Journey Through History: New Topic-based Series

Study Notes

Topic 2
The development of European civilization

CONCEPT MAP

Ancient times of Europe

4000 BC

AD 476

Division of periods in European history *(p.80)*

- Ancient times and Medieval Times: Historians divide European history into 'ancient times' and 'Medieval Times' based on when the Western Roman Empire fell

Rise of classical civilization *(p.81-82)*

- Early European civilization: Minoan civilization (around 3000 BC-1450 BC) and Mycenaean civilization (around 1450 BC-1100 BC)
- Birth of classical civilization: Ancient Greco-Roman civilization started in 8th century BC

Ancient Greek civilization *(p.83-87)*

- Background to the political development in ancient Greece: geographical barriers; cultural differences; social differences
- Features of ancient Greek political development: co-existence of city-states; diverse forms of governance (monarchy, oligarchy, democracy:)
- Rise and spread of the ancient Greek civilization: the Classical Age; Spread to conquered areas
- Decline of the ancient Greek civilization: From the Hellenistic Age to the ancient Romans occupied the Greek peninsula

Absorbed ←

Ancient Roman civilization *(p.88-94)*

- Roman Republic (509 BC–27 BC): end of monarchy; the republican system; expansion of the Republic and dictatorship of Julius Caesar
- Roman Empire (27 BC–AD 476): end of the Roman Republic; the monarchical system; end of the Roman civilization

Legacy and significance of classical civilization *(p.95-112)*

✧ **Forms of governance**
- Ancient Greece: Spartan oligarchy and Athenian democracy; Ancient Rome: republican system and imperial system

✧ **Law**

✧ **Creation of culture**
- Greek mythology (literature and drama, languages and the Olympic Games); philosophy; sculpture; architecture

CONCEPT MAP

AD
476

AD
1453

Medieval times of Europe

Europe entered Medieval Times *(p.116)*

- Early period: prolonged wars broke out, the classical civilization declined
- Later period: the European civilization started to develop again

Legacy and significance of medieval European civilization *(p.125-129)*

- Contractual spirit and constitution
- Rise of towns
- Rise of universities

Medieval Europe and the making of Christendom

The feudal system began

further spread of Christianity

Rise and characteristics of the feudal society *(p.117-122)*

- Rise of the feudal system: began and spread in Europe during the period AD 800-1400
- Formation of feudal society: an overlord-vassal relationship with different forms of rule and the hereditary system
- Characteristics of the feudal society: rigid class structure; contractual relationship; hereditary system; manorial system; strong local nobles; knights and chivalry

The making of Christendom *(p.134-142))*

- Birth of Christianity: founded by Jesus Christ in the 1st century AD
- Christian teachings: believing in God and redemption; preaching peace and love; spreading Christianity
- Development of Christianity in the Roman Empire: ban on Christianity; Christianity became the official religion
- Development in Medieval Times: split of Christianity; formation of Christendom; influence of the Church
- Functions of the Church: acquiring great political power; making and enforcing laws; social services; education; cultural inheritance

End of Medieval Times *(p.144-146)*
- **Medieval Times ended in the 15th century and Europe entered Modern Times**
- Decline of the feudal system
- Decline of Church influence
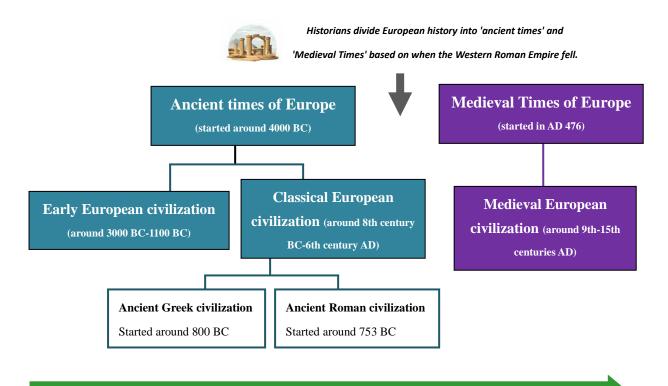- Fall of the Eastern Roman Empire

A. Introduction to classical civilization

1. Division of periods in European history: ancient times and Medieval Times

• Historians divide European history into different periods.
• The period 4000 BC-AD 1453 was divided into 'ancient times' and 'Medieval Times' based on when the Western Roman Empire fell.

Historians divide European history into 'ancient times' and 'Medieval Times' based on when the Western Roman Empire fell.

Ancient times of Europe
(started around 4000 BC)

Medieval Times of Europe
(started in AD 476)

Early European civilization
(around 3000 BC-1100 BC)

Classical European civilization (around 8th century BC-6th century AD)

Medieval European civilization (around 9th-15th centuries AD)

Ancient Greek civilization
Started around 800 BC

Ancient Roman civilization
Started around 753 BC

Development of human history — evolution of civilization

• Ancient times:
  - 'Ancient times' of Europe started in 4000 BC.
  - After a long period of early civilization, classical civilization rose in the Mediterranean region in 800 BC.
• Medieval Times:
  - In AD 476, the Western Roman Empire fell. Ancient times ended.
  - Europe entered 'Medieval Times' (also known as the Middle Ages).
  - Historians subdivide this period into two parts, namely the early Medieval Times (AD 476-800) and the late Medieval Times (AD 800-1453).

2.   Rise of classical civilization

(a) Early European civilization

- The Aegean region (Eastern Mediterranean Sea) was close to the Fertile Crescent civilization and the Nile Valley civilization.
  - It was influenced by these two advanced civilizations.
- Minoan civilization (around 3000 BC-1450 BC):
  - Around 3000 BC, the Minoans started the Minoan civilization on the island of Crete.
  - They had advanced skills in architecture and pottery.
  - The influence of this civilization had spread to the Greek peninsula and neighbouring islands.
- Mycenaean civilization (around 1450 BC-1100 BC):
  - Around 1450 BC, the Mycenaeans conquered Crete and many territories on the Greek peninsula.
  - They learned from the Minoan civilization and developed their own civilization.
  - They were famous for their skills in ship-building and metal-work.

(b) Birth of classical civilization

- The Mycenaean civilization had declined since 1200 BC.
- In about 1100 BC, the Greek peninsula entered its Dark Ages.
- In 8th century BC, the ancient Greeks absorbed the Aegean civilization, while the ancient Romans learned from the ancient Greeks.
  - Both developed their own civilizations later on.
  - They were known as the 'ancient Greco- Roman civilization' or 'classical civilization'.
- The classical civilization continued until the 6th century.
  - Although it happened between ancient times to Medieval Times, we can still find its impact and contribution to the world today.

A brief introduction to the ancient Greco-Roman civilization

	Ancient Greek civilization	**Ancient Roman civilization**
Time it began and ended	**Began**: 800 BC **Ended**: In 146 BC (conquered by the ancient Romans)	**Began**: 753 BC **Ended**: The Western Roman Empire ended in AD 476 (conquered by the Germanic peoples); the Eastern Roman Empire ended in AD 1453 (conquered by the Ottoman Turks)
Birthplace	The Greek peninsula and neighbouring islands	The Italian peninsula and neighbouring islands
People that started it	Ancient Greeks	Ancient Romans
From whom did they learn their civilization	Minoans and Mycenaeans	Ancient Greeks

3.   Ancient Greek civilization

- Around 800 BC, the ancient Greeks built city-states and invented writing.
  - The birth of the ancient Greek civilization ended the Dark Ages of the Greek peninsula.
- The political development of ancient Greece was unique.
  - There were many independent city-states and were ruled by different forms of government.

(a) Background to the political development in ancient Greece

(i)   Geographical barriers

- Ancient Greece was hilly.
  - It included the Greek peninsula, Crete, the west coast of Asia Minor and islands in the Aegean Sea (presentday Greece, Macedonia and Turkey).
- As places were separated by sea and mountains, the Greeks set up independent city-states.

Ancient Greek city-states

(ii) <u>Cultural differences</u>

- The ancient Greek were made up of different tribes.
    - They had different cultures.
    - It was difficult to unite them and set up a unified government.
- They ruled themselves and developed different forms of government.

(iii) <u>Social differences</u>

- Social differences also led to the different forms of government.
- A highly centralized government was needed in Sparta so as to rule the large population of slaves.
- As for Athens, more people engaged in trade and they wanted more power from nobles. This prompted the rise of democracy.

(b) Features of ancient Greek political development

(i) <u>Co-existence of city-states</u>

- There were several hundred city-states of different sizes in ancient Greece.

- Each city-state included a city and the surrounding land.
  - They were ruled by independent governments.
  - Relations among these city-states were almost equal.
  - Athens and Sparta were the two most representative city-states.

Comparison of Athens and Sparta

	Athens	**Sparta**
Location	Lying on the southeastern coast of the Greek peninsula	Lying on the southern inland area of the Greek peninsula
Government	◆ Democracy: all citizens could take part in governance; the Assembly formed by all citizens had the highest authority	◆ Oligarchy: all citizens could take part in governance, but only a small group of people (i.e. the Council of Elders) had the highest authority
Ways of living	◆ Farming, fishing, making pottery and trading ◆ People loved education ◆ Children were sent to school at an early age	◆ Mainly farming ◆ People were warlike and loved sports ◆ Children were sent to army-training barracks at an early age
Best known	◆ The most important port and richest city-state in ancient Greece ◆ Had a strong navy ◆ Birthplace of many great thinkers ◆ Built many great temples and open-air theatres	◆ Won many prizes in sports festivals ◆ Had a strong army

(ii) <u>Diverse forms of governance</u>

- Ancient Greek city-states had three main forms of government:
  - ■ **Monarchy**: rule by kings (e.g. Macedonia);
  - ■ **Oligarchy**: rule by a group of nobles (e.g. Sparta);
  - ■ **Democracy**: rule by the people (e.g. Athens).
- Under different forms of governance, the level of citizens' participation in politics varied.
- In ancient Greece, citizens were free adult men who were born in and lived in the city-states. They had the right to vote and be elected as officials.

