

# The use of Nearpod and Quizlet

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Nearpod.com

<https://nearpod.com/>

The logo for Quizlet, featuring the word 'Quizlet' in a bold, blue, sans-serif font.

Quizlet.com

# Nearpod

Browser address bar: <https://nearpod.com/library/>

Navigation tabs: TimeTable, ACW Staff Home, Assumption Colleg..., Timetable for Ms N..., Home, DLP, Dashboard, Narelle, Stuff, Geography, Teaching & Learnin...

nearpod logo | All | Search by topic or standard | Create | Quick Launch | User profile

Join a lesson: CODE... [button]

MY MATERIALS

- My Lessons
- Reports

NEARPOD CONTENT

- Nearpod Library

RESOURCES

- Teacher Resources

### My Lessons

Create [dropdown] | + Folder | Sort by: Recent [dropdown]

Year 7 History	2	Year 8 History	3	Year 9 Geography	3
Year 10	1				

Illustration: Computer monitor, books, globe

Illustration: Plus sign, "Create a Lesson" text

Lesson Card: **Untitled Lesson**  
Narelle McBride  
Jun 11, 2022 - OMB  
Unsaved

NIKE logo

[Chat bubble icon]

# Activities

Content

Activities

Add content and/or rich media to your lesson



Slides



Slides (classic)



Video



Web Content



Nearpod 3D



Simulation



VR Field Trip



BBC Video



Sway



Slideshow



Audio


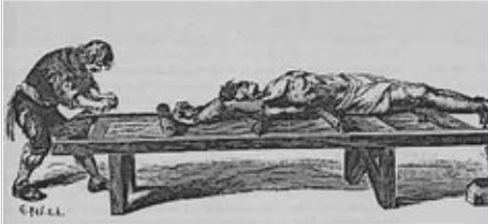



PDF Viewer

▼ SCROLL FOR MORE

# Examples

The screenshot displays the Nearpod library interface. At the top, the browser address bar shows the URL <https://nearpod.com/library/3896894?or=0>. The navigation bar includes the Nearpod logo, a search bar with the text "Search by topic or standard", and buttons for "Create", "Quick Launch", and a user profile icon. The left sidebar contains navigation options: "Join a lesson" with a "CODE..." input field, "MY MATERIALS" with "My Lessons" (selected) and "Reports", "NEARPOD CONTENT" with "Nearpod Library", and "RESOURCES" with "Teacher Resources". The main content area is titled "My Lessons" and shows a filter for "Year 8 History" and a "Sort by: Recent" dropdown. Three lesson cards are displayed:

- Crime and Punishment 8C**  
Narelle McBride  
May 12, 2022 - 0MB  

- Crime and Punishment 8B**  
Narelle McBride  
May 12, 2022 - 0MB  

- Japan Geography**  
Narelle McBride  
Feb 10, 2022 - 2MB  


A chat bubble icon is visible in the bottom right corner.

Explain the importance of solar insolation, rainfall and temperature on biomes.

**Can insert picture**



Ready? Enter your answer here.

Submit

Answer

PARTICIPATION **14%**

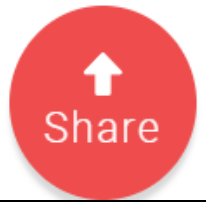
The importance of solar insolation would be to allow a home, place or biome to h...




NO ANSWER


NO ANSWER

The importance of solar insolation it helps the biome thrive.





The importance of solar insolation would be to allow a home, place or biome to have access to the heat rays the sun produces. This can increase plant growth and warm water or species everyday day. Over the world, everywhere the sun has a huge impact on the earth. Without it, a lot would change. |



## ANSWER

Solar insolation, rainfall and temperature are really important for biomes, as they influence the weather, climate, vegetation and wildlife. Each of these factors are different depending on the biome, and range on where exactly in the world they are. There are countless animals and living things that depend on the rainfall and temperature to survive and continue living in our ecosystem. The importance of solar insolation, rainfall and temperature on biomes is extreme, as it influences what living organisms can survive and live in our ecosystem, including ourselves.


Solar insolation, rainfall and temperature are all important factors that affect the vegetation and ecosystems of biomes. These factors are vital for plant growth as they affects the vegetation in biomes. When the vegetation is affected the ecosystems then become unbalanced. For example desert biomes and rainforest biomes would receive different amounts of solar insolation, rainfall and temperature as they have rely differently on these to thrive.

The importance of solar insolation, rainfall and temperature all effect the biomes vegetation and how the plants grow.




# Creating Quizlet

1 = 🗑️

<p>Serf</p> <hr/> <p>TERM</p>	<p>Vilain</p> <hr/> <p>DEFINITION</p>	<p> IMAGE</p>
-------------------------------	---------------------------------------	--

2 = 🗑️

<p>Monarch</p> <hr/> <p>TERM</p>	<p>King</p> <hr/> <p>DEFINITION</p>	<p> IMAGE</p>
----------------------------------	-------------------------------------	--


3 = 🗑️

Students go to [quizletlive.com](https://quizletlive.com)

# The Middle Ages

👥 16 studiers recently

## In-class activity

 Classic Live

 Checkpoint New

## Self-study activity

 Flashcards

 Learn

 Test

 Match

Serf

Click card to see definition 



1/55



## How would you like your teams arranged?

Students can play as part of a team with up to four players or as individuals.



### RANDOM TEAMS

Quizlet will place your students  
into teams randomly

Select



### INDIVIDUALS

Students will play the game on  
their own

Select

## How would you like to play?

Select which combination of questions and answers you would like your students to see.

### Villein

- a) Serf
- b) Monarch
- c) Tenants-In-Chief
- d) Sub-Tenants

DEFINITION AND TERM

Select

### Serf

- a) Villein
- b) King
- c) Lords or Bishops
- d) Knights

TERM AND DEFINITION

Select


# Class code

Classic The Middle Ages Options 🔊 ✕

ON A COMPUTER?  
**Go to [www.quizlet.live](http://www.quizlet.live)**

**6 6 7 - 7 3 7** |

ON A DEVICE?  
**Open the Quizlet app**



Waiting for 4+ players Create game

4:20 PM

# Teams



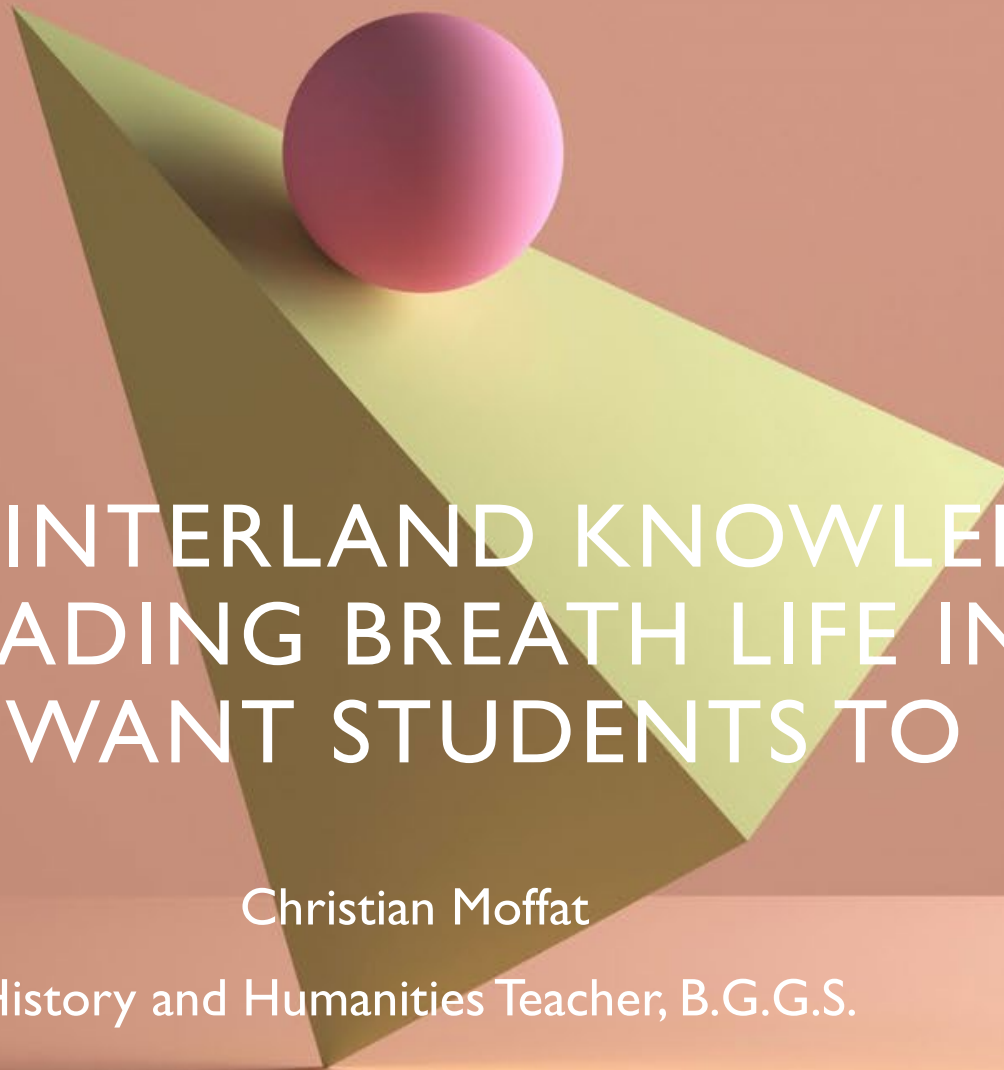


# Queensland State Archives: Frontier Wars project

David Paterson, Principal Project Officer  
[david.paterson@archives.qld.gov.au](mailto:david.paterson@archives.qld.gov.au)



