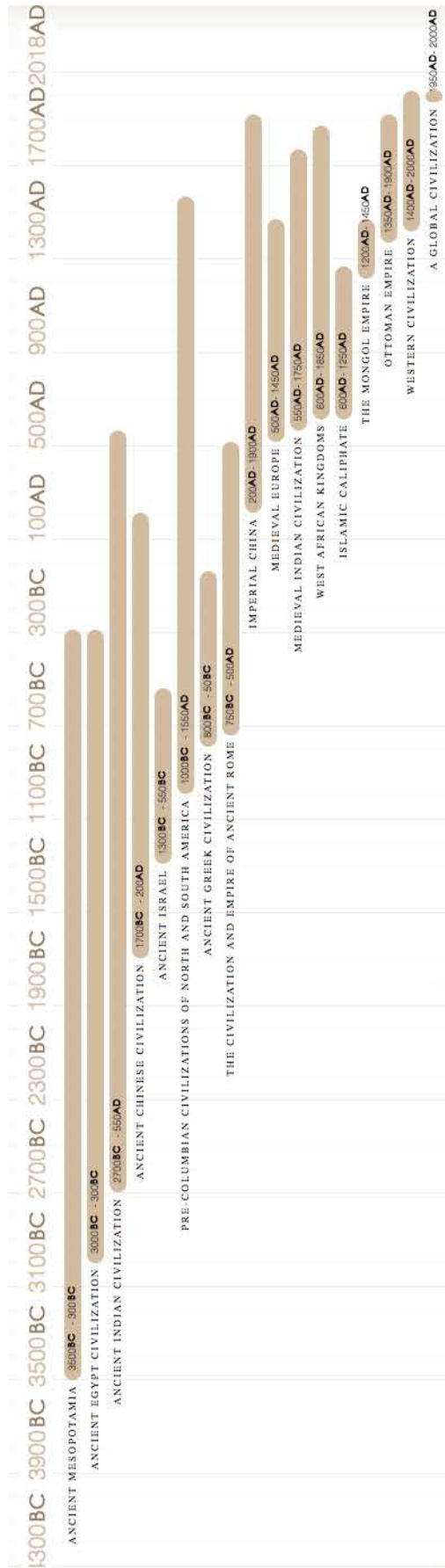
- The **Timeline** gives you a very broad idea of when different civilisations developed.
- The **map of the Regions of the World** will help you identify the different key developments in place.
- The summaries of **nine key eras or developments** will help you identify the origins of specific aspects of Western Civilisation, and their possible continuing place in your life today.





# Activity 2 – Where have the main contributions to Western Civilisation come from?

## 🍏 Timeline of The Development of Major Civilisations



# Activity 2 – Where have the main contributions to Western Civilisation come from?

## 🍏 Major Regions of The World



# Activity 2 – Where have the main contributions to Western Civilisation come from?

## 🍏 A. The influence of Greece

Greece began as a series of villages that grew into powerful city-states.

1. Look at the map on page 15 and identify where Greece is located.
2. Look at the timeline on page 14 and identify the main period of Greek civilisation.

The Greeks developed lasting forms of architecture, art, literature and thought.



A typical Greek architectural style, characterised by symmetry, and columns



A typical Greek statue, characterised by realism of form and beauty

In the Greek city state of Athens, citizens, called the Demos or the people, were able to vote for their leaders. Not all residents could vote — only male citizens over 30. But it was a greater form of democracy than other societies had.

3. Is this idea still present (in part or in whole) in your community today?

Greece produced many thinkers, concerned with explaining the nature of the universe.

**Socrates** engaged in a search for absolute truth. He did it through reason — that is, through logical thinking. He would question statements, and make people really think through and fully explain and justify their beliefs. If they could not, they had to change their ideas. This became known as the Socratic method of questioning and explaining.

**Plato's** main contribution was in political organisation — he argued for rule by an enlightened philosopher-king. The people of the polis, the city-state, would put the welfare of the polis above their individual welfare.

**Aristotle** argued that a good government was one that represented the benefit of the whole community. But it was based on reason, and individual freedom of behaviour.

**Pythagoras** was a great mathematician. One of his lasting ideas was to formulate the rule about triangles that the sum of the squares of a right-angled triangle is equal to the square of the hypotenuse — a formula you will still learn in school today.

**Euclid** was a founder of geometry, calculations that still exist.

# Activity 2 – Where have the main contributions to Western Civilisation come from?

**Archimedes** was another mathematician. He is remembered for solving the problem set for him to work out how much gold, and how much inferior metal, was in an object. He was thinking about this problem when he had a bath, and noticed how the water rose as his body went in. His mass was displacing the water. He realised that he had observed a major natural law — that different density of materials displaces different volumes of water. (This principle is vital in ship-building, and helps explain why metal ships can float.) Archimedes is supposed to have run naked through the streets of Athens shouting 'Eureka', meaning 'I have the solution'.

4. Looking at these men and their ideas, which ones still are relevant in your life today? Explain your reasons.

## Mapping Western Civilisation in your community

5. Identify any places in your community where some of the heritage of Greece can be seen today. This could include a physical object (such as the design of a building, or a public work of art) or it could be where some important idea or institution is embodied (such as a court house, or a school).

Places in my community where I can recognise the influence of Greece in the development of Western Civilisation are:

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# Activity 2 – Where have the main contributions to Western Civilisation come from?

## 🍏 B. The influence of Rome

The city of Rome was founded in the 8th century BC as a small settlement in what is now Italy, and grew over time to become the powerful centre of a vast empire.

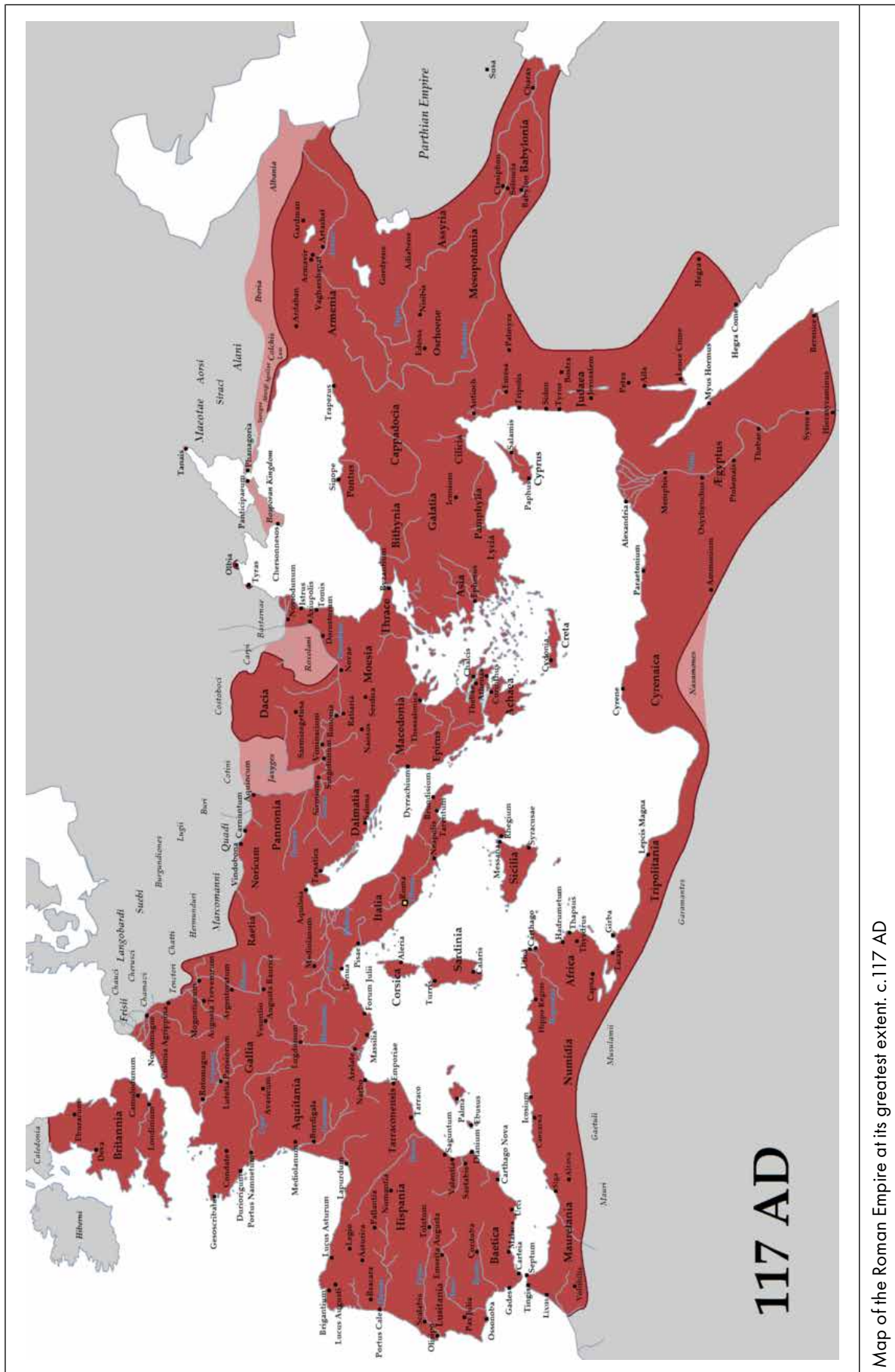
Once it reached the peak of its power and influence, in the 1st century AD, it divided into two areas — the Roman Empire in the west, which included most of Europe; and the Roman Empire in the east, centred in the city of Byzantium (later Constantinople, then Istanbul), and called the Byzantine Empire. The western part of the empire eventually fell by the end of the 5th century BC, after invasions from various Germanic tribes, including the Huns, Vandals, Goths and Visigoths. The last Roman Emperor's rule ended in 476AD. The eastern or Byzantine Empire lasted much longer, until Constantinople fell to the Ottoman Turks in 1453.