(c) Rise and spread of the ancient Greek civilization

(i)   <u>The Classical Age</u>

- The rapid development of city-states brought the ancient Greek civilization into its golden age, the 'Classical Age' (around the 5th- 4th centuries BC).
  - Athens was a centre of trade, learning and art on the peninsula.

(ii)   <u>Spread to conquered areas</u>

- During the Classical Age, the ancient Greeks set up colonies in the Black Sea and Mediterranean regions.
- The Macedonian king Alexander the Great further built up a large empire that covered Europe, Asia and Africa.
- The ancient Greek civilization was widely spread in these conquered areas.

(d) Decline of the ancient Greek civilization

- During the subsequent Hellenistic Age (323 BC-146 BC), the ancient Greek civilization still influenced the Mediterranean region, West and Central Asia.
- From the 3rd century BC, the ancient Romans started invading ancient Greece.
  - They finally occupied the Greek peninsula in 146 BC.
  - The peninsula was then mainly influenced by the ancient Roman civilization. The ancient Greek civilization declined.

The empire of Alexander the Great (336 BC-323 BC)

4.   Ancient Roman civilization

- In 753 BC, a Latin village developed into a city called 'Rome' in central Italy.
    - The people were known as 'Romans'.
    - The 'ancient Roman civilization' began here.
- The Romans learned the ancient Greek civilization from their neighbouring peoples.
- They also developed different political systems because of civil wars and foreign expansions.
    - This became one of the main features of the ancient Roman civilization.

(a) Roman Republic (509 BC-27 BC)

(i)   <u>End of monarchy</u>

- After the founding of Rome, the Romans were ruled by kings.
- In 509 BC, the Romans overthrew their cruel king and set up the Roman Republic.

(ii)   <u>The republican system</u>

- The rulers of the Roman Republic were chosen by the Romans through election, not the kings.
- The government was divided into executive and legislative branches:
    - ■   **Executive**
    - The two consuls were the highest officials. They were elected by all male citizens.
    - The Senate would give advice to the consuls and appoint governors. Most senators were patricians and needed not to be elected.
    - ■   **Legislative**
    - All male citizens could vote in elections for the legislative assemblies, including the elections for officials and vote on bills suggested by the Senate.

- In the early years of the Republic, the consuls and senators only came from the patricians.
- Around 494 BC, the plebeians could elect tribunes as their representatives in the Senate.
- Starting from 367 BC, one of the consuls had to be a plebeian.
- These greatly increased the power of the plebeians.

1. The executive in the early years of the Roman Republic

The consuls and senators were all patricians.

Consuls

Senate

2. The executive after 494 BC

The plebeians could elect tribunes to protect their rights.

Consuls

Senate

Tribunes elected by the plebeians

3. The executive after 367 BC

One of the consuls had to be a plebeian.

Consuls

Senate

Plebeian-born consul
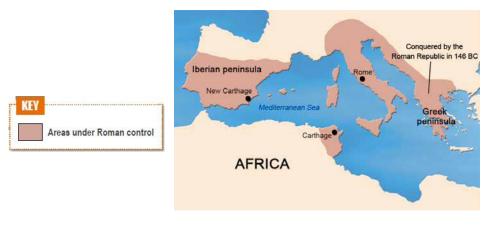
Tribunes elected by the plebeians

Executive changes of the Roman Republic (509 BC-376 BC)

(iii) Expansion of the Republic and dictatorship of Julius Caesar

- Since the 3rd century BC, the Roman Republic had defeated Carthage and Macedonia.
  - The victories in external wars allowed it to dominate the Mediterranean Sea, but also led to the rise of military leaders.

The territories of the Roman Republic in 146 BC

- In 60 BC, the general Julius Caesar controlled Rome and was elected consul in the following year.
- Under his leadership, Rome became more powerful and people's lives were improved.
- The Senate was jealous of Caesar's increasing military power and prestige.
- In 49 BC, it supported Pompey to start a civil war to overthrow Caesar.
  - Caesar won the war. He held all the power and was elected 'dictator for life'.

(b) Roman Empire (27 BC–AD 476)

(i)   End of the Roman Republic

- In 44 BC, Caesar was killed by the senators.
- His adopted son Octavian worked with Caesar's general Antony. They gained power and ruled the Roman Republic together.
- However, a civil war broke out between them in 31 BC.
  - Antony was defeated and killed himself. Since then, Octavian became the sole ruler of the Roman Republic.
- In 27 BC, he was called 'Augustus', a title given by the Senate.
- Augustus, Rome changed from republic to imperial rule.
  - The Roman Empire started.

(ii)   <u>The monarchical system</u>

- The Roman emperor was not elected by citizens. He held all the powers.
- The executive and legislative organs of the republican period almost lost all their powers.
- During the late period of Roman Empire, emperors further used military power to strengthen his rule, and even punished people who criticized him.
- As for the provinces, the governors were mostly appointed by the emperors.
- The government carried out Romanization in the provinces, including the introduction of Roman law and construction of Roman buildings.
- The ancient Roman civilization thus spread widely.

(iii)   <u>End of the Roman civilization</u>

- The first two hundred years of the Roman Empire (27 BC-AD 180) was called 'Pax Romana', meaning 'Roman Peace'.
  - During this period, the Empire was powerful and it was the golden age of the ancient Roman civilization.
- In AD 395, the Roman Empire was divided into the Western and the Eastern Roman Empires.
- In AD 476, the Western Roman Empire was overthrown by the Germanic peoples.
  - The subsequent prolonged wars in Europe caused the classical civilization to decline.

The split of the Eastern Roman Empire and the Western Roman Empire (AD 395)

The Eastern Roman Empire

- Constantinople, the new name for Byzantium, was the capital of the Eastern Roman Empire. This is why we also call this empire the 'Byzantine Empire'.
- The Eastern Roman Empire kept up the ancient Greco-Roman civilization.

The Western Roman Empire

- Mediolanum (the ancient Milan) was the capital of the Western Roman Empire.
- The fall of the Western Roman Empire marked the start of Medieval Times (AD 476-1453) in Europe.

B. Legacy and significance of classical civilization
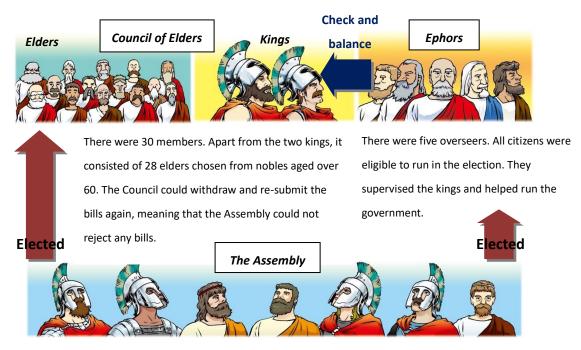
1. Forms of governance

(a) Ancient Greece

(i)   Spartan oligarchy

- 'Oligarchy' means 'rule by a small group of people' in ancient Greek.
- Around the 8th century BC, Sparta turned into oligarchy.
    - There were still kings, but the Council of Elders got the highest power.
    - The elders in Sparta were chosen from noble, the minority of the population.
    - Compared with monarchy, oligarchy could avoid absolute rulers.
- This system was adopted and improved by the later generations.
    - The Roman Republic was an example.

Spartan oligarchy: Rule of a few nobles

Elders   *Council of Elders*   *Kings*   **Check and balance**   *Ephors*

There were 30 members. Apart from the two kings, it consisted of 28 elders chosen from nobles aged over 60. The Council could withdraw and re-submit the bills again, meaning that the Assembly could not reject any bills.

There were five overseers. All citizens were eligible to run in the election. They supervised the kings and helped run the government.
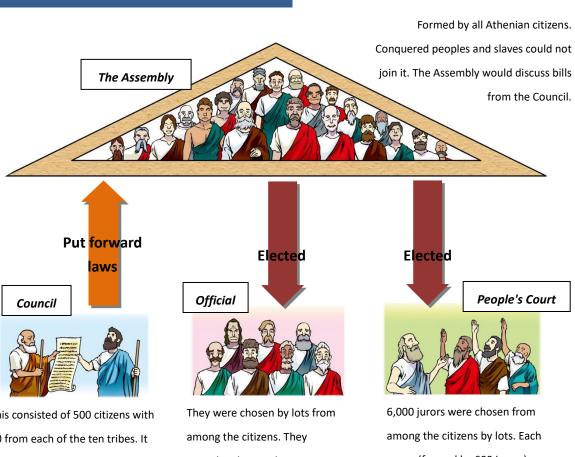
Elected

Elected

The Assembly

It was formed by Spartan citizens. They elected the elders and the five ephors. The Assembly voted on the bills proposed by the Council of Elders. But it had no right to discuss the bills.