**Queensland**  
Government



# HOW CAN HINTERLAND KNOWLEDGE AND EXTENDED READING BREATH LIFE INTO WHAT WE REALLY WANT STUDENTS TO KNOW?

Christian Moffat

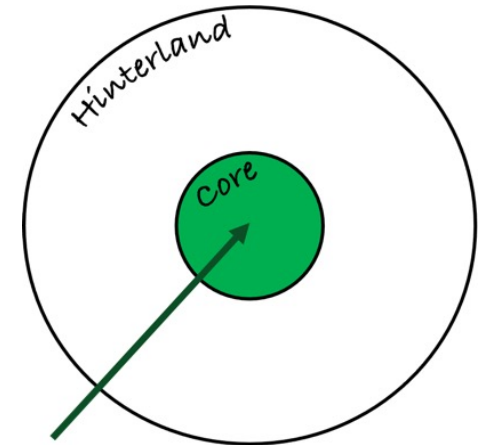
History and Humanities Teacher, B.G.G.S.



# KEY QUESTIONS



1. What do I mean by **hinterland** knowledge?
2. How can I use it to get pupils to **want** to know the **core** ideas of the topic?
3. How can I generate this through **extended reading?**



# WHAT DO I MEAN BY HINTERLAND KNOWLEDGE?



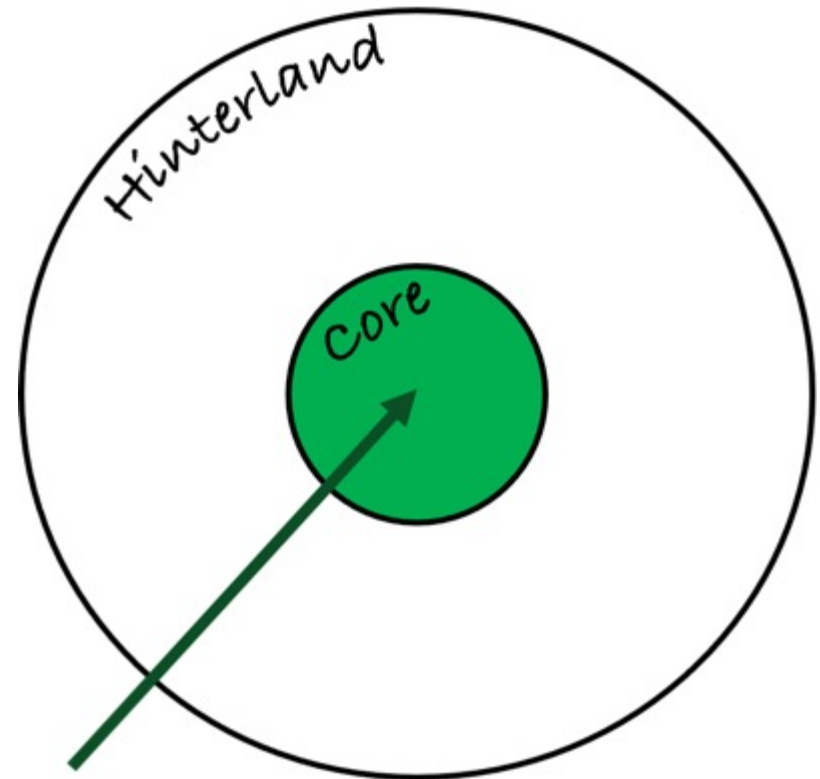
Christine Counsell. (2018) *The Dignity of the Thing*

"The core knowledge you want pupils to remember is supported by an equally important hinterland; the little examples, the stories, the illustrations, the richness, the dwelling on this but not that, the times when you as a teacher go off-piste with your passion.."

Counsell, C. (April 7, 2018) *Senior Curriculum Leadership 1: The indirect manifestation of knowledge: (A) curriculum as narrative.*

# HOW CAN I USE IT TO GET PUPILS TO WANT TO KNOW THE CORE IDEAS OF A TOPIC?

- Hinterland knowledge **breathes life into our curriculums**, and saves the curriculum from being a mere collection of taught facts.
- Hinterland knowledge is not the spurious additional trivia that we throw out occasionally to add some colour to a topic, it's the **crucial context** in which the core knowledge sits.
- Core knowledge means little without placing it firmly in the hinterland and it's our job to select, carefully, the right level of hinterland knowledge to impart in order for **students to make sense of what they are learning**.



# HOW CAN I USE IT TO GET PUPILS TO WANT TO KNOW THE CORE IDEAS OF A TOPIC?

## Y8 Norman Conquest

**Rivals:** William of Normandy, Harald Godwinson, Harald Hardrada

**Core:**

- Stamford Bridge
- Battle of Hastings
- Feudal System

**Hinterland:**

- Hardrada - Varangian Guard (Byzantine Emperor's bodyguard)
- Birds with tinder set on fire = captures under-siege Saracen castle with it catching ablaze

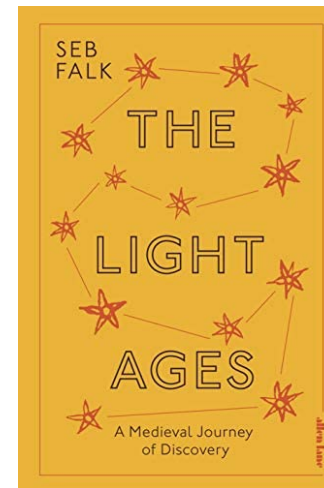
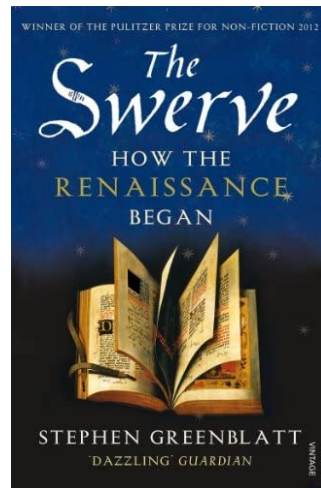
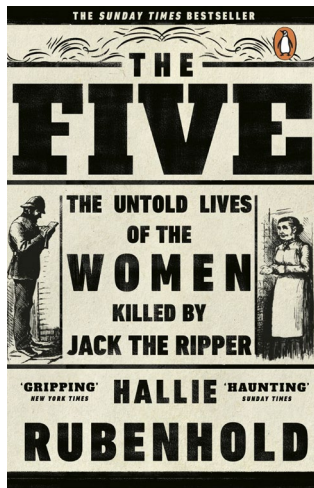
**Not in the exam!!**

But breaths life into the topic and provides context



# HOW CAN I GENERATE THIS THROUGH *EXTENDED READING*?

About choosing the right text that makes them **want** to reach the core of the topic.



Important to push against modern trends that perhaps are not encouraging of extended reading.



# HOW CAN I GENERATE THIS THROUGH *EXTENDED READING*?

## Y10 Suffragettes

### Core:

- Suffrage
- Tactics experiences of Suffragettes/Suffragists

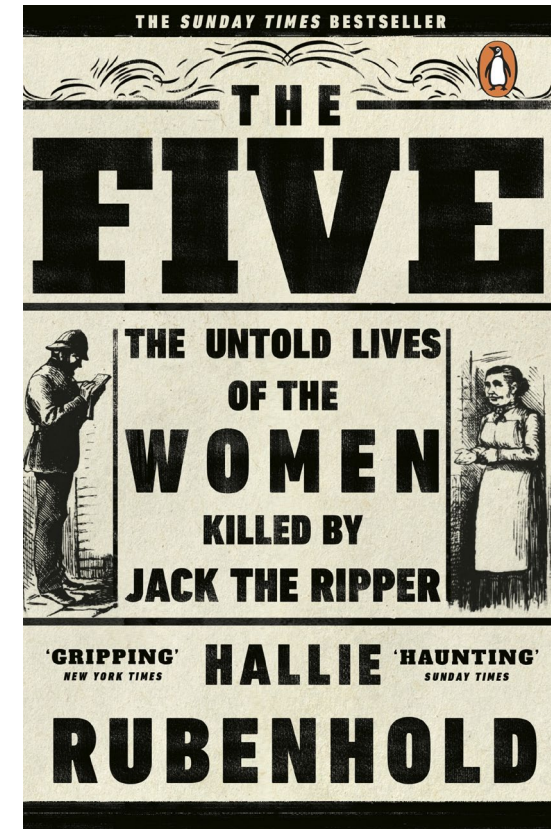


### Hinterland:

- Late 19<sup>th</sup> London through exploration of Soho
- Explore the lives and experiences of five women who lived prior to 1918