1. Look at the map on page 15 and identify where Rome is located.
2. Look at the timeline on page 14 and identify the period of Roman civilisation.
3. Identify these areas included in the Roman Empire on the map on the next page: Western Europe, North Africa, Mediterranean, Byzantine Empire.





# Activity 2 – Where have the main contributions to Western Civilisation come from?



Map of the Roman Empire at its greatest extent. c. 117 AD

# Activity 2 – Where have the main contributions to Western Civilisation come from?

Like Greece, Rome had an idea of 'citizenship' — that is, being a member of a community and having involvement in how it was run. But unlike the Greeks, the Romans decided that 'citizenship' could include newcomers and outsiders as citizens (though still only men).

4. How is this idea of citizenship present in part in Australia today?

Early Rome was often dominated by its emperors, some of whom were tyrants. To provide protection, it developed the idea of a 'senate', or an elected body of representatives, that imposed checks on the power of the emperor.

5. How is this idea of a check on authority present in the Commonwealth of Australia, the states and territories, and local communities in Australia today?

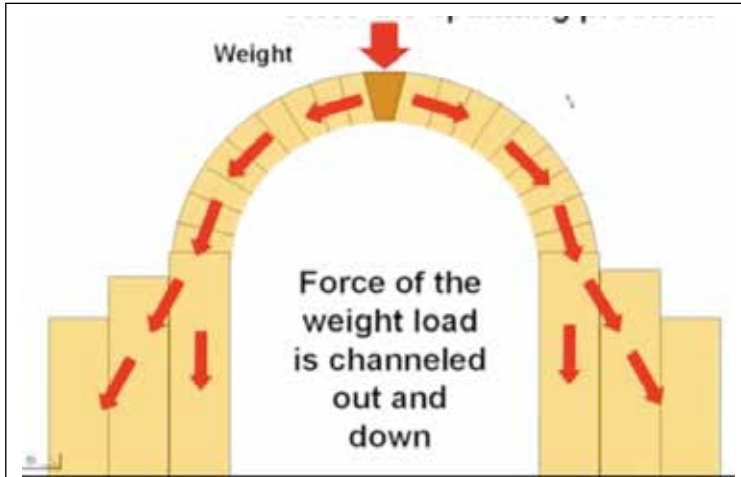
A great Roman achievement was the creation of a set of laws by the Emperor Justinian that covered acts of individuals that harmed the state (criminal law), and personal relations between citizens (civil law). These laws were applied in areas that the Romans conquered. Many European countries still follow the Roman criminal and civil law system, with magistrates having the power and responsibility to investigate a case and make a decision. In contrast, the British criminal law system developed a system of ordinary people on juries as decision-makers, and the judge as impartial referee, and a system of common law built up over thousands of precedents, rather than a set written code of laws.

6. Which of these two systems of law applies in Australia today?

One of the most significant and long-lasting aspects of Roman rule was the adoption of Christianity as the official religion of Rome in 313 AD. Christianity had begun with the life and death of Jesus, the 'Christ' or Saviour. He was born in Nazareth and crucified in Jerusalem, both in the region then called Judea, and part of the Roman Empire. This 'Christianity' changed the then emphasis of Judaism (the Jewish religion) from living properly to please a harsh and vengeful God, to one of forgiveness, love and caring for others as a duty to God and to others ('Do unto others as you would have them do unto you'). For centuries Christians were persecuted by the Roman administration, but the religion continued to grow. When Emperor Constantine converted to Christianity and made it the official religion of the Roman Empire, the Christian religion spread openly and with protection throughout all Europe, and was the main source of ideas, values, social services, learning, education and support for the poor and sick of over a thousand years, and even into current times.

# Activity 2 – Where have the main contributions to Western Civilisation come from?

7. How is the Christian religion present in your community today? Which other religions exist in it? (You can work this out by looking at what religious buildings there are in your area.)



The Romans were great engineers — creating roads, aqueducts (bridges carrying water), and buildings that still exist today. One of their great achievements was to discover how to use the arch in buildings to allow huge buildings to be constructed without crumbling under their own weight.

8. Describe how this style of arch makes the construction of large, heavy buildings possible.

## Mapping Western Civilisation in your community

9. Identify any places in your community where some of the heritage of Rome can be seen today. This could include a physical object (such as the design of a building, or a public work of art) or it could be where some important idea or institution is embodied (such as a court house, or a school).

Places in my community where I can recognise the influence of Rome in the development of Western Civilisation are:

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# Activity 2 – Where have the main contributions to Western Civilisation come from?

## C. The influence of Britain in the Middle Ages

The term 'Middle Ages' was coined to describe the period between ancient times, ending with the fall of Rome in about 500 AD, and modern times, beginning with the Reformation about 1500 AD.

The main periods of development were:

- 500-1000 the Old Middle Ages
- 1000-1300, the Middle Ages
- 1300-1500, the High Middle Ages, leading in to the Renaissance.

In the Old Ages Europe was largely isolated from other areas of the world, divided into small kingdoms, with many wars and invasions, It was the period of Viking raids and trade, of invasions by Huns and Goths and Visigoths, of the terrible depopulation of the Black Death, and the Crusades to win back the Christian Holy Land of Palestine from Islam.

By 1000 AD the feudal system had developed, with the economic and social role of each person clearly defined. It was a system of hierarchy, and of mutual obligations and rights between the monarch, bishops, nobles and peasants.

### 1. How is this feudal aspect of Western Civilisation not present in your society today?

It was also a time when Christianity spread, and the Church influenced the daily life of every individual person:

- there was a church in every village, and nobody was further than walking distance from a church;
- church windows presented stories from the Bible and lessons on how to live for the illiterate majority;
- the local priest saw every person at church services on Sundays and special religious feast days, and passed on in sermons the values and messages of the holy book of Christianity, the Bible;
- the Bible influenced the principles behind many laws;
- monasteries provided medical care to all and education to some;
- convents provided protection to women and girls.

Many clergy were caring and self-sacrificing; many others were more interested in their own wealth and status, and there were many abuses to balance the many good works that were done. The clergy also taxed part of the peasants' crops, which was resented if the clergy did not in turn work for the good of the community.

### 2. How have some of these features of the Church survived in modern life?

### 3. How have many of these features been taken over by governments?

# Activity 2 – Where have the main contributions to Western Civilisation come from?

But, while there were centuries of disruption and disaster during the Middle Ages in Europe, what is now Britain was forming, creating many of the important features that would be transplanted to Australia in 1788. A key medieval document that established and protected many significant rights was the Magna Carta. In 1215 King John gave in to demands of the nobles for greater protection of themselves from unjust laws and customs, and agreed to them in the Magna Carta, or Great Charter. Over time these protections were extended to common people. These included the right to trial by jury, the principle that nobody is above the law, and that parliament or the representatives of the people had the right to make laws and limit the powers of the monarch, and protect people from unlawful imprisonment.

4. Underline the rights listed in this paragraph that are still important in your life today.

## Mapping Western Civilisation in your community

5. Identify any places in your community where some of the heritage of Middle Ages Britain can be seen today. This could include a physical object (such as the design of a building, or a public work of art) or it could be where some important idea or institution is embodied (such as a court house, or a school).

