



Geography and History

2

Do not write in this book. Do all the activities in your notebook.

History index

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3 The High Middle Ages	Medieval universities	<ol style="list-style-type: none"> 1. Economic growth in the High Middle Ages 2. Medieval cities 3. Life in medieval cities 4. Culture of the High Middle Ages 5. The rise of the monarchies 6. The crisis of the Late Middle Ages 	<ul style="list-style-type: none"> • The Black Death (I): analyse literary sources • The Black Death (II): an investigation
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Geography index

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8 World population	Child mortality rate and medical care	<ol style="list-style-type: none"> 1. Demographic indicators: the birth rate and the fertility rate 2. The death rate and life expectancy 3. How do we study a population pyramid? 4. Migration 5. Changes in world population: the developed countries 6. Changes in world population: the emerging and less developed countries 7. World population distribution 	<ul style="list-style-type: none"> • Relate the Human Development Index to demographic characteristics
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10 Human geography: the continents	The first city to host the Olympic Games	<ol style="list-style-type: none"> 1. Africa. Population 2. Africa. Cities 3. America. Population 4. America. Cities 5. Asia. Population 6. Asia. Cities 7. Oceania: population and cities 	<ul style="list-style-type: none"> • The relationship between natural resources and population growth • Analyse urban development in the world
11 Europe: population and cities	Manchester. Can a city reinvent itself?	<ol style="list-style-type: none"> 1. The territory of Europe 2. Natural population growth in Europe 3. Migration flows in Europe 4. Demographic evolution of Europe 5. Population distribution of Europe 6. Population structure of Europe 7. Structure and growth of European cities 	<ul style="list-style-type: none"> • Analyse social cohesion policies in Paris • Compare three European cities
12 Spain: territory, population and cities	Spanish cities. Where do we live?	<ol style="list-style-type: none"> 1. The territorial organisation of Spain 2. Spanish institutions 3. Natural population growth in Spain 4. Population structure of Spain 5. Migration flows in Spain 6. Population distribution of Spain 7. Spanish cities 	<ul style="list-style-type: none"> • Look for information in a municipal census • Do a survey on the family
Glossary			

About this book

The book is organised into 12 units. Every section of a unit helps the students to develop their key competences.

Opening double page: presentation of the unit

The **contents** of the unit are presented at the beginning.

12 Spain: territory, population and cities

Where do we live?
This night time image of Spain was taken from a NASA satellite, and reveals some remarkable contrasts. Most inland areas of the Iberian Peninsula are dark, except for Madrid and some provincial capitals. However, nearly all the peninsular coastline is brightly illuminated.

Population and density

City	Population (inhabitants)	Density (inhabitants/km²)
MADRID	3,145,235	5,225
BARCELONA	1,492,386	15,810
VALENCIA	786,424	5,841
SEVILLE	696,676	4,920

WORK WITH THE IMAGE
What do the bright spots on this night-time satellite image show? What do they tell us about population distribution? Why do the inland areas look dark from space? Can you identify any urban areas in addition to those that are named? To your home town, which is it brightly lit? Why? Why can't we see the Canary Islands in this image? Which islands do you think are most illuminated? Why?

The **Work with the image** section checks the student's understanding of the visual material and the text.

How do we know?: the student is introduced to the techniques and sources of geographers and historians.

The content pages

The **main contents** are clearly presented.

4 Population structure in Spain

Classification by gender and age
Females represent 51% of the Spanish population in Spain. This is mainly because women have higher life expectancy. In terms of age, population can be classified into three groups:
• **Young population (0-14 years)** In 2014, 15.2% of the total population belonged to this category.
• **Working-age population (15-64 years)** In 2014, 66.3% of the total population belonged to this category.
• **Older population (over 65 years)** In 2014, 18.5% of the total population belonged to this category.

Classification by economic activity
In terms of work, population can be divided into two groups: the **active population**, which may be employed or unemployed, and the **inactive population**. In 2015, the active population in Spain was about 21 million people. However, nearly five million people were unemployed and actively looking for work. The number of **unemployed people** has increased greatly since the beginning of the economic crisis in 2007.

POPULATION PYRAMIDS OF SPAIN

THINK ABOUT IT
How do we predict future population trends? We can study the main demographic indicators, such as the birth rate, the death rate and life expectancy to predict future population growth. Projections are calculations of changes in the size of natural increase they assume that present-day demographic trends will continue. It is especially difficult to predict migrations because these are influenced by the economic situation.

ACTIVITIES
1. Based on the data from the pie charts and the population pyramids, what is the population structure of Spain like today? What are the main consequences of this population structure?
2. What percentage of the Spanish active population is unemployed? Look on the Internet for unemployment rates in EU countries and list them from highest to lowest.
3. Does the high percentage of older people continue to be a lid in the active population?

Think about it invites the students to reflect on challenging concepts.

The **Did you know?** section widens the students' range of knowledge.

A series of **activities** cover all the main contents of the page.

Activity Round-up: learning to learn

This section always begins with a **summary** of the key ideas.

A **CD symbol** shows that the text is recorded.

ACTIVITY ROUND-UP

208 THE TERRITORY AND POPULATION OF SPAIN

209 THE MEDITERRANEAN DIET AND LIFE EXPECTANCY

Numerous activities provide a full **round-up** of the unit, and encourage learner autonomy.

The **final section** focusses on contemporary world issues in the Geography units, and analyses our inheritance from the past in the History units.

Know how to...: key competences

The students develop **key skills** in Geography and History.

KNOW HOW TO... Key Competences

220

THINK ABOUT SOCIETY: Do a survey on the family

221

The students do individual activities, pairwork and **group projects**, making full use of Internet resources.

Key Competences



Linguistic competence



Competence in mathematics, science and technology



Digital competence



Social and civic competence



Cultural awareness and expression



Learning to learn



Initiative and entrepreneurship

1

The Early Middle Ages

FIND OUT ABOUT:

- The break-up of the Roman Empire and the rise of the Germanic kingdoms
- The Visigoths
- The Byzantine Empire
- Islam

KNOW HOW TO:

- Analyse a Byzantine mosaic
- Compare maps showing the spread of Islam

Constantinople, the new Rome

In AD 324, the emperor Constantine I founded the city of Constantinople on the site of ancient Byzantium. The new city quickly became a great metropolis. Situated on the Strait of Bosphorus, it controlled trade routes between Europe and Asia. Merchants and travellers came from all over the world to the city and were amazed by the extraordinary wealth of Constantinople.



The Pera quarter. The word *pera* means 'the other side'. Can you see how this area got its name?

