

GENERAL INFORMATION FOR ALL GRADES¹

These are the Student Activity Pages for Week 1 of Year 2. Most week-plans in *Tapestry of Grace* have Student Activity Pages for all levels. There is usually at least one page devoted to each learning level, and sometimes two or more levels share pages. To find pages written for your level, look at the bottom outside corner of each page for the following colors.

**LOWER GRAMMAR****DIALECTIC****ALL LEVELS****UPPER GRAMMAR****RHETORIC****Our Topic for the Week**

This is the first week of Unit 1: The Middle Ages. The Middle Ages are the years of European history between two other ages: the Ancient (or Classical) period and the Modern one. Thus, this name was given to the years between the fall of the Roman Empire and the start of the period which saw both the Protestant Reformation and the Age of Exploration. In terms of dates, the Middle Ages fall between the early 400's and late 1500's.

If you have not done so already, you will need to take time this week to set up notebooks and learn procedures that are unique to your family's implementation of *Tapestry* studies. Your teacher will guide you in this process, using the set-up document on the *Loom*.

In terms of historical content, all but the youngest students will review information they learned at the end of last year's study of the ancient world. Whether you studied the ancient world with *Tapestry* or with another program, you will want to remember some important details from the close of last year's studies. Our reading assignments and projects will help you do just that! So, if you're ready, turn the page, find your color-coded circle, and let's get started!

¹ Teachers: Read aloud to lower-grammar students.

LOWER GRAMMAR LEVEL ¹

FINE ARTS AND ACTIVITIES

This week, your teacher may have you make a salt map of an imaginary place that displays most of the landforms you will learn about as part of your geography lesson. Suggested labels for your salt map are given as vocabulary words on page 6 and are also listed in the Geography assignment below, under the first point.

- ☐ You can model your salt map off of a map in a printed resource or make it up from your imagination! ²
- ☐ Your map should be of a coastal region and progress from mountains to sea level. It should include islands and archipelagos (you'll learn what this big word means this week).
- ☐ If you wish, you can make labels on little slips of paper and insert toothpicks into your map before the dough hardens. After it hardens, affix the labels to the toothpicks.
- ☐ When your map dries, you can paint it with acrylic or poster paints.
- ☐ Be sure you have an adult's permission before starting this project!

Salt Maps

Tactile approaches to lessons often provide longer retention of details than do reading assignments. In other words, when you model, draw, or create an object, you often remember what you learned longer. This week, we recommend salt map projects for students of all levels.

The dough will stay malleable for several hours uncovered. It will take a full week to completely dry and harden. After it has dried, it can be painted to further indicate geographic information.

Salt Dough Recipe

1. Mix 1 cup flour and ½ cup salt together.
2. Add ½ cup water.
3. Stir.
4. Add more flour or water as needed to make the consistency of play dough.

GEOGRAPHY

NOTE: This is a long assignment, so your teacher may want you to do some this week and finish it up next week.

1. Learn geographic terms for landforms.

- | | | |
|-----------------------------------------|---------------------------------|-----------------------------------------|
| <input type="checkbox"/> tributary | <input type="checkbox"/> canal | <input type="checkbox"/> mountain range |
| <input type="checkbox"/> source (river) | <input type="checkbox"/> sea | <input type="checkbox"/> inlet |
| <input type="checkbox"/> mouth (river) | <input type="checkbox"/> bay | <input type="checkbox"/> cliff |
| <input type="checkbox"/> peninsula | <input type="checkbox"/> summit | |
| <input type="checkbox"/> island | <input type="checkbox"/> delta | |
| <input type="checkbox"/> plateau | <input type="checkbox"/> port | |

2. Learn (or review) continents and oceans of the world.

Continents of the World

- ☐ North America
- ☐ South America
- ☐ Europe
- ☐ Australia
- ☐ Africa
- ☐ Antarctica
- ☐ Asia

Oceans of the World

- ☐ Atlantic Ocean
- ☐ Pacific Ocean
- ☐ Indian Ocean
- ☐ Arctic Ocean
- ☐ Southern Ocean (optional)

¹ Teachers: Read the directions aloud to your lower-grammar student each week.

