

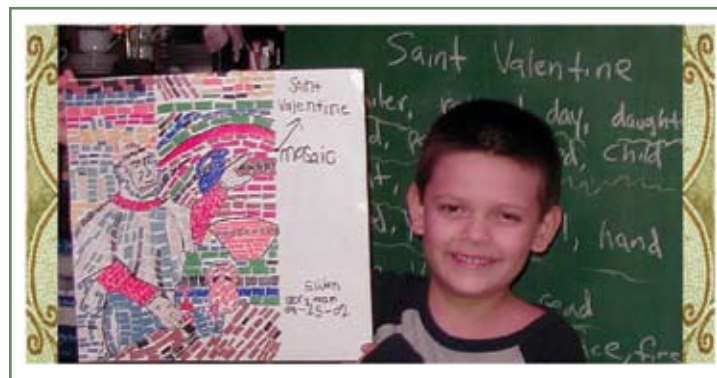
GENERAL INFORMATION FOR ALL GRADES

This week is devoted to learning about the lands and culture of the Byzantine Empire. Last year, we learned that in A.D. 395, the Roman Empire was split permanently into the Western Roman Empire and the Eastern Roman Empire. The Western Roman Empire, which was already weakened, quickly disintegrated when savage barbarian tribes from the north attacked it, while the Eastern Roman Empire became the Byzantine Empire. The word “Byzantine” comes from Byzantium, the Greek name for a city on the Bosphorus, a strait that forms part of a waterway that connects the Black Sea and the Mediterranean Sea. There, Constantine the Great built the great capital city of the Eastern Roman Empire, Constantinople, on the ruins of Byzantium, which is how the Byzantine Empire got its name.

The people who founded and ruled the Byzantine Empire were Romans and thought of themselves as Romans. Part of the reason this Greek name was applied to a part of the Roman Empire, however, is that this “Eastern half” of the empire adopted many aspects of Greek thought, art, and philosophy. As it grew and prospered, it also incorporated many cultural elements from its trading partners: the Persians, Turks, and Chinese. Today, we call this mixture of art forms, ideas, and ways of living “Middle Eastern” culture.

The Byzantine Empire was strongest under one of its earliest and greatest emperors—Justinian I. Under Justinian, the Byzantines conquered lands that had been lost by the Western Roman Empire, expanded trade with the Far East, and created beautiful works of art and architecture in a style all their own. You will be looking at pictures of Byzantine art this week, and we have suggested many fun hands-on projects for you to try, in order to help you become more familiar with the Byzantine style.

Most accounts of the Byzantine Empire will summarize events that happened slowly over hundreds of years. Try to remember, as you read, that by modern standards, this empire lasted a very long time—over 1000 years! That’s more than four times longer than the United States has been a country! So, when reading about the strong years and the weak years of this empire, think in terms of America’s life so far—225 years. Compare how you feel about the age of your country with how people in the time of the Byzantine Empire must have felt about their government waxing and waning in strength, until finally it was completely overthrown by its enemies. Imagine how long it had been in place, and how amazing the fall of that aged empire must have seemed to those who lived when it happened!



LOWER GRAMMAR LEVEL

FINE ARTS AND ACTIVITIES

There are many possible activities to try this week, and you probably can't do them all. Talk with your teacher about which ones to do!

