

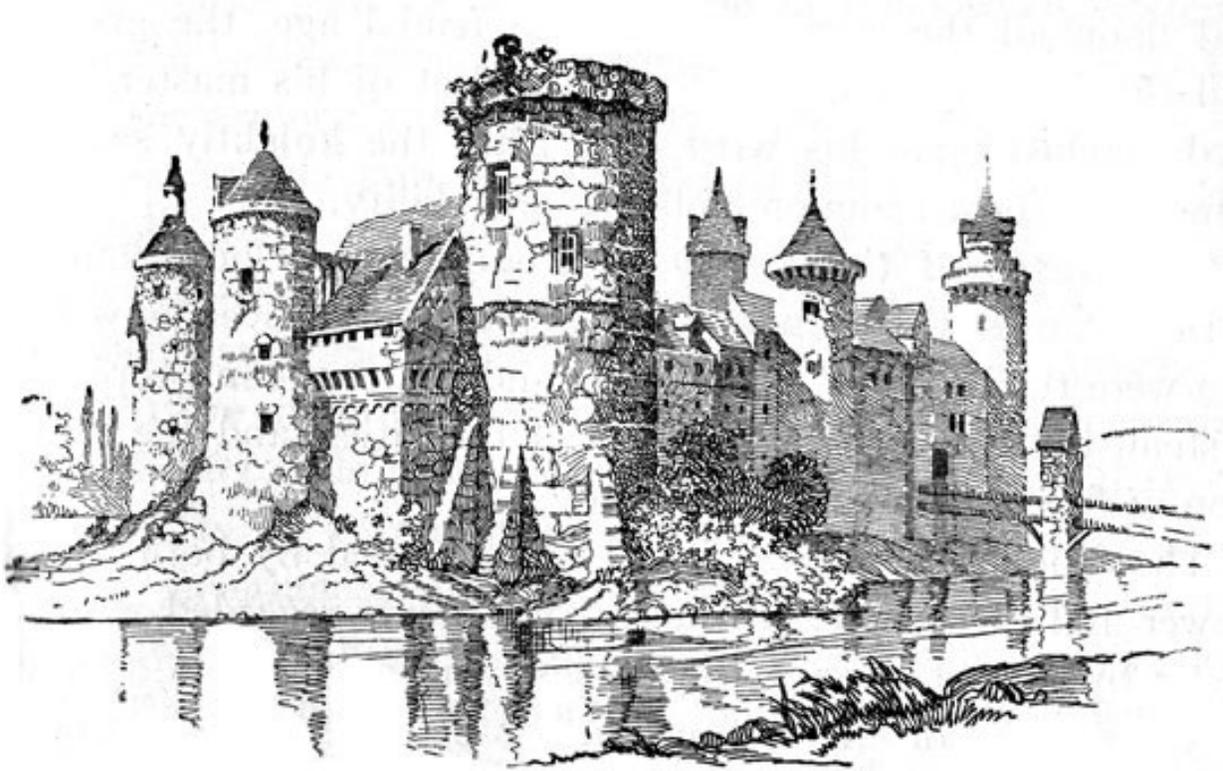
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# Classical Lessons

for



## *The Middle Ages*

by Lisa Kelly

*The Middle Ages* by Dorothy Mills



## Lesson Outline for Each Week

# For the Student

### Before the Readings

- Look over the guide each week with your teacher, if needed.
- Complete the vocabulary, if included.
- Using the proper nouns list, locate any places on a map or globe, as needed.
- Complete any additional map work, if included, or if added by your teacher.
- If you are a high school student, please be sure that your teacher has looked over the guide before beginning the week and has selected the additional readings and assignments that you should complete.

### Readings

- Read the pages as assigned each week for *The Middle Ages*.

### After the Readings

- Give your teacher an oral narration, using the proper nouns chart as needed, or choose from any of the narration suggestions listed in the guide. You may choose more than one suggestion, if you'd like. Also, your teacher may have already indicated the suggestion to which you should respond.
- Read any additional readings, if included.
- Complete the assignment, if required by your teacher, and return it to her by the assigned due date.
- Add to and keep up with your Book of Centuries.

### High School Extensions

- The high school student will complete the work in the guide as listed above, but will **add to** this work with additional readings, as listed under High School Extensions and may trade the assignment for Level One in for the assignment for Level Two. These trades will be directed by your teacher.
- An important component to the high school guide is the Great Ideas Discussions. Please see the index for teaching notes about these discussions.