Places in my community where I can recognise the influence of Britain in the Middle Ages in the development of Western Civilisation are:

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# Activity 2 – Where have the main contributions to Western Civilisation come from?

## D. The influence of Renaissance, Reformation and Counter Reformation

The **Renaissance** refers to the sudden explosion during the fifteenth century in Europe of new forms of art, writing, science, architecture, philosophy and attitudes and values that suddenly developed in a small area of Italy, and then spread across Europe.

The Renaissance brought about a re-discovery of Greek and Roman ideas and heritage. As the Ottoman Empire challenged and defeated the Byzantine Empire, and Constantinople fell in 1453, many scholars fled to Italy, bringing with them the Greek and Roman manuscripts that had not been seen in the west for over a thousand years.

One idea from Classical Greece was the attitude that 'Man is the measure of all things' — a focus on people, rather than God. This was the basis of the philosophy of humanism, which reversed the idea dating from St Augustine of Hippo (354-430), and followed by the Catholic Church since his time, that humans must constantly fight to overcome their natural weaknesses and sinfulness. Instead, humanism involved a celebration of the human beauty and creativity. It was a positive, not a negative, view of the place of humans with God. Renaissance painting, sculpture, music and literature reflect this new focus on humanity.

1. Which attitude, that of St Augustine or Humanism, do you think is strongest in your society today?  
Explain your reasons.

The Renaissance spread from Florence to other Italian city-states, and then throughout western Europe. This intellectual flowering saw the creation of works by artists, writers, musicians, architects and builders who are still part of our heritage today — including the Italian artists Leonardo da Vinci and Michelangelo, and the English playwright William Shakespeare.

The **Reformation** refers to the revolt of Martin Luther in 1517 against many of the rules and traditions of the Catholic Church. He preached that man is saved by faith alone and that sins make no difference whether you are saved or not. He decided that there was no need for religious institutions and symbols (such as the Mass and Confession). He said that everyone should be able to read or own a copy of the Bible in their own language. The development of the printing press by Johannes Gutenberg around 1450 made bibles in the local language affordable and easily distributable.

2. How did the Reformation change Europe from being entirely Catholic, to divided into Catholics and Protestants?

This **Counter-Reformation** was the reaction of the Catholic Church to the challenge of the new Protestant religion which had come about during the Reformation. Protestants called for war to be waged on Catholics throughout Europe. During the Counter-Reformation, the Catholic Church also reformed many of the abuses which had crept into its houses. It defined and redefined Church dogmas during the Council of Trent in 1562.

# Activity 2 – Where have the main contributions to Western Civilisation come from?

3. Why do you think people whose religion is based on love and caring could fight among themselves, and also against other religions (such as against Muslims in the Crusades)?

In England, King Henry VIII broke from the Catholic Church in 1534. He wanted to have a male heir, but was not able to with his wife, Queen Catherine of Aragon. He wanted to have his marriage annulled so he could marry again, but the Catholic Church, headed by the Pope in Rome, refused. Henry broke with Rome and declared himself to be the head of the Catholic Church in England. After he died, there was a long period of conflict between those who wanted England to remain Catholic, and those who wanted it to be Protestant. When Australia was colonised in 1788, the Protestant Church of England was inherited as the established church, but the strong presence of many Irish Catholic convicts, and later free immigrants, meant that the local governments eventually decided that there would be no established religion in Australia. All would be free and treated equally, and none would be given official government preference.

4. How would having an established or preferred or official church create tensions in a multi-religious society?

## Mapping Western Civilisation in your community

5. Identify any places in your community where some of the heritage of the Renaissance, Reformation and Counter Reformation can be seen today. This could include a physical object (such as the design of a building, or a public work of art) or it could be where some important idea or institution is embodied (such as a court house, or a school).

Places in my community where I can recognise the influence of the Renaissance, Reformation and Counter Reformation in the development of Western Civilisation are:

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# Activity 2 – Where have the main contributions to Western Civilisation come from?

## E. The influence of Scientific Revolution

One of the developments in sixteenth century Europe was the coming of the Scientific Revolution.

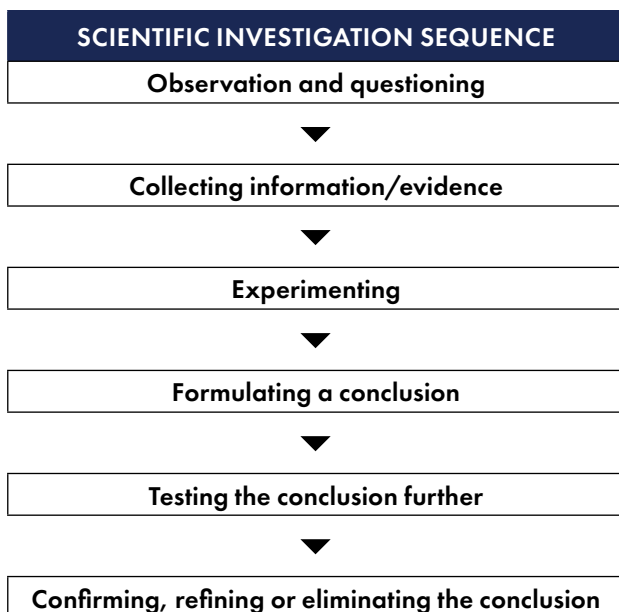
This was the time when modern science began, when discoveries in mathematics, astronomy, physics, biology and chemistry transformed people's knowledge of the working of the natural world. The revolution in thinking was the realisation that natural laws operate the world, rather than God's active participation in events. While some scientists believed that science challenged religion, others had no problem in believing in both.

The scientific revolution is usually dated from 1543, with Nicolas Copernicus' *On The Revolution of the Heavenly Spheres*, to 1687, with Isaac Newton's *Principles*, which formulated the laws of motion, and gravity.

Copernicus argued that the old Egyptian and Greek belief, that the earth was the centre of the universe around which the sun and planets revolved, was wrong. He believed that his observations proved that the earth revolved around the sun (a 'heliocentric' model). Galileo Galilei popularised the Copernican model, and was persecuted for it by the Church, which saw it as challenging the biblical view that God created the earth and the stars.

### 1. Why would Galileo's ideas be considered a threat to the established church?

Copernicus' and Galileo's beliefs followed the scientific method or 'empiricism', originally formulated by the British scientist Sir Francis Bacon. He proposed the model of scientific inquiry that is the basis of scientific inquiry today — that a scientific investigation follows the sequence of:



This process of rational inquiry meant that knowledge had to be provable, or it could not be accepted.

Using this scientific method, Isaac Newton developed and tested his laws of motion and gravity.

# Activity 2 – Where have the main contributions to Western Civilisation come from?

2. Give some examples of why the scientific method would be important in:

- medicine
- engineering
- environmental studies

## Mapping Western Civilisation in your community

3. Identify any places in your community where some of the heritage of the Scientific Revolution can be seen today. This could include a physical object (such as the design of a building, or a public work of art) or it could be where some important idea or institution is embodied (such as a court house, or a school).