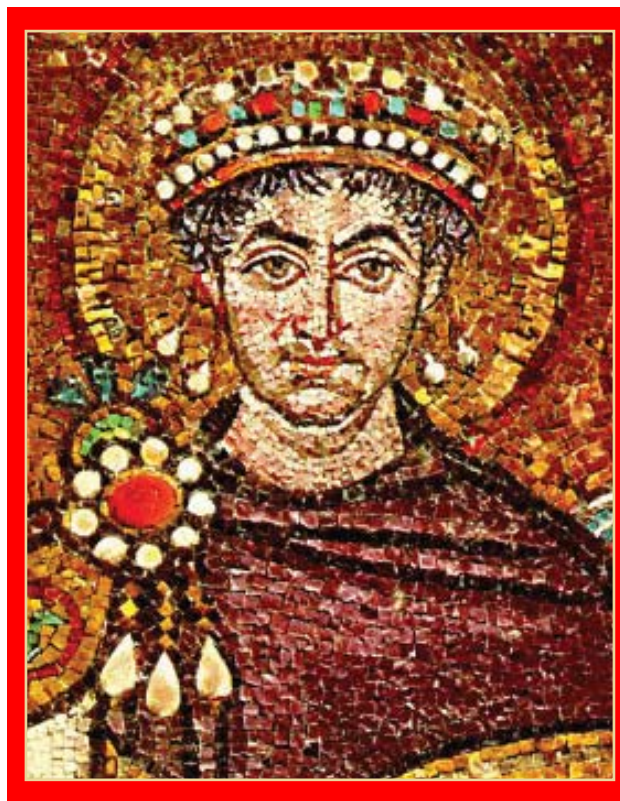
1. Do you know how to find what you need in your library? Perhaps you have not had to go to a library and find things for yourself. Knowledge of a library's organization system, and the ability to find and use materials stored there, is a very important and valuable research skill for all students to learn. This week, your teacher will take you to the library. Your mission is to find and bring home some books on Byzantine art, history, and culture.
 - ☐ Your teacher will discuss the library's organizational system: the Dewey Decimal system (or Library of Congress subject headings, if that's what your library uses).
 - ☐ On page 15, there's a fun library scavenger hunt game to help you learn more about the library and where to find resources. You need to do as much of the hunting for good sources as you can by yourself.
 - ☐ Take some time to make friends with the most important resource in the library—the librarian! If you tell her what you're studying, and that you want to learn how to find things yourself, she'll be delighted to teach you all about your library.
2. If you are all finished with your salt map, why not make a mosaic? Last year we learned about the Etruscans, who developed the art form called mosaic. The Romans learned about mosaics from the Etruscans, but artists in the Byzantine Empire made mosaics with amazing detail and beauty. Look through art books that you find during your trip to the library for the types of mosaic pictures the Byzantines made. Once you have a model to work from, decide whether you will use colored paper, small craft tiles, larger tiles from a local tile store, or a builder's leftovers to craft your mosaic. These directions are for students using colored paper "tiles," but if you're using actual ceramic tile, you can modify the directions with your teacher's help.
 - ☐ Begin by transferring an outline from your model to the piece of "backing" on which your mosaic will be built, such as a thick piece of paper or poster board. For paper mosaics, a medium-width black marker can be used to transfer the pattern.
 - ☐ Before you draw, notice the size of the mosaic squares relative to the overall size of the drawing. The illustration you're looking at is probably very large in real life, but the photograph has most likely been shrunk. You will need to cut your mosaic pieces fairly small to make an intricate pattern on paper, so make your outline drawing as large as possible. You may need to use graph paper to transfer your pattern to a large piece of poster board or paper, or perhaps you can use a copier to enlarge your drawing.
 - ☐ After deciding on the scale for your drawing, use a pencil to draw the pattern onto the backing, or paste the blown-up copy onto the backing. Then, go over your pattern with a black marker.
 - ☐ Next, decide what colors you would like to use to fill in between the black outlines. Find pieces of colored construction paper, or color sheets of white paper with crayon or marker to make your desired colors.
 - ☐ Cut your colored sheets of paper into small, uniform squares. Again, look closely at your model in the reference book. Your paper squares need to be even and nearly square as well as small. A paper cutter is a great tool for this kind of work, but you may just need to use a ruler and scissors.
 - ☐ After your squares are cut out, the fun begins! See how many squares you can fit into each space without altering them. (Remember, the real mosaic artists used stone-hard tiles of hard-baked clay, so they were not easy to shape.) To make your mosaic look realistic, leave a tiny space between your squares as you glue them. Real mosaics were tiles mounted in concrete, with grout—a cement-like substance—filled in between tiles to hold them in place and apart.
 - ☐ When you are finished gluing your "tiles," if your work is 12" x 18" or smaller, you might consider having it laminated at a local office supply store. This will make your mosaic look more like the smooth, glistening tiles of the original Byzantine mosaics.
3. Paint your salt map from last week. (Week 2 of 2)

You may want to try one of these projects from *Days of Knights and Damsels*:

4. Make a scroll and carrier out of a paper towel tube and construction paper.
5. Learn to write using calligraphy, a fancy type of lettering.
6. Decorate some pretty paper with illuminations.
7. Create a bound book that can be used as a diary or as a place to write or record poetry.
8. Using glue, tempera paint, and watercolors, make a “stained glass” painting.

GEOGRAPHY

1. Continue learning or reviewing key Geography terms, as you did last week.
2. Continue studying major landforms of the world. Remember, we are just being introduced to these; you don't need to master them this week.



Emperor Justinian I

LITERATURE

Worksheet for *Caedmon's Song*, by Ruth Ashby

Use your dictionary or thesaurus to find a synonym and antonym for the following words from your reading this week.