? WORK WITH THE IMAGE

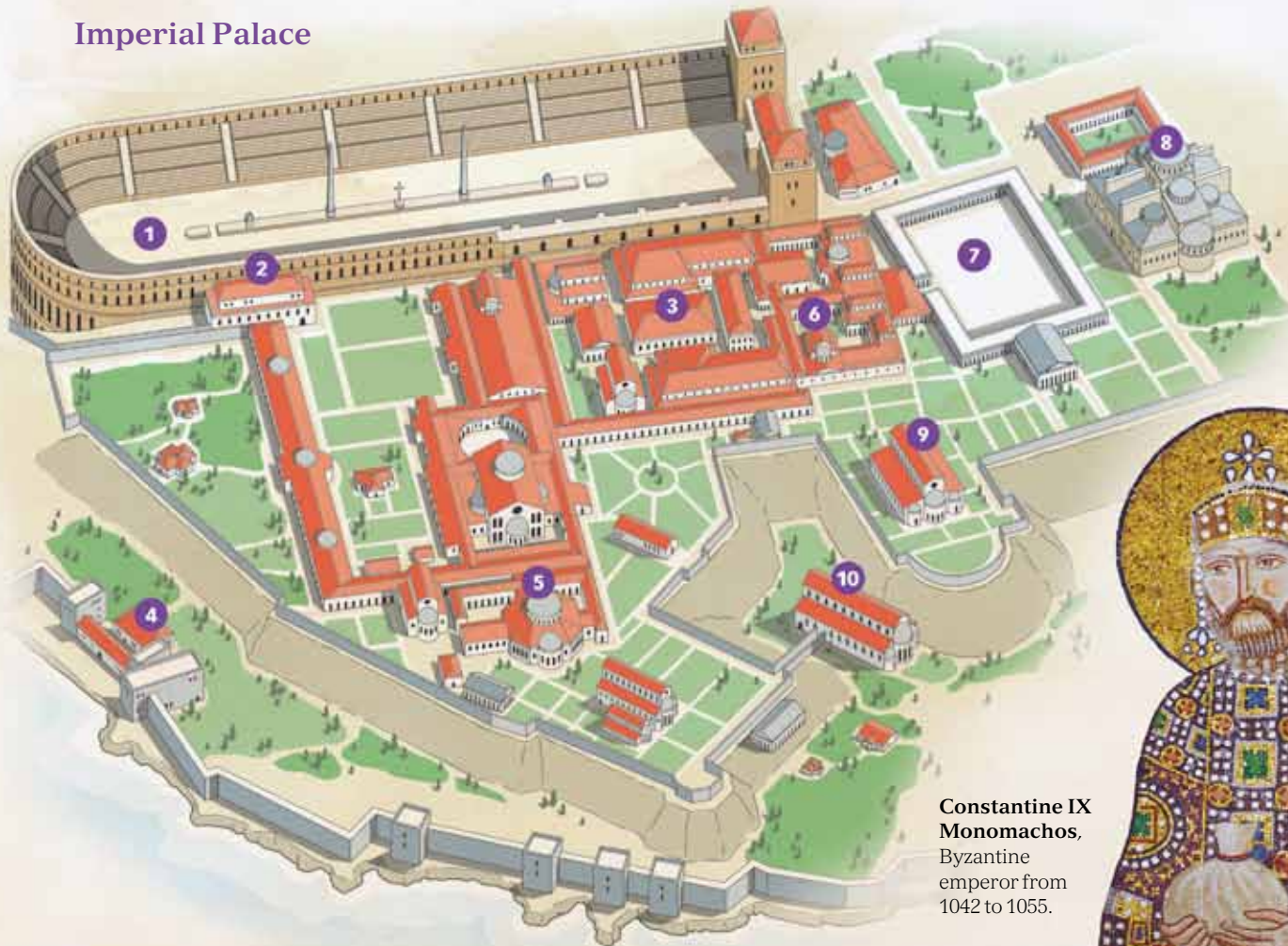
- What surrounded the city?
- Look at the labelled constructions. What were they used for?
- Why do you think Constantinople was called the new Rome?
- Look on the Internet for aerial photos of modern Istanbul. Does it look like medieval Constantinople? Explain your answer.



'The City'

The Muslim writers who visited Constantinople called it 'The City', using the Greek term: *eis ten polin* ('towards the city'). This is the origin of the city's modern name, Istanbul.

Imperial Palace



- | | |
|--------------------------------|-------------------------------|
| 1. Hippodrome | 6. Baths of Zeuxippus |
| 2. Kathisma (imperial box) | 7. Augustaion |
| 3. Imperial Palace | 8. Hagia Sophia Church |
| 4. House of Justinian | 9. Palace of Magnaura |
| 5. Triconchos (reception hall) | 10. Nea Ekklesia (New Church) |

Constantine IX Monomachos,
Byzantine emperor from 1042 to 1055.



HOW DO WE KNOW?

The writings of medieval travellers are exceptional historical sources. They describe the people, trade and customs of the places that they visited.

- How does this traveller describe Constantinople?
- Is this type of writing an objective source? Explain your answer.

Merchants travel to Constantinople from many different countries by land and sea. There is no similar city anywhere in the world, except for Baghdad.

The Greeks have great stores of gold and precious stones. They wear silk robes decorated in gold. They ride on horses and look like princes.

There is an abundance of cloth, bread, meat and wine. The wealth of Constantinople is found nowhere else in the world.

The Jewish traveller Benjamin of Tudela, *The Itinerary*, 12th century (adapted)





DID YOU KNOW?

Who were the 'barbarians'?

The Romans believed that they were superior to the peoples who lived outside the Roman Empire. They called the Germanic tribes 'barbarians', which meant 'foreign', but also 'savage'. They thought that they were violent and uncivilised.

However, the Roman senator Tacitus considered that the Germanic tribes had many good qualities, and wrote a book about them called *Germania*. He admired their election of only their best leaders as chiefs, and praised the men's loyalty to their wives. One of Tacitus's aims in speaking so well about the Germanic tribes was to criticise some features of Roman society.

- In groups, discuss how modern Europeans view people from other continents. Do we sometimes have similar prejudices to the Romans?
- Find out how the following terms are used in modern English. How do you think they acquired their meanings?
 - Hun
 - Vandal
 - Goth



The Portonaccio sarcophagus (2nd century AD) shows fighting between the Romans and Germanic warriors.

Rome and the 'barbarians'

The Romans considered that all the peoples living beyond Roman borders were **barbarians**:

- The **Huns** were nomadic animal herders who travelled across the Asian steppe. They continually attacked the Germanic peoples who lived further west, which sometimes forced them to cross the frontier into the Roman Empire.
- The **Germanic** peoples lived in the north and east of Europe. Many eastern tribes were nomadic, but in north-west Europe they became livestock and crop farmers. They were organised into **tribes**: each tribe had an **assembly** that elected a **chieftain**.