(ii)   Athenian democracy

- 'Democracy' means 'rule by the people' in ancient Greek.
- In the 6th century BC, the Athenians set up a democratic government.
  - The Assembly was the decision-making body.
  - All citizens regardless of wealth could vote (included secret ballot) on bills, and they could be elected as officials by lots.
- Although only citizens could take part in governance, Athenian democracy was the most open political system in ancient Greece.
- Today, the political systems of many countries learn from the Athenian democratic system of 'public participation' and 'secret ballot'.

Athenian democracy: Rule of all citizen

Formed by all Athenian citizens. Conquered peoples and slaves could not join it. The Assembly would discuss bills from the Council.

The Assembly

Put forward laws

Elected

Elected

Council

This consisted of 500 citizens with 50 from each of the ten tribes. It drafted bills for the Assembly to vote on.

Official

They were chosen by lots from among the citizens. They served no longer than one year. They had to report on their work to the citizens at the end of the year.

People's Court

6,000 jurors were chosen from among the citizens by lots. Each group (formed by 600 jurors) would be in charge of a court.

(b) Ancient Rome

(i)   Republican system

- At first, the ruling power was in the hands of the patricians.
- Later, the plebeians could also take part in governance through tribunes and consuls.
- Since then, the government of the Roman Republic consisted of the elements of both oligarchy and democracy.
    - **Element of oligarchy**: The consuls and senators only came from a small group of patricians until the 5th century BC.
    - **Element of democracy**:
    - From the 4th century BC onwards, tribunes were elected to represent the plebeians in the Senate.
    - They could veto bills which were against the will of the plebeians.
    - Consuls chosen from the plebeians also reflected the increasing power of the majority.

Roman republican system: Oligarchy and democracy

Executive

Formed by the patricians at first, the plebeians joined later

Consuls

Senate

Two consuls were elected by the citizens every year. At first, the consuls were patricians. Later, one of the consuls must be a plebeian.

There were 600 senators, mainly were patricians. It also included the tribunes who were the representative of the plebeians.

The patricians and the plebeians elected the consuls.

The plebeians elected the tribunes.

The Assembly

Legislative

Formed by all male citizens (patricians and plebeians)

It was formed by male Roman citizens.

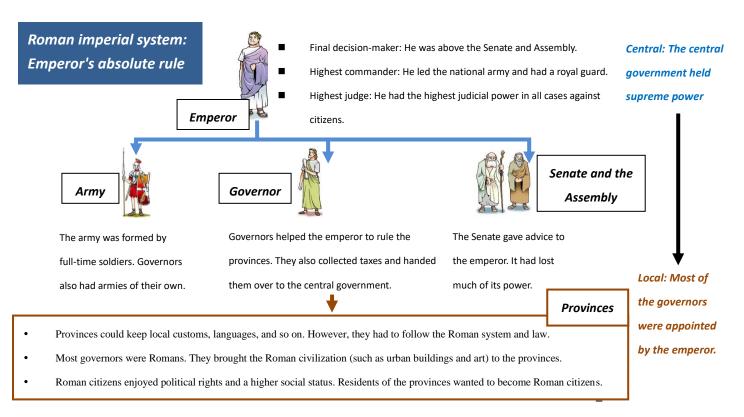It elected officials and voted on bills.

- The Roman Republic had two consuls as rulers.
  - They were elected by all male citizens. Besides, the two consuls checked and balanced each other. This prevented the rise of absolute rule.
  - The element of democracy also balanced the interests between the patricians and the plebeians. It was a very progressive political system at that time.
- The idea of 'a state ruled by the people' or 'a republic' spread with the expansion of the Roman Republic.
  - Its influence continues today. Many modern countries still adopt republican system.

(ii) Imperial system

- During the period of the Roman Empire, the Roman emperor was an absolute ruler who held all executive, military and judicial powers.
  - He was above all government organs.
- With regard to local administration, the Roman emperors improved the provincial system and appointed governors to rule for him.
  - This maintained the stability of the conquered regions as well as the empire.
- The Roman system of administrative centralization has become am important model for later reference.
  - In many modern states, the central government holds supreme power and local governments get their power to rule from the central government.

Roman imperial system: Emperor's absolute rule

Emperor

- Final decision-maker: He was above the Senate and Assembly.
- Highest commander: He led the national army and had a royal guard.
- Highest judge: He had the highest judicial power in all cases against citizens.

Central: The central government held supreme power

Army

The army was formed by full-time soldiers. Governors also had armies of their own.

Governor

Governors helped the emperor to rule the provinces. They also collected taxes and handed them over to the central government.

Senate and the Assembly

The Senate gave advice to the emperor. It had lost much of its power.

Local: Most of the governors were appointed by the emperor.

Provinces

- Provinces could keep local customs, languages, and so on. However, they had to follow the Roman system and law.
- Most governors were Romans. They brought the Roman civilization (such as urban buildings and art) to the provinces.
- Roman citizens enjoyed political rights and a higher social status. Residents of the provinces wanted to become Roman citizens.

Major political systems in classical civilization

City-state / country	Sparta	Athens	Roman Republic	Roman Empire
Form of governance	Oligarchy	Democracy	Republican system	Imperial system
Main features	Rule by a few nobles	Rule by all citizens	Oligarchy and democracy	Emperor's absolute rule
Centre of power	The Council of Elders (30 people)	The Assembly (at least 6,000 people)	Consuls (2 people), Senate (600 people) and the Assembly	Emperor
Political participation of citizens	All citizens could join and cast votes in the Assembly. Only elderly nobles could be elected to the Council of Elders.	All citizens could take part in governance.	By the 4th century BC, all citizens could join and vote in the Assembly. The plebeians and the patricians could join the Senates and become consuls.	The emperors held all political power. The Assembly, the Senate and citizens lost political power

2. Law

(a) Ancient Greece

- The early ancient Greek law was not clearly stated and written down.
    - The nobles held all political power and enforced the law at will.
- In the 6th century, Athens carried out legal reforms to protect civil rights.
- In Athens, all people would be tried by a public court.
    - Jurors would be chosen from different classes.
    - This ensured the fairness of the trial.
- The Athenians placed great value on civil rights and law.
    - The Romans learned their idea of the rule of law from the Athenians.
- Many modern countries adopt the jury system which makes the legal system more fair, open and just.

(b) Ancient Rome

- The Romans made the 'Law of the Twelve Tables' with reference to the ancient Greek law.
- Since then, the Roman law was improved continuously.
  - This laid the foundation of the rule of law.
- Roman law also stressed the natural rights of citizens. These rights could not be taken away by the government.
- Citizens were equal before the law. They had the right to a fair trial and to appeal.
- The concepts of natural rights and equality in the Roman law greatly influenced the law of later generations.
- The spirit of Roman law was inherited by modern Western law codes such as the Civil Code of the French and the German Civil Code, which continue till now.
- Many Latin legal terms are still used by many countries.

3.   Creation of culture

(a) Greek mythology

(i)   <u>Ancient Greek gods and heroes</u>

- The ancient Greeks worshipped many gods and goddesses.
- They believed that there were twelve major gods who lived on Mount Olympus.
  - They had human feelings and often behaved like humans.
  - Zeus was the head of the gods.
- The ancient Greek heroes were half-god and half-man. They had great strength and wisdom.

(ii)   <u>Literature and drama</u>

- The ancient Greek myths provided Western literature and drama with abundant themes.
  - The *Iliad* and the *Odyssey* of Homer, which recorded myths, are classics of Western literature.
  - The famous dramas, *Oedipus Rex* and the *Prometheus*, are related to Greek mythology. They are still very popular today.

(iii) <u>Languages</u>

- Greek mythology influenced the development of European languages.
- Many modern English words come from Greek myths.
    - The English words 'chaos', 'hygiene' and 'music' are famous examples.
    - They come from the names of related Greek gods.

(iv) <u>The Olympic Games</u>

- The most famous ancient Greek event, the Olympic Games, was related to myths.
    - It was held to honour Zeus. The Greek city-states would stop fighting during the game, so that athletes could reach the arena and join the games.
- In 1896, the first Modern Olympic Games were held in Athens.
    - The Modern Olympic Games follows the traditions of the ancient Olympic Games. They are also held every four years, but in different countries

(b) Philosophy

- 'Philosophy' comes from a Greek word meaning 'the love of wisdom'.
- Ancient Greek thinkers inquired into different aspects of life, e.g. politics (how to rule a city-state), morality (how to have high moral values) and the universe.
- They asked many questions and tried to find the answers through methods such as rational argument. This gave birth to Western philosophy.
- Socrates, Plato and Aristotle, known as the 'three Greek sages of philosophy', were regarded as the founders of Western philosophy.
    - Today, many scholars still study their philosophical ideas.

(c) Sculpture

(i) <u>Ancient Greece</u>

- The ancient Greeks used bronze and marble to make statues.
- Their themes were mainly centred on worship activities, myths and athletes.
- Greek sculptures emphasized on showing the ideal proportion of the human body, as well as lifelike personality and body movements.
- They deeply influenced the development of Western sculpture later on.

(ii)   Ancient Rome

- The ancient Roman style was relatively realistic.
- The statues were realistic figures, such as emperors and nobles.
- Ancient Roman sculptures emphasized on showing the real image of ordinary men and paid attention to details.
- They also had a great impact on the development of Western arts.

(d) Architecture

(i)   Ancient Greece

- Ancient Greek buildings had great artistic value. Important buildings (such as temples) were surrounded by tall stone columns.
- The capitals (tops) of the columns were carved with beautiful patterns: the Doric Order, Ionic Order and Corinthian Order.