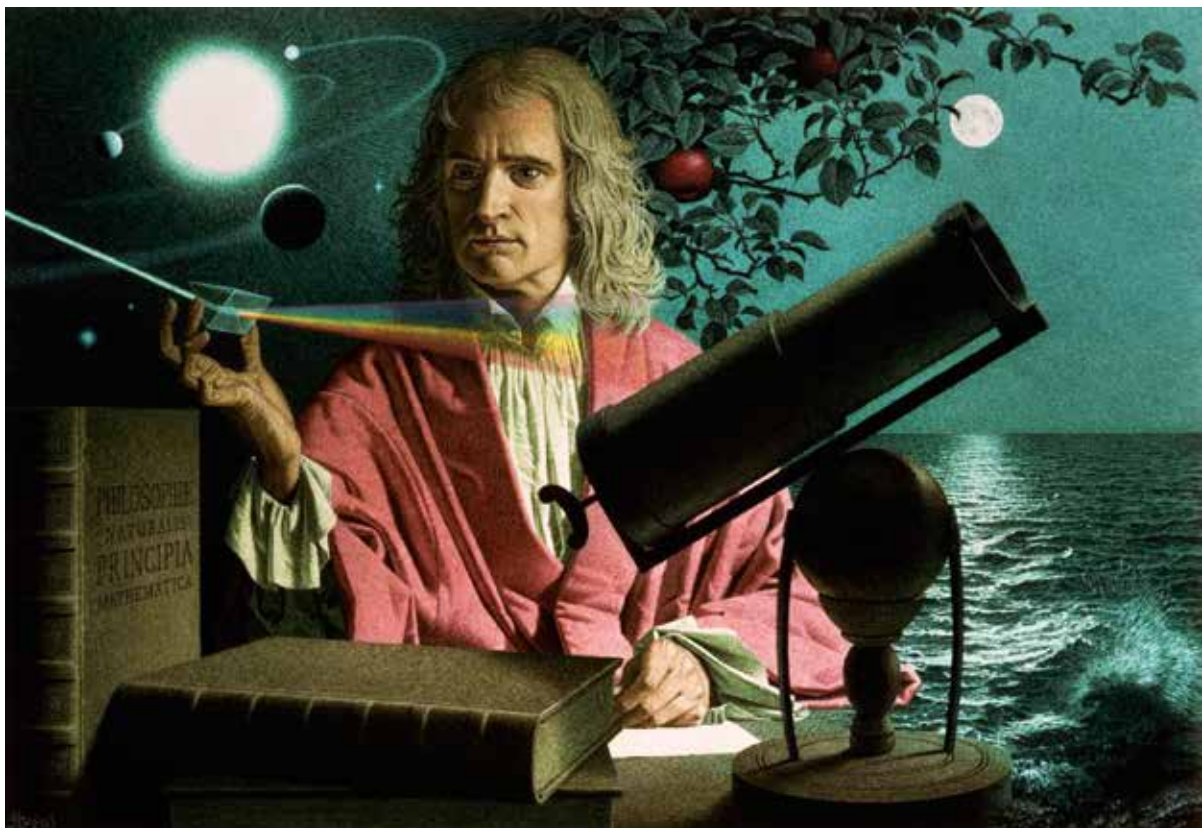
Places in my community where I can recognise the influence of the Scientific Revolution in the development of Western Civilisation are:

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# Activity 2 – Where have the main contributions to Western Civilisation come from?

## F. The influence of the Enlightenment

The Enlightenment refers to the eighteenth century movement that emphasised the importance of reason in thinking. In this it reflected the approach of the Scientific revolution.

The use of reason and logic led various philosophers to move towards formulating greater rights for people than had generally been done before.

The Enlightenment centred on the use of reason as the way to live, and included such values as liberty, progress, religious tolerance, fraternity, constitutional government (and also its opposite, enlightened monarchy), and the separation of church from state. It was also associated with the scientific revolution idea of empiricism – working out by observing and testing.

Some of the key philosophers of the time were:

- The British thinker **John Locke** (1632-1704) who argued against the idea that kings had a divine right, given by God, to rule. Instead, he argued that rulers' authority was limited and subject to the people – that there was a social contract between rulers and the ruled. The ruler only had the right to rule if he (or she) ruled for the benefit of the ordinary people. Locke also argued that property (which included life, liberty and possessions) was an inalienable human right.
- The French thinker **Voltaire** (François-Marie Arouet, 1694-1778) who asserted the need for justice, equality and the dignity of people, a set of ideals that were influential in the coming French Revolution.
- The French thinker **Baron de Montesquieu** (1689-1755), who argued for the separation of powers between legislature (who made the laws), executive (who carried out the laws) and judiciary (who decided on disputes about the law). This meant that no one body had excessive power, and that they could not unfairly influence each other.
- The British thinker **Adam Smith** (1723-1790), who, in *The Wealth of Nations*, formulated the law of supply and demand and the free market economy – that competition will bring producers to produce more efficiently, and lower costs benefit the consumers.

1. Look at each of the ideas above. Can you find them operating or having influence in your society?

### Mapping Western Civilisation in your community

2. Identify any places in your community where some of the heritage of the Enlightenment can be seen today. This could include a physical object (such as the design of a building, or a public work of art) or it could be where some important idea or institution is embodied (such as a court house, or a school).

Places in my community where I can recognise the influence of the Enlightenment in the development of Western Civilisation are:

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# Activity 2 – Where have the main contributions to Western Civilisation come from?

## G. The influence of the Industrial Revolution

From about 1750 Britain led the 'Industrial Revolution'. This was the process of using machines to replace human and animal muscle as the main source of work in agriculture, and especially in manufacturing goods. The process began in Britain, and spread first to Europe, particularly Germany, then the United States and emerging nations like Japan.

Prior to the Industrial Revolution most people worked on farms, or made things in their homes, using hand tools or basic machines.

The development of machines, powered by steam, which was produced when coal was used to boil water in large tanks, changed this. The new machines were able to do the work of several, even up to hundreds, of people. The ability of a machine to replace numerous workers led to the development of large factories, and of the factory system of people specialising in one task, rather than creating the whole. The increase in productivity meant that more workers were needed, and people flocked to cities to be close to the source of paid work. Cheaper goods also meant that people could afford to buy more, including food, and health standards generally rose. At the same time, however, the need for cheap housing close to the factories led to the development of dirty, noisy and disease-prone slums in some pockets of cities, and the use of young children in dirty and dangerous work.

1. Imagine a process such as using a machine to create a bedsheet from long strands of cotton. Why would a steam-powered machine be able to produce more than an individual?

The new ways of organising work and producing goods cheaply stimulated the development of new ideas, including:

- **Capitalism** – the use of money to create wealth-producing factories which also employed large numbers of people. Investing in production created profit for the investors, and pay for the workers.
- **Socialism** – in response to social conditions and inequalities in wealth, the idea that the State should control and regulate all wealth so that it was shared more equally. In its political form this became Marxism or Communism, which sought to establish a socialist economic and social system by the violent overthrow of the existing systems, and their replacement by a benevolent one-party government.
- **Liberalism** – the idea that while individual initiative and enterprise were necessary, the use of the State to control some excesses and abuses was necessary. This was to 'civilise' capitalism – to allow a capitalist system to work, but with its most unequal and socially harmful elements under control.
- **Chartism** – the idea that ordinary people, and not just the wealthy or landowners, should be able to vote for their representatives in Parliament.

2. Which of these ideas can you still see in your society?

# Activity 2 – Where have the main contributions to Western Civilisation come from?

## Mapping Western Civilisation in your community

3. Identify any places in your community where some of the heritage of the Industrial Revolution can be seen today. This could include a physical object (such as the design of a building, or a public work of art) or it could be where some important idea or institution is embodied (such as a court house, or a school).

Places in my community where I can recognise the influence of the Industrial Revolution in the development of Western Civilisation are:

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# Activity 2 – Where have the main contributions to Western Civilisation come from?

## H. The influence of Political Revolutions

There were three great political documents produced in the hundred years between 1689 and 1789 which led to important changes in people's rights:

- **1689 British Bill of Rights.** The British Parliament invited the Protestant monarchs William and Anne from Holland to become the British monarchs, in place of the Catholic heir. But the Parliament had to have a guarantee of certain rights — a limit to the powers of the monarch, guarantee of regular elections, free speech in Parliament, habeas corpus (a law that protected arrested people against unlawful imprisonment), the right to petition the monarch (a form of political protest), and the prohibition of cruel and unusual punishments.
- **1783 United States Constitution and the 1791 Bill of Rights.** In 1776 the American colonies revolted against the British, and formed their own nation. They produced a Constitution, supplemented by a later document called a Bill of Rights, that set out a series of personal rights and freedoms, including the idea of the right to 'life, liberty and the pursuit of happiness'. These freedoms, however, did not apply to women, or to slaves.
- **1789 Declaration of the Rights of Man.** In 1789 revolutionaries overthrew the French monarchy, replacing it with an elected Assembly. They produced a document which reflected the idea that human beings had 'natural rights' which could not be violated, including freedom of ideas and thought, and the right to a fair trial.

1. Where can you find some or all of these ideas in your society today?

### Mapping Western Civilisation in your community

2. Identify any places in your community where some of the heritage of these political revolutions can be seen today. This could include a physical object (such as the design of a building, or a public work of art) or it could be where some important idea or institution is embodied (such as a court house, or a school).

Places in my community where I can recognise the influence of these political revolutions in the development of Western Civilisation are:

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# Activity 2 – Where have the main contributions to Western Civilisation come from?

## I. Influence of Colonialism and Imperialism

Between the fifteenth and nineteenth centuries European powers had taken control of areas of the world beyond their boundaries, and claimed and ruled them as their own. The Spanish had done this in Central America and South America; the Portuguese in South America; the French in northern Africa and North America; the Dutch in the East Indies (modern Indonesia); the British in North America, India and the Pacific; and the French, Belgians, English and Germans in Africa.