## Notes for the Teacher

- It may be helpful to work closely with your student in how to use the lesson outline for the first 4 weeks or so and give your student a chance to get familiar with it.
- Some map work will be included with this guide, but you may wish to add a fuller program to it.
- It is very important to set up the reading properly by first going over any vocabulary, 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 them. You can decide if you'd like to use some or all of them.
- The assignments are also optional. They are designed to offer creative extensions, but can be adapted or omitted as you would like. The due date should offer the student 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.) This guide is written with a Year Seven student and older in mind, please adapt assignments by number and type as needed. If your student needs less but more complex writing assignments, then please feel free to exclude all that is not needed and focus, instead, on essays and term papers. A younger student may need only the narration suggestions.
- The Great Ideas Discussions will be included in the reading schedule.
- The appendix in the back of this guide will contain teaching notes for writing assignments, the Great Ideas Discussions, art narrations and the Book of Centuries.
- At this time primary sources are linked at *A Mind in the Light*. Look under Resources, Year Seven and then under *The Middle Ages* for these links. A Resource Pages file has also been created with any public domain art images, maps, speeches and other primary sources that can be freely printed. Any resources that are copyrighted will have to be accessed by the links as described above.

- Sometimes the readings in this guide include separations that are within the text and not by chapter, because some of the chapters are very long. It is made further difficult when I cannot separate by page number. Not everyone will have the same edition of the book and therefore will not be able to refer to something by the same page number. I set it up this way so as to make the guide usable by all editions of the book.
- Instructions for creating and keeping a Book of Centuries can be found in the appendix. Have your student choose 1-2 dates per week to be entered into their BOC. The printable weekly schedule for Year Seven shows a time slotted for this activity on the fifth day of each week. The appendix at the end of this guide also includes suggestions for entries your student may wish to include in their Book of Centuries and they are categorized by chapter.
- For those who are using the High School Extensions, please remember that the guide is to be used as it is written, but with the upper level student having even more additional reading assignments, sometimes exchanging an assignment for a more complex assignment, possible inclusions of term papers and the Great Ideas Discussions. This also makes the guide highly suitable to use with multiple ages within a family. **Please use the combination best suited for your student. Adapt this as you wish.**

## Writing Assignments-At a Glance

### As Written

Presentation

Document Study Narration x2 (1 is optional.)

Speech Study Narration x2

Character Sketch x2 (1 is optional.)

Historical Background Paper

### With High School Extensions

All of the above

Essays x 4 (1 is optional.)

1 Article Summary

Great Ideas Discussions x 7

This list does not include picture study narrations, regular narrations, other writing assignments or term/semester papers. A large number of writing assignments are available to use. Please adapt as needed for the student. The purpose of the large number of writing assignments is not to overload the student, but to provide enough variety to best meet her needs.

# Book List

## Required Book List

*The Middle Ages* by Dorothy Mills

*The Portable Medieval Reader* edited by Ross and McLaughlin

*The Arabs in the Golden Age* by Mokhtar Moktefi

## Books and Resources Online

*Readings in European History* Vol. 1 by James Harvey Robinson

*Readings in Medieval and Modern History* by Hutton Webster

Resource Pages File (PDF) and additional resource links available at *A Mind in the Light*

**These books have substitutions in place. Please do not feel the need to purchase them unless you really want them.**

*A Treasury of the World's Greatest Speeches* edited by Houston Peterson

*The Life of Charlemagne* by Einhard

## Corresponding Literature

These books are included in Year Seven. If you are not using the complete Year Seven curriculum or if you are not using Year Seven Literature, then you may wish to consider these books for literature.

*Canterbury Tales Retold* by Geraldine McCaughrean  
*Henry V* by William Shakespeare

There are many other books included for Year Seven Literature that would also correspond well with the study of the medieval time period. These are not suggested in this guide per each week's lesson, but you may wish to add them.

*Bulfinch's Mythology*  
*Beowulf* by Burton Raffel or Heany, if you prefer  
*Sir Gawain and the Green Knight, Pearl and Sir Orfeo* by J. R. R. Tolkien  
*Men of Iron* by Howard Pyle  
*English Literature for Young People* by H. E. Marshall  
*The Story of King Arthur and His Knights* by Howard Pyle  
*The Scottish Chiefs* by Jane Porter  
*Ivanhoe* by Sir Walter Scott

## Corresponding Geography

These books are included in Year Seven. If you are not using the complete Year Seven curriculum or if you are not using Year Seven Geography, then you may wish to consider adding these books.

*He Went With Marco Polo* by Louise A. Kent

An alternative to this book is Russell Freedman's *The Adventures of Marco Polo* or *The Travels of Marco Polo* by Marion Koenig.

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

### Optional

*Genghis Khan and the Mongol Horde* by Harold Lamb

## Optional Books and Resources

These books are entirely optional and can be omitted completely, if needed. The books marked with an asterisk are included in Year Two, but can also be enjoyed by older students too. This book list includes books which would be great for the whole family.

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

*The Magna Charta* 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)

\**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

## Optional Advanced Literature

Please read ahead before adding these literature selections. Many of these books are scheduled in other places in the curriculum.