² Teachers: Many children's atlases contain a drawing of such a map.

3. Learn about (or review) major mountains, rivers, and deserts of the world.

Mountain Ranges

- ☐ Andes Mountains
- ☐ Alps
- ☐ Himalayas
- ☐ Rocky Mountains
- ☐ Great Dividing Range

Major Deserts

- ☐ Sahara Desert
- ☐ Arabian Desert
- ☐ Gobi Desert

Major River Systems

- ☐ Amazon River
- ☐ Mississippi River
- ☐ Nile River
- ☐ Yangtze River
- ☐ Rhine River

4. Study these major features of Europe with your teacher:

- ☐ Identify the British Isles and find the city of London.
- ☐ Identify the area that the Romans called Gaul (modern France) and locate Paris.
- ☐ Identify the three major mountain ranges of western Europe: the Pyrenees, the Alps, and the Apennines.
- ☐ Identify the Italian peninsula, and note the locations of the following:
 - ☐ Rome
 - ☐ Corsica
 - ☐ Sardinia
 - ☐ Sicily
- ☐ Note the location of the Iberian peninsula (modern day Spain and Portugal).
- ☐ Note the location of the Grecian peninsula, and locate Athens and Crete.
- ☐ Note the Black Sea, the Mediterranean Sea, and the Atlantic Ocean.
- ☐ Note that the sources of the Rhine River and Danube River are relatively close to one another, though they flow downhill and in opposite directions, such that the Rhine empties into the North Sea and the Danube into the Black Sea. Together, these two rivers formed a natural northeastern boundary for the Roman Empire.



LITERATURE

Worksheet for *Brigid's Cloak*, by Bryce Milligan

Alphabetize words from this book by numbering each set of words below in the correct alphabetical order.

child
hut
sky

song
note
forest

lantern
holly
star

moon
dream
tree

Brigid
blue
baby

day
Druid
Duffy

stable
sheep
spread

hill
hard
house

come
covered
could

thank
them
then

shouted
she
sheep

Mary
manger
maybe

UPPER GRAMMAR LEVEL

FINE ARTS AND ACTIVITIES

This week, your teacher may have you make a salt map of an imaginary place that displays most of the landforms you will learn about as part of your geography lesson. Suggested labels for your salt map are given as vocabulary words on page 6 and are also listed in the Geography assignment below, under the first point. See page 12 for a salt map recipe.

- ☐ You can model your salt map off of a map in a printed resource or make it up from your imagination! ¹
- ☐ Your map should be of a coastal region and progress from mountains to sea level. It should include islands and archipelagos (you'll learn what this big word means this week).
- ☐ If you wish, you can make labels on little slips of paper and insert toothpicks into your map before the dough hardens. After it hardens, affix the labels to the toothpicks.
- ☐ When your map dries, you can paint it with acrylic or poster paints.
- ☐ Be sure you have an adult's permission before starting this project!

GEOGRAPHY

NOTE: This is a long assignment, so your teacher may want you to divide it up over two weeks.

1. Review previous studies.

Continents of the World

- ☐ North America
- ☐ South America
- ☐ Europe
- ☐ Australia
- ☐ Africa
- ☐ Antarctica
- ☐ Asia

Oceans of the World

- ☐ Atlantic Ocean
- ☐ Pacific Ocean
- ☐ Indian Ocean
- ☐ Arctic Ocean
- ☐ Southern Ocean (optional)