Near the frontier, the Germanic tribes participated in economic exchanges: they sold the Romans amber, wood and slaves. Some of them joined the Roman army or held property inside the empire. However, there were also Germanic raids on Roman territory so the Romans built **fortifications** along the Rhine and Danube rivers.

The Germanic tribes became a real threat in the 3rd century AD, when the Roman Empire suffered a serious economic and social **crisis**. This crisis, along with military weakness, led to a series of migrations across the borders.

- Some Germanic tribes carried out violent attacks on Roman towns.
- Other tribes established settlements on the Roman side of the frontier where they lived peacefully alongside the local population.

The division of the Roman Empire

In AD 395, the emperor Theodosius divided the Roman Empire into two parts:

- The **Western Roman Empire**, whose capital was Rome.
- The **Eastern Roman Empire**, whose capital was Constantinople.

Each territory had its own emperor and institutions.

The Western Roman emperors were weak, and could not resist the attacks of the Germanic tribes and the Huns. The Eastern Roman Empire became known as the **Byzantine Empire**, and lasted for another 1,000 years.



DIVISION OF THE ROMAN EMPIRE AND THE GERMANIC INVASIONS

The invasions and the fall of Rome

The authority of the western emperors was greatly weakened by a series of violent invasions, which intensified in the 5th century.

Under their ruler Attila, the **Huns** repeatedly attacked the Roman Empire. They also attacked several Germanic tribes, who entered Roman territory in search of greater security.

The Huns advanced into Gaul (modern France), where they were defeated in the **Battle of the Catalaunian Plains** (451). Soon afterwards, Attila died and his empire collapsed.

However, by then the **Germanic** peoples already controlled most of the territory of the Western Roman Empire. They felt little loyalty to the emperor who had lost most of his military authority.

The Western Roman Empire ended in AD 476 when a Germanic chieftain, **Odoacer**, deposed the last western emperor, a boy named **Romulus Augustulus**. However, its real power had collapsed well before this time.

WORK WITH THE MAP

- 1 Describe the territories of the Western and Eastern Roman Empires.
- 2 Find the Iberian Peninsula. Which tribes invaded this territory?

ACTIVITIES

- 3 What was the connection between the Roman Empire and the Byzantine Empire?
- 4 Match the dates to the events.

451 •	• End of Western Roman Empire
3rd century •	• Battle of the Catalaunian Plains
395 •	• Crisis in the Roman Empire
476 •	• Division of the Roman Empire
- 5 Imagine you are Romulus Augustulus as an adult (He lived for at least 30 years after the fall of Rome). Write a few lines describing what happened when you were a child and how you feel about it today.

2

The Germanic kingdoms



A Germanic helmet.

 WORK WITH THE MAP

- 1 Study a map of modern Europe. Which present-day countries were occupied by the Frankish, Burgundian and Ostrogoth kingdoms?
- 2 Which Germanic kingdoms shared a frontier with the Eastern Roman Empire?
- 3 Did any kingdom hold territories on a different continent?

The emergence of the Germanic kingdoms

The Western Empire broke up into a number of smaller **kingdoms** between the 5th and the 7th centuries:

- The **Franks** established a kingdom in Gaul (France).
- The **Visigoths** and **Suevi** controlled much of the Iberian Peninsula.
- The **Ostrogoths** (and later the **Lombards**) ruled in Italy.
- The **Angles** and the **Saxons** settled in Britain.

Each kingdom was ruled by a **king**, who had a **council** to help him to govern. At first, the kings were chosen by nobles, but many were deposed or assassinated. Over time, the monarchy became **hereditary**.

In some areas, military power was held by **dukes**, who were usually chieftains who had conquered several towns. **Counts** and **bishops** held great power in cities.

The Germanic tribes followed **unwritten laws** that were passed down orally from one generation to the next.

GERMANIC KINGDOMS IN THE LATE 5TH CENTURY



The Germanic and Roman populations

The Germanic peoples formed a minority in many parts of the former Roman Empire. At first, the Germanic and post-Roman populations kept their own laws, customs and religion. However, they gradually began to form unified societies.

- **Language.** In Romanised regions, new languages, like Spanish, Catalan, Galician, French and Italian, were based on **Latin**. In regions where Germanic influence was stronger, languages such as German, Dutch and English developed.
- **Law.** The new laws were a combination of Roman law and Germanic customs. Over time, they were compiled and written down.
- **Religion.** The Germanic tribes were pagan, but many of them converted to **Arianism**, which was a Christian heresy. Eventually, the Germanic kingdoms converted to **Roman Catholic** Christianity.

Post-Roman society

- **Cities.** Urban life became much less important than in Roman times. Long distance **trade** declined, although there were local markets where people exchanged farm products.
- **Rural life.** Most people were peasants who lived in villages. The main activities were crop and animal farming.
- **Monasteries** appeared. Monks lived in monasteries in accordance with a **rule**, which was a set of religious obligations. Monasteries also owned large areas of land, which they received as donations.



A Germanic reliquary, used to hold holy objects.

ACTIVITIES

- 4 Apart from the king, who else held power in Germanic society?
- 5 With a partner, name one advantage and one disadvantage of unwritten laws.
- 6 Use each word to write a sentence about Germanic society.
 - villages
 - monasteries
 - trade

DID YOU KNOW?

Germanic culture and art

Germanic society was mostly rural, so architecture was not a main feature of their culture. However, some of their buildings still stand, such as the mausoleum and palace of Theodoric in Ravenna, Italy.

Germanic craftsmen worked with precious metals. They made brooches and buckles out of gold and silver, often adding jewels.



Mausoleum of Theodoric in Ravenna, Italy. Built by the Ostrogoths around the year 520.

- Look on the Internet for information about the Mausoleum of Theodoric. Find out about its building material, structure and decoration and write a short illustrated description.

THE KINGDOM OF THE VISIGOTHS (LATE 6TH CENTURY)



3

The Visigoths

Who were the Visigoths?

The Visigoths were a Germanic tribe from the north of Europe. In the 3rd and 4th centuries, the Visigoths often raided Roman towns, but they also made **alliances** with the Romans. For example, they supplied the Roman armies with soldiers in exchange for land or food. However, these alliances were often broken, and there were many conflicts:

- In 378, the Visigoths defeated the Roman army in the **Battle of Adrianople**, killing the Emperor Valens.
- In 410, the Visigoths entered Rome and destroyed much of the city. This attack was known as the **Sack of Rome**.

In 415, the Visigoths made an agreement with the Romans to fight against the Vandals, Alans and Suevi in Hispania. They expelled the Vandals and Alans, and pushed the Suevi into the north-west of the peninsula. In return, the Visigoths received lands in south-west Gaul, where they founded a kingdom. **Toulouse** was its capital.

