

# *The Middle Ages*



*The Middle Ages* was written by Dorothy Mills.

A Guided Study by Lisa Kelly



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# Book List

## Required Print

*The Middle Ages* by Dorothy Mills

*The Portable Medieval Reader* edited by Ross and McLaughlin

## Required Online

*Readings in European History* Vol. 1 by James Harvey Robinson [Internet Archive –Free; link at website]

*Readings in Medieval and Modern History* by Hutton Webster [Internet Archive –Free; link at website]

Additional resource links available at *A Mind in the Light*

## Optional Reading and Resources

*Map Trek* [The Complete Collection] created by Terri Johnson

*That Men Shall Be Free: The Story of the Magna Carta* by Clifford Lindsey Alderman or *The Magna Carta* by James Daugherty

*Cathedral* by David Macaulay

*Castle* by David Macaulay

*Saladin* by Diane Stanley

*The Crusades* by Anthony West

*Traveling Man: The Journey of Ibn Battuta* by James Rumford

*God's Troubadour: The Story of St. Francis of Assisi* by Sophie Jewett

*Saints and Heroes to the End of the Middle Ages* by George Hodges (Selections) [Internet Archive –Free; link at website]

*Marguerite Makes a Book* by Bruce Robertson

*Gabriel and the Hour Book* by Evaleen Stein

*Joan of Arc* by Diane Stanley

*The Black Plague* by Walter Oleksy

*Charlemagne* by Manuel Komroff

*The Vikings* by Elizabeth Janeway

*The Arabs in the Golden Age* by Mokhtar Moktefi

*The Life of Charlemagne* by Einhard

*Kubla Khan: The Emperor of Everything* by Kathleen Krull

*Canterbury Tales Retold* by Geraldine McCaughrean

*Henry V* by William Shakespeare

*He Went With Marco Polo* by Louise A. Kent, *Marco Polo: His Travel and Adventures* by George Makepeace Towle or *The Adventures of Marco Polo* by Russell Freedman

*Kubla Khan: The Emperor of Everything* by Kathleen Krull

## Optional Advanced Reading

*Canterbury Tales* by Geoffrey Chaucer translated by Nevill Coghill

*Piers the Plowman* by William Langland

*The Earliest English Poems*

*Joan of Arc* by Mark Twain

*The Deeds of Louis the Fat* (Suger)

*Lives of Mahomet and His Successors* by Washington Irving

*The Black Death: The Great Mortality of 1348-1350* by John Aberth

*The Rule of St. Benedict*

# Lesson Outline for Each Week

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## Before the Reading

- Use “Connections”, connecting questions, to bridge the gap between chapter readings. They are designed to bring forth what the student already knows about a topic so that the new information can be connected to it.
- Words to Know: Discuss these words orally, as needed.
- Present any images, if indicated, to capture interest and provide visuals.
- Using the proper nouns list, locate any places on a map or globe which need further clarification.
- Complete any additional map work, if included, or feel free to add more as you see beneficial.
- Read any notes pertinent to lesson preparation before reading the chapter.

## Reading

- Students should read the assigned pages each week from *The Middle Ages*.

## After the Reading

- After the chapter has been completed, ask for an oral narration or choose one of the options listed under “Narration Suggestions”. These may be written, creative or oral narrations.
- You students may use the words from the proper nouns list for reference when giving a narration, but they are only meant to be referred to for spelling, pronunciation or single memory purposes, such as momentarily forgetting the specific name of a place or event but wishing to refer to it correctly in the narration. This chart serves the same purpose as when a teacher writes some specific words on the board. The proper nouns list is not meant to be used as a crutch for the entire narration.
- Add any suggested additional reading or any additional activities as desired.
- Add to and keep up with your Book of Centuries. Additional notes are in the appendix.
- Level One Extensions were designed with Upper School B (Y 7-9) in mind, while Level Two Extensions were designed with Upper School A (Y 10-12) in mind, but pick and choose from whichever levels and suggestions best fit. A high school student seeking credit may need to choose more frequently from Level Two extensions.