Major Geographic Terms

- | | | | |
|------------------------------------|--------------------------------------|------------------------------------|-----------------------------------------|
| <input type="checkbox"/> equator | <input type="checkbox"/> strait | <input type="checkbox"/> piedmont | <input type="checkbox"/> reservoir |
| <input type="checkbox"/> longitude | <input type="checkbox"/> estuary | <input type="checkbox"/> fall line | <input type="checkbox"/> precipice |
| <input type="checkbox"/> latitude | <input type="checkbox"/> archipelago | <input type="checkbox"/> arroyo | <input type="checkbox"/> cataracts |
| <input type="checkbox"/> isthmus | <input type="checkbox"/> glacier | <input type="checkbox"/> chasm | <input type="checkbox"/> fiord or fjord |
| <input type="checkbox"/> mesa | | | |

2. Study these major features of Europe with your teacher:

- ☐ Identify the British Isles and find the city of London.
- ☐ Identify the area that the Romans called Gaul (modern France) and locate Paris.
- ☐ Identify the three major mountain ranges of western Europe: the Pyrenees, Alps, and Apennines.
- ☐ Identify the Italian peninsula, and note the locations of the following:
 - ☐ Rome
 - ☐ Corsica
 - ☐ Sardinia
 - ☐ Sicily
- ☐ Note the location of the Iberian peninsula (modern day Spain and Portugal).
- ☐ Note the location of the Grecian peninsula, and locate Athens and Crete.
- ☐ Note the Black Sea, Mediterranean Sea, and Atlantic Ocean.
- ☐ Note that the sources of the Rhine River and Danube River are relatively close to one another, though they flow downhill and in opposite directions, such that the Rhine empties into the North Sea and the Danube into the Black Sea. Together, these two rivers formed a natural northeastern boundary for the Roman Empire.

¹ Teachers: Many children's atlases contain a drawing of such a map.

LITERATURE

Worksheet for *Tales of King Arthur*, retold by Felicity Brooks

In preparation for recognizing special words pertaining to the Middle Ages, look up the following words from your reading in a dictionary and write the definition for each in the space provided.

joust



chivalry



sovereign



hilt



valor



steward



fealty



scabbard



lance



conjurer



DIALECTIC LEVEL**HISTORY**

After your workspace and notebooks are all set up, it will be time to review what you have learned previously about the closing years of the Roman Empire and the ancient world. Your teacher will tell you the best way to do this, since she knows what your family learned last year about the ancient world in general and the Roman Empire specifically.

Each week, this program offers Accountability Questions and Thinking Questions that you should answer before you and your teacher discuss the history topics of the week. Ask your teacher whether she expects you to write out your answers or simply know them.¹ After your teacher gives you instruction, and after you have completed this week's reading assignment, please answer these questions.

Accountability Questions

You should be able to answer these questions without looking them up after reviewing from earlier studies *and* doing this week's suggested reading assignments.

1. Who was Constantine? When and where did he establish a new capital city for the Roman Empire?
2. What is Arianism? Which church council decided that Arianism was heretical?
3. What things weakened the Roman Empire from within, so much so that it finally fell?
4. What conditions outside the empire also caused its demise?
5. Who were the Goths? What is the difference between the Ostrogoths and the Visigoths?
6. Which group of Goths urgently sought entry into the Roman Empire in the 400's and why?
7. Who was Attila the Hun?
8. Who was Genseric? Describe his career.
9. Who was Leo I (the Great) and what were the results of his meetings with Attila and Genseric?
10. Who were Romulus, Augustulus, and Odoacer?

Thinking Questions

These questions are intended to prepare you for your discussion time. Do your best to answer them, but do not be discouraged if you feel that your answers are incomplete or shallow. Your teacher will help you understand these subjects better during discussion time each week.