Synonym

Antonym

warm

think

feast

dread

enormous

joy

fail

anger

praise

comfort

LEARN-YOUR-WAY-AROUND-THE-LIBRARY SCAVENGER HUNT ¹

- ☐ Find where books recorded on tape and CD are kept. Write one title here:

 - ☐ Where are the video tapes kept? _____
 - ☐ Are they borrowed or rented? _____
 - ☐ How long can you have them for? _____
 - ☐ Use the computer catalog to find *The Lion, the Witch, and the Wardrobe*, by C.S. Lewis
 - ☐ Does your library have microfiche readers? Ask your librarian and circle: **YES** or **NO**
(If yes, ask your librarian to show you how they work!)
 - ☐ Find where magazines are kept. Write the name of a magazine you find here:

 - ☐ Does your library have games you can play on their computers? _____
 - ☐ Use the Dewey Decimal number sections (or Library of Congress subject headings) to find the following. Write the number on the spine of the book on the line provided:
- | | |
|---|---|
| <p>Type of Book:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Find a book on life in castles <input type="checkbox"/> Find a book of folk tales <input type="checkbox"/> Find a picture book <input type="checkbox"/> Find a fiction book by Mark Twain <input type="checkbox"/> Find a book about William Shakespeare <input type="checkbox"/> Find a reference book (notice that you can't take these out!) | <p>Call Number On the Spine:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> |
|---|---|

¹ Many thanks to Rebecca Markley for this fun activity idea! See the Year 2 Arts/Activities page of *Tapestry* website for a link to a Dewey Decimal classification system summary that can be easily printed. Note also that you may need to read this aloud to young students. They will certainly need your help to find their way around the library!

UPPER GRAMMAR LEVEL

FINE ARTS AND ACTIVITIES

There are many possible activities to try this week, and you probably can't do them all. Talk with your teacher about which ones to do!

1. Do you know how to find what you need in your library? Perhaps you have not had to go to a library and find things for yourself. Knowing a library's organization system and having the ability to find and use materials stored there are very valuable research skills for all students to learn. This week, your teacher will take you to the library. Your mission is to find and bring home some books on Byzantine art, history, and culture.
 - ☐ Your teacher will discuss the library's organizational system: the Dewey Decimal system (or Library of Congress subject headings, if that's what your library uses).
 - ☐ On page 15, there's a fun library scavenger hunt game to help you learn more about the library and where to find resources. You need to do as much of the hunting for good sources as you can by yourself.
 - ☐ Take some time to make friends with the most important resource in the library—the librarian! If you tell her what you're studying, and that you want to learn how to find things yourself, she'll be delighted to teach you all about your library.
2. Make a model icon or illuminate a manuscript page to help you appreciate the skill of Byzantine artists.
 - ☐ First, discuss with your teacher what icons were, and how they were used. Here's what *World Book* says about these Byzantine art forms:

Most icons are portraits of God, Jesus Christ, or saints. They are painted according to rules established by church authorities and are intended to convey the heavenly glory of the holy subjects portrayed. Thus, icons appear more stylized than realistic. They lack shadows, and figures may seem stiff and posed.¹

Byzantine artists illuminated many kinds of manuscripts. They illustrated the margins and pages of psalm and gospel books with miniatures (small paintings) of Biblical stories. They also decorated lectionaries with miniatures of themes for the feast days of the church. Lectionaries were books in which the New Testament was rearranged into readings for feast days.²

- ☐ Decide whether you would like to make an icon or an illumination.
- ☐ Look at the resource books you found at your library for a model to work from. (On the *Tapestry* website, we try to maintain a direct link to a manuscript page for you to use as a model.)
- ☐ Choose the colors and materials you would like to use. We recommend a stiff piece of paper or poster board to start with. Also, metallic gold and silver pens, found at an art or business supply store, will really add to your project and make it look more Byzantine in its coloring.
- ☐ Lightly sketch your drawing onto your paper, imitating the formal style of your models.
- ☐ Color it in, using lots of vivid Byzantine colors!

You can also try any of these projects from *Knights & Castles: 50 Hands-On Activities to Experience the Middle Ages*:

3. Use colored tissue paper to make a "stained glass" window.
4. Experience what it would be like to live life silently, as a monk would. Can you go without speaking for an entire hour?
5. Paint or color a picture of a Christian saint, and add a gold halo around his head, using glitter.
6. Make a "Book of Days" and include wise sayings or your favorite poetry. Use calligraphy to highlight the first word on your page.

GEOGRAPHY

1. Continue with the salt map project and the review of key Geography terms that you started last week.
2. Continue reviewing major landforms of the world. Remember, we are just being introduced to these; you don't need to master them this week.