# Notes for the Teacher

- This guide is designed to accompany any edition of *The Middle Ages* by Dorothy Mills, since it refers to chapters rather than pages. It may be used somewhat independently, but teachers would be advised to initially work closely with students, giving them a chance to become familiar with it first. It is assumed that teachers will always remain *somewhat* involved in this study. It is not designed to be used entirely independently.
- Some map work will be included with this guide, but you may wish to add a fuller program to it. Some editions of *The Middle Ages* have a few good quality maps within them as well as pictures, a time chart and an index at the end of it. I am unaware if these maps have been included in the Memoria Press editions. Allow your student to refer to any included maps while completing any map work.
- It is very important to set up the reading properly by first going over any unknown words, including pronunciation if needed, locating places on a map or globe and having any review discussions together that is needed to make the reading more understandable.
- The narration suggestions are merely suggestions. Feel free to alter them or exclude some.
- You may choose between asking your student for an oral narration **or** an alternative narration. You might also wish to ask your student for an oral narration and then to also to complete one of the alternative narrations independently. At least some of your student's narration work should be oral, because it is just as important in building writing skills as written narrations.
- Additional resources accompanying the lessons are linked at *A Mind in the Light*. Look under the tab Resources, and then scroll down to World History. On this page look under *The Middle Ages* for these links.
- The appendix will include some teaching notes, picture study, writing forms and printable maps.
- The assignments are optional. They are designed to offer creative extensions, but can be adapted or omitted as you would like. The due date should offer them some time in which to complete the assignment, but not come too close to the work for the following week. (One full week from assigned date would probably work.)
- The Great Ideas Discussions will be included in the reading schedule. These were designed for Upper School A (Y 10-12) students, but some younger students may benefit as well.
- Some chapters have been divided into two separate lessons due to their length. Most divisions occur by sections already created in the chapter. Because not everyone will have the



same edition of the book, I was unable to refer to something by page number. This setup allows teachers to use any edition of the book.

- For those who are using the Extensions, please remember to adjust, omit and adapt assignments and readings based on each student individually. This makes the guide highly suitable to use with multiple ages within a family. Most importantly, use this guide in whatever ways work best for all of your students; adapt as needed.
- Instructions for creating and keeping a Book of Centuries can be found in the appendix. Have your student choose 1-2 dates per week [or select an entry of their own choice] to be entered into their BOC. Students should work on this during the allotted time –see “Quiet Time and Extracurriculars” on the suggested weekly schedules. If students wish to choose a date not listed in this guide, then certainly –as long as it fits– allow them to make substitutions.

# Writing Assignments-At a Glance

## Level One

- Presentation [OPT]
- Document Study Narration
- Speech Study Narration [2]
- Character Sketch [2]
- Historical Background Paper

## Level Two

- All of the above
- Essays [4]
- 1 Article Summary [OPT]
- Great Ideas Discussions [6]

This list does not include regular narrations, other writing assignments or term papers. **A large number of writing assignments are available to use. Please adapt as needed for your students.** The purpose of the number of writing assignments is not to overload the students, but to provide a variety to best meet their needs. Students should not complete **all** of the above writing assignments, especially since they will also be completing narrations. These are suggested assignments, designed so that teachers may have options.

It is recommended that term papers be omitted if students are completing a significant number of the above written assignments. Alternatively, students can write term papers and omit most of the writing assignments. The emphasis is quality over quantity. Several well-written and edited papers are more beneficial than many papers written haphazardly.

## Reading Schedule by Chapter

Week #/ <i>The Middle Ages</i> Ch. #	<i>The Portable Medieval Reader</i>	<i>Readings in Medieval and Modern History</i>	<i>Readings in European History I</i>	Additional Books & Resources	Writing Assignments, Maps, Discussions & Picture Study
1/Ch. 1			L2 –C3 –I, II & III		L1 –Chart
					L2 –Great Ideas Discussion
2/Ch. 2					L1 –Written Narration
3/Ch. 2		L2 –C4 & C5			L1 –Letter
4/Ch. 3					L1 –Summary Sentences
5/Ch. 4		L2 –C6		OPT L1 – <i>Arabs in the Golden Age</i> OPT L2 – <i>Lives of Mahomet and His Successors</i>	L1 –Short Research Narration

This is a sample of the reading schedule. The complete schedule is for 28 weeks.

## Exams and Papers

For those following the schedule for terms, exams are given in the twelfth week. For the purposes of this curriculum, the history exams will most likely fall on one of the days at the end of the week. This allows the student to complete the work assigned for week twelve in the beginning of the week and then follow it with an exam at the end of the week. Exams for skill subjects such as math and English can be completed in the earlier part of the week. Another option is to have a four day week for school and complete all of the exams on the final fifth day of the week. **This guide is designed to cover 28 weeks, but exams are included for three terms.** You can certainly use the extra weeks to offer some relief to busy weeks in the year or use them for some of the additional reading suggestions.