1. Why should Christians study history?
2. How should we approach the history books we will read this year? Specifically, how should we think about things like the authors' biases and varying degrees of accuracy?
3. Describe the disintegration of the Roman Empire as it was perceived by those who lived during its fall.
 - ☐ How fast did it fall?
 - ☐ What is the date generally given for its fall, and why is that date usually chosen?
 - ☐ Why is there really no one, all-inclusive date for the fall of Rome?
 - ☐ What do you suppose were the perceptions of those living in the Roman Empire during its fall?
4. From your summer reading, outline the general social, religious, and economic traditions of the Celtic barbarians.
 - ☐ Include their views on government, law, and leadership.
 - ☐ Briefly describe their religious beliefs before being introduced to Christianity. Who were their major deities?
 - ☐ Briefly note their way of life: roles of men and women, means of earning a living, typical housing, etc.
5. From a resource map or other printed resource, answer this question for all the tribes listed below: where did the following groups of barbarian invaders come from, and in what territories did they settle during the dissolution of Rome? (For example, the Franks were from Eastern Europe and settled in what is now France.)

<input type="checkbox"/> Visigoths	<input type="checkbox"/> Vandals	<input type="checkbox"/> Lombards	<input type="checkbox"/> Angles
<input type="checkbox"/> Ostrogoths	<input type="checkbox"/> Huns	<input type="checkbox"/> Picts	<input type="checkbox"/> Saxons
<input type="checkbox"/> Franks	<input type="checkbox"/> Burgundians	<input type="checkbox"/> Scots	

¹ Teachers: There are details about options for using these questions on the *Loom* and on the *Tapestry* website's FAQ page.

FINE ARTS AND ACTIVITIES

You'll note that the Weekly Overview Chart suggests that you make a salt map of Europe. We'll be spending the bulk of our study time on Europe this year, and sometimes the best way to fully understand history is to "get your hands dirty." Creating a salt map of Europe will help you examine the contours of the land more closely, imprinting on your memory its jagged coastline and massive Alps!

- ☐ Print a fairly simple outline map of Europe. Glue or tape this to a solid base, such as a piece of cardboard.
- ☐ Mix up your salt dough, and then begin to spread it over the outline map, making a three-dimensional model of Europe as best as you can. Try to indicate the major mountain ranges, rivers, and coastline.
- ☐ If you wish, you can make labels on little slips of paper and insert toothpicks into your map before the dough hardens. After it hardens, affix the labels to the toothpicks.
- ☐ When it dries, you can paint your salt map with acrylic or poster paints. For this map, we suggest that you paint and label the domains of the barbarians you have read about this week on a fixed date such as A.D. 500.

GEOGRAPHY

1. This week, if you go to the library, check out some picture-rich books on Europe and the Mediterranean world. Spend some time looking at pictures of the physical features you're going to put down as names on a map. You will not "see" them as you read about people who lived in their shadow, or fought through their dangers, or were stopped by their heights unless you *see* them in picture books first. Check your library or local video rental store for videos that show the features of the places you'll be studying. Even if they are modern, the mountains and rivers of Europe haven't changed much—and neither has some of the architecture!
2. If you are planning to do a transparency map project this year, be sure to look at the set-up information on the *Loom* so that you can prepare your base maps.

Something to think about this week:

The people you will read about this year *really lived*. Stop a moment to think about it. How did you feel getting up this morning in the first week of school? Excited? Happy? Grumpy? Sleepy? Did your little sister or brother tempt you to lose your temper? Would you rather be doing something else than labeling a map? The people you will read about this year had feelings just like yours! They were all children; they all struggled with not wanting to do their duty. Some called on the name of the Lord; others died in their sins. Some lived and died unremembered by history books; others made a profound impact on the world, which is felt to this day. All these real people *lived* and *breathed*. They all opened their eyes each day and looked around their home and saw... *what?* They went outside and saw... *what?* Learning what they saw and how that reality affected them is one important purpose of your Geography studies this year.