Sometimes the places that were claimed were set up as trading bases. Sometimes the colonial founder ruled the new area for its own direct benefit. Sometimes the colonising power established the colony, maintained a control over it, but then let the colony develop mainly along its own lines. This was the case with Australia in 1788, although the developments reflected the ideas and culture of the immigrants rather than of the original inhabitants.

The impacts of colonialism and imperialism are debated by historians today. Some historians emphasise the benefit to the colonies brought about by the modernisation that the colonising power often brought; others emphasise the harm that was done to the local people, and their society and economy.

1. How would the establishment of a colony also lead to the transplantation of a culture?
2. Why would some local variations develop in the original culture established in the colony?

### Mapping Western Civilisation in your community

3. Identify any places in your community where some of the heritage of colonialism and imperialism can be seen today. This could include a physical object (such as the design of a building, or a public work of art) or it could be where some important idea or institution is embodied (such as a court house, or a school).

Places in my community where I can recognise the influence of colonialism and imperialism in the development of Western Civilisation are:

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# Activity 2 – Where have the main contributions to Western Civilisation come from?

## J. The influence of Globalisation

Globalisation involves the influence of one nation on many others, or increased links or contacts between the world's nations. This can be in communications, trade, knowledge, institutions, and values. These influences cross borders, and are accepted and embraced by many.

There are arguments about when globalisation started. Many different historical periods and features can be seen to include elements of globalisation, including:

- The Silk Road trading route overland from China to Venice in medieval times
- The Columbian Exchange, started in 1492, which spread plants, animals, diseases and ideas between the Old World and the New
- The Industrial Revolution of the eighteenth century, which brought industrialisation to the world
- The development after World War 2 of many United Nations programs, including the 1948 Universal Declaration of Human Rights, which set out a range of rights and freedoms that had been developed in the West over many centuries, and declared them applicable to all people everywhere.

1. How would each of these help to globalise or unify the world?

### Mapping Western Civilisation in your community

2. Identify any places in your community where some of the heritage of globalisation can be seen today. This could include a physical object (such as the design of a building, or a public work of art) or it could be where some important idea or institution is embodied (such as a court house, or a school).

Places in my community where I can recognise the influence of globalisation in the development of Western Civilisation are:

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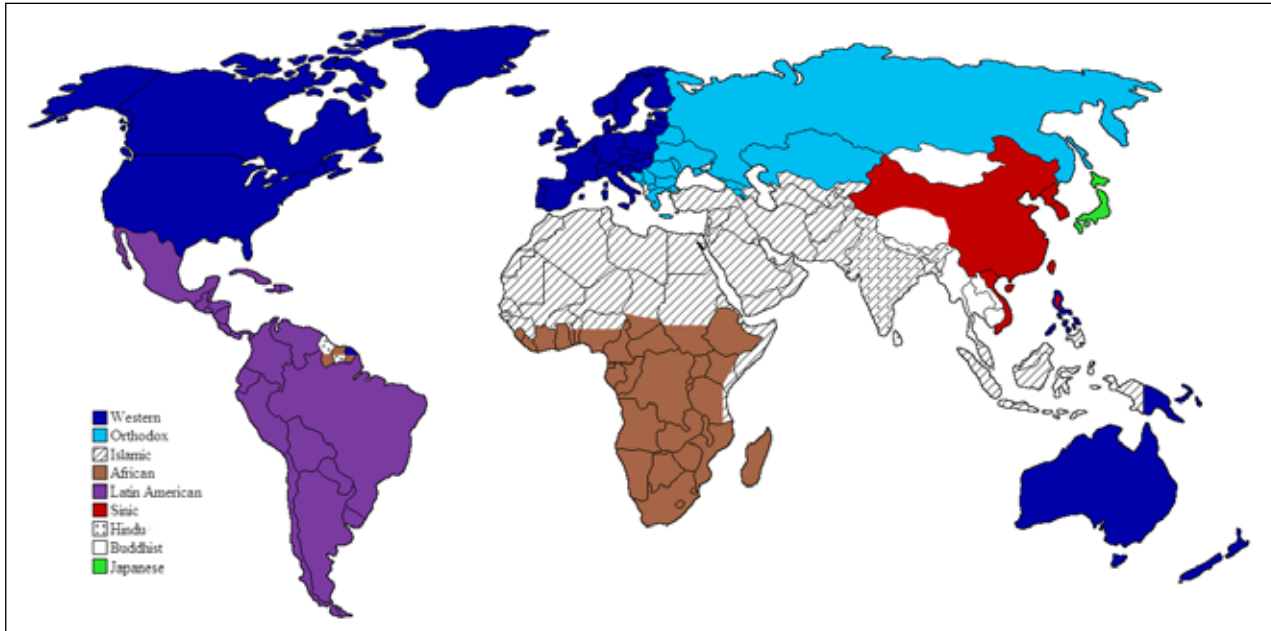
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# Activity 3 – Understanding the Western Civilisation heritage in your own community?

You can now see that there have been many civilisations over time, and many key periods, people and places that have influenced the Australia you live in today.



Look at this map. It shows how different regions of the world have been influenced by different civilisations.

1. Which other areas or regions share Western Civilisation as their main cultural heritage?
2. Why do you think some areas have been influenced more by one type of cultural inheritance than others?
3. In the previous Activity you have gathered information that can answer two important questions:
  - Where did the values and institutions that are part of Australia today come from? and,
  - Where can evidence or traces of these values and institutions still be seen in your community today?



# Activity 3 – Understanding the Western Civilisation heritage in your own community?

4. Look back at your work in **Activity 2** and complete this table for each of the main characteristics of Western Civilisation that is Australia's heritage today. One example has been done to help you.

CHARACTERISTIC OF AUSTRALIA'S WESTERN CIVILISATION	WHERE IT CAN BE SEEN IN THE PAST	WHERE IT CAN BE SEEN IN MY COMMUNITY TODAY
<b>Democratic government</b>		
<b>Rule of law</b>		
<b>Economic freedoms</b>		
<b>Personal freedoms</b>		
<b>A fair economy</b>		
<b>Church and state separate</b>	Reformation and Counter Reformation period	Many churches, all free and equal, none of them having special and unique support from the government.
<b>Rational science</b>		

# Activity 3 – Understanding the Western Civilisation heritage in your own community?

5. You have seen that Western Civilisation includes a set of values, ideas, rights and institutions that have developed over time. Look at each of the following statements and say whether you agree or disagree with each.

STATEMENT	AGREE (A) OR DISAGREE? (D)
All Western Civilisation elements developed in Europe	
Australia inherited Western Civilisation from Britain	
Australia has developed its own variations of Western Civilisation values and institutions	
All Western Civilisation influences have been good	
The values and institutions of Australia's Western Civilisation heritage are changing	
It has been inevitable that Australia would inherit the Western Civilisation it did	
Western Civilisation could have developed differently from the way it has	
The types of human rights that are part of Western Civilisation have only existed since the 1948 UN Declaration of Human Rights	
People can determine the values and institutions that they want	
Only the West has developed civilisation	
Western Civilisation is the only civilisation with desirable features	

# Activity 4 – The story of the rise and fall of civilisations

## 🍏 A. The origin and spread of humans

The ancestors of modern humans appear about two million years ago in eastern Africa.

From about 1.8 million years ago they start using stone tools.