Choose 1-2 exam prompts for your student for each term with which you intend to hold exams. Have your student write a narration answering the prompt. If your student would do better with an oral exam, you can also have your student answer the question(s) orally. Another option is to have your student answer the question(s) orally (to gather their thoughts) and then write their narration.

The term papers are an added option for those using Level Two Extensions. Like exams, term papers follow the schedule by terms, or every twelve weeks. Since this guide covers 28 weeks, only two term papers are included. There are enough prompts if you wish to include a third term paper towards the end of the year –or Week 36. **Term papers are optional.**

## Speech Study and Document Study Narrations

Have your student complete the forms for these two narration types, bring the forms to their teacher to be examined and then from these correct outlines complete their narrations. The narrations will include all of the information that was outlined in the forms.

For the Speech Study Forms, have your student copy quotes from the text (and the page number for easier reference when needed) which supports the questions, such as evidence which supports the use of the techniques of ethos, pathos and logos.

These forms can be found in the appendix of this guide.

## Week One (C1)

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### Before the Reading

- Connection: Discuss these words: Middle Ages or Medieval. What time period comes before the Middle Ages? [Ans. Ancient –specifically Roman] What time period comes after? [Ans. Renaissance & Reformation] Name some major people or events that might be included in the Middle Ages. Why might this time period have “The Middle Ages” as its name?
- Note: Consider drawing a rough timetable on the board of major time periods in history –Ancient, Medieval, Renaissance and Reformation and Modern. Highlight for students where this study begins, what came before and what comes after. The Middle Ages [or Medieval] time period roughly includes the years between the late 5<sup>th</sup> through the late 15<sup>th</sup> [400-1400 AD/CE], depending upon the specific countries.
- Be sure to look up the places listed under the category: Map Work (below) and pronounce any words as needed.

Note: Additional resources are linked at *A Mind in the Light*. Look under Resources, World History and then under *The Middle Ages*. I will abbreviate this note in all subsequent references to it as TMA, Week # , depending on the week in which the link or resource is needed. Images and some maps can be found in the Appendix.

Some editions of *The Middle Ages* have several good quality maps within them as well as pictures, a time chart and an index at the end of it. I am unaware if these maps have been included in the Memoria Press editions. This guide includes some maps, links to some maps and some printable outline maps in the appendix.

## Proper Nouns for an Oral Narration

People	Map Work	Other
Tacitus	Rome	Goths
Emperor Aurelian	Greece	Visigoths
Theodosius	Italy	Ostrogoths
Alaric	Gaul (France)	Huns
St. Jerome	Spain	Valens
St. Augustine, Bishop of Hippo	Baltic (sea)	<i>De Civitate Dei, The City of God</i>
Attila, <i>Scourge of God</i>	Black Sea	Vandals
Leo I (the Great), Bishop of Rome	Danube (river)	Burgundians
St. Peter	Dacia	Lombards
St. Paul	Bethlehem	<i>Nibelungenlied</i>
Boethius	Constantinople	Franks
	Mediterranean (sea)	Angles
	Rhone (river)	Saxons
	Po (Valley) (Pavia is the capital.)	Exarch
	Balkan States	
	Ravenna	
	Britain	

## After the Reading

### Narration Suggestions

- Explain Greece and Italy's influence on the newly emerging Europe.
- Give an account of the German tribes.
- Describe Theodosius.
- "Theodoric was the first King of the new Europe to recognize different nations living within their own clearly marked boundaries as equals" (13). Explain why this was important.
- How might history have been changed if the Romans had protected the Goths rather than plunder and rob them?

## Book of Centuries Entry –Choose 1-2 or Substitute Your Own

- 410 C. E. --Alaric sacks Rome.
- 451 C. E. –Rome and the Goths defeat Attila at Chalon.
- 476 C. E. –Rome falls
- 493 C. E. –Theodoric becomes King of the Ostrogoths.

## Level One Extension

### Assignment

- Tabulate a chart of the leaders of the Huns and 2-3 short points about each leader. Do the same for the leaders of the Goths. Give your chart a title.



