

GENERAL INFORMATION FOR ALL GRADES

This week, we will study the period that historians call the High Middle Ages. As a combination of religion, innovation, and feudalism brought more food, safety, and governing stability to Europe, culture began to flourish once more. The Viking raids were over, petty squabbles had consolidated most of the European lands under a few strong leaders, and towns and trade began to spring up once again in the shadows of the great castles of Europe.

During the High Middle Ages, the church instituted reforms and her popes were such strong leaders that by the 1300's, the popes were at the height of their power. In clashes of authority, they generally won, and thus commanded most of the monarchs of Europe to do their bidding. Monarchs simply could not deny their authority, as much as they hated the worldly popes' meddling. We will learn this week about the powerful weapons the popes used to keep control.

Though popes and monarchs struggled for power in Europe, they also joined hands to fight a common enemy: the Muslim Turks, who were related ethnically to the Huns of earlier times. These fierce warriors came from the East and took lands from the Arabs and the Byzantine Empire, carving out a large empire in western Asia that included Palestine. Unlike the Arabs, who respected Christ and His followers, the Turks were hostile and brutal to Christian pilgrims who sought to journey for religious reasons to the land where Christ lived and died. Pope Urban II and other church leaders called for Christian knights to set off for the Holy Land and free it from these unbelievers by the power of the sword. As a result, as many as nine major Crusades were launched by western Europeans against the Turks from 1095 to 1270.

Crusaders had mixed motives for going: some went with strictly religious motives, anxious to conquer and take back the revered Holy Land from the hands of infidels. Others went because the popes promised both peasants and kings forgiveness for sins and heavenly glory in return for military service in crusading armies. Some Crusaders went almost solely for financial gain; others hoped to gain a title or a kingdom of their own. Some went to escape difficult or boring lives at home.

The Crusaders did very little toward reaching their stated goals, but this week, we will discover some of the greater purposes of God for allowing the Crusades to happen. The following Scriptures are especially meaningful when interpreting these events: Romans 7:21 says, "So I find this law at work: when I want to do good, evil is right there with me," and Proverbs 16:9 says, "In his heart a man plans his course, but the LORD determines his steps." Though there is much to grieve over in the history of the Crusades, we can also rejoice as we see that our gracious Heavenly Father used many evil intentions and actions to further His good plan on the earth.

This week, we will also continue to learn about the kings of England and France, particularly how they sought to solidify their authority and, in many cases, defend it against the pope. In the struggle, God caused more and more political institutions to emerge—institutions that you will recognize as features of our American way of life. You may already be familiar with some names this week, such as Richard the Lionheart and Prince John, his brother who later became King John I of England. But less famous kings of Germany and France were also very important in developing courts and parliaments and in joining together lands that make up the European nations that you know today.

Also, since this period saw much culture renewal, we will spend some time looking at the new Gothic styles in art and architecture. Older students will learn about the rise of universities. Those who are using the *Pageant of Philosophy* will explore a specific style of learning and thinking called scholasticism that developed during this time and was the basis for classical education and formal debates. We will also study two important reformers in the Roman Church this week: St. Dominic and St. Francis of Assisi.

LOWER GRAMMAR LEVEL

FINE ARTS AND ACTIVITIES

1. Finish your model castle this week. Add details like turrets and towers, flags, and a drawbridge. (Week 2 of 2)
2. Continue to work on your costume this week. Have you chosen a specific character you would like to be yet? Noblemen and women were not the only ones invited to Medieval Feasts. Peasants, servers, blacksmiths, clergy, and visiting dignitaries were also included! Though many classes wore the same basic tunics, leggings, or dress shapes, the clothes of the nobility were more elaborate in cut and made of more expensive materials. (Week 2 of 5)
3. Learn how to play chess.

From *Days of Knights and Damsels*:

4. Play some indoor or outdoor games such as "Draughts," "Fox & Geese," and "Blind Man's Bluff."
5. Learn how to knit or crochet, and make a scarf or bag.
6. Make a paper placemat by weaving construction paper strips together, or weave a homemade tapestry using yarn.
7. Embroider a bookmark.