**Not in the exam!!**

But breaths life into the topic and provides context



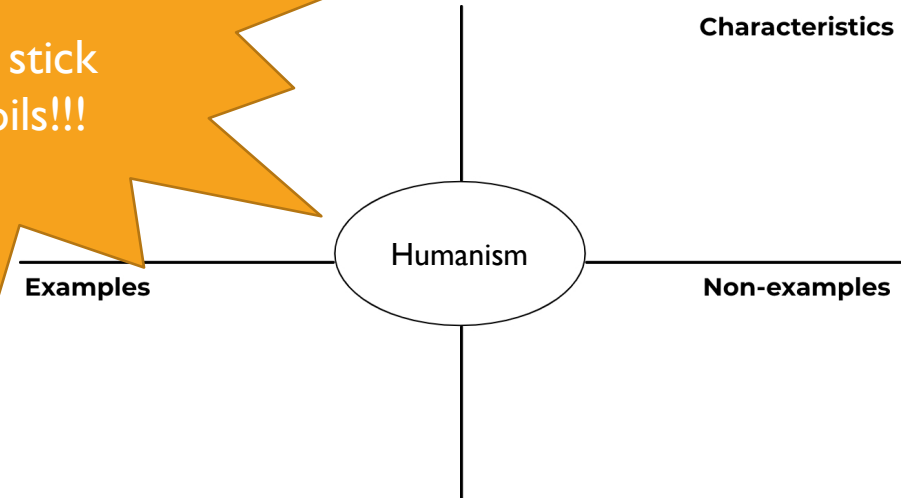
# INSTEAD OF TEXTBOOK DEFINITION TO FRAYER MODEL

## Definition of humanism

...a whole generation of intellectuals developed a new method of learning derived from classical Greek and Roman authors, called *studia humanitatis*. These scholars fashioned themselves 'humanists' in an immense undertaking to understand, publish and teach the texts of the past, and in the process to understand and transform the world. Renaissance humanism gradually replaced the scholastic tradition from which it emerged. It systematically promoted the study of classical works as the key to the creation of the successful, cultivated, civilized individual who used these skills to succeed within the everyday world of politics, trade, and religion.

Not going to stick for most pupils!!!

## Frayer Model

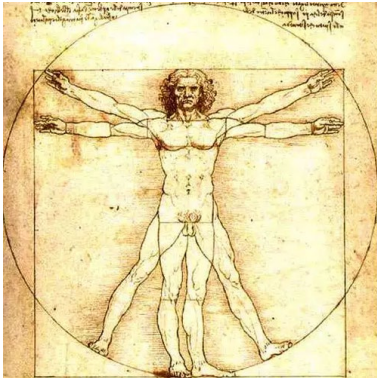


# HOW CAN I GENERATE THIS THROUGH *EXTENDED READING*?

## Y8 Renaissance

### Core:

- Humanism

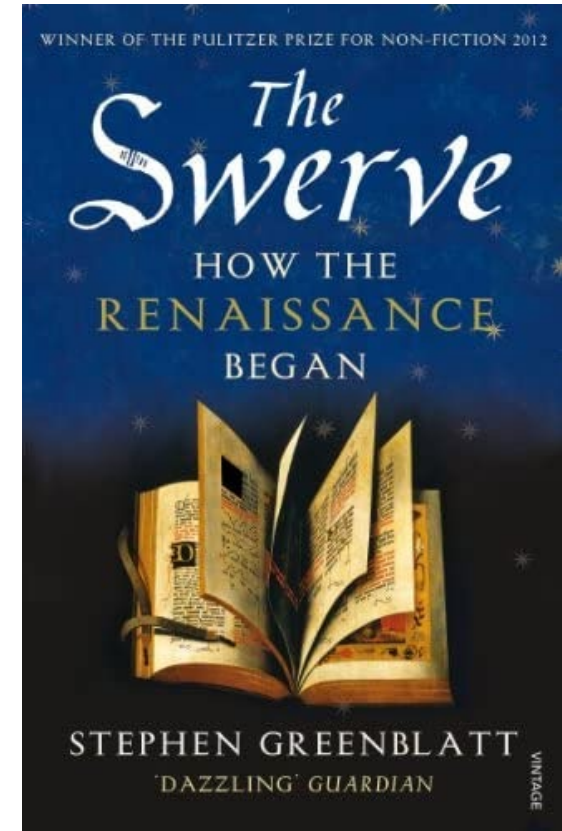


**Not in the exam!!**

But breaths life into the topic and provides context

### Hinterland:

- Poggio Bracciolini, Italian author finds himself in the monastery of St Fulda hunting for the Roman poem *On the Nature of Things* by Lucretius.
- Full of dangerous ideas – that the universe functioned without gods and religion.
- Would go on to influence Botticelli, Da Vinci etc





# HOW CAN I GENERATE THIS THROUGH *EXTENDED READING*?

## Y8 Medieval Europe

### Core:

- Dark Ages
- Chronology – Fall of Rome - Renaissance

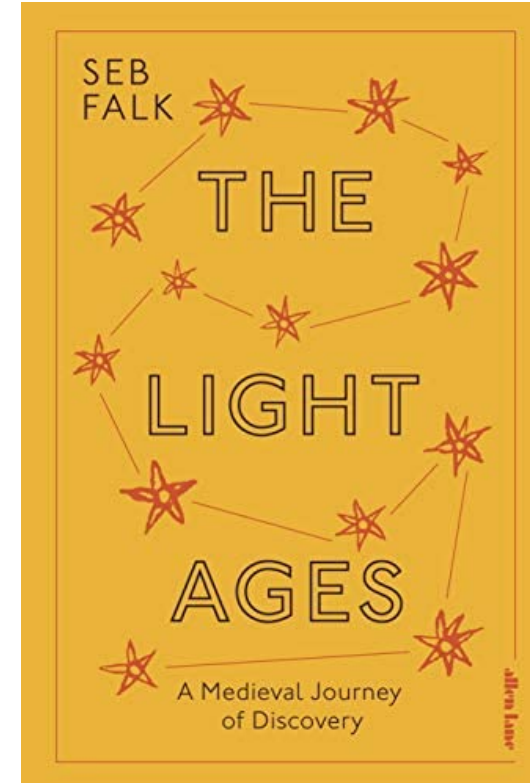


### Hinterland:

- John of Westwyk
- Narrative of astrolabe
- Influence on Copernicus and Galileo

**Not in the exam!!**

But breaths life into the topic and provides context





History Teacher  
Book Club 

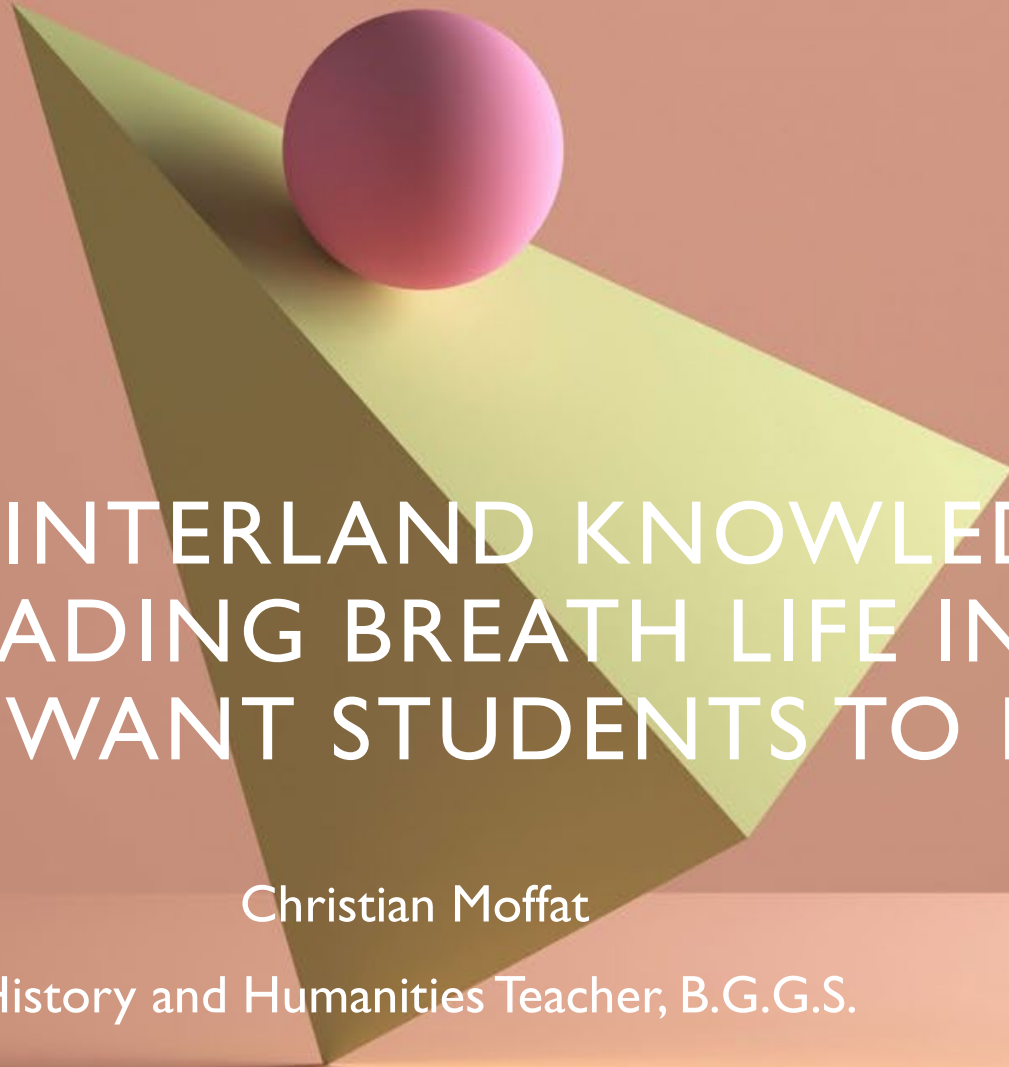
### HTBC Summer Reads:

Read a historical fiction book of your choice.  
Here is a selection from members of the HTBC

### Historical Fiction Special

Join us for a discussion of the power of stories  
in the history classroom on Sunday 28<sup>th</sup> August





# HOW CAN HINTERLAND KNOWLEDGE AND EXTENDED READING BREATH LIFE INTO WHAT WE REALLY WANT STUDENTS TO KNOW?

Christian Moffat

History and Humanities Teacher, B.G.G.S.



# Podcasts

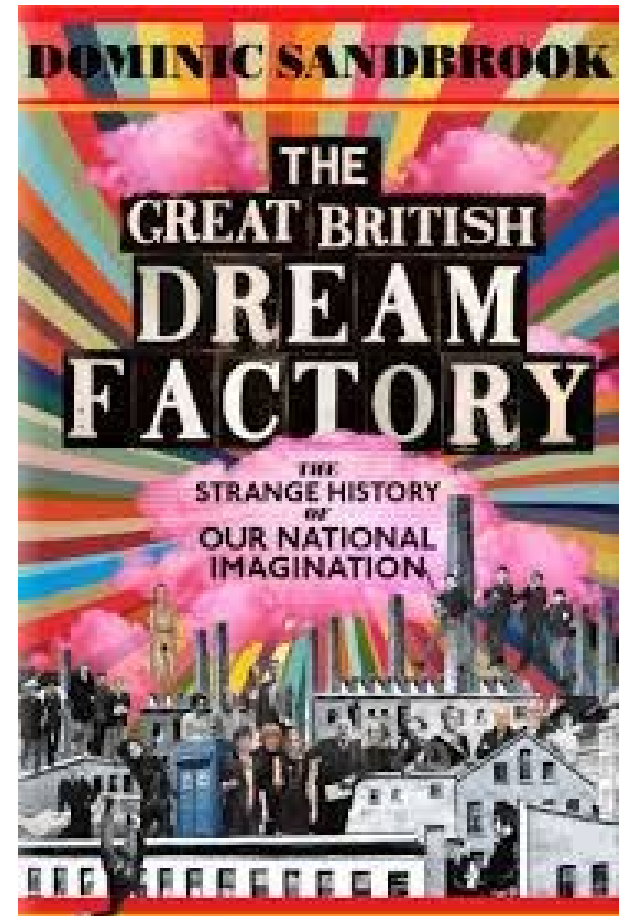
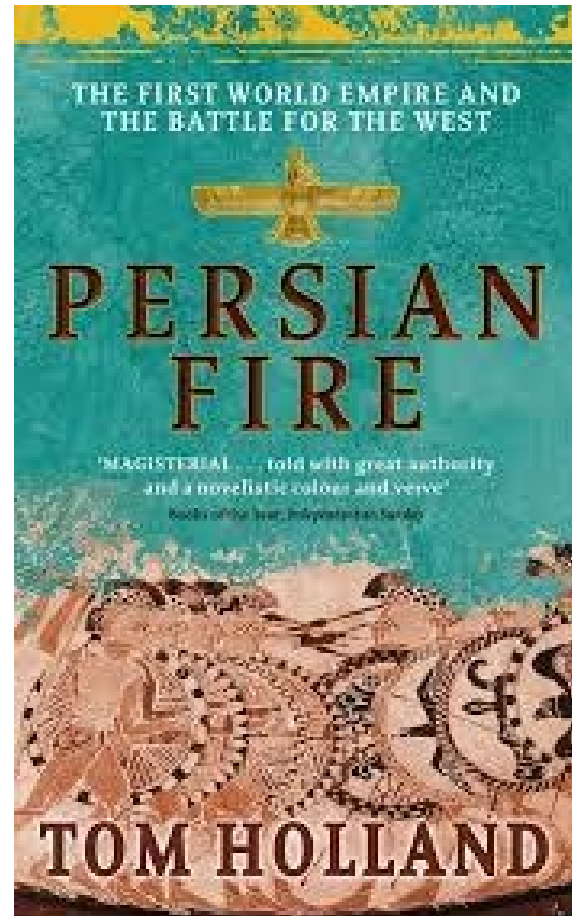
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CLAIR MONNICKENDAM-  
CLAYFIELD COLLEGE

[CMONNICKENDAM@CLAYFIELD.QLD.EDU.AU](mailto:CMONNICKENDAM@CLAYFIELD.QLD.EDU.AU)

# The Rest is History podcast

PRESENTED AND CREATED  
BY TOM HOLLAND AND  
DOMINIC SANDBROOK



# The Rest is History 72-The Vietnam War

Includes an interview with Andrew Preston,  
Cambridge University Professor of  
American History

'I love the sound of podcasts in the  
morning.'

How the war began, how it evolved and  
how it ended.

Includes questions from listeners

# Five most iconic photos

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# Intervention in Vietnam

'a platoon of bagpipers would be sufficient'  
Johnson to British Prime Minister,  
Harold Wilson

'in North and South Vietnam, in Cambodia  
and in Laos, no foreign power any longer  
intervene in any way in the affairs of these  
unfortunate countries.' De Gaulle's speech  
to the French press in 1964

'Cricket pitches as well as baseball pitches'  
Holland on Australia's contribution



# 'Fun' facts

'The US dropped almost four times the bomb tonnage on Vietnam, Laos and Cambodia than all parties dropped in all of World War II'

Most of these bombs were dropped on its ally, South Vietnam

Trumps 'dodgy foot' and Clinton's 'draft letter' from Oxford

# Why podcasts?

Develop your own knowledge

Springboard for a research task,  
background knowledge and primary and  
secondary sources

Historiography perspectives and  
interpretations

References to the work of historians

Models for key inquiry questions

Why read when you can listen to a  
podcast?

# Podcast recommendations

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The Rest is History <https://open.spotify.com/show/7Cvsbcjhtur7nplC148TWy>

You're Dead to Me <https://open.spotify.com/show/2dXkTgfc5mECruaLFUERe1>

In Our Time <https://open.spotify.com/show/17YfG23eMbfLBaDPqucgzZ\>

History Extra <https://open.spotify.com/show/67EPVbpyjIDxGWsrfzdYu5>

# HUMANITY



**DISCLAIMER:** The source I use in this lesson has swearing that was redacted. The same idea would work with a similar text/passage if you feel the one I use won't fit your context

# What are your observations about humanity?

## What are humans like?

'The marks humans leave are too often scars.'

*John Green*

'Humans see what they want to see.'

*Rick Riordan*

'We enjoy not only the privilege of existence but also the singular ability to appreciate it and even, in a multitude of ways, to make it better.'

*Bill Bryson*

'We carry within us the wonders we seek without us.'

*Sir Thomas Browne*

"You're trying to be tricky. What's morality?"  
"It's the difference between what's right and what you can rationalize."  
"Must be a human thing."  
"Exactly."

*Christopher Moore*

# Tom Phillips

Tom Phillips is a British author and journalist.

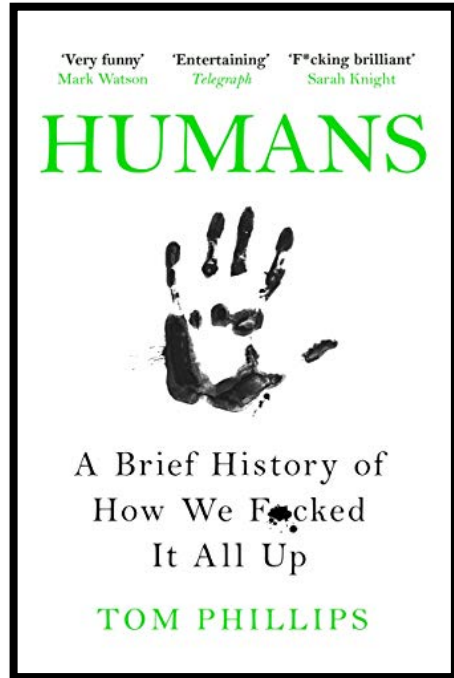
He has previously been the editor of BuzzFeed

He has written three books, with the most recent one published in March of this year.

Prior to 2022 he was the editor of Full Fact, the UK's independent fact checking organisation, where he led a team through Brexit. He was a regular contributor on national broadcast media.