*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

## Optional Advanced History

Please read ahead before adding these history selections. Many of these books are scheduled in other places in the curriculum.

*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*

*The Life of Charlemagne* by Einhard



## Reading Schedule by Chapter

| <i>The Middle Ages</i> | <i>The Portable Medieval Reader</i> | <i>Readings in Medieval and Modern History</i> | <i>Readings in European History Vol. 1</i> | Additional Primary Sources and Books     | Writing Assignments, Maps, Discussions and Art Study                  |
|------------------------|-------------------------------------|--|--|--|---|
| Chapter 1              |                                     |  | <u>HS</u> C3-1, 2 and 3                    |  | Tabulate chart  |
|                        |                                     |  |  |  | <b>Great Ideas</b>  |
| Chapter 2              |                                     | <u>HS</u> C4 and C5                            |  | <u>HS</u> “Early Church History”         | Letter or Written Narration   |
| Chapter 3              |                                     |  |  |  | Summary Sentences   |
| Chapter 4              |                                     | <u>HS</u> C6                                   |  | <i>Arabs in the Golden Age</i>           | Short Research Narration  |
| Chapter 5              |                                     | <u>HS</u> C2                                   | C7-2, 6 and 7                              | <u>HS</u> <i>The Life of Charlemagne</i> | Map   |
|                        |                                     |  |  |  | Character Sketch  |
|                        |                                     |  |  |  | Art Study   |
|                        |                                     |  |  |  | <b>Great Ideas</b>  |
| Chapter 6              |                                     | <u>HS</u> C7                                   |  |  | Maps (2)  |
|                        |                                     |  |  |  | Distinguish between Word Pairs or HS-Article Summary or Summary Sent. |
| Chapter 7              | p. 267                              | C11  | <u>HS</u> C10-1, 3, 4, and 5               |  | Map   |
|                        |                                     |  | C11-1, 2 and 3                             |  | Sketches  |
| Chapter 8              | <u>HS</u> p. 248                    |  | C11-4 and 5<br>C13-2                       |  | Document Study  |
|                        |                                     |  | <u>HS</u> C13-all                          |  | <b>Great Ideas</b>  |

## **Exams and Papers**

**The term and semester papers are an added option for those who would like to make the work in Year Seven worth a full high school credit for history. They are absolutely optional.**

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. For those following the schedule for semesters, exams are given in the eighteenth week.

It will probably become apparent very quickly that those who follow a semester schedule vs. a term schedule will see a reduction in the number of papers and exams per year. Feel free to choose the arrangement that works best for you and your family. Also, remember that you can choose to hold exams and require papers as many times per year as you would like. For example, you can follow the term schedule and have your student complete term papers for terms one and two and complete exams for terms three only. For those who are following the semester schedule, you are certainly free to add papers and exams as you would like.

Choose one or two of the exam questions for your student for each term with which you intend to hold exams, and have your student give their answers in a written narration. If your student would do better with an oral exam, you can also have your student respond orally. Another option is to have your student respond orally (to gather their thoughts) and then write.

### **Speech Study and Document Study Narrations**

Have your student complete the forms for these two narration types, bring the forms to his 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.

# Chapter 1

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## Notes:

At this time primary sources, maps and other resources are linked at *A Mind in the Light*. Look under Resources, Year Seven and then under *The Middle Ages*. I will abbreviate this note in all subsequent references to it as RY7, TMA, Chapter #, depending on the chapter in which the link or resource is needed. A PDF file titled Resource Pages can also be found here. I will abbreviate references to this file in the guide as Resource Pages. This file will hold some of the art images, maps, speeches and other primary sources needed for this guide. I've included all that was in the public domain in this file, but those restricted by copyright laws can be accessed by a link found on the website. Older editions of this book contain a nice fold-out map just before Chapter One which is very helpful with locating places. If your edition does not have a map, please see the links for Map Resources.

## Proper Nouns for an Oral Narration

| People                            | Map Locations                      | 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                            |   |

## 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" (Mills 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?   |

## 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. |
|--|---|

# High School Extensions

## Additional Reading

|  |   |
|--|---|
| <p><i>Readings in European History</i></p> <p>Read the following sections from Chapter 3:</p> <p>“The Movement of the Huns...”(I)</p> <p>“How the West Goths Became Arian Christians...” (II)</p> <p>“Attila and the Huns” (III)</p> | <p><u><a href="#">RY7,</a></u><br/><u><a href="#">TMA</a></u></p> <p><u><a href="#">pp. 35-</a></u><br/><u><a href="#">39</a></u></p> <p><u><a href="#">pp. 39-</a></u><br/><u><a href="#">46</a></u></p> <p><u><a href="#">pp. 46-</a></u><br/><u><a href="#">49</a></u></p> |
|--|---|