## Level Two Extension

### Additional Reading

#### *Readings in European History I*

- Read “The Movement of the Huns...” [Ch. 3 –I; pp. 35-39],
- Read “How the West Goths Became Arian Christians...” [Ch. 3 –II; pp. 39-46].
- Read “Attila and the Huns” [Ch. 3 –III; pp. 46-49]

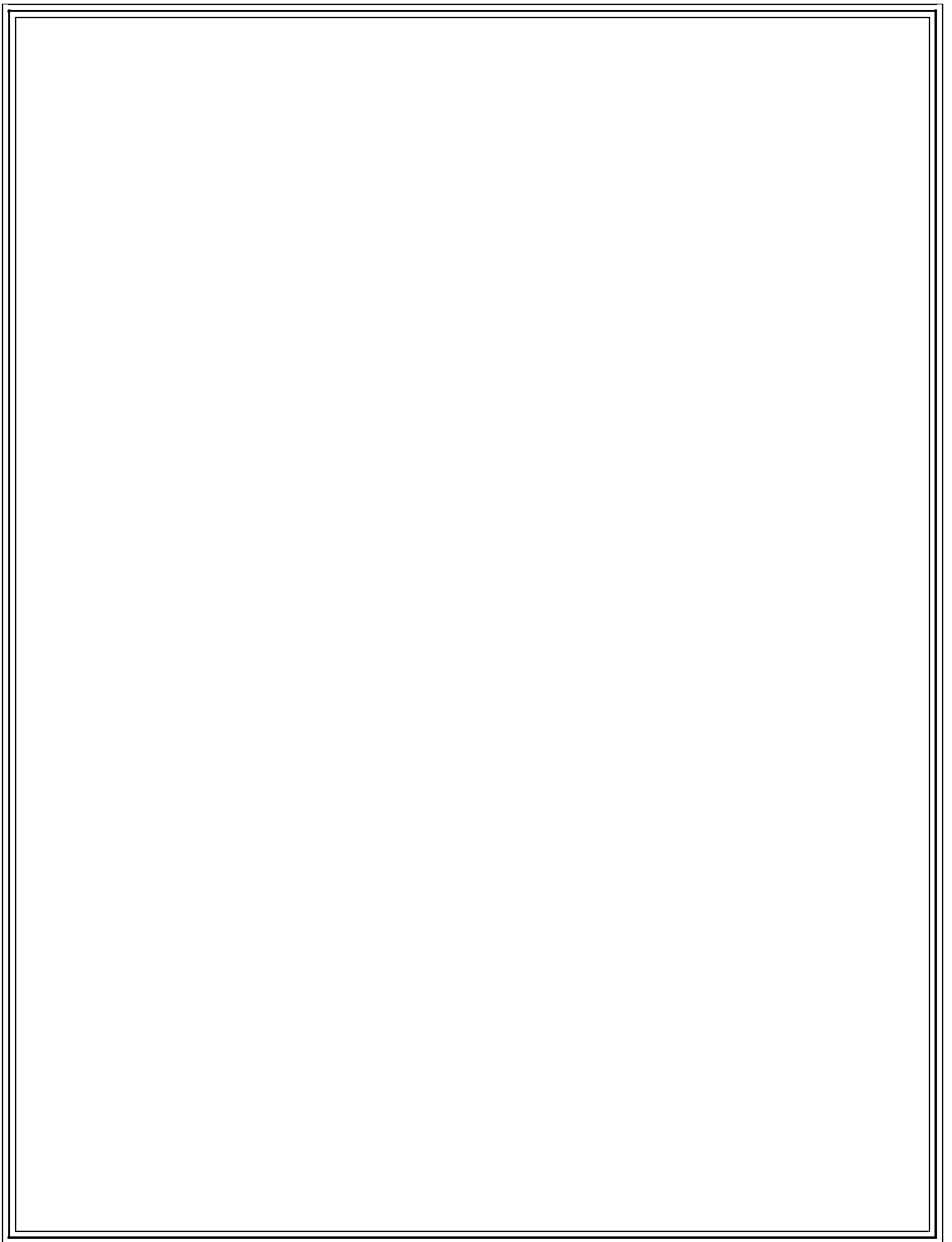
### Great Ideas Discussion

## *Beliefs*

Study this quote from this week’s reading:

“Religion,” he said, “is a thing which the king cannot command, because no man can be compelled to believe against his will” (13).

- Who said this and why?
- What is meant by this? Share your thoughts about this statement.





## Week Two (C2, Parts 1, 2 & 3a)

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### Before the Reading

- Connection: Tell of “The Foundations of the Middle Ages”.
- Be sure to look up the places listed under the category: Map Work (below) and pronounce any words as needed.