# Let's begin...



2018

**Fallibility (N)** = the tendency to make mistakes or be wrong

In the seventy thousand years that modern human beings have walked this earth, we've come a long way. Art, science, culture, trade – on the evolutionary food chain, we're real winners. But, frankly, it's not exactly been plain sailing, and sometimes – just occasionally – we've managed to really, truly, quite unbelievably [mess] things up.

From Chairman Mao's Four Pests Campaign, to the American Dustbowl; from the Austrian army attacking *itself* one drunken night, to the world's leading superpower electing a reality TV mogul as President... it's pretty safe to say that, as a species, we haven't exactly grown wiser with age.

## Driving questions:

- What are the short term and long term impacts of human choices?
- To what extent do action and consequence demonstrate human fallibility?

# Reading for meaning

## Discussion points

- Are there words that are unfamiliar or used in a new way in the text?
  - What contextual knowledge did you use/can you use/are you missing in order to access this source?
- 
- What are the theories around how we came to be on the planet?
  - Why do you think we ‘...get things profoundly...wrong over and over again.’?

*This is a book about humans, and our remarkable capacity for [getting things wrong]. About why for every accomplishment that makes you proud to be human (art, science, pubs) there’s always something else that makes you shake your head in bafflement and despair (war, pollution, pubs in airports).*

*It’s quite likely that – regardless of your personal opinions or political persuasion – at some point in recent times you’ve looked around at the state of the world and thought to yourself: oh [what] have we done?*

*[Prologue]*



# STUDENT TASK

You are going to explore this week in history using this site <https://www.britannica.com/on-this-day/June-16>

You are going to pick ONE event from this week (INSERT DATES OF THE WEEK) that shows how humans have a tendency to make mistakes


You are going to read about the event both on this site and in a wider sense (Wikipedia is fine to establish general knowledge).

You are going to write a TEEEL para using what you've read, that responds to the following:

Analyse the extent to which this event shows the fallibility of humanity.

## This Day in History: August 3

### Featured Event



**Columbus's first transatlantic voyage begun**

Hoping to find a westward route to India, Christopher Columbus on this day in 1492 set sail on his first transatlantic voyage, departing from Palos, Spain, with three small ships—the Niña, Pinta, and Santa María.

### Christopher Columbus

From Wikipedia, the free encyclopedia

*"Cristoforo Colombo" redirects here. For other uses, see Christopher Columbus (disambiguation) and Cristoforo Colombo (disambiguation). "Admiral of the Ocean Sea" redirects here. For his descendant, the current holder of the title, see Cristóbal Colón de Carvajal, 18th Duke of Veragua. For other holders of this title, see Duke of Veragua.*


**Christopher Columbus**<sup>[a]</sup> (/kəˈlʌmbɜː/<sup>[b]</sup>; born between 25 August and 31 October 1451, died 20 May 1506) was an Italian<sup>[c]</sup> explorer and navigator who completed four Spanish-based voyages across the Atlantic Ocean sponsored by the Catholic Monarchs of Spain, opening the way for the widespread European exploration and colonization of the Americas. His expeditions were the first known European contact with the Caribbean, Central America, and South America.

The name *Christopher Columbus* is the anglicisation of the Latin *Christophorus Columbus*. Scholars generally agree that Columbus was born in the Republic of Genoa and spoke a dialect of Ligurian as his first language. He went to sea at a young age and travelled widely, as far north as the British Isles and as far south as what is now Ghana. He married Portuguese noblewoman Filipa Moniz Perestrelo, who bore his son Diego, and was based in Lisbon for several years. He later took a Castilian mistress, Beatriz Enriquez de Arana, who bore his son, Fernando (also given as Hernando).<sup>[d][e]</sup>

Largely self-educated, Columbus was widely read in geography, astronomy, and history. He developed a plan to seek a western sea passage to the East Indies, hoping to profit from the lucrative spice trade. After the Granada War, and following Columbus's persistent lobbying in multiple kingdoms, the Catholic Monarchs Queen Isabella I and King Ferdinand II agreed to sponsor a journey west. Columbus left Castile in August 1492 with three ships and made landfall in the Americas on 12 October, ending the period of human habitation in the Americas now referred to as the pre-Columbian era. His landing place was an island in the Bahamas, known by its native inhabitants as Guanahani. He subsequently visited the islands now known as Cuba and Hispaniola, establishing a colony in what is now Haiti. Columbus returned to Castile in early 1493, bringing a number of captured natives with him. Word of his voyage soon spread throughout Europe.

Columbus made three further voyages to the Americas, exploring the Lesser Antilles in 1493, Trinidad and the northern coast of South America in 1498, and the eastern coast of Central America in 1502. Many of the names he gave to geographical features, particularly islands, are still in use. He also gave the name *indios* ("Indians") to the indigenous peoples he encountered. The extent to which he was aware that the Americas were a wholly separate landmass is uncertain; he never clearly renounced his belief that he had reached the Far East. As a colonial governor, Columbus was accused by his contemporaries of significant brutality and was soon removed from the post. Columbus's strained relationship with the Crown of Castile and its appointed colonial administrators in America led to his arrest and removal from Hispaniola in 1500, and later to protracted litigation over the perquisites that he and his heirs claimed were owed to them by the crown.

Columbus's expeditions inaugurated a period of exploration, conquest, and colonization that lasted for centuries, helping create the modern Western world. The transfers between the Old World and New World that followed his first voyage are known as the Columbian exchange. Columbus was widely celebrated in the centuries after his death, but public perception has fractured in the 21st century as scholars have given greater attention to the harms committed under his governance, particularly the beginning of the depopulation of Hispaniola's indigenous Taíno caused by mistreatment and Old World diseases, as well as by that people's enslavement. Proponents of the Black Legend theory of historiography claim that Columbus has been unfairly maligned as part of a wider anti-Catholic sentiment. Many places in the Western Hemisphere bear his name, including the country of Colombia, the District of Columbia, and British Columbia.



Posthumous portrait of Columbus by Sebastiano del Piombo, 1519. There are no known authentic portraits of Columbus.<sup>[f]</sup>

<b>1st Governor of the Indies</b>
<b>In office</b>
1492–1499
<b>Appointed by</b>
Isabella I of Castile
<b>Succeeded by</b>
Francisco de Bobadilla
<b>Personal details</b>
<b>Born</b>
Between 25 August and 31 October 1451 (born Cristoforo Colombo)
Genoa, Republic of Genoa

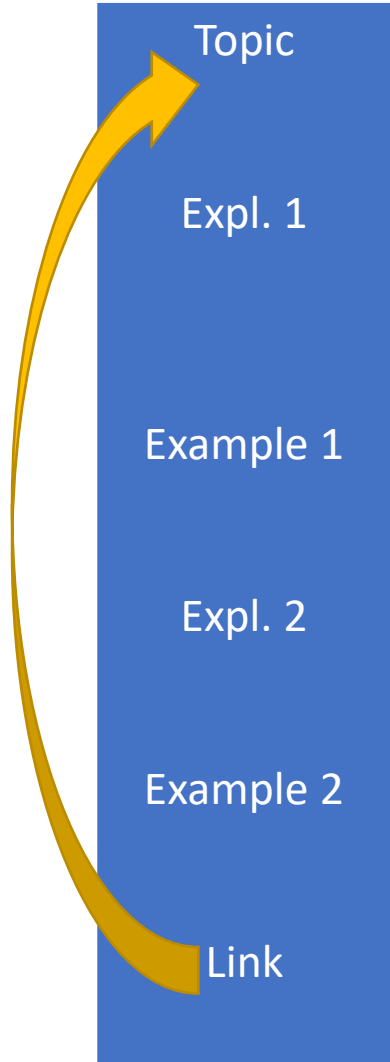
# Example

- **Event: June 17, 1903** – Ford Motor Company founded by Henry Ford and 11 associates
- **General Info:** Ford is an American multinational automobile manufacturer. It sells Fords and Lincolns (luxury aspect of the brand). Ford introduced methods for the large-scale manufacturing of cars. Over the years they have been embroiled in many controversies over environmental impact and safety



# EXEMPLAR

## ANALYSE THE EXTENT TO WHICH THIS EVENT SHOWS THE FALLIBIITY OF HUMANITY



Henry Ford's establishment of the Ford Motor Company in 1903 shows the fallibility of humanity to a large extent as innovation and profit are placed above the environment and safety. While innovation has long been heralded as a positive aspect of human behaviour, the desire to move from place to place in a high-speed manner means that as a whole, humanity has forwarded the desire to make money and lost sight of the environmental impact of inventions such as cars. In an effort to continue generating profits without increasing manufacturing costs, the Ford Motor Company has often ignored federal standards, leading to them being fined multiple times for breaches, including having to pay \$2.5 million in 1998 for a pollution-control problem in its Econoline vans. In addition to this, Ford is a direct example of human shortcomings as the drive to be competitive can lead to individuals and companies making questionable decisions that place income and speed of manufacture over safety. As recently as 2014, despite knowing that the fault had led to death, Ford had to be forced to recall vehicles made with airbags supplied by Takata, demonstrating that manufacture and profit are placed above safety. It is undoubtable that the creation of Ford Motor Company is an event that greatly demonstrates the weakness of humanity as, on the whole, it is a clear example of how humans put innovation and revenue above the ecosystems and safety. (238w)

Use the language of the question IN the topic sentence to keep you focused.