The Visigoths in Hispania

In 507, the Franks expelled the Visigoths from Gaul, and the Visigoths returned to the Iberian Peninsula. **Toledo** was the capital of the new Kingdom of the Visigoths. There were several important developments from the late 6th century onwards:

- King **Leovigild** (568-586) conquered the Kingdom of the Suevi and acquired other territories.
- His son **Reccared** (586-601) converted to Catholicism, which became the religion of the whole kingdom.
- Under **Recceswinth** (649-672), the laws of the kingdom were unified.

In the late 7th century, there were continual conflicts between the kings and the nobility. The kingdom ended when the Muslims invaded the peninsula in 711.

The organisation of the kingdom

The Visigoths had an **elected monarchy**: this caused conflicts between rivals for the throne.

- The king was advised by a council called the **Aula Regia**.
- The provinces were governed by **dukes** and **counts**.
- Religious and political decisions were taken at **assemblies**. The King, the *Aula Regia* and the clergy all participated in these assemblies.

ACTIVITIES

- 1 Why did the Visigoths want to enter Roman territory in 376? Investigate on the Internet.
- 2 Why was the capital of the Kingdom of the Visigoths moved?
- 3 What was the *Aula Regia*, and what did it do?
- 4 Name and describe the different positions in Visigoth society.



An early painting of two Visigoth kings.

Society and the economy

The Visigoths ruled the Iberian Peninsula, but they were only a small minority of the population. Consequently, the Kingdom of the Visigoths was influenced by the language, culture and religion of the Hispano-Roman majority.

- The most important political positions were held by **nobles** and **clergymen**. They also owned much of the land.
- Most of the population were **peasants**. Free peasants had small plots of land. There were also **slaves** who belonged to the nobles or the Church, and worked on their land.
- **Agriculture** was the main economic activity. However, there were also expert craftsmen who made weapons and jewellery.



The Church of San Juan de Baños, Palencia.

ACTIVITIES

5 In groups of three, investigate the culture and art of the Visigoths.



• Each student in your group chooses one category (People, Architecture or Craftwork) and looks for information on the Internet.

• Explain your findings to the other members of your group. Then, prepare an illustrated poster on Visigoth culture and art together.

People. Saint Leander and Saint Isidore were two leading Visigoth intellectuals.

- What relationship did they have?
- What city did they live in?
- What positions did they hold?
- Which one of them wrote *Etymologies*? What does this book contain?
- What other interesting facts did you find?

Craftwork. The Visigoths were expert craftsmen of jewellery and weapons. Many examples have been found on the Iberian Peninsula.

- Where and when was the Treasure of Guarrazar found?
- How many pieces were originally found?
- Describe them. What materials were used?
- Can the pieces still be seen today? Where?

Architecture. San Juan de Baños and San Pedro de la Nave are two surviving Visigoth churches.

- Where is each church found?
- Describe the churches. What material was used? How big are they? What is the decoration like?
- The Visigoths used horseshoe arches and barrel vaults. Research these two architectural features. Then, try to find them in interior photos of the two churches.



The reign of Justinian

The Eastern Roman Empire survived the Germanic invasions and became known as the Byzantine Empire. Its capital city, Constantinople, was built over the city of Byzantium, from which the Byzantine Empire took its name.

The Emperor **Justinian** (527-565), who ruled alongside his wife **Theodora**, recaptured much of the Western Roman Empire. His armies defeated the Vandals in North Africa, the Ostrogoths in Italy and the Visigoths in southern Hispania.

- Under the renewed empire, **trade** expanded across the Mediterranean region. Gold coins were introduced, and became the main form of payment in Europe.
- The **Hagia Sophia Church** was one of many beautiful buildings that were built in Constantinople.
- The **Code of Justinian** was a compilation of the laws that applied throughout the empire.

Byzantium after Justinian

The Byzantine Empire was a well-organised state. The emperor, or **basileus**, was the administrative, military and religious leader.

State officials conducted government business, **diplomats** represented Byzantium in other territories, and there was a powerful **army**.

Justinian's conquests were the last attempt to reunite both halves of the empire. However, the Byzantine Empire did not have the resources to defend such vast territories:

- In the 6th century, the **Lombards** expelled the Byzantines from the north and centre of the Italian Peninsula.
- In the 7th century, the **Visigoths** expelled them from the Iberian Peninsula.
- During the 7th and 8th centuries, the **Muslims** conquered the Mediterranean coasts of Africa, Syria and Palestine.

Later, the **Turks** conquered most of the remaining territory of the Byzantine Empire. They captured Constantinople in 1453, and the Byzantine Empire finally disappeared.

EVOLUTION OF THE BYZANTINE EMPIRE



Byzantine society

Byzantine society had a **pyramid structure**. From the top down, the social classes were:

- The **basileus**.
- The **Patriarch of Constantinople** was the highest religious authority; the **high clergy**; the **palace and military aristocracy**.
- **Artisans, merchants, soldiers** and **free peasants**.
- **Servants** and **slaves**.

Byzantine society was essentially urban. The government, religious authority, the military, and the main economic activities were all based in **cities**. Major cities included Constantinople, Thessaloniki, Alexandria, Ephesus and Damascus.

City **markets** offered handicrafts made of silk and luxurious tapestries. Trade flourished, and Byzantine coins circulated throughout the empire and beyond.

Religion

The Byzantine Church (or **Orthodox Church**) gradually separated from the Roman Catholic Church. Religious differences finally led to the **East-West Schism** in 1054. This was a split between the Orthodox Church, which recognised the Patriarch of Constantinople, and the **Roman Catholic Church**, which only accepted the authority of the Pope.

The Church played an important role in Byzantine society. However, it was sometimes a source of tension. For example, in the 8th century, iconoclasm was an official movement that prohibited the worship of images. Many religious **icons** were destroyed. However, the Church was divided on this issue, and the policy was changed.

Culture and art

Greek replaced Latin as the main language of the Byzantine Empire.

As a result of its geographical location, and the importance of its trade and other contacts, the Byzantine Empire played a key **cultural role**. It received and passed on cultural influences across the Islamic world, Asia and Europe. Greek culture and the Orthodox religion spread into Eastern Europe.

The Byzantines built churches with **Greek cross plans** and **domes**, like the Hagia Sophia Church in Constantinople and the Basilica of San Vitale in Ravenna, Italy. Their interiors were richly decorated with **mosaics** and **icons**.



Hagia Sophia in Constantinople.



A 12th century Byzantine icon.