1 Excerpted from a *World Book* article entitled *Icon*. Contributor: Robert S. Ellwood, Jr., Ph.D., Former Professor of Religion, University of Southern California.

2 Excerpted from a *World Book* article entitled *Byzantine Empire*. Contributor: Charles M. Brand, Ph.D., Prof. of History, Bryn Mawr College.

LITERATURE

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

The setting of a story or book is the time and place in which events occur. Answer the following questions to discover how the setting changes throughout the story.

1

What is the name of the castle in which much of the dialogue and action takes place?

2

Where does Arthur propose to Guinevere?

3

When does the Lady of the Lake present Lancelot to the Knights of the Round Table?

4

When and where does Sir Percival meet Lancelot?

5

What are some words that can signal that the characters are moving from one place to another?

6

How long did Lancelot stay at the abbey with Galahad?

7

What adjectives describe the dungeon in which Arthur finds himself and his men?

8

When and where does the battle between Arthur and Accolon take place?

DIALECTIC LEVEL

HISTORY

Accountability Questions

1. When was the Byzantine Empire in existence?
2. Summarize the life and achievements of Justinian I. What did he seek to accomplish, and what is he best remembered for?
3. Who were the Lombards, and when did they invade Italy?
4. In what ways did Gregory the Great strengthen the power of the papal office?

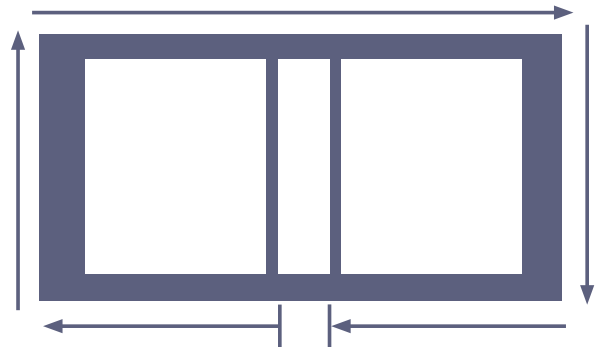
Thinking Questions

1. What events or conditions caused Justinian's territorial gains to be short-lived?
2. The Byzantine Empire blended which two cultures? From your readings in history and in other disciplines, list some specific evidences of this blend.
3. How did God use the Byzantine Empire to preserve valuable cultural skills and knowledge?
4. What aspects of Byzantine history or culture struck you as interesting, and why?

FINE ARTS AND ACTIVITIES

The Byzantine world was resplendent with art. There are many project possibilities to choose from this week, so be sure to ask your teacher which activities you should undertake.

1. The Byzantine Christians enjoyed decorating their Bibles. This week, make a silver or gold Byzantine-style cover for your Bible!
 - ☐ Go to a fabric store and purchase the materials mentioned in the directions below before starting this project.
 - ☐ Measure your Bible by laying it open and flat on a piece of paper larger than it is (for larger Bibles, newspaper will work well). Using a ruler, trace a rectangle that is 1" bigger than your Bible on the top and bottom, and 3" bigger on each side.
 - ☐ If your Bible will not lie flat, take its longer measurement by measuring in inches the width of the front and back covers and the width of the spine. Add up these three measurements and then add 3" to each side (a total of 6"). See diagram at right.
 - ☐ Cut out gold or silver lamé cloth and muslin to be the size of your measured rectangle (the blue-gray space in the diagram). Cut out batting to be just the size of your Bible covers and spine (the white spaces on the diagram, but cut it to be all one piece). Hand-baste the batting to the muslin with long stitches so that it is centered on the rectangle, as in the diagram.
 - ☐ Place the right side of the lamé and the right side of the muslin (the side without batting on it) together. Sew, using a $\frac{1}{4}$ " seam, around the entire rectangle, starting a little after one side of the binding and ending just before the other side to leave about a two inch gap. (See the arrows in the diagram.)
 - ☐ Turn it right side out, so that the batting lines the inside. Slip-stitch the gap you left to close it. If desired, add large basting stitches from corner to corner of the batting to secure it, on the front and back cover areas.
 - ☐ On a piece of paper, draw rectangles to represent the exact size of the front and back covers (and spine, if desired) of your Bible. Use these rectangles as boundaries within which to design your cover. Try to make it as much like a Byzantine book cover as you can, looking in art history books and other library books for examples.
 - ☐ Create an engraved look on your cover by transferring your design to the inside (muslin side) of your cover. To do this, place your pencil drawing against the muslin and rub, or trace, your drawing so that the pencil marks transfer to the muslin. Then sew over the lines, through the quilt sandwich, with a sewing machine threaded with gold or silver thread.