CHURCH HISTORY

***The Church in History*, by B.K. Kuiper**

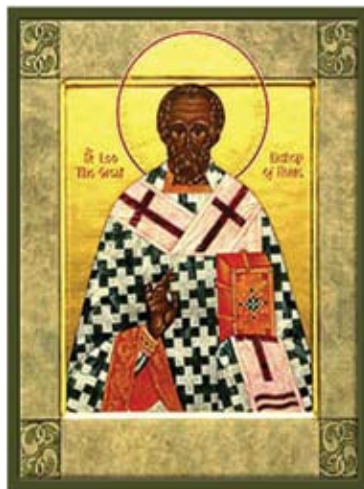
Your recommended resource, *The Church in History*, has questions for discussion listed in each chapter. After you finish reading, answer questions 1-7 on page 58. When you have finished, check your answers in the book. Then ask your teacher to look over your work, and discuss with her anything you didn't understand.

LITERATURE

Worksheet for *Medieval Myths, Legends, and Songs*, by Donna Trembinski

1. Why did people in the Middle Ages not read books? What took their place?
2. What is the difference between a minstrel, a jongleur, and a bard?
3. What is the purpose of a fable?
4. Define “legend.”
5. What is the subject matter of much of medieval literature?
6. What is a “farce”?
7. In what other ways could everyday people learn about the Bible, saints, famous people, battles, and love?
8. Compare the following passage from “The Dream of the Rood,”¹ a poem from the Middle Ages, with its translation beside it. Underline or highlight words which seem similar in the two passages.

<p>Hwæt! Ic swefna cyst secgan wylle, me gemætte to midre nihte, syðþan reordberend reste wunedon! þuhte me þæt ic gesawe syllicre treow on lyft lædan, leohte bewunden, beama beorhtost.</p>	<p>Listen! The choicest of visions I wish to tell, which came as a dream in middle-night, after voice-bearers lay at rest. It seemed that I saw a most wondrous tree born aloft, wound round by light, brightest of beams.</p>
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9. Read Genesis 6:9-7:10. How is the biblical account of Noah different from what is in your literature book this week?



Leo I (the Great)

¹ <http://www.georgetown.edu/labyrinth/library/oe/texts/a2.5.html>

RHETORIC LEVEL

HISTORY

After your workspace and notebooks are all set up, it will be time to review what you have learned previously about the closing years of the Roman Empire and the ancient world. Your teacher will tell you the best way to do this, since she knows what your family learned last year about the ancient world in general and the Roman Empire specifically.

Each week, this program offers Accountability Questions and Thinking Questions that you should answer before you and your teacher discuss the history topics of the week. Ask your teacher whether she expects you to write out your answers or simply know them.¹ After your teacher gives you instruction, and after you have completed this week's reading assignment, please answer these questions.

Accountability Questions

You should be able to answer these questions without looking them up after reviewing from earlier studies *and* doing this week's suggested reading assignments. There are one or two questions that may take some outside research on the Internet to answer, or your teacher may allow you to look them up in the Teacher's Notes.

1. Who was Constantine?
 - ☐ When and where did he establish a new capital city for the Roman Empire?
 - ☐ Give two main reasons why he was important to the course of Christian history.
2. What is Arianism?
 - ☐ Who was Arius, and what were the disputed tenets of his teaching?
 - ☐ Which church council decided that Arianism was heretical?
 - ☐ In general, which of the barbarian tribes to the north and east of the Roman Empire became Arian Christians?
3. Generally speaking, why did the Roman Empire dissolve?
 - ☐ What things weakened the Roman Empire from within?
 - ☐ What things from outside of the empire also hastened its downfall?
 - ☐ How fast did it fall, and when did it end?
4. Of what significance to Western civilization were the Huns? Who was Attila the Hun?
5. Who were the Goths?
 - ☐ What is the difference between the Ostrogoths and the Visigoths?
 - ☐ Which group of Goths sought entry into the Roman Empire and why?
 - ☐ Who was Alaric the Visigoth?
 - ☐ Who was Theodoric the Ostrogoth (in some resources, "the Great")?
6. From your summer reading, outline the general social, religious, and economic traditions of the Celtic peoples.
 - ☐ Look on a map to find where they lived, generally, and when they occupied these lands.
 - ☐ Note their views on government, law, and leadership.
 - ☐ Briefly describe their religious beliefs before being introduced to Christianity. Who were their major deities?
 - ☐ Briefly note their way of life: roles of men and women, means of earning a living, typical housing, etc.
7. Of what significance was Clovis?
8. Who was Genseric? Describe his career.