Doric Order   *Ionic Order*   *Corinthian Order*

- Pediments were commonly found at the top of ancient Greek buildings.
- These basic elements of Greek architecture have been adopted by architects for centuries.

(ii)   Ancient Rome

- The ancient Roman cities were well-planned.
- They had a huge road network linking Rome and other provinces.
- A good water supply and sewerage system were supported by the construction of aqueducts and pipelines.
- The Romans also built various facilities, such as temples, forums, theatres, stadiums, and bathhouses.

- The Roman forum were open spaces between buildings.
  - It was used to hold political, religious and commercial activities.
  - Colonnades (row of columns) were built around the forum.
  - This design often seen in later European architecture.
  - Today, the concept of forum is still widely used in city planning.

Legacy of classical civilization of Europe and its meaning

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<tr><td>• Athenian democracy</td><td>• Rule by all citizens</td><td>• The ideas of 'rule by the majority' and 'secret ballot' influenced the development of modern democracy</td></tr>
<tr><td>• Roman republican government</td><td>• Oligarchy and democracy</td><td>• Many modern countries still adopt republican system</td></tr>
<tr><td>• Roman imperial system</td><td>• Emperor's absolute rule</td><td>• The Roman system of administrative centralization has become an important model for later reference</td></tr>
<tr><td rowspan="2">**Law**</td><td>• Ancient Greek law</td><td>• Valued civil rights and law
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Legacy of classical civilization of Europe and its meaning

|	Cultural heritage	Characteristics	Significance
Creation of culture	• Ancient Greek mythology	• Many myths about gods and heroes	• Provided Western literature and dramas with plenty of themes • Influenced the development of European languages • Modern Olympic Games inherits the ancient Greek Olympic Games
	• Philosophy	• Ancient Greek thinkers inquired into different aspects of the real world	• The 'three Greek sages of philosophy', were regarded as the founders of Western philosophy
	• Ancient Greek sculpture	• Mythological figures and athletes were the main themes • Showed the ideal human body proportion, as well as lifelike body movement	• Influenced the development of Western arts
	• Ancient Roman sculpture	• Emperors and nobles were the main themes • Showed the real image of ordinary men	• Influenced the development of Western arts
	• Ancient Greek architecture	• Beautiful carvings at the capitals of the columns; pediments	• The basic elements of Greek architecture have been adopted by architects for centuries
	• Ancient Roman architecture	• Well-planned cities • Forums with colonnades	• The concept of forum is still widely used in city planning
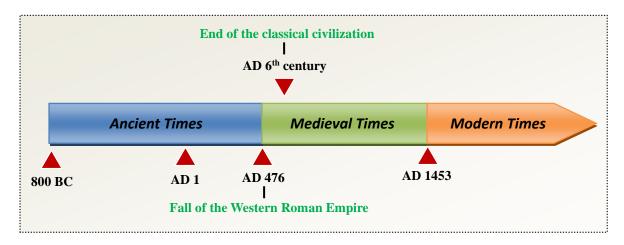
C. Medieval Europe and the making of Christendom

1. Europe entered Medieval Times

- The fall of the Western Roman Empire marked the end of ancient times.
    - Europe entered Medieval Times. It ended when the Eastern Roman Empire fell in AD 1453.
- During early Medieval Times, wars were frequent in Western Europe. The classical civilization declined.
- Later, countries introduced the feudal system. Christianity further spread.
    - The feudal society and Christendom gradually formed.
    - At the same time, the European civilization started to develop again.

End of the classical civilization

AD 6th century

Ancient Times	Medieval Times	Modern Times

800 BC   **AD 1**   **AD 476**   **AD 1453**

Fall of the Western Roman Empire

2. Rise and characteristics of the feudal society

(a) Rise of the feudal system

- After the fall of the Western Roman Empire, Western Europe was divided into different kingdoms.
- To strengthen their rule, kings gave lands to nobles in return for their loyalty.
- The feudal system began and spread in Europe during the period AD 800-1400.

(b) Formation of feudal society

- Under the feudal system, the overlords (upper classes) would grant land and protection to their vassals (lower classes) in return for their loyalty and services.

- As a result, an overlord-vassal relationship developed between all classes.

  - This relationship, together with different forms of rule and the hereditary system, made up the medieval European feudal society.

*Europe in AD 526.
Different kingdoms were founded in Western Europe. They gradually adopted the feudal system.*

(c) Characteristics of the feudal society

(i)   Rigid class structure

- The medieval European society was organized into a hierarchy.
- The four classes from top to bottom were king, upper nobles, knights (lower nobles) and peasants.
  - Social mobility was low.
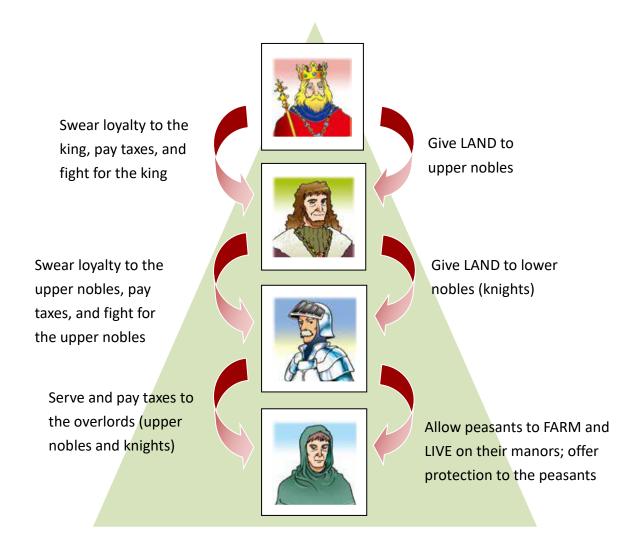
(ii)   Contractual relationship

- Under the feudal system, an overlord and his vassals had a contractual relationship. It stated their rights and duties towards each other.
  - This maintained the political and social order.
  - **An overlord's duties to his vassals**:
  - An overlord had to offer protection and grant land to his vassals.
  - Therefore, the king would grant land to the upper nobles and the upper nobles would grant land to their knights.
  - An overlord would also offer protection and farmland for peasants.
  - **A vassal's duties to his overlord**:
  - A vassal had to serve his overlord and be loyal to him.
  - For upper nobles and knights, they had to swear loyalty to their overlords and support their overlords in wars.
  - Peasants had to pay taxes to their overlords and work for them without pay.

Swear loyalty to the king, pay taxes, and fight for the king

Give LAND to upper nobles

Swear loyalty to the upper nobles, pay taxes, and fight for the upper nobles

Give LAND to lower nobles (knights)

Serve and pay taxes to the overlords (upper nobles and knights)

Allow peasants to FARM and LIVE on their manors; offer protection to the peasants

Classes in the European feudal society

(iii) <u>Hereditary system</u>

- In medieval Europe, the king and nobles belonged to the ruling class.
  - They enjoyed a high political and social status and had a lot of lands. After their death, their positions, titles and lands were passed on to their heirs.
- Peasants could also pass on their land to their heirs.
- This is called the hereditary system.
  - The hereditary system helped to maintain the power and wealth of the ruling class. The contractual relationship between an overlord and his vassal could thus be sustained.
  - The hereditary system played an important role in maintaining the feudal order.

(iv) Manorial system

- The manorial system was used by the overlords to manage their lands.
  - The overlords built castles or houses as residence.
  - The surrounding farmlands were provided to peasants.
- The manor economy was self-sufficient.
  - Manors produced food and daily goods.
  - Trade among them was therefore limited.

(v) Strong local nobles

- Under the hereditary system, lords became hereditary rulers of their lands.
- With the manorial system, they were economically self-sufficient.
- Therefore, medieval local nobles had strong power.
- The king was the ruler of his kingdom in name only.
  - They could not exercise power on his vassals' land.

(vi) Knights and chivalry

- Knights were professional cavalry.
  - In medieval Europe, a knighthood became an honorary title.
- People who had received training were qualified as knights.
  - The king and upper nobles would grant them knighthood and lands.
- Knights had to follow the rules of chivalry, which included loyalty, bravery, diligence, protecting the weak and selfless sacrifice.
  - Chivalry regulated the morality and duties of knights. It helped maintain the stability of the feudal society.

3. **Legacy and significance of medieval European civilization**

(a) Contractual spirit and constitution

- Both overlords and vassals valued their feudal rights and duties in their contractual relationship.
  - The contractual spirit became a social norm.

- In 1215, English nobles were dissatisfied with their king. They forced the king to sign *Magna Carta* in order to protect their exploited rights.
  - *Magna Carta* upheld the contractual spirit. It stated that the king should recognize the rights of his people while the people should obey him.
- *Magna Carta* is regarded as the forerunner of modern constitutions.
  - The *Constitution of the United States* made reference to *Magna Carta*.
- Nowadays most countries implement constitutions.
  - They are made to maintain social order based on the contractual spirit.

(b) Rise of towns

- In late medieval Times, some craftsmen and merchants started to live outside manors.
  - They provided services and started trading.
  - Old towns revived and new towns also developed.
- Towns were owned by feudal lords.
  - Townspeople still had to pay taxes.
  - However, the social status of the townspeople was mostly decided by wealth rather than by birth.
  - Some merchants paid to get a charter from their lords. They got a certain amount of autonomy, such as electing mayors and setting up courts.
- The life in towns freed Europeans from the feudal society.
  - More and more Europeans were attracted to live there.
- Medieval Times became an important stage in European urbanization.
- Medieval craftsmen and merchants had greater influence in towns compared with the period before. They even got a dominant position.
  - This basic feature of city continues up till now.