- ☐ Use glue or another fixative to add imitation jewels to your cover.
 - ☐ When the outside of your cover looks just right, fold 2 ¾" of each side back (right sides of lamé together) and sew a ¾" seam at the top and bottom. Then turn and iron, forming pockets that fit the front and back covers of your Bible. There will be loose flaps on the top and bottom after you turn the pockets.
 - ☐ Iron the top and bottom of the cover to set the fold permanently in place. Slip the cover over your Bible, and take a picture for your portfolio!
2. Research the distinctive style and symbolism employed in Eastern Orthodox icons, and then draw your own. What artistic techniques will you use to make your icon look authentic?

From *Medieval Times*:

3. If you prefer not to make a Byzantine-style book cover, make the one suggested in your resource.
4. Write a passage from your book the way it would have looked during the Middle Ages.

GEOGRAPHY

1. Complete your review of key geography terms that you started last week.
2. Continue to review major landforms of the world.
3. Label a paper outline map or acetate map overlay of Eurasia (or separate maps of Europe and Asia) with the following. (Some are repeated from last week if you're using the transparency method.)
- | | | | |
|--|---------------------------------------|---|--|
| <input type="checkbox"/> Constantinople | <input type="checkbox"/> Persian Gulf | <input type="checkbox"/> The Bosphorus (strait) | <input type="checkbox"/> Kiev |
| <input type="checkbox"/> Mediterranean Sea | <input type="checkbox"/> Rome | <input type="checkbox"/> Jerusalem | <input type="checkbox"/> Dnieper River |
| <input type="checkbox"/> Athens | <input type="checkbox"/> Black Sea | <input type="checkbox"/> Novgorod | |
| <input type="checkbox"/> Caspian Sea | <input type="checkbox"/> Antioch | <input type="checkbox"/> Moscow | |
4. On a paper outline map, shade the following:
- ☐ The Byzantine Empire at the height of its power, on the death of Justinian, in red
 - ☐ All bodies of water, in blue
 - ☐ The land outside the Byzantine Empire, in green
 - ☐ Outline in pen the boundaries of the old Roman Empire at the height of its power.

CHURCH HISTORY

The Church in History, by B.K. Kuiper

Your recommended resource, *The Church in History*, is organized thematically rather than chronologically. Since we are learning church history in combination with historical studies, we will skip around quite a bit in Kuiper. Do not let the mention, in this resource, of events or people that you have not yet read about trouble you. We believe that you will be able to understand the story just fine because of your other readings. For instance, this week's assignment involves chapter 12 about the split of the Christian church into two large organizations: the Roman Catholic and the Eastern Orthodox churches.

In chapters 12 and 13, you will doubtless find several strong biases on Kuiper's part, in favor of the Western Roman Church as opposed to Eastern churches, and against monasticism. Please be sure to discuss these strong statements with your teacher, so that she can give you balancing perspectives.

The Church in History has questions for discussion listed in each chapter. After you have finished reviewing chapter 6, ask your teacher if you should answer the questions listed here. Have her check your answers when you are done.

- ☐ After reading sections 9-11 of chapter 7, answer questions 8-9 on page 58.
- ☐ After reading sections 1-2 of chapter 10, answer question 1 on page 79.
- ☐ After reading chapter 12, answer questions 1-5 on page 90. (Note that this author is not interested in relating details about the doctrine or course of Eastern Orthodox churches past the split of Christianity in 1054.)
- ☐ After reading sections 1-2 of chapter 13, answer questions 1-3 and 5 on page 95.
- ☐ NOTE: There are no questions for chapter 9, section 1.

LITERATURE


Worksheet for *Aladdin and Other Tales from the Arabian Nights*, retold by N. J. Dawood

Make four copies of this diagram in order to examine four characters this week. In addition to writing details about each character, note the page numbers on which you find these details.

■ Actions ■

■ Abilities ■

■ Thoughts and Feelings ■



Character

■ Motivations and Goals ■

■ Relationships ■

■ Responses to Events and/or People ■

RHETORIC LEVEL

HISTORY

Accountability Questions

1. Summarize the life and achievements of Justinian I. What did he accomplish, and what is he best remembered for?
2. How did God use the Byzantine Empire to preserve valuable cultural skills and knowledge?
3. In what ways was Byzantium both Roman and Greek?
4. Write a short summary or outline for each of these terms in the context of Byzantium and from your reading in *Faith in the Byzantine World*, by Mary Cunningham:
 - ☐ Ecumenical patriarch (53)
 - ☐ Apostolic succession (60)
 - ☐ Philanthropy, pagan and Christian (70-74)
 - ☐ Asceticism (77)
 - ☐ Relics (95-96)
 - ☐ Mary the God-bearer (98-100)
 - ☐ Icons ¹