GEOGRAPHY

1. Look with your teacher to see where the Crusaders journeyed.
2. Notice the size of the Turkish Empire they fought against!
3. With your teacher's help, locate the following places:

<input type="checkbox"/> Constantinople	<input type="checkbox"/> Clermont
<input type="checkbox"/> Jerusalem	<input type="checkbox"/> Lyon
<input type="checkbox"/> Damascus	<input type="checkbox"/> Genoa
<input type="checkbox"/> Marseille	<input type="checkbox"/> Venice
4. On the same map, your teacher will help you trace the various Crusaders' paths.



LITERATURE

Worksheet for *The Minstrel in the Tower*, by Gloria Skurzynski

Choose the correct answer to the questions below. There are two questions for each chapter.

1. Where is Alice at the beginning of the story?
a. in the cottage b. in the tree c. in Bordeaux d. with her father
2. What fruit describes Mother's cheeks?
a. cherries b. plums c. apples d. strawberries
3. Alice and Roger come upon two pilgrims. What is the youngest one's name?
a. Guenuche b. Zara c. Aurore d. Susanna
4. For what purpose does Alice climb the tree?
a. to pick apricots b. to show off c. to see further d. to make her brother jealous
5. Which path in the fork do the two children choose?
a. the right one b. to go straight c. the left one d. neither; they stopped to rest
6. What does Alice see ahead in the dense, dark forest?
a. a tower b. a cave c. an old hut d. two noblemen
7. What is the occupation of the two men who enter the clearing?
a. hunters b. servants c. soldiers d. thieves
8. What becomes Alice's job?
a. plucking birds b. cooking stew c. washing clothes d. gathering firewood
9. What is Alice's nickname in English?
a. squirrel b. monkey c. kitten d. eagle-eyes
10. Alone in the tower, of what is Roger so afraid?
a. the two men b. the dark c. dying d. rats and mice
11. How do the people in the courtyard respond to Alice's announcement that she is the baron's niece?
a. sadness b. smiles and joy c. laughter and mockery d. they ignored her
12. How many men does Lord Raimond order to saddle their horses?
a. 12 b. 24 c. 10 d. 6
13. Which bird does Lord Raimond imitate in order to find Roger?
a. nightingale b. sparrow c. wren d. robin
14. Where had the lute been hidden?
a. under a cloak b. high in an oak tree c. under a blanket d. under a stairwell in the tower
15. What is Alice and Roger's mother's name?
a. Zara b. Evelyn c. Maude d. Blanche
16. Two symbols would be on Roger's banner: a nightingale and a _____.
a. sword b. monkey c. tower d. pheasant

UPPER GRAMMAR LEVEL

FINE ARTS AND ACTIVITIES

1. Finish your model castle this week. Add details like turrets and towers, flags, and a drawbridge. (Week 2 of 2)
2. Continue to work on your costume this week. Have you chosen a specific character you would like to be yet? Noblemen and women were not the only ones invited to Medieval Feasts. Peasants, servers, blacksmiths, clergy, and visiting dignitaries were also included! Though many classes wore the same basic tunics, leggings, or dress shapes, the clothes of the nobility were more elaborate in cut and made of more expensive materials. (Week 2 of 5)
3. Learn how to play chess.

From *Knights & Castles: 50 Hands-On Activities to Experience the Middle Ages*:

4. Finish your "Four-Alls" project. This week, complete the "kings" scene. (Week 4 of 4)
5. Play a medieval game such as "Hunt the Slipper," "Capture the Flag," "Oranges and Lemons," or "Bocci."
6. Make a catapult out of toilet paper rolls, cardboard, toothpicks, and a rubber band.

GEOGRAPHY

1. Look with your teacher to see where the Crusaders journeyed.
2. Find the following places:

<input type="checkbox"/> Constantinople	<input type="checkbox"/> Clermont
<input type="checkbox"/> Jerusalem	<input type="checkbox"/> Lyon
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<input type="checkbox"/> Marseille	<input type="checkbox"/> Venice
3. Shade the extent of the Turkish empire on a paper outline map.
4. On the same map, trace the Crusaders' paths. Use various colors and a legend to show the routes of the First, Third, and Fourth Crusades.