(c) Rise of universities

- During early Medieval Times, education was strictly controlled by the Church.
  - Church schools mainly taught religious knowledge.
- Later, more townspeople pursued knowledge other than religious aspect.
  - They started to study in some newly-built schools.
  - This gave rise to many universities in Europe since the 12th century.
  - Besides religious knowledge, these universities also taught medicine, law and philosophy, and so on.

- Since Medieval Times, universities had become the symbol of higher education.
- Modern universities provide more diverse subjects.
- Present-day degree system (bachelor, master and doctor) and academic dress are important traditions inherited from Medieval Times.
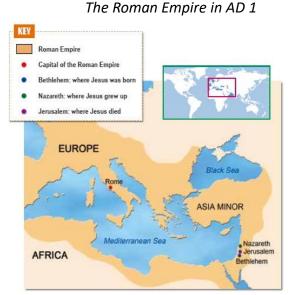
4.   The making of Christendom

(a) Birth of Christianity

The Roman Empire in AD 1

- Christianity was founded by Jesus Christ in the 1st century AD.
- Jesus was born into a Jewish family in Palestine (ruled by the Roman Empire).
- According to the *Bible*, he went to preach in Jerusalem at the age of 30.
    - He stated that those who believed in God, the one true god, could be saved.
- Many people in Jerusalem became followers of Jesus. They called him 'Christ', meaning the Saviour.
- His followers were known as Christians. His twelve primary disciples were called the 'Twelve Apostles'.
- Jewish religious leaders were discontented with Jesus and Christianity.
- The Roman governor was also worried that Jesus might ask the Jews to rebel against Roman rule.
- Finally, Jesus was arrested and crucified at the age of 33.
- According to the *Bible*, Jesus rose from the dead on the third day after his death and rose to Heaven.

(b) Christian teachings

(i)   Believing in God and redemption

- Christianity teaches people to believe in God as the one true god.
- Christians believe that people sin.
    - To be saved, people must believe in redemption through God and Jesus.

(ii)   <u>Preaching peace and love</u>

- Christianity teaches people to love one another, and to forgive their enemies.
- It also teaches people that life should be treasured.

(iii)   <u>Spreading Christianity</u>

- Christians consider preaching and spreading Christianity as their duty because Jesus told his disciples to do so before he rose to heaven.

(c) Development of Christianity in the Roman Empire

(i)   <u>Ban on Christianity</u>

- From AD 45, Saint Paul spread Christianity in the Roman Empire.
- However, Christians were persecuted by the government as they did not worship Roman gods and the emperor.
- Christianity was even outlawed. Christians could only perform religious ceremonies in secret.

(ii)   <u>Christianity became the official religion</u>

- In AD 313, Roman Emperor Constantine I stopped persecuting Christians and gave people religious freedom. Christianity developed legally again.
- Later, Constantine I became a Christian.
- In AD 380, Christianity became the official religion of the Roman Empire.
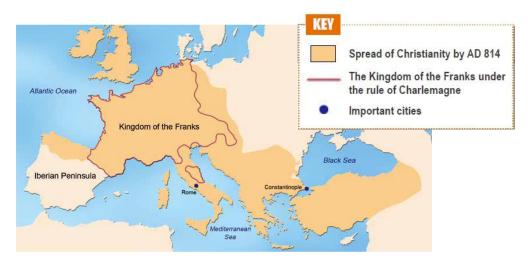 - The number of followers further increased.

(d) Development in Medieval Times

(i)   <u>Split of Christianity</u>

- After the split of the Roman Empire in AD 395, the Christian Church also split into the Eastern Church (Constantinople) and the Western Church (Rome).
- In AD 1054, it officially split into the Roman Catholic Church and the Eastern Orthodox Church.
  - This incident was known as the Great Schism.

(ii)   Formation of Christendom

- In spite of the Great Schism, Christianity gradually became the official religion of the feudal kingdoms.
- Charlemagne built a large empire in Western Europe.
  - He encouraged people to follow Christianity.
- With the spread of Christianity, Christendom emerged in Europe.
  - The influence of the Roman Catholic Church increased continuously.

Christianity spread widely with the expansion of Charlemagne's empire

(iii)   Influence of the Church

- The medieval Church had a very high position among Europeans and influenced their every aspect of life.
  - The Pope was the leader of the Church.
- Medieval Europeans believed that he was God's representative on earth. Everyone, including the king, had to obey him.
  - The Pope could excommunicate the king and nobles if they disobeyed his orders.
- The Church was wealthy as it owned a lot of farmland and collected taxes from people. Besides, it made laws and set up its own courts.

(iv)   Functions of the Church

- The medieval Church helped stabilize the European society. It also had great contributions to the preservation and development of European civilization.

✧ **Acquiring great political power**

- Kings had to be crowned by the Pope in order to gain the support of Christians. The Pope and bishops acted as advisors to the king.

- The Pope used his power to settle disputes and mediate wars. This helped maintain political stability in Europe.

✧ **Making and enforcing laws**

- The Church made the canon law. It also set up courts in different places.

- It carried out movements to stop nobles from exploiting commoners.

- All these helped maintain law and order.

✧ **Social services**

- The Church provided many social services, such as looking after the elderly and children, treating patients, and building roads and bridges.

✧ **Education**

- The Church set up a lot of church schools. They taught Latin and religion-related knowledge.

- For example, rhetoric taught the meaning of the Bible while mathematics taught the calculation of religious festivals.

✧ **Cultural inheritance**

- Medieval monks copied ancient texts and classics in monasteries. This preserved classical civilization for Europeans to study.

- In late Medieval Times, Europeans developed modern European civilization based on classical civilization.

5. End of Medieval Times

- From the 14th century, the influence of the Church and the feudal system declined gradually.

- Finally, Medieval Times ended in the 15th century. Europe entered 'Modern Times'.

(a) Decline of the feudal system

- With the rise of towns, more and more peasants left the manors and settled in towns.
- During the mid-14th century, the Black Death killed many Europeans.
    - The labourers available for the manors decreased further.
    - This weakened the manorial system, which was a pillar of the feudal system.
- Moreover, strong European kings rose in the late medieval period.
    - They set up strong governments to rule the people directly.
    - They also had powerful standing armies.
    - The kings no longer gave lands to nobles in return for military support.
    - The contractual relationship between kings and nobles changed. It sped up the fall of the feudal system.

(b) Decline of Church influence

- In late Medieval Times, the Church's strict control over education was broken up by universities.
- With the spread of more advanced civilization from Asian Arabs at the same time, Europeans acquire new knowledge and views different from Church teachings.
    - This weakened Church influence on people's minds.
- At the same time, the Church lost power after the failure of the Crusades.
    - Some strong European kings refused to pay taxes to the Church and disobeyed the Pope openly.
    - This greatly weakened the authority and political influence of the Church.

(c) Fall of the Eastern Roman Empire

- In AD 476, the Western Roman Empire fell. The Eastern Roman Empire continued.
- It was conquered by the Ottoman Turks in 1453.
    - Historians use this incident to mark the end of Medieval Times.

REVISION TIMELINE

Time	Important event	Extended point
4000 BC	Ancient times of Europe started	
3000 BC	Minoan civilization started	◆ Laid down the foundation of ancient Greek civilization
1450 BC	Mycenaean civilization started	◆ Laid down the foundation of ancient Greek civilization
1100 BC	The Greek peninsula entered its Dark Ages	
800 BC	The ancient Greeks started the ancient Greek civilization	◆ Birth of classical civilization
8th century BC	Sparta turned into oligarchy	◆ The Roman Republic adopted and improved oligarchy
753 年	The Romans started the ancient Roman civilization	◆ They learned from the ancient Greeks
6th century BC	The Athenians set up a democratic government	◆ Athens became the birthplace of democracy
509 BC	The Romans set up the Roman Republic.	◆ The Romans overthrew their king
494 BC	The Roman plebeians could elect tribunes	◆ Tribunes were elected to protect plebeians' rights
367 BC	One of the Roman consuls had to be a plebeian	◆ The power of the plebeians was greatly increased
334 BC	The Macedonian king Alexander the Great started his conquest	◆ He built up a large empire covered Europe, Asia and Africa ◆ The ancient Greek civilization was widely spread
323 BC	Hellenistic Age started	◆ Greek civilization still influenced the Mediterranean region, West and Central Asia
3rd century BC	The Roman Republic had defeated Carthage and Macedonia	◆ The victories in external wars allowed it to dominate the Mediterranean Sea, but also led to the rise of military leaders
146 BC	The Romans occupied the Greek peninsula	◆ The ancient Greek civilization declined
49 BC	Caesar defeated Pompey and won the civil war	◆ Caesar held all the power and was elected dictator for life
44 BC	Caesar was killed by the senators	◆
31 BC	A civil war broke out between Octavian and Antony	◆ Octavian defeated Antony and became the sole ruler of the Roman Republic
27 BC	Octavian was called 'Augustus', a title given by the Senate	◆ Starting with Augustus, Rome changed from republic to imperial rule
	Pax Romana started	◆ From 27 BC to AD 180, the Roman Empire was powerful ◆ It was the golden age of the ancient Roman civilization