ACTIVITIES

- 1 Explain why the time of Justinian was considered the height of the Byzantine Empire.
- 2 Define each term.
 - *basileus*
 - Code of Justinian
 - Patriarch of Constantinople
 - East-West Schism
- 3 How and when did the Byzantine Empire end?
- 4 Draw and label the Byzantine social pyramid.
- 5 Look on the Internet for Greek cross plans and describe them. How are they different to Latin cross plans? Draw an example in your notebook.

5

The origins of Islam



DID YOU KNOW?

Mecca, the holy city

The Grand Mosque in Mecca holds a sanctuary called the **Kaaba**, the most important destination for Muslim pilgrims in the world. According to Islamic tradition, it was built by the prophets Abraham and Ishmael. It contains the **Black Stone**, which Muslims believe is a piece of Heaven that fell to Earth. Millions of pilgrims visit the Kaaba each year.



The origins of Islam

Islam is one of the world's three great **monotheistic** religions, along with Judaism and Christianity. It originated in the 7th century on the Arabian Peninsula, which was a desert region mainly populated by tribes of nomadic animal herders. Before Islam, most Arabs were **polytheistic**, and Mecca was their holy city.

Medina and **Mecca** were cities in the west of the peninsula, near the Red Sea. **Caravans** carried spices and silks from East Asia to these important trade centres.

Muhammad (570-632), a merchant from a wealthy family, was from Mecca. When he was 40 years old, he began to preach a new religion: **Islam**. He believed there was only one God, **Allah**. The merchants in Mecca did not accept Muhammed's teachings, so in 622 he escaped to Medina. This event became known as the **Hegira**, and marks the beginning of the Muslim calendar.

Muhammad built an army in Medina, and eight years later, he conquered Mecca. At the time of Muhammad's death in 632, Islam had spread throughout the west of the Arabian Peninsula.

THE ARABIAN PENINSULA AT MUHAMMAD'S BIRTH



WORK WITH THE MAP

- 1 What empires lay to the north and east of the Arabian Peninsula?
- 2 The map shows that many trade routes began or ended at the sea. Also, the tribes lived on or near trade routes. Discuss the reasons for this with a partner.

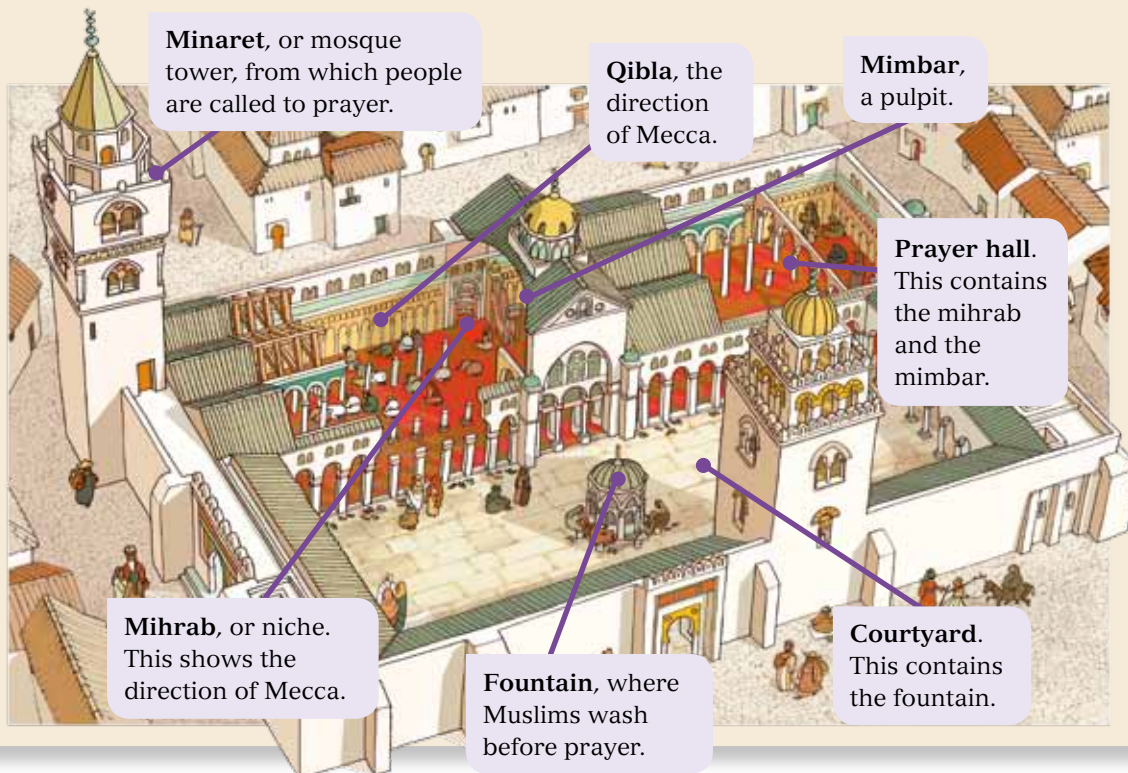


**DID YOU KNOW?****The Mosque**

The Mosque was not only a place of prayer. It was also used as a school, and it was the place where important news or political appointments were announced.

All mosques are cube-shaped, like the Kaaba. They also share the same structure, which was inspired by Muhammad's house in Medina.

- Look on the Internet for photos and illustrations of three mosques around the world using the keywords 'Famous mosques'. How similar are they to the illustration on this page?

**The five pillars of Islam**

Muhammad's teachings were written in the **Quran**, the sacred book of Islam. The Quran establishes five rules for all Muslims, which are known as 'The Five Pillars of Islam':

- **Faith.** Muslims believe that 'there is no god but Allah, and Muhammad is his prophet'.
- **Prayer.** Muslims pray five times a day. On Fridays, a religious figure called an **imam** leads their collective prayers in a mosque.
- **Pilgrimage.** They should travel to **Mecca** at least once in their lives.
- **Fasting.** During the month of **Ramadan**, they must not eat or drink during the day.
- **Charity.** They must give to the poor.

The Quran also sets out rules for daily life. For example, Muslims are not allowed to eat pork, drink wine or gamble.

**ACTIVITIES**

- 3 Where and when did Islam begin?
- 4 Who was Muhammad?
- 5 Explain these terms:
 - Hegira
 - Mosque
 - Qiblah
 - Quran
- 6 What are the five pillars of Islam?



Muslim warrior.



Qusayr Amra Palace, Jordan. Built in the 8th century by the Umayyad caliph, Walid I.

ACTIVITIES

1 Match the descriptions to the caliphates. Then, write sentences in your notebook.

- The greatest spread of Islam
- Turkish rise to power
- The capital was Medina
- Orthodox Caliphate
- Umayyad Caliphate
- Abbasid Caliphate

2 Discuss these terms with a partner:

- jihad
- caliph
- emirate

6

The spread of Islam

The Orthodox Caliphate (632-661)

The Muslims created a vast empire, which eventually extended far beyond the Arabian Peninsula. This process began soon after Muhammad's death in 632, when armies led by the Arabs spread Islam through **jihad**, or holy war.