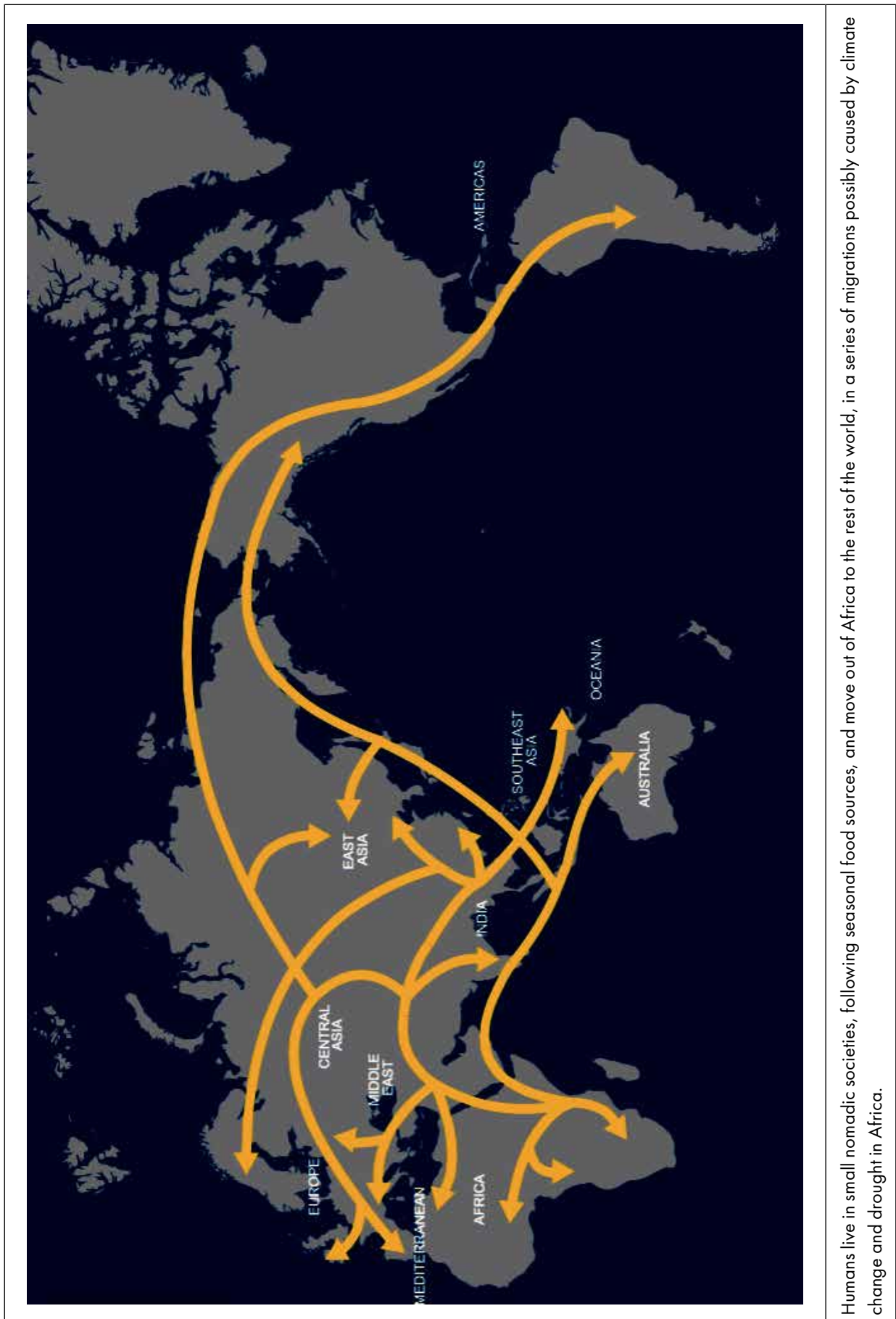
Modern humans, *Homo sapiens*, appear about 200 000 years ago.

Humans gradually develop hunting and gathering skills and knowledge, the ability to communicate these skills to each other, artistic skills, spiritual beliefs and ceremonies, and laws.

Humans live in small nomadic societies, following seasonal food sources and move out of Africa to the rest of the world, in a series of migrations possibly caused by climate change and drought in Africa.



# Activity 4 – The story of the rise and fall of civilisations



# Activity 4 – The story of the rise and fall of civilisations

These movements are estimated to be:

- To the Middle East about 120 000 – 90 000 years ago, and from there to Central Asia
- To China about 120 000 – 70 000 years ago, and from there to East Asia, South East Asia, and into Oceania
- To Australia about 65 000 years ago
- To Europe about 43 000 years ago
- To North America about 20 000 years ago, and from there to South America.

Homo Sapiens co-exists for a time with other human species, the Neanderthals. But eventually the Neanderthals disappear or are subsumed into Homo Sapiens.

## B. The development of civilisations between 10 000 BC and 1000 BC

THIS INCLUDES THE PERIOD COVERED IN:

YEAR 7 DEPTH STUDY: EGYPT

About 12 000 years ago, all humans are hunter-gatherers. Then, somehow, humans develop the skill of growing food – agriculture. This first happens along the Tigris and Euphrates rivers in Mesopotamia (modern Iraq) in about 10 000BC, the Yellow River (China) 8500 BC, in the Nile Valley (Egypt) 7000 BC, the Indus Valley (India) 6000 BC.

The development of agriculture means that people now live in permanent settlements. Permanent settlements mean that there is a need for houses, rules, laws, record keeping, storage places, roads, water supplies.

People develop special skills – in building, making pots, creating metal tools.

The first walled city, Jericho, in the modern Palestinian Territory of the West Bank, was built about 9000 BC. Today it is still occupied, the oldest (and geographically lowest city below sea level) in the world.

During this agricultural period, humans domesticate cattle, horses, dogs, cats, goats, sheep and camels. This allows pastoralism, the keeping and grazing of animals, as well as agriculture.

People change from the use of stone tools to developing copper smelting; they are irrigating crops and are using ploughs.

The early river settlements grow to become early empires, as they conquer or absorb neighbouring places. Their inhabitants develop palaces, pyramids, ziggurats and grain stores. They trade with others, worship, buy and sell, travel, fight, observe, think and create stories to explain the natural environment around them.

Humans have started creating civilisations. Individual civilisations rise and fall, but provide the basis for the development of later civilisations and empires.

# Activity 4 – The story of the rise and fall of civilisations

## C. The development of civilisations between 1000 BC and 500 AD

THIS INCLUDES THE PERIOD COVERED IN:
YEAR 7 DEPTH STUDY: CHINA
YEAR 7 DEPTH STUDY: GREECE
YEAR 7 DEPTH STUDY: ROME
YEAR 7 DEPTH STUDY: INDIA

This period sees the continued development of rich and significant civilisations.

These civilisations advanced from the Bronze Age to the Iron Age — iron tools, weapons and implements increase agricultural production, and therefore wealth and also population size.

China has been unified, and while dynasties change, it is developing its wealth and culture.

The Greek and Roman civilisations develop and spread through the Middle East and Central Asia as a result of the conquests of Alexander the Great (356-323 BC), and this Hellenistic architecture, philosophy, science, art, engineering and culture will profoundly influence later European peoples.

Trade routes develop and spread. In Arabia the camel is being domesticated, and this will enable trans-desert trade routes to develop, including the Silk Road, between Xi'an in China, and Venice in Italy.

Culturally rich Indian societies develop, and Indian traders are developing new routes by sea between India and South East Asia, and influencing the people of Burma, the Malayan peninsula, and Indonesian islands.

Trade helps spread learning. In this period the mathematical concept of 'zero', originating in India, has moved into the Arab world. This will make decimal numbers possible, and influence mathematics ever more. At the same time, independently and many thousands of kilometres away, the Maya of Central America are also using zero in their numbers.

Three great religions spread: Buddhism in India and South East Asia, Confucianism in China and South East Asia, and Christianity, which grew out of Judaism in Palestine, in Europe. They will soon be joined by the fourth religious influence: Islam.

War is changing. The Samaritans, who have developed heavy cavalry riding large horses bred in Iran, are able to carry heavily armoured warriors, as well as protective armour themselves. These warriors can smash through the infantry phalanxes or tight mass of soldiers that enabled Alexander the Great to conquer his empire.

There are great migrations of people. In Africa, the Bantu iron age farmers are spreading from western Africa through the Congo River Basin, and displacing hunter-gatherer peoples. In the Pacific, Polynesian people have spread as far as Tahiti and the Society Islands. In Europe the old Roman Empire has been overrun by Germanic invaders — Huns, Goths, Visigoths, Vandals. But the eastern part of it, the Byzantine Empire, is strong, with its centre at Byzantium, modern day Istanbul, in Turkey.



# Activity 4 – The story of the rise and fall of civilisations

## 🍏 D. The development of civilisations between 500 AD and 1000 AD

THIS INCLUDES THE PERIOD COVERED IN:

YEAR 8 DEPTH STUDY: VIKINGS

YEAR 8 DEPTH STUDY: MIDDLE AGES

This is the period of the early and Middle Ages, when Europe is fragmented and isolated for much of the period, and during which China and the Caliphate, the various states that have adopted the Islamic faith, dominate the world.

Islam begins on the Arabian Peninsula, and its armies conquer neighbouring territories. Then Islam splits between Sunni, who believe the caliph or leader should be selected by the leaders of the Muslim community, and the Shi'a, who believe the caliph should be a relative of Muhammad. In the lands they control, Islamic teachers spread learning in mathematics, science and the arts. Women generally enjoy fewer rights and have greater restrictions in public life than men.

The Byzantine or eastern arm of the old Roman Empire is weakening, and subject to attacks from Islamic forces.