Thinking Questions

1. From your map work and from your reading, make a list (not exhaustive) of the ethnic groups that would have inhabited Byzantium during the reign of Justinian I. After each people group, note what their religion would most likely have been. What insight does this list give you into the makeup and character of Byzantine culture?
2. What important point (for both Byzantium and western Europe during the Middle Ages) does Cunningham make concerning the relationship between a lack of popular literacy and a society more practiced than is ours today in oral communication (p. 69)?
3. What were the two main threads of monasticism in Egypt? Which of these traditions gave rise to the more common Western expression of a life of devotion to God, and by what steps, generally speaking?
4. Summarize the life and ministry of Pope Gregory the Great.
 - ☐ How did he strengthen the papacy?
 - ☐ What services did he perform for the people of Italy in the civic sphere?
 - ☐ What qualities do you most admire in Gregory, and why?

GEOGRAPHY

1. Complete your review of key geography terms that you started last week.
2. Continue to review major landforms of the world.
3. Label a paper outline map or transparency of Eurasia (or separate maps of Europe and Asia) with the following. (Some are repeated from last week if you're using the transparency method.)

<input type="checkbox"/> Constantinople	<input type="checkbox"/> Persian Gulf	<input type="checkbox"/> The Bosphorus (strait)	<input type="checkbox"/> Kiev
<input type="checkbox"/> Mediterranean Sea	<input type="checkbox"/> Rome	<input type="checkbox"/> Jerusalem	<input type="checkbox"/> Dnieper River
<input type="checkbox"/> Athens	<input type="checkbox"/> Black Sea	<input type="checkbox"/> Novgorod	
<input type="checkbox"/> Caspian Sea	<input type="checkbox"/> Antioch	<input type="checkbox"/> Moscow	
4. On a paper outline map of the Mediterranean world, shade the following:
 - ☐ The Byzantine Empire at the height of its power, on the death of Justinian, in red
 - ☐ All bodies of water, in blue
 - ☐ The land outside the Byzantine Empire, in green
 - ☐ Outline in pen the boundaries of the old Roman Empire at the height of its power.

¹ You will read references to the Iconoclast Controversy this week; this topic will be covered next week. All you need to know this week is that there was a time, called the Iconoclast Controversy when icons were outlawed in Byzantium.

LITERATURE

Your reading assignments for this week's literature are listed below.

- ☐ Readings in *Poetics and Frameworks on the Loom* (see the assignment charts at the beginning of each document)
- ☐ *A Poetry Handbook*, by Mary Oliver p. 92-101
- ☐ *Words of Delight*, by Leland Ryken p. 159-166, 207-211
- ☐ *Norton Anthology of Western Literature*: Introduction to Medieval Lyrics, p. 1380-1385
- ☐ Selected medieval lyrics from the *Norton Anthology of Western Literature*:
 - ☐ "Summer," by Judah Halevi (1392-1393)
 - ☐ "Spring Song," by William IX (1391-1392)
 - ☐ "The Art of Love," by Arnaut Daniel (1405-1406)
 - ☐ "Love and Nobility," by Guido Guinizzelli (1411-1412)
 - ☐ "An Encounter," by Guido Cavalcanti (1413)
 - ☐ "Sonnet," by Dante Alighieri (1414)
 - ☐ "A Hymn to St. Maximinus," by Hildegard of Bingen (1393-1395)
 - ☐ "A Hymn to Holy Women," by Notker Balbulus (1387-1388)
 - ☐ "Alone in Martyrdom," by Christine de Pizan (1418-1419)
 - ☐ "His Confession (The Archpoet's Confession)," by "The Archpoet" (1395-1398)
 - ☐ "The Scorpions," by Alfonso X (1410-1411)

Recitation or Reading Aloud

The religious lyric category of literature in the Middle Ages included many beautiful expressions of worship to God. The selections below are from the works of a man named Prudentius, who lived and wrote between the fourth and fifth centuries. Your teacher may ask you to recite or read these selections aloud in class this week.

From the "Morning Hymn":

Ye clouds and darkness, hosts of night
That breed confusion and affright,
Begone! o'erhead the dawn shines clear,
The light breaks in and Christ is here.

Earth's gloom flees broken and dispersed,
By the sun's piercing shafts coerced:
The daystar's eyes rain influence bright
And colours glimmer back to sight.

So shall our guilty midnight fade,
The sin-stained heart's gross dusky shade:
So shall the King's All-radiant Face
Sudden unveil our deep disgrace.