During the earliest stage of the Islamic Empire, known as the **Orthodox Caliphate**, members of Muhammad's family ruled from **Medina**. They chose each new **caliph**, who was the political and religious leader of all Muslims. However, there was a great dispute over the fourth caliph, Ali. In 661, Ali was assassinated and the Umayyad family took control.

The Orthodox Caliphate controlled the Arabian Peninsula, Persia and Egypt, and came into conflict with the Byzantine Empire.

The Umayyad Caliphate (661-750)

The Umayyad family made the caliph a hereditary ruler. **Damascus** was named the new capital, and Islamic territory was divided into provinces, called **emirates**.

Islam spread the most during this period. Muslim armies conquered vast territories from Persia to the Iberian Peninsula. Their military advance in Europe was stopped by the Franks in 732.

In 750, Abu al-Abbas led a rebellion that nearly killed the entire Umayyad family. Only Prince Abd al-Rahman escaped, and fled to the Iberian Peninsula.

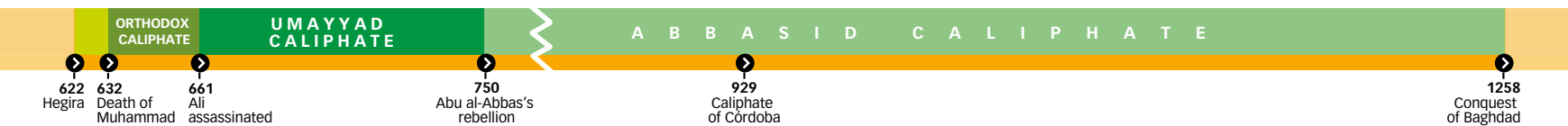
The Abbasid Caliphate (750-1258)

The Abbasid family moved the capital to **Baghdad**. There were many disputes over power during this period, and the empire began to disintegrate. The Abbasids lost control over many territories, such as al-Andalus on the Iberian Peninsula. The **Turks**, a Muslim people from the Asian Steppe, grew stronger and challenged Abbasid rule.

During the Abbasid period, cities grew and Baghdad became a major trade centre. In 1258, a Mongol army sacked Baghdad and killed the last Abbasid caliph.



SPREAD OF ISLAM DURING THE MIDDLE AGES



ISLAM IN THE MIDDLE AGES

Political organisation

The **caliph** held political and religious power. He also led the army, decided laws and acted as the supreme judge.

Different officials helped the caliph to govern:

- The **viziers** were ministers.
- The **qadis** were judges of Islamic law.
- The **walis** were provincial governors.
- The **emirs** were princes or nobles, who often came from the caliph's family. The emir was a governor (like a wali), but also held military authority.

The caliph also led a powerful **army**, in which the cavalry played an important role.

WORK WITH THE MAP AND THE TIMELINE

- 3 During which caliphate did the Islamic Empire spread beyond the Arabian Peninsula? During which caliphate did it reach the Iberian Peninsula?
- 4 Which caliphate lasted the longest? How long did it last?

ACTIVITIES

- 5 Name the officials who helped the caliph. What roles did they play?
- 6 Which section of the army was especially important? Why is it less important today?

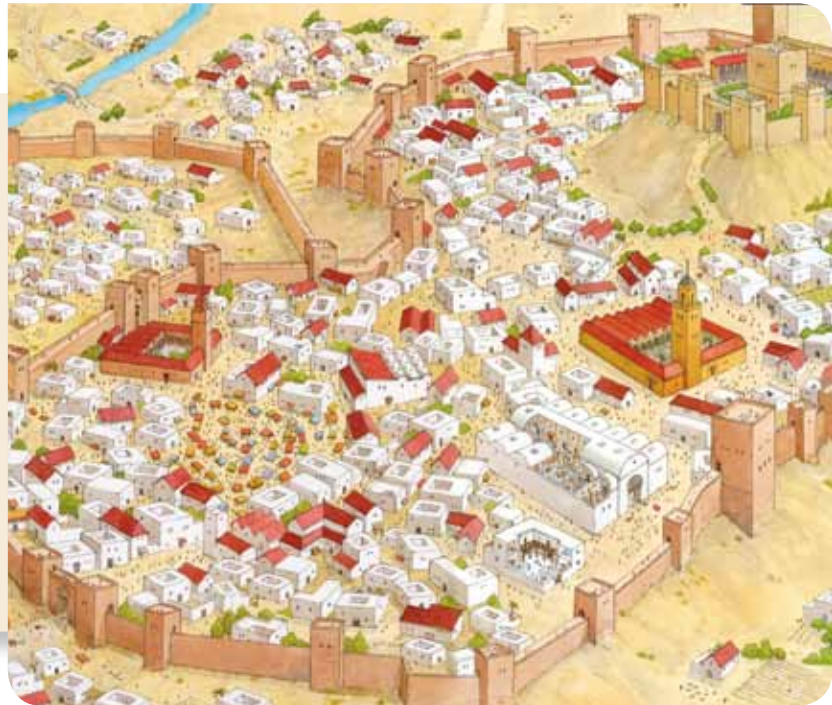


DID YOU KNOW?

Muslim cities

The city was the centre of political, economic and religious life. It had a great mosque, a central market place and an alcazar (fortress). There were narrow winding streets and separate public baths for men and women. It had an outer wall for protection, and poor neighbourhoods were outside the centre.

- Can you identify any of the buildings or neighbourhoods in this illustration?



ACTIVITIES

- 1 With a partner, investigate Muslim cultural achievements on the Internet. Find extra information and complete a table like this one in your notebook.