Thinking Questions

These questions are intended to prepare you for your discussion time. Do your best to answer them, but do not be dismayed if you feel that your answers are incomplete or shallow. Your teacher will help you understand these subjects better during discussion time each week.

1. Why should Christians study history?
2. How should we approach the history books we will read this year? Specifically, how should we think about things like the authors' biases and varying degrees of accuracy?

¹ Teachers: There are details about options for using these questions on the *Loom* and on the *Tapestry* website's FAQ page.

3. If you had to give two main reasons for the fall of the Roman Empire, what would they be, and why would you choose these two?
4. What is your impression of life during the dissolution of the Roman Empire? Do you get the feeling that there was widespread anxiety throughout the Roman world, or not? Try to find specific reasons for your answer in your reading assignment for this week.
5. Where did the following groups of barbarian invaders come from, and (generally speaking) in what territories did they settle by the A.D. 550's? (For example, the Franks were from Eastern Europe and settled in what is now France.)

<input type="checkbox"/> Visigoths	<input type="checkbox"/> Vandals	<input type="checkbox"/> Lombards	<input type="checkbox"/> Angles
<input type="checkbox"/> Ostrogoths	<input type="checkbox"/> Huns	<input type="checkbox"/> Picts	<input type="checkbox"/> Saxons
<input type="checkbox"/> Franks	<input type="checkbox"/> Burgundians	<input type="checkbox"/> Scots	
6. Generally speaking, what relationships do the Germanic tribes listed above—the Celts, the Gauls, and the Romans—share in terms of territories and time? (In other words, who lived where when, and who intermingled with whom when?) Research and then prepare to share the answer to this question with your teacher or in your group discussion.
7. Define the term “Middle Ages.” What do historians define as the general starting and ending point for these ages, and who named them thus?

GEOGRAPHY

1. This week, if you go to the library, check out some picture-rich books on Europe and the Mediterranean world. Spend some time looking at pictures of the physical features you're going to put down as names on a map. You will not “see” them as you read about people who lived in their shadow, or fought through their dangers, or were stopped by their heights unless you *see* them in picture books first. Check your library or local video rental store for videos that show the features of the places you'll be studying. Even if they are modern, the mountains and rivers of Europe haven't changed much—and neither has some of the architecture!
2. If you are planning to do a transparency map project this year, be sure to look at the set-up information on the *Loom* so that you can prepare your base maps.
3. Make a salt map of Europe, using the instructions in the Fine Arts and Activities section for dialectic students. Be sure to check with your teacher before beginning this project.

LITERATURE

Welcome to Year 2

This year we will be studying literature that is dominated by the Christian worldview, though towards the end of the year we will also study works that show the influence of deism. Our studies will encompass only literature from western Europe (with a small aside to America in Unit 4), focusing on English literature but also looking at some great works from Italy and France. You will come in contact with three distinct ages of literature (Medieval, Renaissance, and Neoclassical) and many new genres, ranging from allegory and romance in the Middle Ages, to dramatic comedies and tragedies in the Renaissance, and satire and the early novel in the Neoclassical era.

Poetics Document (found on the *Loom*)

“Poetics” is a word that essentially means a “theory of literature.” It refers to beliefs about the nature, purpose, forms, and laws of literature. Our literary handbook, called *Poetics*, discusses these ideas and also provides tools for literary studies. The *Poetics* document is your literary handbook for this year. When you go to read your first assignments in *Poetics* (found on the *Loom*) this week, pay special attention to the following sections: “Directions for Reading this Document” and “Remember, the Search Feature Is Your Friend!” Both these sections appear at the very beginning of the document. You should always do your *Poetics* reading before starting the exercises in the Student Activity Pages, because those exercises will often be based on what you learn in *Poetics*.