Time	Important event	Extended point
AD 45	Saint Paul spread Christianity in the Roman Empire	
AD 313	Roman Emperor Constantine I stopped persecuting Christian and gave people religious freedom	◆ Christianity developed legally again
AD 380	Christianity became the official religion of the Roman Empire	◆ The number of followers further increased
AD 395	The split of the Roman Empire	◆ The Western and the Eastern Roman Empires were set up
AD 476	The Western Roman Empire was overthrown by the Germanic peoples	◆ The subsequent prolonged wars in Europe caused the classical civilization to decline
	Europe entered Medieval Times	◆ It ended when the Eastern Roman Empire fell in AD 1453
AD 800	The feudal system began and spread in Europe	◆ An overlord-vassal relationship, together with different forms of rule and the hereditary system, made up the medieval European feudal society
AD 1054	Split of Christianity: Great Schism	◆ The Christian Church officially split into the Roman Catholic Church and the Eastern Orthodox Church
AD 1215	English nobles forced the king to sign *Magna Carta*	◆ *Magna Carta* upheld the contractual spirit ◆ *Magna Carta* is regarded as the forerunner of modern constitutions
AD mid-14th century	Black Death killed many Europeans	◆ The labourers available for the manors decreased further ◆ This weakened the manorial system, which was a pillar of the feudal system
AD 1453	Medieval Times ended and Europe entered Modern Times	
AD 1896	The first Modern Olympic Games were held in Athens	◆ Modern Olympic Games follows the traditions of the ancient Olympic Games. They are also held every four years, but in different countries

uVx VOCABULARY LIST

Introduction to classical civilization

1. **Ancient times (4000 BC-AD 476)**
- Ancient times of Europe started in 4000 BC and ended in AD 476.

2. **Medieval times (AD 476-AD 1453)**
- Medieval times of Europe started in AD 476 (when the Western Roman Empire fell) and ended in AD 1453. This period can be subdivided into the early Medieval Times (AD 476-800) and the late Medieval Times (AD 800-1453).

3. **Minoan civilization (around 3000 BC-1450 BC)**
- It was started by the Minoans. The Minoans had advanced skills in architecture and pottery.

4. **Mycenaean civilization (around 1450 BC-1100 BC)**
- It was started by the Mycenaeans. The Mycenaeans were famous for their skills in ship-building and metal-work.

5. **Classical European civilization (around 8th century BC-AD 6th century)**
- It consists of the ancient Greek civilization and the ancient Roman civilization. It is regarded as the origin of European civilization and originated in the Mediterranean region around 800 BC.

6. **The ancient Greek city-states**
- Each city-state included a city and the surrounding land. They were ruled by independent governments. Relations among these city-states were almost equal.

7. **The ancient Greek citizens**
- They were free adult men who were born in and lived in the city-states. They had the right to vote and be elected as officials.

8.   **Classical Age (around the 5th-4th centuries BC)**
-    The golden age of the ancient Greek civilization. Athens was a centre of trade, learning and art on the peninsula at that time.

9.   **Hellenistic Age (323 BC-146 BC)**
-    The ancient Greek civilization still influenced the Mediterranean region, West and Central Asia during this period.

10.   **Consuls**
-    The two consuls were the highest officials elected by all male citizens.

11.   **The Senate**
-    It would give advice to the consuls and appoint governors. Most senators were patricians and needed not to be elected.

12.   **Legislative assemblies**
-    All male citizens could vote in elections for the legislative assemblies, including the elections for officials and vote on bills suggested by the Senate.

13.   **Tribunes**
-    Around 494 BC, the plebeians could elect tribunes as their representatives in the Senate.

14.   *Pax Romana* **(Roman Peace, 27 BC-AD 180)**
-    During this period, the Empire was powerful and it was the golden age of the ancient Roman civilization.

Legacy and significance of classical civilization

1.   **Spartan oligarchy**
-    the Council of Elders got the highest power;
-    the elders were chosen from nobles, the minority of the population;
-    compared with monarchy, oligarchy could avoid absolute rulers.

2.   Athenian democracy

-   the Assembly was the decision-making body;

-   all citizens regardless of wealth could vote (included secret ballot) on bills, and they could be elected as officials by lots.

3.   Roman republican system

-   consisted of the elements of both oligarchy and democracy;

-   element of oligarchy: The consuls and senators only came from a small group of patricians until the 5th century BC;

-   Element of democracy: From the 4th century BC onwards, tribunes were elected to represent the plebeians in the Senate. Consuls chosen from the plebeians also reflected the increasing power of the majority.

4.   Roman imperial system

-   emperor's absolute rule;

-   central administration: the Roman emperor was an absolute ruler and was above all government organs;

-   local administration: the Roman emperors improved the provincial system and appointed governors to rule for him.

5.   Philosophy

-   It comes from a Greek word meaning 'the love of wisdom'.

6.   Three Greek sages of philosophy

-   Socrates, Plato and Aristotle, known as the 'three Greek sages of philosophy', were regarded as the founders of Western philosophy.

Medieval Europe and the making of Christendom

1.   Feudal system

-   To strengthen their rule, kings gave lands to nobles in return for their loyalty. The feudal system began and spread in Europe during the period AD 800-1400.

2.   Hereditary system

-   Under the hereditary system, the positions, titles and lands of the king and nobles were passed on to their heirs after their death. Peasants could also pass on their land to their heirs.

3.   Manorial system

-   The manorial system was used by the overlords to manage their lands. The overlords built castles or houses as residence. The surrounding farmlands were provided to peasants. The manor economy was self-sufficient.

4.   Knights

-   Knights were professional cavalry. In medieval Europe, a knighthood became an honorary title. The king and upper nobles would grant them knighthood and lands.

5.   Chivalry

-   Knights had to follow the rules of chivalry, which included loyalty, bravery, diligence, protecting the weak and selfless sacrifice.

6.   *Magna Carta*

-   In 1215, English nobles forced the king to sign *Magna Carta*. *Magna Carta* upheld the contractual spirit. It stated that the king should recognize the rights of his people while the people should obey him. *Magna Carta* is regarded as the forerunner of modern constitutions

7.   Universities

-   Universities rose in Europe since the 12th century. Besides religious knowledge, these universities also taught medicine, law and philosophy, and so on.

8.   Great Schism

-   In AD 1054, it officially split into the Roman Catholic Church and the Eastern Orthodox Church. This incident was known as the Great Schism.
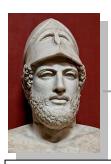
9.   Christendom

-   With the spread of Christianity in the Medieval Times, Christendom emerged in Europe. The influence of the Roman Catholic Church increased continuously.

10. Black Death

-   During the mid-14th century, the Black Death killed many Europeans. The labourers available for the manors decreased further. This weakened the manorial system, which was a pillar of the feudal system.

HUNTING FOR HISTORICAL FIGURES

1. Pericles (495 BC-429 BC)

Under his rule, Athens was a centre of trade, learning and art on the peninsula during the Classical Age.

Alexander the Great (336 BC-323 BC)

He was the Macedonian king who built up a large empire that covered Europe, Asia and Africa. The ancient Greek civilization was widely spread in these conquered areas.

3. Julius Caesar (100 BC-44 BC)

Statesman and general of the Ancient Rome. He once carried out dictatorial rule, but was finally killed by the senators in the Senate house.

4. Octavian (63 BC-14 BC)

Adopted son of Caesar. After the death of Caesar, he defeated Antony and became the only ruler of the Roman Republic. He became emperor in 27 BC.
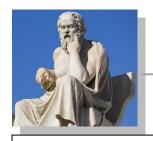
5. Zeus

Zeus was the head of the ancient Greek gods.

6. Homer (800 BC-701 BC)

Blind Greek poet. His epic poems are not only of high literary value, but also important historical materials for the study of ancient Greek civilization.

7. Socrates (470 BC-399 BC)

Ancient Greek philosopher. He was known as one of the 'three Greek sages of philosophy'. He always discussed his ideas with people.

8. Plato (428 BC-348 BC)

Ancient Greek philosopher. He was known as one of the 'three Greek sages of philosophy'. He set up an academy in Athens

9. Aristotle (384 BC-322 BC)

Ancient Greek philosopher. He was known as one of the 'three Greek sages of philosophy'. He was the teacher of Alexander the Great.

10. Jesus
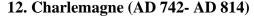
Founder of Christianity. Jewish religious leaders were discontented with him. Finally, Jesus was arrested and crucified at the age of 33.

11. Constantine I (AD 272-AD 337)

Emperor of the Roman Empire. He stopped persecuting Christians and gave people religious freedom in AD 313. Later, he became a Christian.

12. Charlemagne (AD 742- AD 814)

He built a large empire in Western Europe and encouraged people to follow Christianity. He contributed much to the spread of Christianity in Medieval Europe.