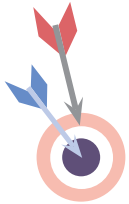
LITERATURE

Worksheet for *Robin Hood*, by Neil Philip

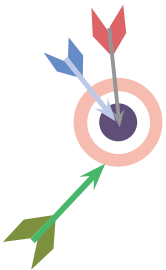
Describe the overall setting, plot, and characters from the second half of your book.



Setting: When and where the story takes place



Plot: What happens in the story



Characters: Whom the story revolves around

DIALECTIC LEVEL

HISTORY

Accountability Questions

1. Who were the Seljuk Turks? What kinds of ethnic connections did they have, and how did they differ in attitude from Muslim Arabs? How did their appearance in eastern Asia change the course of European history?
2. Use a chart to organize what you have read about the Crusades. (There were nine in all; you may need to do some extra research on the Internet to finish your chart.) For each Crusade, note its leaders, the route the Crusaders took to the Holy Land (your work in Geography may be useful for this), and the main events or territorial gains associated with each Crusade.
3. Who were the Knights of St. Johns, the Knights Templar, and the Teutonic Knights? For what purpose was each order started, and what became of each of them as time went on?
4. Define these terms, and note how medieval popes used them to gain power:
 - ☐ Excommunication
 - ☐ Interdict
 - ☐ Inquisition

Thinking Questions

1. What new ideas were introduced into European warfare by the Crusades?
2. List reasons why people went on Crusades. Would you have gone? Why, or why not?
3. What were the lasting effects of the Crusades?
4. Note the hand of God in the events you have studied this week. How were evil intentions and deeds used for good by our gracious Heavenly Father? In your answer, list facts about:
 - ☐ The struggles between popes and monarchs
 - ☐ The Crusades
 - ☐ John I

FINE ARTS AND ACTIVITIES

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3. Learn how to play chess.

From *Medieval Times*:

4. Pretend that you are an apprentice for some type of trade. Make a sign that shows your trade or practice making a rope or weaving a place mat.
5. Do some research about symbols associated with holidays or celebrations in which you participate. Make a mini-poster that shows one symbol, its associated holiday, how the symbol originated, and how it is practiced today.
6. Play an outdoor game such as joust (use cardboard wrapping paper rolls!) or capture the flag.
7. Write a story to tell as if you are a traveling troubadour. If you are a musician, set it to music and perform it at your Unit Celebration.
8. On the Internet, look at a picture of the Bayeux Tapestry (see the *Tapestry of Grace* website under Year 2 Arts/Activities). Using fabric paint, try to copy this onto a piece of canvas.

GEOGRAPHY

1. Look in a historical atlas to find the paths of various Crusades to the Holy Land. On an outline or transparency map of the Mediterranean world, use different colors and a legend to show the paths for at least the First, Third, and Fourth Crusades.

2. Find the following:

<input type="checkbox"/> Constantinople	<input type="checkbox"/> Damascus	<input type="checkbox"/> Clermont	<input type="checkbox"/> Genoa
<input type="checkbox"/> Jerusalem	<input type="checkbox"/> Marseille	<input type="checkbox"/> Lyon	<input type="checkbox"/> Venice
3. On an outline map of the Middle East and central Asia, shade the empire that the Seljuk Turks carved out from lands that had been under Byzantine or Arab control.

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 chapters 17-18, answer the questions on pages 122 and 132. 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.



The Cologne Cathedral (inside, left; outside, below) is a great example of Gothic architecture. Pictures from *Wikimedia Commons*.



LITERATURE

Worksheet for *Canterbury Tales*, adapted by Barbara Cohen

Match each noun on the left to the correct, corresponding phrase on the right.