Field	Advances
Astronomy	<ul style="list-style-type: none"> • Detailed maps of celestial bodies
Maths	<ul style="list-style-type: none"> • The use of 0 • The invention of algebra • The perfection of arithmetic and trigonometry
Medicine	<ul style="list-style-type: none"> •
Agriculture	<ul style="list-style-type: none"> •
Literature	<ul style="list-style-type: none"> • Translation of Greek and Roman philosophers, which allowed these writings to reach the east

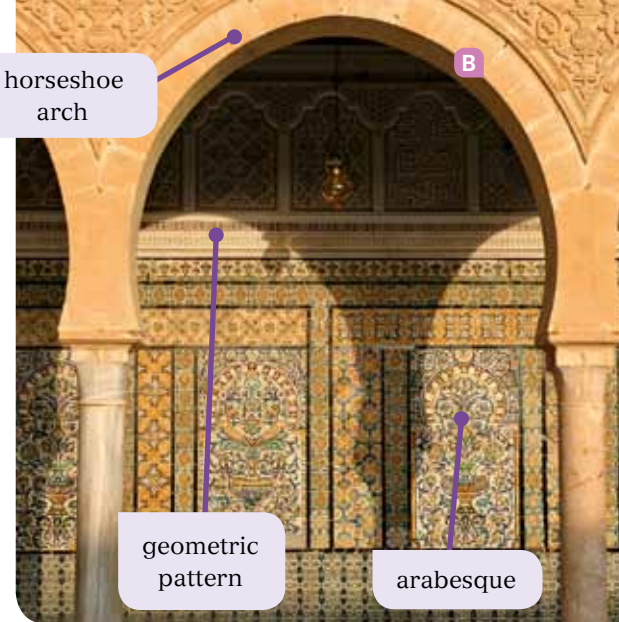
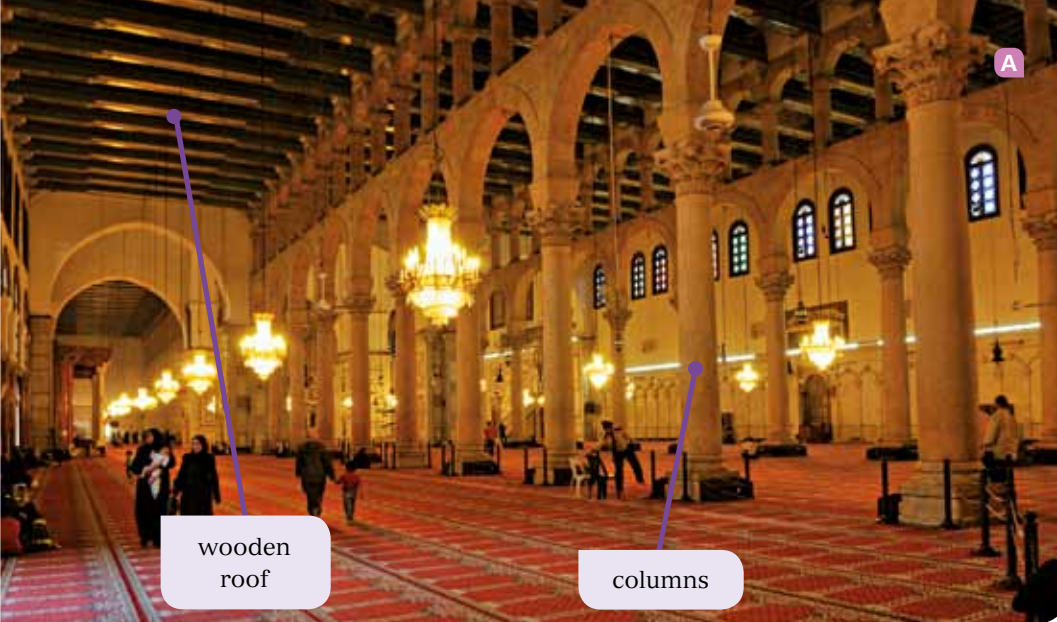
Islamic society

As the Islamic Empire expanded, the original Arab conquerors became only a minority of its total population. The new ethnic groups included the Berbers in north-west Africa and the Persians. Many groups converted to Islam, and **Arabic** was the main language of the empire. However, Christians and Jews were allowed to practise their own religion because they shared the Islamic belief in a single God.

Society was divided into different classes:

- **The ruling aristocracy.** These were mainly Arabs, and included large landowners and the families of rulers. They had political and economic power.
- **Other influential groups:** small landowners, merchants and artisans did not participate in politics, but they were wealthy.
- **The lower class.** These were street vendors, servants, landless peasants and poorer artisans. They were the majority of the population, and they lived in harsh conditions.

Women had to submit to the authority of their fathers, and later their husbands. The Quran allowed each man to have four wives, whom he should treat equally. Only boys were educated.

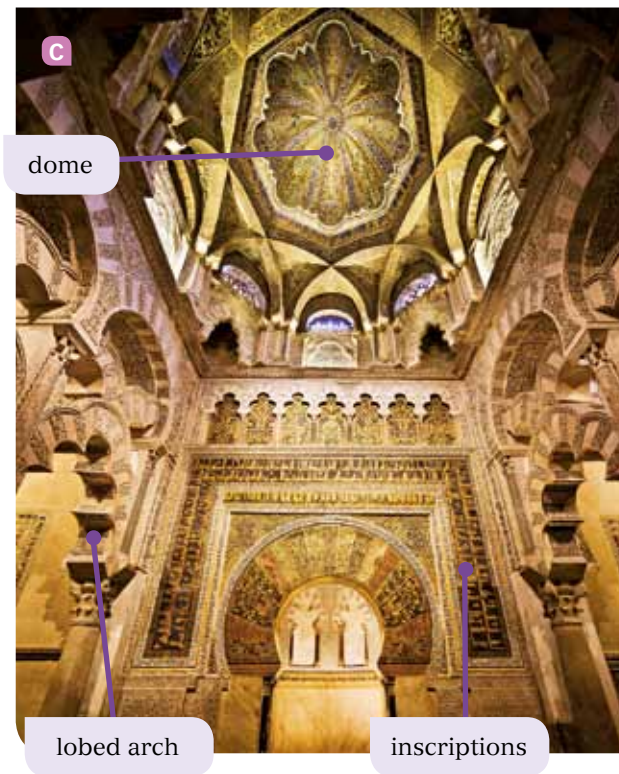


A Prayer hall in the Great Umayyad Mosque of Damascus, Syria. B Great Mosque of Kairouan, Tunisia.
C Mirhab in the Mosque of Córdoba, Spain.

Islamic art

Islamic art was influenced by the art of conquered cultures, but it developed its own distinctive style. Islam did not allow artists to represent the human body, but exceptional art was created in several fields:

- In **architecture**, brick, plaster and wood were used as building materials. There were columns, pillars and various types of **arches**, such as the horseshoe arch and the lobed arch. Buildings were covered by domes and flat wooden roofs.
- Plaster, ceramics and paint were used to decorate buildings with geometric patterns, floral motifs (**arabesque**) and **inscriptions**. Stained glass and reflective tiles created effects of light and shadow. **Water** was also part of the decoration: it made a relaxing sound, cooled the atmosphere and reflected light.
- Islamic artists also worked with ceramics, glass, ivory, leather, bronze and wood.



ACTIVITIES

- 2 With a partner, discuss the social classes in medieval Islamic society. What was the position of women?
- 3 Think of one member of Islamic society. Imagine a typical morning in their life, and write a short text about it.
- 4 Say a cultural field. Your partner names one advance made by the Islamic culture.
- 5 What materials and structures were used in Islamic architecture? How were buildings decorated?