Frameworks Document (found on the *Loom*)

Frameworks covers the history of literature, including historical worldviews that have affected literature through the ages. Within your *Frameworks* readings this year, you will learn about the history and the historical context of medieval, Renaissance, and Neoclassical literature. As with *Poetics*, always do your *Frameworks* reading before you do any exercises in the Student Activity Pages.

Literary Vocabulary Terms and Recitations (or Reading Aloud)

Your teacher may instruct you to make literary vocabulary cards this year. These are flashcards that help you to learn literary terms. If your teacher assigns you to make these cards, you may be quizzed on them at any time, so be sure to review your cards before classes! If you see no “Defining Terms” section in your Student Activity Pages, then you do not need to make any cards for that week.

Each week you will have a chance to memorize and recite (or just read aloud) in class a selected passage from that week’s literary reading assignment. This week, ask your teacher whether you will be making literary vocabulary cards and doing recitations (or reading aloud) during this year.

Whether or not you are doing literary vocabulary cards, remember that you always have the Terms Index (Appendix B) of *Poetics* at your disposal as a reference. This index includes definitions, descriptions, and other helpful comments for many terms that you will be using in your weekly exercises, so you can always go to it if you are confused.

For This Week

What you see below are the sections that you will normally see each week in the Literature section of your Student Activity Pages. Follow the level (Beginning or Continuing) that your teacher directs you to follow. If your teacher has assigned you literary vocabulary cards this year, then also follow the directions in the Defining Terms section below. There is no subject for recitation or reading aloud this week.

Defining Terms

You should either begin or continue your index card bank of literary terms this week, and make cards for whichever terms you do not already have.

- ☐ Beginning students, please see the directions at the beginning of the Terms Index (Appendix B) of *Poetics* about making cards for a list of basic vocabulary terms this week.
- ☐ Continuing students, please brush up and review your old stack of cards. You need not add any new terms unless this is your first year of doing literary vocabulary cards, in which case you should look up the basic vocabulary terms list in the Terms Index (Appendix B) of *Poetics* and make cards for those.

Beginning & Continuing Levels

You have no written exercises this week. Instead, do your readings and vocabulary cards in preparation for class.

CHURCH HISTORY***Church History in Plain Language*, by Bruce Shelley**

The recommended “spine book” for this year is *Church History in Plain Language*. If you are using this book, you’ll be reading chapters 14 and 16. (We suggested that you read chapters 1-11 and 13 for summer reading if this is your first year with *Tapestry*.)

Chapter 14

1. Describe the state of the “civilized world” as Chapter 14 opens.
2. Why was Bishop Leo’s successful negotiation with Attila so significant?
3. What is the origin of the word “pope?”
4. Summarize the stages by which the Bishop of Rome was established as the primary bishop up to Bishop Leo’s time.
5. What does your family believe about the papacy?
6. Why has the role of the pope been so hotly contested by Christians down through history?
7. What do Roman Catholics believe about the role of the pope, and why?

Chapter 16

1. A proper understanding of medieval Europe rests on a clear understanding of the spiritual events immediately preceding the establishment of that culture. What were the pre-Christian roots of western Europe?
2. How did early missionaries to the Germans win over these fierce, conquering tribes?

3. The Germanic tribes were converted to orthodox Christianity by two main roads: directly from paganism or indirectly through Arianism (an unorthodox form of Christianity that was declared heretical).
 - ☐ Research Arianism further. What was this heresy?
 - ☐ Why would this heresy cause Germanic peoples to believe in Jesus as a “super warrior” and cause their clans to have no connection with the hierarchy of the Roman Church?
4. How were the Irish Celts converted, and what impact did they have on the rest of Europe early on?
5. Catholic influence began in the northern half of Gaul, among the Franks, a tribe destined to greatness in the shaping of Christian Europe. In Week 4, we will study more about Clovis (A.D. 481-511), who was the first barbarian chief of any importance to convert to orthodox Christianity. What is important here is to underscore the discussion in *Church History in Plain Language* of the differences between individual conversions and mass conversions. Clovis’ example of a king being baptized with three thousand members of his army in a single day was commonplace in the Middle Ages. Summarize the strengths and weaknesses of what Shelley calls “mass conversions.”