🔑 **EXAMINATION TIPS**

✴ **Ancient Greek civilization**

Background to the political development	**Geographical barriers**	■ Ancient Greece was **hilly** ■ As places were **separated** by sea and mountains, the Greeks set up **independent city-states**
	Cultural differences	■ The ancient Greek were made up of **different tribes** and had **different cultures** ■ They ruled themselves and developed **different forms of government**
	Social differences	■ **Sparta:** a **highly centralized government** was needed to rule the large population of slaves ■ **Athens:** more people engaged in **trade** and they wanted more power from nobles. This prompted the rise of **democracy**
Features of political development	**Co-existence of city-states**	■ There were several hundred city-states ■ City-states were ruled by independent governments ■ **Athens** and **Sparta** were the two most representative city-states
	Diverse forms of governance	■ **Monarchy**, **oligarchy** and **democracy** ■ Under different forms of governance, the level of **citizens'** participation in politics varied
Rise and spread	**The Classical Age**	■ The **golden age** of the ancient Greek civilization (around the 5th- 4th centuries BC) ■ **Athens** was a centre of trade, learning and art on the peninsula
	Spread to conquered areas	■ The Macedonian king **Alexander the Great** built up a large empire that covered Europe, Asia and Africa ■ The ancient Greek civilization was thus widely spread in the conquered areas
Decline	**The Hellenistic Age**	■ The ancient Greek civilization still influenced the Mediterranean region, West and Central Asia (323 BC-146 BC)
	Conquest of the ancient Romans	■ 146 BC: The Romans occupied the Greek peninsula ■ The ancient Greek civilization declined

✶   **Ancient Roman civilization**

Roman Republic (509 BC-27 BC)	**End of monarchy**	■ 509 BC: the Romans overthrew their cruel king and set up the Roman Republic
	The republican system	■ Republican system: The rulers were chosen by the Romans through **election**, not the kings ■ Executive ➤ The two **consuls**: highest officials elected by all male citizens ➤ The **Senate**: most senators were patricians and needed not to be elected ■ Legislative: **legislative assemblies** ➤ All male citizens could vote in elections for the legislative assemblies, including the elections for officials and vote on bills suggested by the Senate ➤ In the early years: the consuls and senators **only came from the patricians** ■ 494 BC: the plebeians could elect **tribunes** ■ 367 BC: one of the consuls had to be a plebeian
	Expansion of the Republic	■ The Roman Republic had defeated Carthage and Macedonia ■ The victories in external wars allowed it to **dominate the Mediterranean Sea**
	Dictatorship of Julius Caesar	■ 49 BC: Julius Caesar won the civil war and held all the power
Roman Empire (27 BC-AD 476)	**End of the Roman Republic**	■ 31 BC: **Octavian** won the civil war and became the sole ruler ■ 27 BC: Octavian was called '**Augustus**', a title given by the Senate. Starting with Augustus, Rome changed from republic to imperial rule
	The monarchical system	■ The Roman **emperor** held all the powers. The executive and legislative organs of the republican period almost lost all their powers ■ The **governors** were mostly appointed by the emperors ■ The government carried out **Romanization** in the provinces. The ancient Roman civilization spread widely
End of the Roman civilization	*Pax Romana*	■ During 27 BC-AD 180, the Empire was powerful and it was the **golden age** of the ancient Roman civilization
	Split of empire and decline	■ AD 395: The Roman Empire was divided into two parts ■ AD 476: The **Western Roman Empire** was overthrown ➤ The subsequent prolonged wars in Europe caused the classical civilization to decline

✶ **Legacy and significance of classical civilization: Forms of governance**

Ancient Greece		
Spartan oligarchy	**Characteristics**	■ **Oligarchy**: means 'rule by a small group of people' in ancient Greek ■ Around the 8th century BC: Sparta turned into oligarchy ➢ **Council of Elders** got the highest power ➢ The elders in Sparta were **chosen from nobles**, the minority of the population ➢ Compared with monarchy, oligarchy could **avoid absolute rulers**
	Significance	■ This system was adopted and improved by the later generations ■ The **Roman Republic** was an example
Athenian democracy	**Characteristics**	■ **Democracy**: means 'rule by the people' in ancient Greek ■ In the 6th century BC: the Athenians set up a democratic government ➢ **The Assembly** was the decision-making body ➢ All citizens **regardless of wealth** could vote (included secret ballot) on bills, and they could be elected as officials by **lots**
	Significance	■ Today, the political systems of many countries learn from the Athenian democratic system of '**public participation**' and '**secret ballot**'
Ancient Rome		
Republican government	**Characteristics**	■ Consisted of the elements of both **oligarchy** and **democracy**
	Significance	■ A very progressive political system at that time ➢ Two consuls **checked and balanced** each other which **prevented** the rise of **absolute rule** ➢ The element of democracy **balanced the interests** between the patricians and the plebeians ■ The influence of the idea of 'a state ruled by the people' or 'a republic' continues today. Many modern countries still adopt republican system
Imperial system	**Characteristics**	■ The Roman emperor was an **absolute ruler** ■ Central administration: The Roman emperor was **above all government organs** ■ Local administration: The Roman emperors improved **the provincial system** and appointed governors to rule for him
	Significance	■ The Roman system of **administrative centralization** has become an important model for later reference ■ In many modern states, the central government holds supreme power and local governments get their power to rule from the central government

✴ **Legacy and significance of classical civilization: law and creation of culture**

Law		
Ancient Greek law	**Characteristics**	■ Valued civil rights and law ■ **Public court** and **jury system**
	Significance	■ The Romans learned their idea of the rule of law from the Athenians ■ Many modern countries adopt the jury system which makes the legal system more **open and just**
Ancient Roman law	**Characteristics**	■ Valued civil rights and law (**natural rights**) ■ Citizens had the right to **a fair trial** and to **appeal**
	Significance	■ The concepts of **natural rights** and **equality** were inherited by modern Western law codes ■ Many **Latin legal terms** are still used by many countries
Creation of culture		
Ancient Greek mythology	**Characteristics**	■ Many myths about gods and heroes
	Significance	■ Provided Western **literature** and **dramas** with plenty of themes ■ Influenced the development of **European languages** ■ **Modern Olympic Games** inherits the ancient Greek Olympic Games
Philosophy	**Characteristics**	■ Ancient Greek thinkers inquired into different aspects of the real world
	Significance	■ The '**three Greek sages of philosoph**y' were regarded as the founders of Western philosophy
Ancient Greek sculpture	**Characteristics**	■ Showed the **ideal human body proportion,** as well as **lifelike body movement**
	Significance	■ Influenced the development of Western arts
Ancient Roman sculpture	**Characteristics**	■ Showed the **real image** of ordinary men
	Significance	■ Influenced the development of Western arts
Ancient Greek architecture	**Characteristics**	■ Beautiful carvings at the **capitals** of the **columns**; **pediments**
	Significance	■ The basic elements of Greek architecture have been adopted by architects for centuries
Ancient Roman architecture	**Characteristics**	■ **Well-planned cities** ■ **Forums with colonnades**
	Significance	■ The concept of **forum** is still widely used in city planning

✶   Characteristics of the feudal society

Rigid class structure		■ The four classes from top to bottom were king, upper nobles, knights (lower nobles) and peasants ■ Social mobility was **low**
Contractual relationship	**An overlord's duties to his vassals**	■ An overlord had to **offer protection** and **grant land** to his vassals ➢ the king would grant land to the upper nobles ➢ the upper nobles would grant land to their knights ■ An overlord would **offer protection** and **farmland** for peasants
	A vassal's duties to his overlord	■ A vassal had to **serve** his overlord and **be loyal** to him ➢ Upper nobles and knights had to swear loyalty to their overlords and support their overlords in wars ➢ Peasants had to pay taxes to their overlords and **work for them without pay**
Hereditary system		■ King and nobles (ruling class): their **positions**, **titles** and **lands** were passed on to their heirs after death ■ Peasants: could pass on their land to their heirs ✧ Helped to maintain the power and wealth of the ruling class ✧ The **contractual relationship** between an overlord and his vassal could be **sustained**
Manorial system		■ Used by the overlords to manage their lands ■ The **manor** economy was **self-sufficient**
Strong local nobles		■ Medieval local nobles had strong power ■ The king could not exercise power on his vassals' land
Knights and chivalry	**Knights**	■ Knights: professional cavalry and became an **honorary title** in Medieval Europe ■ People who had received training were qualified as knights ■ The king and upper nobles would grant them knighthood and lands
	Chivalry	■ Chivalry: loyalty, bravery, diligence, protecting the weak and selfless sacrifice ✧ Chivalry regulated the morality and duties of knights

✶ **Legacy and significance of medieval European civilization**

Contractual spirit and constitution	**Development**	■ Overlords and vassals valued their feudal rights and duties in their contractual relationship ➤ The contractual spirit became a **social norm** ■ AD 1215: English nobles forced the king to sign *Magna Carta*
	Significance	➤ *Magna Carta* upheld the contractual spirit: the king should recognize the rights of his people while the people should obey him ➤ *Magna Carta* is regarded as the forerunner of modern constitutions: the *Constitution of the United States* made reference to it ➤ Nowadays most countries implement **constitutions**. They are made to maintain social order based on the contractual spirit
Rise of towns	**Development**	■ In late medieval Times: Old towns revived and new towns developed ■ Towns were owned by feudal lords ➤ Townspeople still had to pay taxes ➤ The social status of the townspeople was mostly decided by wealth rather than by birth ➤ Some merchants paid to get a **charter** from their lords. They got a certain amount of autonomy, such as electing mayors and setting up courts
	Significance	■ The life in towns **freed** Europeans from the feudal society ➤ More and more Europeans were attracted to live there ➤ Medieval Times became an important stage in **European urbanization** ■ Medieval craftsmen and merchants had greater influence in towns compared with the period before. They even got a dominant position ➤ This basic feature of city continues up till now
Rise of universities	**Development**	■ Rise of **universities** in Europe since the 12th century: more townspeople pursued knowledge other than religious aspect ➤ Besides religious knowledge, these universities also taught medicine, law and philosophy, etc.
	Significance	■ Since Medieval Times, universities had become the **symbol of higher education** ➤ Modern universities provide more diverse subjects ➤ Present-day **degree system** (bachelor, master and doctor) and **academic dress** are important traditions inherited from Medieval Times