THINK ABOUT IT

Muslims believe that Allah is infinite. And Islamic artists believed their geometric patterns could help people to think about the infinite.

- Find an Islamic geometric pattern on the Internet. Does it make you think of anything?
- Copy and colour a pattern that you like, and discuss it with your classmates.

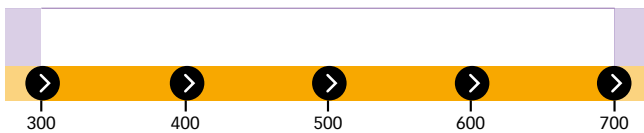
ACTIVITY ROUND-UP

1 Copy and complete the table.



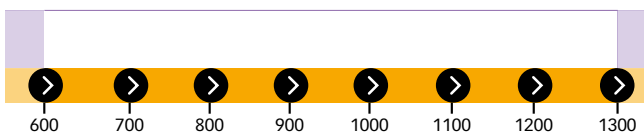
	GERMANIC KINGDOMS	BYZANTINE EMPIRE	ISLAM
Territory
Stages	Each kingdom evolved independently.
Political organisation
Social classes
Culture and art

2 Write the date of each event and put them in chronological order. Then, place them on a timeline.



- Romulus Augustulus deposed
- Umayyad Caliphate begins
- Visigoths expelled from Gaul
- Muhammad escapes to Medina
- Justinian's reign begins
- Roman Empire divided

3 Use a timeline to show the three caliphates of the Islamic Empire. Include their start and end dates.



4 What major event marked the end of each caliphate? Add them to your timeline.

5 Describe the spread of Islam during each caliphate.

6 Did the Visigoths control all the Iberian Peninsula in the mid-6th century? Explain your answer.

7 Are the following sentences true or false? Correct the false ones in your notebook. Then, listen and check your answers.

- The first Visigoth Kingdom was created in the Italian Peninsula.
- The *Aula Regia* advised the Visigoth king.
- Gold coins were introduced during the reign of Justinian.
- The Byzantine emperor was known as the caliph.
- Muslims must travel to Medina at least once.
- The Byzantine army sacked Baghdad in 1258.

8 With a partner, discuss the importance of each historical figure.

- Attila
- Odoacer
- Reccared
- Justinian
- Muhammad
- Abu al-Abbas

- 9 Explain the significance of each event. In what year did each occur?
- The division of the Roman Empire into two halves
 - The Battle of the Catalaunian Plains
 - The Hegira
 - The rebellion of Abu al-Abbas
 - The East-West Schism
- 10 Answer the questions.
- Were there any similarities between Germanic, Byzantine and Islamic societies?
 - How did each culture record its laws?
- 11 What culture does this building belong to? Name and explain the features labelled A, B and C. Can you identify any other features?



LEGACY OF THE EARLY MIDDLE AGES

The Germanic tribes, the Byzantine Empire and Islam all influenced later civilisations.

The Germanic tribes:

- **New languages** emerged, such as English, German, Danish and Swedish.

The Byzantine Empire:

- **Laws.** The Code of Justinian was the model for later compilations in Europe, and influenced modern law.
- **The Orthodox religion** is practised today in countries such as Russia, Lithuania and Bulgaria.
- **The Cyrillic alphabet** was adapted from the Greek alphabet, and is used today in several East European countries.

Islam:

- **Islam** is the religion of millions of people.
- **Arabic numbers and zero** are used throughout the world.
- **Scientific advances** included the development of the compass, paper, gunpowder, irrigation techniques, trigonometry and algebra.

- 12 Which languages use the Cyrillic alphabet today?

- 13 Do you think Islam and Christianity are similar or completely different religions? Explain your answer.



- 14 During the Middle Ages, many advances spread through the influence of the Islamic world. Which ones do you think are still relevant today?

- 15 Find out what the majority religion is in the following countries: Russia, Lithuania, Belarus, Bulgaria, Romania, Greece and Macedonia. Why do you think this is the majority religion?



Cyrillic writing in Saint Petersburg, Russia.



THINK LIKE AN HISTORIAN. **Analyse a Byzantine mosaic**

The mosaic of Justinian is found in the church of San Vitale in Ravenna, Italy. This church is an exceptionally important example of Byzantine art. In order to analyse this mosaic, we need to think about the figures, how and where they are placed, their clothing and the use of symbols.



Figures

1. The Emperor Justinian is wearing a crown, with a halo around his head. He is holding a golden bowl.
2. Belisarius was the general who conquered Ravenna. He is wearing a toga.
3. Julian, the banker who financed the church at San Vitale, is also wearing a toga.
4. Maximianus, Archbishop of Ravenna, is wearing a religious robe and holding a cross.
5. The clergymen are holding a perfume burner and a bible.
6. Imperial guards are holding a shield (with the symbol of Christ) and spears.
7. An official is wearing a toga.

- 1 Read the information about the figures in the mosaic. What role did they play in the Byzantine Empire?
- 2 Describe the emperor's clothes. Is anyone else dressed like him?
- 3 Describe the archbishop's and clergymen's clothes. What is each of them holding?
- 4 What do Justinian's crown and halo represent?
- 5 Why is Justinian in the centre of the mosaic? Which figures are closest to him?
- 6 Can you see all of the guards' faces? What does this say about them?
- 7 Look on the Internet for images and information about the mosaic of Theodora. Use the keywords 'Theodora San Vitale Ravenna Mosaic'. Prepare an illustrated fact file on this mosaic by analysing it in the same way as the mosaic of Justinian.



THINK LIKE AN HISTORIAN. The spread of Islam today

By studying history, we can understand much better why some religions are predominant in certain parts of the world.

Today, Islam has more than 1.2 billion followers. They mostly live in the northern half of Africa, south-west Asia, Indonesia, Bangladesh and a few regions in Europe, such as Albania.

COUNTRIES WITH A MAJORITY MUSLIM POPULATION



1 Compare this map to the map of the spread of Islam in the Middle Ages on page 19.

- Where did Islam originate? Is that region Islamic today?
- How far did Islam spread in the Middle Ages? Is there a Muslim majority in all those regions today?
- When did Islam expand the most? In the Middle Ages or more recently?
- In the 7th century, was there a single Islamic state, or were there many states? Is the situation the same today?
- In which regions do the majority of the population practise Islam today?
- Which regions have a Muslim majority today, but were not Muslim in medieval times?

2 Answer the questions.

- What were the reasons for the spread of Islam in the Middle Ages?
- Why do you think there is not a Muslim majority in Europe?
- And in America?
- Are there any similarities between the modern spread of Islam and the history of Islam in the Middle Ages?