## Great Ideas Discussion

|  |
|--|
| <p><i>Beliefs</i></p> <p>“Religion,” he said, “is a thing which the king cannot command, because no man can be compelled to believe against his will” (Mills 13).</p> <p>Who said this and why?</p> <p>Share your thoughts about this statement.</p> |
|--|



# Chapter 2

This chapter has been divided into two readings: Reading 1 covers Parts 1-3a and Reading 2 covers Parts 3b-d

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## Words to Know

- prefect
- synod

## Reading One (Chapter 2, Parts 1, 2 and 3a)

### Proper Nouns for an Oral Narration

| People                                      | Map Locations  | 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,<br>Bishop of Poitiers | Switzerland    |                                  |
| Theodulf of Orleans                         | Iona           |                                  |
| St. Patrick                                 | Northumbria    |                                  |
| St. Columba                                 | Wearmouth      |                                  |
| Paulinus                                    | Jarrow         |                                  |
| Oswald                                      | Lindisfarne    |                                  |
| Bede  |                |                                  |
| Aiden                                       |                |                                  |
| Benedict Biscop                             |                |                                  |

### 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 floorplan for the interior of the early Christian church. Give labels for all that you can. |

## Reading Two (Chapter 2, Part 3b-d)

### Proper Nouns for an Oral Narration

| People                    | Map Locations   | Other       |
|---------------------------|-----------------|-------------|
| St. Augustine             | Rome            | Angles      |
| Pope Gregory the Great    | Constantinople  | Franks      |
| Santa Maria Maggiore      | 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       |             |

## 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” (Mills 27).<br><br>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. Be prepared to share your piece and to describe and explain it.   |
|  | 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.  |
|  | 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.  |

## Optional Reading Suggestion

|  |   |  |
|--|---|--|
|  | “Columba” from <i>Saints and Heroes: To the End of the Middle Ages</i> by George Hodges | <u>RY7,</u><br><u>TMA</u><br><br><u>pp. 74-</u><br><u>82</u> |
|--|---|--|

## Assignment

|  |   |
|--|---|
|  | <p>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.</p>  |
|  | <p><b>OR</b><br/>Give an account of the organization of the church.<br/>Include these words in your narration:</p> <ul style="list-style-type: none"><li>• bishop</li><li>• dioceses</li><li>• priests</li><li>• deacons</li><li>• patriarchs</li></ul> |

# High School Extensions

## Additional Reading

|  |   |                  |
|--|---|------------------|
|  | <i>Readings in Medieval and Modern History</i>  | <u>RY7, TMA</u>  |
|  | “The Reestablishment of Christianity in Britain” (Chapter IV)   | <u>pp. 32-39</u> |
|  | “St. Boniface, the Apostle to the Germans” (Chapter V)  | <u>pp. 40-47</u> |
|  | “Early Church History” from the section on Northumberland at the website titled <i>England’s Christian Heritage</i> .<br><u>RY7, TMA, Chapter 2</u> |                  |

# Chapter 3

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## Words to Know

- usurp
- despotic
- porphyry

Note: The assignment on the following page must be completed simultaneously with the reading of the chapter.

## Proper Nouns for an Oral Narration

| People    | Map Locations            | Other                  |
|-----------|--------------------------|------------------------|
| Justinian | Byzantium                | <i>Code</i>            |
| Theodora  | Constantinople           | <i>Digest Pandects</i> |
|           | Balkan Peninsula         | <i>Institutes</i>      |
|           | Persia                   | Queen of Cities        |
|           | Samarcand Also Samarkand | Dark Ages              |
|           | Bokhara                  | Hippodrome             |
|           | Abyssinia                | Sancta Sophia          |
|           | Red Sea                  | Sacred Palace          |
|           | Adriatic Sea             | Phrygian               |
|           | Hungary                  | Patriarch              |
|           | Venice                   | <i>Iconoclasts</i>     |
|           | Alexandria               |                        |
|           | Antioch                  |                        |
|           | Jerusalem                |                        |

## Narration Suggestions

|  |   |
|--|---|
|  | Describe Byzantine as an empire and as a civilization.  |
|  | Constantinople was called the “Queen of Cities”. Explain how it earned this name.   |
|  | Explain why the divisions between the church in the East and the church in the West grew more marked and explain the result of this increased division. |
|  | Write a list of benefits which the Eastern Empire provided to the Western Empire. How does Russia factor into this?                                     |

## Assignment

|  |  |
|--|--|
|  | <p><b>This assignment must be completed simultaneously with the reading of the chapter.</b></p> <p>Write a summary sentence or two for each paragraph for section 2: Byzantine Civilization of this chapter. Quickly jot down the sentence(s) after reading each paragraph until the reading is complete.</p> <p><b>Extension:</b> Type your summary sentences into one summary paragraph.</p> |
|--|--|

## High School Extensions

There are no extensions for this week.