GOVERNMENT

The Theme Is Freedom, by M. Stanton Evans

This year we trace the development of government from the most primitive tribes to the first written constitution that is still in effect today—our own. How did we get from despotism to the “self-evident truth” that there are certain unalienable rights?

In the first chapter (not assigned) of *The Theme Is Freedom*, M. Stanton Evans argues that most of us are indoctrinated by a “liberal history lesson” which claims that the enemies of freedom are religion and tradition. According to this “lesson,” religious conservatives are the problem and secular liberals are the solution. To those who have absorbed this lesson, “the idea that one can favor both religious belief and individual freedom must seem a hopeless contradiction.” Yet, according to Evans, the more secular and liberal a society is, the more coercive it becomes, while individual freedom cannot be found in societies that do not value religion and tradition. Evans spends the rest of his book disproving the “liberal history lesson” he describes in chapter 1. In chapter 2, which is assigned for this week, Evans defines freedom and begins to explore its relationship with religion and tradition.

Chapter 2

1. M. Stanton Evans uses “freedom” in a specific way throughout *The Theme is Freedom*. How does he define the term?
2. What are some opposing uses of the word “freedom”?
3. Does “freedom” mean that anybody can do whatever they want?
4. Evans says that freedom requires a proper balance between the requirements of liberty and those of order. Which great American statesman does he quote to support this point?
5. Evans argues that some societies display this specific kind of freedom more than others. He says we find it in a narrow range of times and venues. What kinds of societies value “freedom from coercion” in this way?
6. Was the idea of limited government in England a modern development?
7. Does Evans think that faith and freedom can coexist?

PHILOSOPHY

If you started with *Tapestry of Grace* in Year 1, you will recognize the ongoing *Pageant of Philosophy* that we began last year. If you are new to *Tapestry*, it may require some introduction. To simplify our study of philosophy, we have taken the original words of the philosophers and have assembled them into a play, the *Pageant*, in which a young man named Simplicio looks for the truth. By rehearsing and performing the script of this pageant each week it is offered, you will gain familiarity with the philosophers’ main ideas. Some of the material may be over your head, but the work you put into learning philosophical terms and concepts now will help you recognize the sources of many ideas all around you for years to come.

Your first installment of the *Pageant of Philosophy* for Year 2 can be found in the pages of this week-plan with gray bars at the top. Read through the first section, entitled *Bishop Augustine*, and then rehearse it with a friend, sibling, or parent. In general, older students or parents should act out the parts of the philosophers, since their dialogue is more difficult. Younger students should take Simplicio's part (with only slight alterations to the scripts, you can have either a boy or girl play Simplicio). Don't forget to ask your father if you are trying to find someone to rehearse with! These are complex and thought-provoking materials, and they are designed to spark deep discussions in which you will benefit from your father's input.

If you are part of a co-op, your leader may ask you to perform the *Pageant* when you gather. Your leader may choose any rhetoric student at random to play any part, so prepare yourself accordingly. If you have mastered the material yourself, you will be able to play the part so naturally that younger students will be able to understand at least a little and benefit somewhat from the material, even if they have not studied it themselves.

NOTE: In each script, you will notice three blue bars shading a portion of text. These are the main points for your discussion each week. They are keyed to your teacher's discussion outline. You should take care to try to understand, or at least note, the shaded portions, but if you don't understand their significance, that's fine. Your teacher will explain them more fully to you during your discussion time.