Use synonyms for key words throughout

No contractions e.g. it's, they're (write them in full)

Formal English

Linking word or phrase between EE + EE

Linking sentence uses synonyms for words in the topic sentence/question

# Student work samples

## Write-It-Up

### Directions

The task uses the following **cognitive verb**  
 The response is to be written in this **genre**  
 The required **word length** is  
**Time** to complete is

Analyse.....  
 Analytical/Formal.....  
 200-250w.....  
 .....

### Task

Analyse the extent to which this event shows the fallibility of humanity.

### This Write-It-Up task has been completed as...

<b>Guided Practice</b> Teacher and students work together to develop a response	<b>Independent Practice</b> Students work independently and teacher monitors
--	---

### REP Feedback (peer or student)

REVIEW (Addressing the task): Does this response...	Yes	No	Unsure
Address the cognitive verb specified?			
Meet the genre requirements?			
Meet the required word length for the task?			
Adhere to the scope of the task? (response is within the focus area/s of the task)			
Provide sufficient/relevant/reliable evidence to support points made?			
Provide sufficient elaboration on main points and/or evidence?			
EDIT (Quality of writing): Does this response...	Yes	No	Unsure
Use a variety of sentence types?			
Use appropriately structured paragraphs?			
Use task-specific vocabulary?			
Use words and phrases to make the writing cohesive?			
PROOFREAD (Language use): Does this response...	Yes	No	Unsure
Use correct spelling?			
Use appropriate grammar?			
Use appropriate punctuation?			

Valentina Tereshkova's trip to space in 1963, greatly shows the fallibility of humanity in exemplifying ~~merits~~ sexist society. June 16, 1963, the first woman was sent to space, two years after the first man. During over two years of space travel, no women were sent due to the sexist reality of society. Even now, in 2022, when society should have improved from the 1900s, women only make up 10% of all astronauts who have been to space. Out of 574 people (July 2021), only 75 were women, this shows a great failing in humanity that they cannot treat each other equally, that they marginalise ~~peop~~ half of their population based on their gender even when it comes to something as big as space travel which should be chosen based on ability and not gender.

**Student B has explored the way women have fewer opportunities than men which reflects humanity's lack of equality (women in space)**



# Religious context

The battle for the Holy Land  
**Links to AHIS The Crusades**  
**Links to Arab Israeli Conflict**

# What does the Bible tell us?

- Our research starts with Abraham.

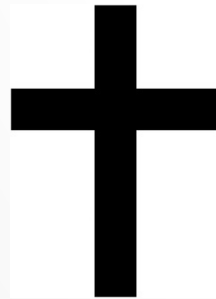
*According to the biblical account, Abram (“**The Father [or God] Is Exalted**”), who is later named Abraham (“**The Father of Many Nations**”), a native of **Ur** in Mesopotamia, is called by **God (Yahweh)** to leave his own country and people and journey to an undesignated land, where he will become the founder of a new nation.*

*Abraham is the patriarch of the Abrahamic faith = 3 religions*

1. *Islam*
2. *Judaism*
3. *Christianity*

# ALL THREE RELIGIONS HAVE LEFT THEIR MARK ON THE AREA

The city of Jerusalem contains both synagogues, churches and mosques. It is a centre of pilgrimage for people of all three faiths.



In addition, the Jews claimed Jerusalem as their ancient capital, the Palestinians claim Al Quds as their capital today and for Christians, Jerusalem remains the most holy place on the planet.

Why?

# THE HOLY LAND

The area of land that Israel and Palestine occupies is sometimes referred to as the 'Holy land'.

This is because it is seen as holy by all three Abrahamic religions, namely Judaism, Christianity and Islam.

In the Middle Ages a number of religious wars known as **the Crusades** were fought for control of the area and Jerusalem or Al Quds in Arabic, is seen as a city of great holiness.





# FOR JEWISH PEOPLE

For Jews, ancient Israel was the land given to them by God in perpetuity after the Israelites were freed from bondage to the ancient Egyptians. This is why they sometimes refer to it as the **'Promised Land'**

Jerusalem was their capital city, and the location of the Great Temple originally built by King Solomon, and Jerusalem was the centre of Jewish political, cultural and religious life.

The land of Israel was therefore seen as the God given birthright of all Jews.

However an independent Israel disappeared during the time of the Roman Empire when after a number of rebellions the Romans expelled all Jews from Palestine in 135AD. Jews found themselves scattered across the Middle East, North Africa and Europe. This is known as the 'Diaspora'. For for some Jews it remained a dream that one day they might return home. This desire to re-found the ancient Jewish homeland was called **Zionism**.



# IMPORTANCE OF THE TEMPLE OF SOLOMON

- In 597BC, the Babylonians took over Jerusalem. They took the Jewish people as prisoners back to Babylon. The Babylonians then destroyed the Temple of Solomon.
- The Temple of Solomon- was built by Solomon and completed in 957BC. The Babylonians destroyed the temple in the 6<sup>th</sup> century BC.
- The temple is re-built by Jewish people, after Darius allows them to return, in the 5<sup>th</sup> century BC. It is called the Second Temple.
- The Second Temple is significant because Jesus was in this temple as a child in AD times.
- The temple survives until 70AD until the Romans destroy it.



# FOR CHRISTIANS

For Christians, Jerusalem and the lands around it were of great importance as the birthplace of Jesus and the place where he carried out his ministry, was crucified, buried and rose again to ascend into heaven.

During the latter part of the Roman Empire Christianity was the main religion of the area. Many fine churches and cathedrals were built at this time. For centuries after the Roman Empire split, the Eastern Roman Empire (Byzantium) ruled the area that is today Israel and Palestine and Christianity was the main religion.

In the Middle Ages Christian knights from western Europe set up Catholic states in the region which lasted for nearly 200 years.



# FOR MUSLIMS

For Muslims, Jerusalem (Al Quds) and the lands around it were of great importance as the place where the prophet Muhammad ascended into heaven after his ministry on earth ended.

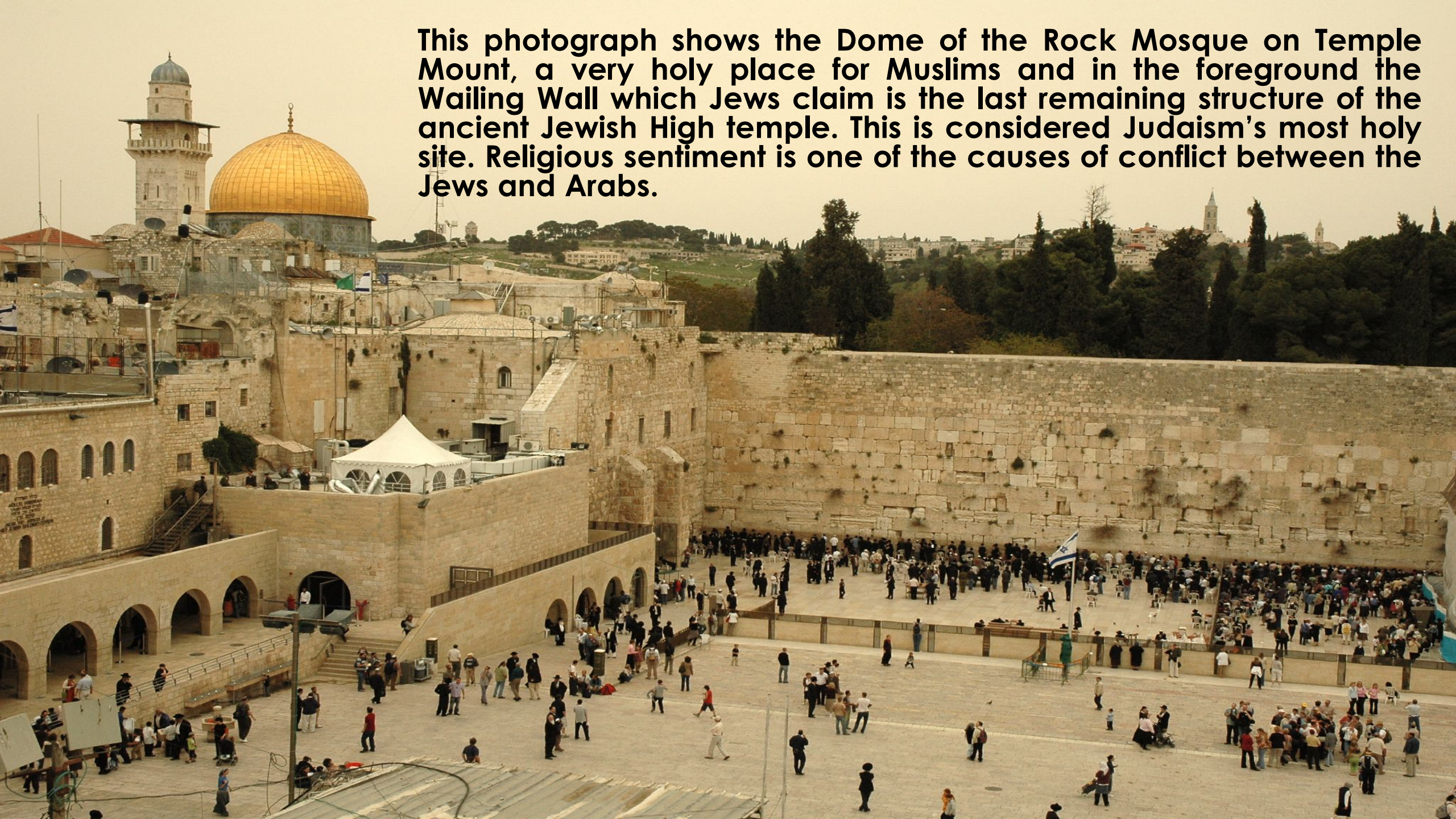
Arab armies in the seventh century CE fired by Islamic zeal had conquered the area taking it away from the Christian Byzantines.