✴ **The making of Christendom**

Christian teachings	■ **Believing in God and redemption** ■ **Preaching peace and love** ■ **Spreading Christianity**		
Development of Christianity	**Birth**		■ Christianity was founded by **Jesus Christ** in the 1st century AD
	Roman Empire		■ AD 45: Saint Paul spread Christianity in the Roman Empire ➢ Christians were persecuted by the government as they did not worship Roman gods and the emperor ■ AD 313: Christianity developed legally again ➢ Roman Emperor **Constantine I** stopped persecuting Christians and gave people **religious freedom** ■ AD 380: Christianity became the **official religion** of the Roman Empire ➢ The number of followers further increased
	Medieval Times		■ **Christendom** emerged in Europe ➢ Christianity became the official religion of the feudal kingdoms ➢ **Charlemagne** encouraged people to follow Christianity ➢ The influence of the **Roman Catholic Church** increased continuously ■ AD 1054: The **Great Schism** ➢ The Christian Church split into the **Roman Catholic Church** and the **Eastern Orthodox Church**
Influence and functions of the Church	**Influence**		■ The medieval Church: led by the pope, had a very high position among Europeans ➢ Medieval Europeans believed that the pope was **God's representative** on earth ➢ Pope could **excommunicate** the king and nobles if they disobeyed his orders ➢ The Church owned a lot of farmland and collected taxes from people. ➢ The Church made **laws** and set up its own **courts**
	Functions		■ **Acquiring great political power** ✧ Kings had to be crowned by the Pope in order to gain the support of Christians ✧ The Pope and bishops acted as advisors to the king ✧ The Pope used his power to settle disputes and mediate wars ■ **Making and enforcing laws** ✧ The Church made the **canon law**. It also set up courts in different places ■ **Social services** ■ **Education** ✧ The Church set up a lot of **church schools**. They taught Latin and religion-related knowledge ■ **Cultural inheritance** ✧ Medieval monks copied ancient texts and classics in monasteries ✧ This **preserved classical civilization** for Europeans to study

✴ End of Medieval Times

Decline of the feudal system	■ The destruction of manorial system ✧ Rise of towns: more and more peasants left the manors and settled in towns ✧ The **Black Death** (the mid-14th century): killed many Europeans. The labourers available for the manors decreased further ■ Change of contractual relationship between kings and nobles ✧ Strong European kings rose in the late medieval period ➢ They set up strong governments to rule the people directly ➢ They had powerful **standing armies**, thus no longer gave lands to nobles in return for military support
Decline of Church influence	■ Church influence on people's minds was weakened ✧ Church's strict control over education was broken up by **universities** ✧ With the spread of **more advanced civilization from Asian Arabs**, Europeans acquire new knowledge and views different from Church teachings ■ The authority and political influence of the Church were weakened ✧ The Church lost power after the **failure of the Crusades** ✧ Some strong European kings **refused to pay taxes** to the Church and **disobeyed** the Pope openly
Fall of the Eastern Roman Empire	■ AD 1453: The Eastern Roman Empire was conquered by the **Ottoman Turks** ✧ Historians use this incident to mark the end of Medieval Times

10X10 Q&A

1. How do historians divide European history into ancient times and Medieval Times?
   A. Birth of the ancient Roman civilization
   B. Fall of the Western Roman Empire
   C. Birth of Jesus Christ
   D. The Greek peninsula entered its Dark Ages

2. Which of the followings was <u>NOT</u> main forms of governance in ancient Greece?
   A. Monarchy
   B. Oligarchy
   C. Republic
   D. Democracy

3. Which of the followings was <u>NOT</u> the power of the Medieval Church?
   A. Confiscated the kings' land if they disobeyed its orders
   B. Excommunicated the nobles if they disobeyed its orders
   C. Required people to pay taxes to the Church
   D. Made laws

4. Rome changed from republic to imperial rule starting from who?
   A. Octavian
   B. Julius Caesar
   C. Pompey
   D. Antony

5. When was the Roman Empire divided into the Western and the Eastern Roman Empires?
   A. AD 27
   B. AD 180
   C. AD 395
   D. AD 476

6. Which of the followings is the legacy of the ancient Roman civilization?

    A. Olympic Games

    B. Arabic numerals

    C. Philosophy

    D. Forums with colonnades

7. When were the first Olympic Games held?

    A. 1789

    B. 1821

    C. 1875

    D. 1896

8. Which of the following descriptions about Constantine I is <u>NOT</u> correct?

    A. He ordered Saint Paul spread Christianity in the empire

    B. He stopped persecuting Christians

    C. He gave people religious freedom

    D. He became a Christian

9. Which of the following peoples conquered the Eastern Roman Empire in 1453?

    A. Spartans

    B. Germans

    C. Ottoman Turks

    D. Mycenaeans

10. Which of the followings was <u>NOT</u> the reason why the Church influence declined in the late Medieval Times?

    A. Rise of universities

    B. Failure of the Crusades

    C. European kings disobeyed the Pope openly

    D. Peasants left manors and settled in towns

11.   Which of the followings was <u>NOT</u> the function of the Medieval Church?

    A. Monks copied ancient texts and classics

    B. The Church set up manors

    C. The Pope used his power to mediate wars

    D. The Church stopped nobles from exploiting commoners

12. Who were the 'three Greek sages of philosophy'?

    A. Antony, Socrates and Aristotle

    B. Plato, Aristotle and Socrates

    C. Zeus, Plato and Aristotle

    D. Plato, Antony and Socrates

13. Which of the following descriptions about Julius Caesar is <u>NOT</u> correct?

    A. He defeated Octavin in the civil war

    B. He was elected 'dictator for life'

    C. Under his leadership, Roman people's lives were improved

    D. He was killed by the senators

14. Which of the following chronological orders is correct?

    A.   The Roman Empire started → Rise of the ancient Greek civilization → Great Schism → End of the classic civilization

    B.   The Roman Empire started → Great Schism → Rise of the ancient Greek civilization → End of the classic civilization

    C.   Rise of the ancient Greek civilization → The Roman Empire started → End of the classic civilization → Great Schism

    D.   Rise of the ancient Greek civilization n→ The Roman Empire started → Great Schism → End of the classic civilization

15. Which of the followings is the Christian teachings?

    A. Reincarnation

    B. Retribution for Sin

    C. Peace and love

    D. Six Articles of Faith

![ADVANCED CHALLENGE]

ADVANCED CHALLENGE

Study the Sources and answer the questions that follow. *(9 marks)*

Source A: A description about ancient Greek law

> In the 6th century BC, the People's Court (民眾法庭) was set up by Athens, an ancient Greek city-state. The court was formed by 6,000 male citizens, who were over 30-year-old. Jurors were chosen by lots to ensure the fairness of the trial.

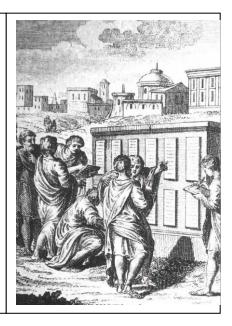**Source B: Contents of the *Law of the Twelve Tables* established in ancient Rome**

<Crime>
If someone hurts others, he should be punished and makes compensation.

<Trial>
On the day of the trail, if the judge, arbitrator (仲裁員) or litigant (訴訟當事人) is ill and may hinder the trial, the trial should be postponed.

<Inheritance>
If one has made a testament (遺囑) to distribute his property, it has legal validity.

1. What was the similarity between the ancient Greece and ancient Rome in trial? Explain your answer according to the Sources, and using your own knowledge. *(3 marks)*

2. What was the importance of setting up law to the ancient Greeks and ancient Romans? Explain your answer with reference to the Sources, and using your own knowledge. *(6 marks)*

1. **What was the similarity between the ancient Greece and ancient Rome in trial? Explain your answer according to the Sources, and using your own knowledge.** *(3 marks)*

*   **Similarity:**

*   **Clues from the Sources:**

2. **What was the importance of setting up law to the ancient Greeks and ancient Romans? Explain your answer with reference to the Sources, and using your own knowledge.** *(6 marks)*

*   **Importance:**

*   **Clues from the Sources:**

*   **Own knowledge:**

Study the source and answer the questions that follow. *(6 marks)*

Source: A description about a ruler in Europe during Medieval Times

> During the Medieval Times, the ruler X of the the Kingdom of the Franks started campaigns to conquer present-day France, Belgium and Germany. He also successfully resisted the invasion of Muslims (people who follow Islam).
>
> While expanding his territory, X hired many outstanding architects to build abbeys and churches. He also invited scholars to organise and translate the *Bible* so that the Latin version of *Bible* could be published.
>
>

1. Identify the rule X in the Source. *(1 mark)*

2. How did X affect the spread of Christianity in Europe? Explain your answer according to the Source, and using your own knowledge. *(5 marks)*

1. **Identify the rule X in the source.** *(1 mark)*

- **Ruler X:**

2. **How did X affect the spread of Christianity in Europe? Explain your answer according to the Source, and using your own knowledge.** *(5 marks)*

- **Impact:**

- **Clues from the Source:**

- **Own knowledge:**