No longer then may we disguise
Our dark intents from those clear eyes:
Yea, at the dayspring's advent blest
Our inmost thoughts will stand confest.

From "Hymn Before Sleep":

Draw near, Almighty Father,
Ne'er seen by mortal eye;
Come, O Thou Word eternal,
O Spirit blest, be nigh.
One light of threefold Godhead,
One power that all transcends;
God is of God begotten,
And God from both descends.
The hour of rest approaches,
The toils of day are past,
And o'er our tired bodies
Sleep's gentle charm is cast.

The mind, by cares tormented
Amid life's storm and stress,
Drinks deep the wondrous potion
That brings forgetfulness.
O'er weary, toil-worn mortals
The spells of Lethe steal;
Sad hearts lose all their sorrow,
Nor pain nor anguish feel.

Prudentius mentions "Lethe" in the last stanza of his "Hymn Before Sleep" (line 18). Lethe was the river of forgetfulness in the underworld of the Greeks and Romans (Virgil references it in the *Aeneid*). This reference to the Greek underworld in a Christian hymn is a good example of medieval syncretism (the blending together of classical and Christian elements in the medieval model).

Defining Terms¹

You should continue your index card bank of literary terms this week, and make cards for whichever of these terms you do not already have. Be sure to write down exactly what you see here.

- ☐ Courtly Love Lyric: A sub-genre of medieval lyric poetry that deals with the topic of courtly love.
- ☐ Elegy (Funeral) Lyric: A lyric poem that exalts and mourns a (usually recently) deceased person whom the speaker in the poem knew and loved.
- ☐ Religious Lyric: A sub-genre of lyric poetry that deals primarily with the speaker's religious beliefs.
- ☐ Self-Examination Lyric: A sub-genre of medieval lyric poetry that focuses on the poet himself and the progression of his thoughts or feelings.

Beginning and Continuing Levels

1. Using the definitions of medieval lyric sub-genres (above), sort the poems you read this week into their different sub-genres, listed below. For example, the poem "Alone in Martyrdom" belongs to the sub-genre of elegy because it is a poem of mourning for a dead man.

Courtly Love Lyrics Religious Lyrics Elegy (Funeral) Lyrics Self-Examination Lyrics	<input type="checkbox"/> "Summer" <input type="checkbox"/> "Spring Song" <input type="checkbox"/> "The Art of Love" <input type="checkbox"/> "Love and Nobility" <input type="checkbox"/> "An Encounter" <input type="checkbox"/> "Sonnet" <input type="checkbox"/> "A Hymn to St. Maximinus" <input type="checkbox"/> "A Hymn to Holy Women" <input type="checkbox"/> "Alone in Martyrdom" <input type="checkbox"/> "The Ruin" <input type="checkbox"/> "His Confession (The Archpoet's Confession)" <input type="checkbox"/> "The Scorpions"
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2. Thinking Question:² What was your favorite artistic aspect of the poem "Love and Nobility"? Did you particularly enjoy any of its images?
3. Thinking Question: This week you read about the Ptolemaic model of the universe. As you read the poem "Love and Nobility," by Guido Guinizzelli, did it seem to you that he believed in any aspects of the Ptolemaic model?

CHURCH HISTORY

Church History in Plain Language, by Bruce Shelley

Chapter 12

1. What is asceticism?
2. Why do people adopt an ascetic lifestyle?
3. Monasticism had its philosophical roots in the notion of two levels of morality within the church. Where did these two levels originate?
4. From what Greek word does "hermit" arise?
5. Why are hermits associated with monasticism?
6. What early church event spurred on the monastic movement?
7. What "temptations from within" replaced the "temptations from without"?
8. When and where did communal monasteries come into being, and through whom?
9. What was collective monastic life like, and what benefits did it offer?

¹ 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.

² The heading "Thinking Questions" means that you should think about these questions as you prepare for class, and maybe even write down a few notes to yourself so that you can remember what you thought about them, but you don't have to write out complete answers. They are meant to prepare you for your discussion in Literature class.

10. After monastic life became regulated and established throughout Christendom, what other benefits did it offer?
11. What was unique about Benedict's Rule?
12. What aspects of Benedictine monasteries fitted them to become islands of peace and order in a chaotic world?
13. Did monasticism have flaws?

OPTIONAL: Chapter 15 (NOTE: Check with your teacher before doing this reading and answering these questions.)