In Europe the Vikings of Scandinavia are becoming settlers as well as raiders and traders. European kingdoms are threatened by the nomadic tribes that invade and destroy control of Rome over its empire. From this state of vulnerability and insecurity, feudalism develops as a way of protecting kingdoms through a set of mutual rights and duties among different classes and groups.

Towards the end of this period large areas of Europe — modern France, Italy, Belgium, Holland and Germany — are being united under the Frankish leader, Charles the Great, or Charlemagne, who becomes Emperor of this new Holy Roman Empire.

Catholicism pervades the everyday life of all Europeans — every person lives within walking distance of a church, the local priest provides the lessons and values and ways of living through his interpretation of the gospels; painted church walls and stained glass windows provide moral guidance to the illiterate congregations; locals pay taxes to support the priest and monks, who in turn provide medical, educational and spiritual care through monasteries and nunneries. The higher ranks of the Church, the bishops and archbishops, develop economic and political power, and become 'players' in political life.

Urbanisation continues to develop through the growth of towns, though there are few large cities in Europe.



# Activity 4 – The story of the rise and fall of civilisations

## E. The development of civilisations between 1000 AD and 1492 AD

THIS INCLUDES THE PERIOD COVERED IN:
YEAR 8 DEPTH STUDY: MONGOL INVASION
YEAR 8 DEPTH STUDY: BLACK DEATH
YEAR 8 DEPTH STUDY: OTTOMAN EMPIRE
YEAR 8 DEPTH STUDY: ANGKOR/KHMER EMPIRE
YEAR 8 DEPTH STUDY: POLYNESIAN EXPANSION IN THE PACIFIC

In this period a new major power emerges — the Mongols of central Asia.

Genghis Khan has organised his people into an all-conquering force, using the 'shock troops' of his mounted archers most effectively. The Mongols now control central Asia, and promote east-west trade along the Silk Road from Xi'an in China to Venice on the Adriatic Sea. They also conquer and gain control of China for a time.

It is also the time of the conquest of Britain by William the Conqueror in 1066, an event that shapes what Britain will become. As this period progresses, Britain introduces the Magna Carta, a 'treaty' between the King and nobles that has the effect over time of creating a range of rights and freedoms for the British people.

In Europe the Black Death has wiped out between one third and one half of the entire population. However, survivors are now wealthier as their labour is more valuable and costly, and trade with the east is increasing — bringing the technological innovations that they will soon use to surge to dominance over other countries. The Catholic church is challenging the authority of monarchies. The building of great cathedrals illustrates the growing wealth and power of the church.

Islam continues to grow. Arab armies of the Caliphate win territory in western India, West Africa, and parts of Europe, including Spain. Muslim traders are influential in the South East Asian island areas. Over a period of two centuries the Christian West sends several crusades against the Islamic occupation of Jerusalem in Palestine, but they eventually fail.

In China the Tang and then the Song dynasties have strengthened and enriched China. Under the Song dynasty China is the wealthiest and most technologically advanced society. It has invented printing, gunpowder and the compass. After the brief dynasty established by the Mongols when they defeat the Song ruler, the Ming dynasty reunites China under a Han ruler. Under the Ming rulers China is expanding its wealth and population. A great fleet under Zeng He has travelled into South East Asia, India, the Arabian Peninsula and the East African coast, but that expansionist urge will soon be curbed, and China will soon retreat and isolate itself from outside influences.

Japan and Korea are starting to develop their own cultures, though strongly under Chinese influence. In Japan the samurai warrior class emerge.

In Central America the great Aztec Empire is at its height, as is the Inca civilisation in Peru. Both will soon be devastated by the invading conquistadors from Spain.

Vikings are feared raiders in this period, but also traders who open trade routes within Russia. They have also established a settlement on Greenland, bridging the area between the Eastern and Western hemispheres, though it will not last long.

The influence of Islam is spreading to Sub-Saharan Africa, West Africa, East Africa, the north of India and South East Asia.

# Activity 4 – The story of the rise and fall of civilisations

The Russians have become Christians, and look to the eastern capital of the Byzantine Empire, Constantinople.

But in the Middle East the Islamic Ottoman Empire is becoming dominant, and with the seizure of Constantinople in 1453 the Byzantine Empire ends.

In South East Asia the Khmer Empire is at its height, with the building of the great city of Angkor Wat, in modern Cambodia. The Khmer power comes from their ability to organise the population to create great irrigation systems, enabling them to grow additional crops of rice each year, creating prosperity and wealth for their people.

In the Pacific, Polynesians have reached New Zealand, the last area of the Pacific they will settle, leaving only Australia as the last inhabited land to be mapped by Europeans.

In 1492 a small fleet of Spanish ships, led by Christovao Columbus, sails west from Spain for South East Asia. They reach the Caribbean island of San Salvador, off the coast of Central America, and mistakenly believe that they have reached the East Indies, modern Indonesia. Despite this massive geographical mistake, their discovery of this new land is one of the modern world's great moments of change, as the Old World of Europe and Asia has now collided with the New World of the Americas, with profound effects for both.



# Activity 4 – The story of the rise and fall of civilisations

## **F. The development of civilisations between 1492 AD and 1750 AD**

THIS INCLUDES THE PERIOD COVERED IN:
YEAR 8 DEPTH STUDY: RENAISSANCE ITALY
YEAR 8 DEPTH STUDY: INDIGENOUS PEOPLES, COLONISATION AND CONTACT HISTORY
YEAR 8 DEPTH STUDY: SPANISH CONQUEST OF THE AMERICAS
YEAR 9 DEPTH STUDY: MOVEMENT OF PEOPLES
YEAR 8 DEPTH STUDY: TOKUGAWA JAPAN

This period sees the beginning of the transformation of Europe into the world's dominant region, as the western world experiences the Renaissance, the Reformation, the Counter-Reformation, and the Scientific Revolution.

The Renaissance, spreading out from Florence in Italy from about 1400, has re-introduced Greek and Roman learning, but has also opened new ways of thinking and acting. The old Christian focus of living for the afterlife has been replaced by humanism, which focuses on the achievement of the individual.

Christianity, however, maintains a dominant place in most European people's lives. Martin Luther, has challenged the many abuses that he sees in the way Christianity is practised, and has started the Reformation. This involves a less church-focused and more individual-focused Christianity, and breaks with the authority of the Pope in Rome. The break has been aided by the printing of bibles in local languages through the new technology of the printing press — individuals can read the Bible for themselves, and no longer depend on priests to explain and interpret it for them. Church leaders have resisted this dilution of their power and influence, and eventually wars start between the supporters of Catholicism and of the various versions, called Protestantism, that emerge.

As a result of the Renaissance many scientists start to embrace a more experimental and rational approach, and discoveries start to re-shape people's understanding of the natural world.

European ships of the Spanish, Portuguese, Dutch, English and French have discovered new sailing routes to the east, and established trading ports and colonies in Africa, India, South East Asia and even in China and Japan.

The 'Columbian Exchange', begun when Columbus discovered the New World of the Americas, has seen new plants and animals sent from the new world to the old, and the old world to the new — such as potatoes and tomatoes to Europe, and coffee and bananas to the Americas.

The coming of Europeans has infected the original inhabitants with new diseases, which have devastated the local people.

In North America the Spanish have invaded the south-west, and the English and French have colonised areas of the north-east coast of North America, and Canada.

In Central America the Spanish conquistadors have destroyed the Aztec civilisation, and the Inca civilisation of South America. Their weapons technology, their use of divisions and rivalries within the empires, and the impact of disease have meant that a few hundred invaders have conquered millions of people.

# Activity 4 – The story of the rise and fall of civilisations

In China the Manchu have replaced the Ming dynasty, and are becoming more insular and inward-looking, cutting themselves off from developments in the west. This will lead to their falling behind in wealth and influence, and their inability to withstand the demands of the western powers for access to trading ports. The British will use addictive opium grown in their colony of India as a trading item for which they will be paid in silver from China.

In Africa the practice of selling slaves to the Muslim world has expanded to involve selling them for labour in Brazil, the Caribbean and the southern United States, on sugar, tobacco and cotton plantations run by Europeans — with devastating results to the people, their families, and their original communities.

The Ottoman Empire remains one of the great empires of the world, and has brought stability to much of the Middle East.

Political revolutions are changing ideas. The British Glorious Revolution of 1688 has guaranteed many rights of individual citizens.

In Japan the Tokugawa Shoguns are in power, and the Chosun Dynasty in Korea.

The period has seen a scientific revolution in Europe, with great scientists and thinkers increasingly making key discoveries in mathematics, astronomy, medicine, and biology.