A process of Islamification and Arabisation then proceeded over the following centuries. This process meant that by 1900 the vast majority of the inhabitants of the region considered themselves Arab and Muslim. This is the case today with the Palestinian people.

The area and Jerusalem were under Islamic rule for centuries, except when it was lost to the Crusaders. Al Quds was the third most holy city in the Islamic world after Mecca and Medina. The Dome of the Rock (Haram al Sharif in Arabic) became one of the most holy mosques in the Islamic world built on the site of the ancient Jewish high temple.



**This photograph shows the Dome of the Rock Mosque on Temple Mount, a very holy place for Muslims and in the foreground the Wailing Wall which Jews claim is the last remaining structure of the ancient Jewish High temple. This is considered Judaism's most holy site. Religious sentiment is one of the causes of conflict between the Jews and Arabs.**



# DOME OF THE ROCK MOSQUE

- The Dome of the Rock is an Islamic shrine located on the Temple Mount in the Old City of Jerusalem.
- It was initially completed in 691–92 CE at the order of Umayyad Caliph Abd al-Malik during the Second Fitna on the site of the Second Jewish Temple, destroyed during the Roman Siege of Jerusalem in 70 CE.
- The original dome collapsed in 1015 and was rebuilt in 1022–23.
- The Dome of the Rock is in its core one of the oldest extant works of Islamic architecture.



# THE WAILING WALL

- The Wailing Wall (as it is known in the West) or Western Wall known in Islam as the Buraq Wall is an ancient limestone wall in the Old City of Jerusalem. It is a relatively small segment of a far longer ancient retaining wall, known also in its entirety as the "Western Wall". The wall was originally erected as part of the expansion of the Second Jewish Temple begun by Herod the Great, which resulted in the encasement of the natural, steep hill known to Jews and Christians as the Temple Mount, in a huge rectangular structure topped by a flat platform, thus creating more space for the Temple itself, its auxiliary buildings, and crowds of worshipers and visitors.
- In one of several varying Muslim traditions, it is the site where the Islamic Prophet Muhammad tied his winged steed, al-Buraq, on his Isra and Mi'raj to Jerusalem before ascending to paradise, and constitutes the western border of al-Haram al-Sharif, the Noble Sanctuary of the Al-Aqsa Mosque.
- The Western Wall's holiness in Judaism is a result of its proximity to the Temple Mount. Because of the Temple Mount entry restrictions, the Wall is the holiest place where Jews are permitted to pray, though the Foundation Stone, the most sacred site in the Jewish faith, lies behind it.



# Why is Abraham important?

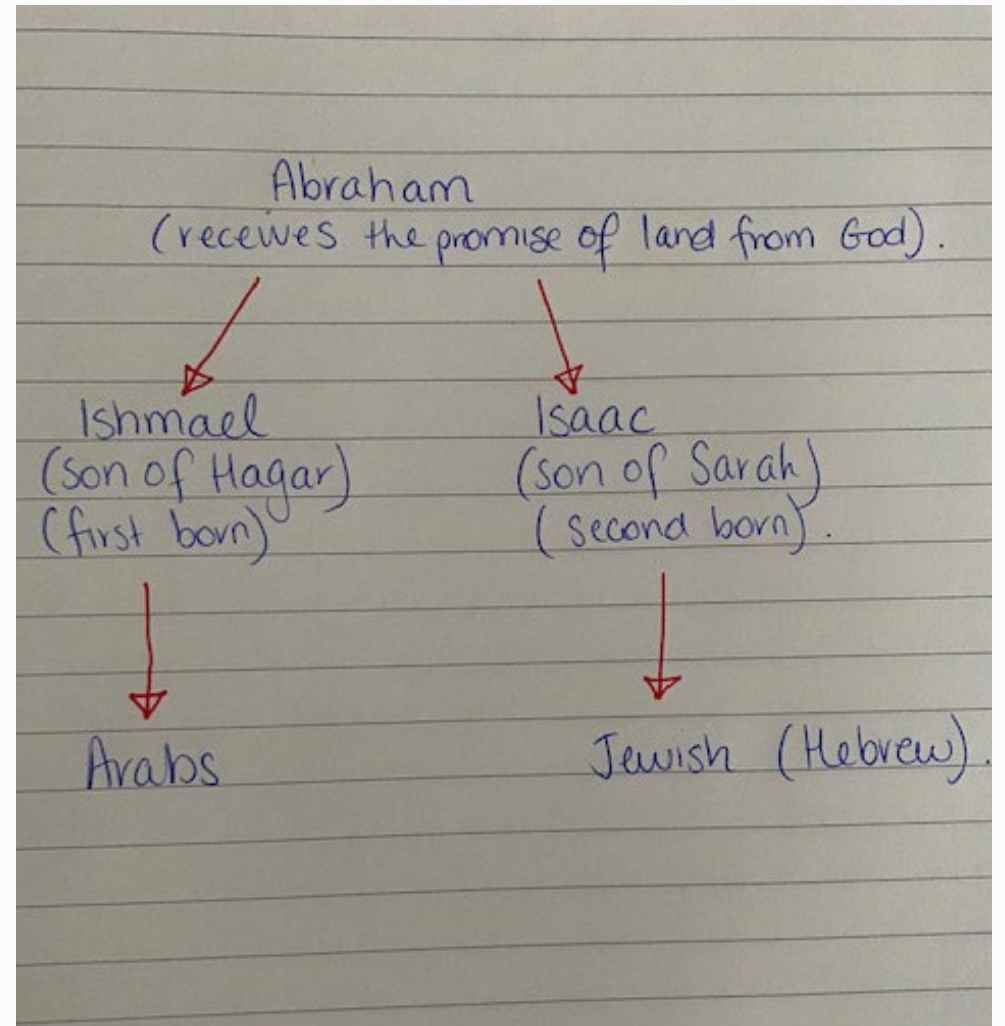
- It was Abraham who God spoke to and said that he would receive the promise of the land.
- Abraham has many sons. But the two most notable are Ishmael and Isaac.
- Abraham's wife Sarah was unable to have children. She suggested that they have a child through the use of their slave girl Hagar. This was a common tradition; If a mistress received the baby from the womb of her slave, onto her own chest/womb, the child would become the baby to the lady of the house.
- From this, Ishmael was born, the first son of Abraham.
- However, years later, Sarah was able to have a child. She gave birth the Isaac, the younger brother to Ishmael.



# Abraham's family tree.

Note:

Isaac = *to laugh* (Hebrew)



# What does the Bible tell us about this?

## • Matthew: 1 The Genealogy of Jesus the Messiah

**1** This is the genealogy<sup>[a]</sup> of Jesus the Messiah<sup>[b]</sup> the son of David, the son of Abraham:

**2** Abraham was the father of Isaac,  
Isaac the father of Jacob,

Jacob the father of Judah and his brothers,

**3** Judah the father of Perez and Zerah, whose mother was Tamar,

Perez the father of Hezron,  
Hezron the father of Ram,

**4** Ram the father of Amminadab,  
Amminadab the father of Nahshon,  
Nahshon the father of Salmon,

**5** Salmon the father of Boaz, whose mother was Rahab,  
Boaz the father of Obed, whose mother was Ruth,  
Obed the father of Jesse,

**6** and Jesse the father of King David.

David was the father of Solomon, whose mother had been Uriah's wife,

**7** Solomon the father of Rehoboam,  
Rehoboam the father of Abijah,  
Abijah the father of Asa,

**8** Asa the father of Jehoshaphat,  
Jehoshaphat the father of Jehoram,  
Jehoram the father of Uzziah,

**9** Uzziah the father of Jotham,  
Jotham the father of Ahaz,  
Ahaz the father of Hezekiah,

**10** Hezekiah the father of Manasseh,  
Manasseh the father of Amon,  
Amon the father of Josiah,

**11** and Josiah the father of Jeconiah<sup>[c]</sup> and his brothers at the time of the exile to Babylon.

**12** After the exile to Babylon:

Jeconiah was the father of Shealtiel,  
Shealtiel the father of Zerubbabel,

**13** Zerubbabel the father of Abihud,  
Abihud the father of Eliakim,

Eliakim the father of Azor,

**14** Azor the father of Zadok,  
Zadok the father of Akim,

Akim the father of Elihud,

**15** Elihud the father of Eleazar,  
Eleazar the father of Matthan,

Matthan the father of Jacob,

**16** and Jacob the father of Joseph, the husband of Mary,  
and Mary was the mother of Jesus who is called the  
Messiah.