1. What date do scholars generally give for the separation of the Roman Catholic Church and the Eastern Orthodox Church?
2. Was this a sudden break?
3. What were earlier differences about?
4. How do Western and Eastern expressions of Christianity differ most?
5. When did this distinctively Orthodox tradition begin to take hold, and where?
6. How did the union of church and state in the person of Constantine help define the differences between Eastern and Western Christians?
7. How did Justinian fulfill Constantine's vision?
8. What is an icon? What were those who opposed icons called?
9. How did John of Damascus defend icons?
10. What modern group of countries remains the strongest bastion of Eastern Orthodoxy today, and who were the leaders who instituted it there?

Chapter 17

1. What does "Christendom" mean?
2. What three instruments did God empower the church to employ in the Dark Ages to forge Christendom in western Europe?
3. What made Gregory "great"?
4. What were strong tenets of Gregory's orthodox theology? What biblical errors appeared in what Gregory taught?

GOVERNMENT

Justinian's *Corpus Juris Civilis*

Justinian, Emperor of Byzantium, collected the existing Roman laws and published them as one body of civil law (in Latin, *corpus juris civilis*.) Justinian's *Corpus Juris Civilis* was the basis of law in the Byzantine Empire, but it was lost in the West until about 1070, when it was rediscovered, studied, and taught at the University of Bologna, in the north of Italy.

Over time, the Justinian Code became the starting point for most legal systems on the European continent. Over time, the Code was exported to European colonies around the world. Louisiana (which was once a French possession) and Puerto Rico (which was Spanish) still have legal systems that grew out of this code.

The Digest: Prologue

1. Who is the author of the Prologue? To whom is he speaking? Describe the basic point of the prologue.
2. Would Justinian say that his code is simpler or more complicated than the Roman law it codifies?
3. What does Justinian say about previous laws that might conflict with his Code?

The Institutes: Sources of Laws

4. How does Justinian define the terms "justice" and "jurisprudence"?
5. There are other ways one could define "justice." What are some alternatives?
6. What does Justinian identify as the two branches of the law? What are the three sources of private law?
7. American law distinguishes between "persons" and "citizens." No "person" may be deprived of life, liberty, or property without due process of law, regardless of where that person comes from. But only a "citizen" gets to vote. What source of law applies to all "persons," and what source of law only applies to the citizens of a particular country?

The Twelve Tables: Table I

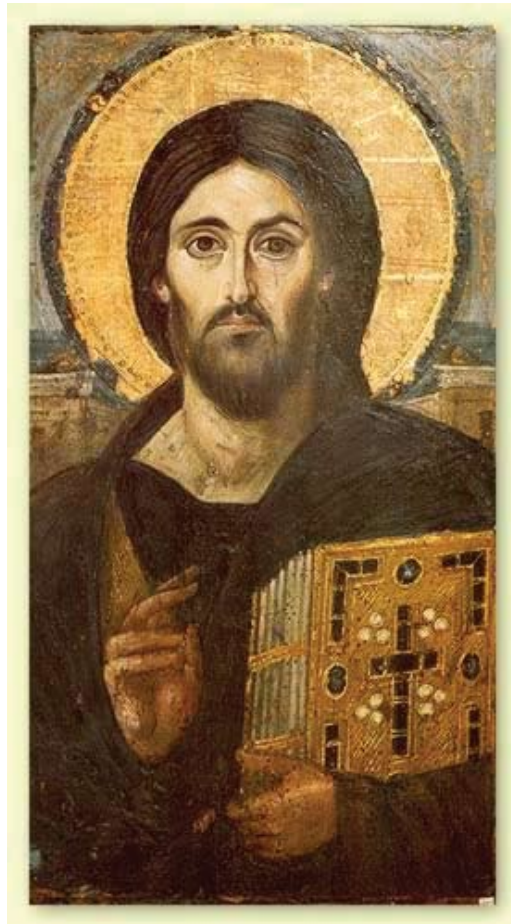
8. What is the subject of the first few laws of the first Table? Why would this be a logical place to start discussing law?
9. What was the basic procedure for filing a case in a Roman court? How long did it take to try a case?

The Twelve Tables: Table II

10. The first three laws in this Table deal with legal procedure. What is the basic goal of these three laws?
11. Laws IV-VI address what happens when a person is killed in the act of theft. What kind of value did Roman law place on the life of a thief?
12. What did Roman law say about possession of stolen property?

PHILOSOPHY

Rehearse *The Consolations of Boethius*, which is this week's *Pageant of Philosophy* material in this week's gray pages. Did you include your father? If he is available, make an effort to have him rehearse with you at least one time.



Christ Pantocrator, encaustic painting on panel, St. Catherine's Monastery, Sinai, 6th-7th century