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## G. The development of civilisations between 1750 AD and 1900 AD

THIS INCLUDES THE PERIOD COVERED IN:
YEAR 8 DEPTH STUDY: INDIGENOUS PEOPLES, COLONISATION AND CONTACT HISTORY
YEAR 9 DEPTH STUDY: INDUSTRIAL REVOLUTION
YEAR 9 DEPTH STUDY: PROGRESSIVE IDEAS AND MOVEMENTS
YEAR 9 DEPTH STUDY: ASIA AND THE WORLD

In this period the West dominates the world, and introduces social, political and economic changes that are the foundation of our lives today.

The Industrial Revolution that starts in Britain about 1750 involves the creation of machines, powered by steam produced from burning coal, that can do far more work than human or animal muscle. This creates the system of bringing large numbers of workers from the country together into factories, which in turn creates large cities as people gather where the work is. The burning coal is dirty, creating unhealthy conditions in the crowded areas where workers live, but the work they do is better paid than agricultural work and they can afford better food. Other developments in medicine mean that many people's lives are improved while others are harmed.

The ability to produce manufactured goods such as clothing in large quantities means that there is a demand for raw products, which are supplied from Britain's colonies. The goods that are made are now cheaper, so more people can afford them. Britain experiences these industrial, population and wealth growth first, but other European nations, especially Germany, and then the United States and Japan, also industrialise, especially when steam power is replaced by electricity.

This period also sees the 'Enlightenment' — the development of new ideas about science, art, politics and rights. The ideas influence the revolt of the American colonies from Britain in 1776, with their aspiration to the right to 'life, liberty and the pursuit of happiness.' A few years later the French Revolution of 1789 overthrows the monarchy for 'liberty, equality, fraternity'. Not all people are given these rights — there is still slavery in the Americas, and women cannot vote anywhere — but these ideas are now accepted by many. And the revolutions are not all peaceful — as fellow citizens turn against each other with violence and bloodshed.

Most nations are ruled by a monarch, who may be advised by a representative or elected body, but who has the greatest power. There are other ideas being developed — including

- the British idea of 'constitutional monarchy', where the power of the monarch is balanced or outweighed by the powers of the elected representative body (a parliament);
- Socialism, which promotes the idea of the compulsory sharing of wealth by all;
- Darwinism, based on the conclusion of scientist Charles Darwin that species compete, and that over time those that are best adapted to their environment will survive over the others;
- Social Darwinism, which applied the ideas of Darwin to human societies, (though Darwin never did this), and argued that some races were 'fitter' than others; and
- Chartism, the political belief that people have equal political and democratic rights.

The countries of Europe are also developing 'nationalism', that is, the idea that the group of people who share a common language, culture and heritage have the right to create their own state. Britain has already done this, as has France, but the new nations of Italy (1861) and Germany (1871) are created through the uniting of several separate city-states. In



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the Austro-Hungarian Empire, this also means that the different ethnic communities that are grouped together in the one nation want to separate and create their own ethnic-based nations.

The major European powers are strong enough to take other areas for themselves. The British, French, German and Dutch nations compete for colonies — in India, Indo-China (Vietnam, Cambodia and Laos), Africa, South America and Oceania.

The colony of Australia is founded in 1788 by the British with the landing of the First Fleet, and the subsequent devastating impacts that this will have on Aboriginal people and culture.

China, for many thousands of years the richest and most powerful nation that recently cut itself off from the influences of the outside world, but which has been humbled by the West's technological and economic superiority. Western powers demand and enforce the right to set up trading ports in China.

The most powerful nations are Britain and Germany. And their rivalry will lead to two world wars during the coming century.



# Activity 4 – The story of the rise and fall of civilisations

## H. The development of civilisations between 1900 AD and 1945 AD

THIS INCLUDES THE PERIOD COVERED IN:
YEAR 9 DEPTH STUDY: WORLD WAR 1
YEAR 10 DEPTH STUDY: WORLD WAR 2

This is a period of the devastation of two world wars, an economic depression, and the worst medical disaster — the influenza pandemic — since the Black Death.

Rivalry between the two different major powers — the democratic, constitutional Great Britain, and the authoritarian, monarchist Germany — has led to a world war in 1914. Millions of soldiers are killed and maimed. During the war the stresses on the Russian monarchy lead to a revolution in 1917, and the creation of a Bolshevik or communist government. After the war, with the defeat of Germany and Austria-Hungary in 1918, the map of Europe is radically re-drawn, both to give rich resource areas to the winners, and to create nations along ethnic lines. The great Ottoman Empire also falls, and its territories are carved up into new countries.

The post-war world is hit by a major economic depression, as well as unrest within the new boundaries, and millions, especially from Europe, search for a new life through migration. The great hope invested in the new international organisation, the League of Nations, is dashed as it lacks effective ways of enforcing its decisions on countries, and the major power, the United States, refuses to be part of it.

The new boundary lines drawn on the world map at the end of the war create resentment among Germans, and tensions among new ethnic minorities. When the authoritarian German Nazi Government, under Adolf Hitler, comes to power and seeks to seize back lands, and take new ones, a second European war begins in 1939.

As this European war progresses, a second arm of it, between Japan and China, started in 1933, merges with it, creating a world war. The war sees many horrors:

- the attempted genocide of the European Jews;
- the destruction of cities and mass death of civilians as air forces target industrial areas, and also hit residential areas;
- the death of millions of soldiers;
- the cruelties inflicted by the Soviet Union and Germany against each other's soldiers; and
- the Japanese against civilians and prisoners of war in the areas they control.

The new power, the United States, becomes involved, and its industrial might, together with the huge human sacrifice of the Soviet Union against the Germans, creates victory for the Allies. The final act of the war, the dropping of two atomic bombs on Japan, signals the start of a new era in the world.

# Activity 4 – The story of the rise and fall of civilisations

## 🍏 I. The development of civilisations between 1945 AD and today

THIS INCLUDES THE PERIOD COVERED IN:
YEAR 10 DEPTH STUDY: THE ENVIRONMENT MOVEMENT
YEAR 10 DEPTH STUDY: THE MIGRATION EXPERIENCE
YEAR 10 DEPTH STUDY: RIGHTS AND FREEDOMS

The world we live in today has been influenced by the past, but mostly created by events since 1945. These major elements of our world include:

- The creation of new national boundaries of some nations after the war.
- Decolonisation — the sometimes peaceful but usually violent struggle for colonial nations, especially in Africa and Asia, to become sovereign and independent nations.
- A 'Cold War' rivalry and tension between the democratic and capitalist West (involving the United States of America and its allies), against the totalitarian and communist East (the Soviet Union and its allies, and after the 1949 Chinese Revolution, Communist China and its allies). While this is called a 'cold' war, there were many 'hot' elements as well, with limited wars fought in third party nations to protect or advance the interests of the main rivals. These included the war in Vietnam, and the near nuclear-war of the Cuban missile crisis. The fall of the Berlin Wall in 1989 signalled the end of this Cold War, though the re-emergence of Russia as a world power, the growing influence and strength of China, and Islamist terrorism have created new fears and tensions in the West.
- Economically, the West dominated at the end of World War 2, but the last several decades have seen the rise of new economic powers in many Asian countries, especially China and India. China is now seeking to re-establish its position as the world's most powerful and influential nation, a position it last held before the Industrial Revolution. A globalised world means that China's economic influence on many countries, including Australia, is powerful.
- Humans have put people into space and on the moon. But the 'space race' has also seen an arms race, and the growth of nuclear power and nuclear weapons, threaten human and environmental disaster if they are ever used or if they accidentally fail.
- The growth of much larger cities





# Activity 4 – The story of the rise and fall of civilisations

Not all is gloom and doom:

- Predictions of environmental, social, political and population collapses and devastation have been exaggerated or proven wrong.
- The world since 1945 has seen huge developments in agricultural production — the 'Green Revolution' — allowing an increase in the size, wealth and health of the world's population.
- Millions have been drawn out of poverty.
- Across the world common diseases have been reduced, even eradicated in some cases.
- People have access to greater knowledge than ever before, through the development of telecommunications, and the internet.
- The influence of the United Nations and the 1948 Declaration of Human Rights have brought the rights available for centuries to many in the West to many more people throughout the world.
- Many of the developments since 1945 have had an environmental impact, but this has in turn created a greater awareness of the environment, and a need to balance development with protection of water, soil, forests and native animals.

You can now see that there have been many civilisations over time in human history that have influenced the way countries have developed.



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