**17** Thus there were fourteen generations in all from Abraham to David, fourteen from David to the exile to Babylon, and fourteen from the exile to the Messiah.

## Joseph Accepts Jesus as His Son

**18** This is how the birth of Jesus the Messiah came about<sup>[d]</sup>: His mother Mary was pledged to be married to Joseph, but before they came together, she was found to be pregnant through the Holy Spirit. **19** Because Joseph her husband was faithful to the law, and yet<sup>[e]</sup> did not want to expose her to public disgrace, he had in mind to divorce her quietly.

**20** But after he had considered this, an angel of the Lord appeared to him in a dream and said, "Joseph son of David, do not be afraid to take Mary home as your wife, because what is conceived in her is from the Holy Spirit. **21** She will give birth to a son, and you are to give him the name Jesus,<sup>[f]</sup> because he will save his people from their sins."

**22** All this took place to fulfill what the Lord had said through

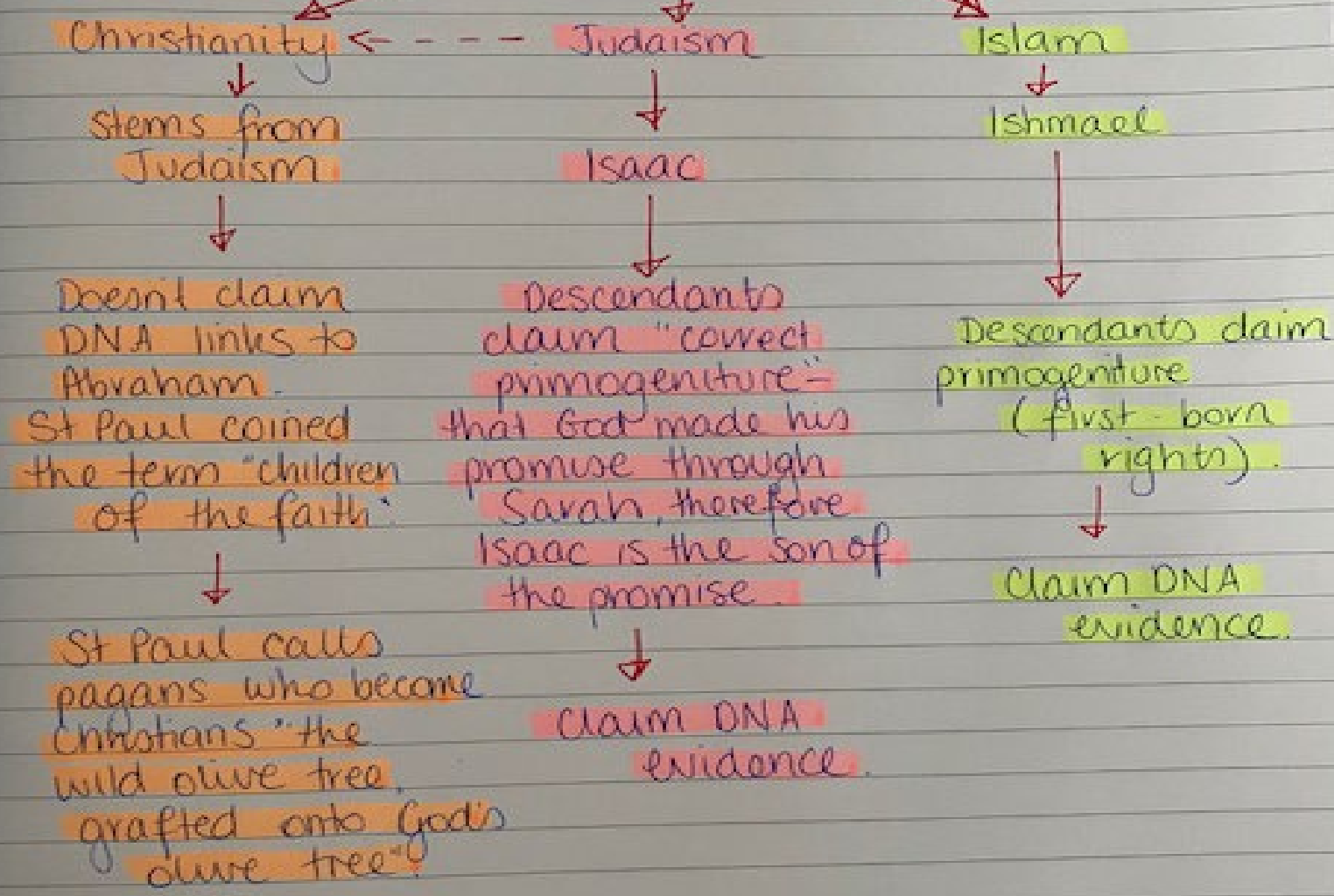
**22** All this took place to fulfill what the Lord had said through the prophet: **23** "The virgin will conceive and give birth to a son, and they will call him Immanuel"<sup>[g]</sup> (which means "God with us").

**24** When Joseph woke up, he did what the angel of the Lord had commanded him and took Mary home as his wife. **25** But he did not consummate their marriage until she gave birth to a son. And he gave him the name Jesus.

# What does this mean for Muslims and Jewish/Christian people?

- The Bible talks of Ishmael (son of Abraham and the slave Hagar), until Isaac is born. Once Isaac is born, Ishmael is not favoured anymore.
- Eventually, Sarah wants Hagar to leave. But God says to Abraham and Hagar, not to worry, and that he will make of Ishmael, a powerful nation.

Abraham - patriarch of 3 religions



# How does this link in with The Crusades?

- *Were the Crusades a pilgrimage to the Holy Land, or were they simply a battle for the Holy Land?*
- The Crusades can be viewed as a series of battles/wars between Muslims and Christians.
- These battles took place due to the pilgrimage of Christians to the Holy Land.
- The Crusades began as a fight for the Holy Land- Christians wanted to reclaim the Holy Land as their own, believing that they are the rightful descendants. Muslims also believed that they were the rightful descendants, and thus, were not willing to give up the Holy Land.
- It can be argued that later Crusades were not so much a pilgrimage or fight for the Holy Land, but more of an attack against Muslims all around the Arab peninsular.

# Why would Christians attack Muslims?

- Islam was not originally viewed as a religion
- Muslims were seen as ‘heretics’, meaning “against Christianity”, because they said Jesus was not the son of God (this is written in the Quran).
- Quran = “to recite”
- The Quran is the recitation of the speeches of Muhammad.
- Islam = “obedience to Allah”
- Muslim = someone who is obedient to Allah (Allah is the Arabic word for God).
- Therefore, Christians saw Muslims as people needing to be re-converted to the Christian faith.



# How does this link in with The Arab Israeli Conflict?

- Who has biblical and historical rights to the Holy Land?
- Who was the land promised to, and by whom?
- How does biblical history play a significant part in modern day conflicts?
- How can there possibly be a solution/resolution to the conflict if biblical history is at the base of the conflict and thus, can't be agreed upon?

# KEITH LOWE

## THE FEAR AND THE FREEDOM

Why the Second World War Still Matters

'A masterpiece' Saul David, *Daily Telegraph*



*“We still live in the shadow  
of the Second World War”*

## Garry Davis, WW2 pilot

Renounced his American citizenship and spent the rest of his life campaigning against 'the absurdity of national distinctions'.

1 million joined his register of 'world citizens'.

He printed his own 'world passport' and registered his own 'world currency'

*"In Davis' world, there would be no need for war since there would no longer be nations to fight for"*



Garry Davis, dean of the One World movement, in 1956.

Credit...Carl Gossett/The New York Times

# ‘The desire to believe and belong’

The war had filled people's lives for so long that many of them began to miss it. Compared to the drama of the war years, life afterwards looked mundane, and its continuing hardships no longer seemed to have purpose. Nostalgia for the war – which is still common today, particularly in the victorious nations – was born from this feeling of emptiness



“The language that was used routinely to describe the Communist threat, both at home and abroad, was its similarity to the language that had previously been used to describe the Nazi threat”

‘Red Fascism’ was a phrase regularly used by newspapers, politicians and the FBI....”

p. 227

From a Soviet point of view, the hypocrisy of Western statesmen was quite shameless. In the Atlantic Charter they harped on about the 'right of all peoples to choose the forms of government under which they will live' and yet they supported colonialism in Asia and Africa...in 1948 the Americans spent a great deal of money and influence to ensure that the Italian elections threw up the 'correct' result – *how was this any better than Soviet efforts to rig Hungarian or Polish elections?*

# Chapters on:

- Korea
- South America
- Israel and Palestine
- Birth of African nations
- Indonesia



*Continues to resonate today....*

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'A masterpiece' Saul David, *Daily Telegraph*



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“If we can’t embrace the richness and complexities of life, however painful, we will reach for comforting simplicities instead”