#### Proper Nouns for an Oral Narration

People	Map Work	Other
Constantine the Great	Nicaea	Apostles
St. Paul	Rome	Nicene Creed
Tertullian	Constantinople	<i>O lux beata trinitas</i>
Origen	Alexandria	<i>Vexilla regis prodeunt</i>
Athanasius	Antioch	Hosana
St. Augustine	Ireland	<i>Welcome happy Morning</i>
St. Peter	Scotland	<i>All glory laud and honour</i>
Nero	Gaul	“Island of Saints”
St. Ambrose, Bishop of Milan	Italy	
Venantius Fortunatus, Bishop of Poitiers	Switzerland	
Theodulf of Orleans	Iona	
St. Patrick	Northumbria	
St. Columba	Wearmouth	
Paulinus	Jarrow	
Oswald	Lindisfarne	
Bede		
Aiden		
Benedict Biscop		

## After the Reading

### Narration Suggestions

- Give an account of the origins of the early church. How was worship conducted in the early church?
- Narrate about early Irish missionary work.
- Draw a floor plan for the interior of the early Christian church. Give labels for all that you can. Share your floor plan with someone, telling of it.



### Book of Centuries Entry –Choose 1-2 or Substitute Your Own

- 325 C. E. –Nicene Creed is put together.
- 445 C. E. –Bishop of Rome has supremacy over the church as a whole.

## Level One Extension

### Assignment

- Give an account of the organization of the church. Include these words in your narration:
  - bishop
  - dioceses
  - priests
  - deacons
  - patriarchs

### OPT –Additional Reading

- “Columba” from *Saints and Heroes: To the End of the Middle Ages* by George Hodges [pp. 74-82] TMA, Week Two

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## Level Two Extension

- Students may complete the extension for Level One or omit entirely.

## Week Three (C2, 3b-end)

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### Before the Reading

- Connection: Tell of St. Patrick or of St. Ambrose.
- Words to Know: prefect and synod
- Be sure to look up the places listed under the category: Map Work (below) and pronounce any words as needed.

### Proper Nouns for an Oral Narration

People	Map Work	Other
St. Augustine	Rome	Angles
Pope Gregory the Great	Constantinople	Franks
Santa Maria Maggiare	England	Saxons
Hadrian (Sant' Angelo)	Kent	Benedictine
Ethelbert	Humber (river)	
Bertha	Isle of Thanet	
Bishop Luidhard	Wantsum (river)	
Oswy, King of Northumbria	Canterbury	
Archbishop of Canterbury	Northumbria	
Bede	Ireland	
Ethelberga	France	
Paulinus	Amiens	
St. Aiden	Whitby	
Colman	Poitiers	
Wilfred of York	Tours	
St. Peter	Cologne	
St. Patrick	Exeter	
St. Martin of Tours	Lindisfarne	
St. Boniface	Germany	
	Rhine (river)	
	Hesse	
	Geisman	
	Friesland	

## After the Reading

### Narration Suggestions

- Give an account of either St. Augustine, St. Martin or of St. Boniface.
- “Gregory I was one of the great rulers of the early Middle Ages and under him the papacy grew in power and importance in Europe” (27). Do you agree with this statement? Describe the work and accomplishments of Gregory I.
- Draw or paint a picture of any scene from this reading. Give your picture a title or caption and share it with someone, telling of the scene depicted.
- Turn the story that one of the wise men told to Paulinus about the sparrow into a children’s story. Be sure to give it a title and a cover illustration and to share it with someone.
- Turn the discussion between Wilfred of York and the King at the synod at Whitby into a short skit. Act this out with friends and family members in front of an audience.

### Book of Centuries Entry –Choose 1-2 or Substitute Your Own

- 590 C. E. –Gregory I elected pope. Rome suffers from a plague.
- 664 C. E. –Oswy, King of Northumbria called a synod at Whitby.

## Level One Extension

### Assignment

- Write a letter from the perspective of a young person who has just met St. Augustine, St. Martin *and* St. Boniface. Include a brief introduction of each saint to the recipient of the letter.

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## Level Two Extension

### Additional Reading

*Readings in Medieval and Modern History*

- Read “The Reestablishment of Christianity in Britain” [Ch. IV; pp. 32-39].
- Read “St. Boniface, the Apostle to the Germans” [Ch. V; pp. 40-47]