..... 1. prologue

..... 2. Geoffrey Chaucer

..... 3. Chanticleer

..... 4. Lady Pertelote

..... 5. fox

..... 6. moral

..... 7. Death

..... 8. gold florins

..... 9. Queen

..... 10. old woman

..... 11. Arveragus

..... 12. Dorigen

..... 13. Aurelius

..... 14. pilgrim

..... 15. Canterbury

A. A lesson to be learned in a story

B. Spends 1-2 years in England in battle

C. The place to which Chaucer is traveling

D. An introduction to a book

E. The Death that is left under a tree

F. The widow's rooster

G. A traveler

H. Decides on the knight's fate

I. The original author of *Canterbury Tales*

J. A traitor who kills many

K. A squire who loves a married woman

L. One of Chanticleer's wives

M. A wife who is distressed because of her husband's absence

N. The hypocrite who tries to kill Chanticleer

O. Saves the knight's life with the correct answer

RHETORIC LEVEL**HISTORY****Accountability Questions**

1. What were the goals shared by many Crusaders as they set forth on their journeys to the Holy Lands?
2. Did the Crusaders accomplish their goals? What unexpected benefits did Europe gain from the Crusades?
3. Define “chivalry” and “courtly love.”
 - ☐ What factors contributed to the development of these customs during the High Middle Ages?
 - ☐ List several common expressions of both chivalric behavior and courtly love.
 - ☐ From a biblical perspective, can you see any problems with either of these codes of behavior?
4. How did the university system develop? What were its unique characteristics? What is scholasticism?

Thinking Questions

1. What factors contributed to the revival of civilization and culture in the High Middle Ages? Describe some of the advances made by Europeans during this era in terms of their general quality of life, lands and settlement, the arts, music, architecture, and education.
2. Prepare to discuss the continuing struggle for power between popes and monarchs. Who were the main characters in the stories you read about this week, and what were the results of their struggles?
3. Generally speaking, what developments in governance were made in the High Middle Ages leading towards modern nation-states? Summarize each of the following monarchs’ overall effect on their nation’s history:
 - ☐ Richard I (the Lionheart)
 - ☐ John I (Lackland)
 - ☐ Edward I
 - ☐ Philip II (Augustus)
 - ☐ Frederick I (Barbarossa)
 - ☐ Frederick II

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3. On an outline map of the Middle East and central Asia, shade the empire that the Seljuk Turks carved out from lands that had been under Byzantine or Arab control.
4. OPTIONAL: On a close-up map or transparency of the eastern Mediterranean, shade and label the following four Crusader states that existed between the First and Second Crusades, c. 1135:
 - ☐ County of Edessa
 - ☐ Principality of Antioch
 - ☐ County of Tripoli
 - ☐ Kingdom of Jerusalem

LITERATURE

The subject for recitation or reading aloud this week is *The Vision of the Trinity* from *Paradiso* XXXIII:115-126 (*Norton Anthology of Western Literature* 1597).

Beginning Level

- Thinking Questions:
 - ☐ How does Dante grow or change as a character throughout the *Commedia*?
 - ☐ What is his experiment in living?
 - ☐ What does this experiment reveal about medieval beliefs concerning reality, morality, and values?
- Dante makes heavy use of symbolism in his *Commedia*. From what you know about the poem, can you name any persons, places, things, or ideas that seem to be symbolic?
- Thinking Questions:
 - ☐ What are some of the physical, temporal, and cultural settings in Dante's *Commedia*?
 - ☐ Do you think that any of these are symbolic?
 - ☐ How do they enhance Dante's message and meaning?

Continuing Level

Do everything in the Beginning level above, plus the following:

- Thinking Question: After reading in *Frameworks* about the great hierarchy, think about whether you believe that this idea of hierarchy is biblical.
- Thinking Question: Is the *Commedia* ultimately about love between Dante and Beatrice?
- Compare Dante and Virgil as authors. What are some similarities and differences between these two men, and between their two great works, the *Commedia* and the *Aeneid*?

CHURCH HISTORY

Church History in Plain Language, by Bruce Shelley

The recommended "spine book" for this week is *Church History in Plain Language*. If you are using this book, you'll be reading from chapters 19-21. These questions will help you prepare for a discussion of your reading.

Chapter 19

- In what ways does Shelley compare the papacy at its height to Gothic cathedrals? Do you think his comparison is apt? Why or why not?
- Compare and contrast the rise of the papacy with the decline of the old Roman Empire.
- To what celestial body did Pope Innocent III liken himself? What did he mean by the comparison?
- On what basis did the pope claim this degree of authority?
- What "weapons" did the pope wield in his struggle for power over peasants and princes? What do you think of his stewardship of these powers?
- What impressed you most in Shelley's analysis of the Crusades, and why?
- What does Shelley say were the long-range results of the Crusades?

Chapter 20

- What parallel does Shelley draw between Gothic cathedrals and Scholasticism?
- What was the twofold aim or goal of medieval Schoolmen?
- What was the curriculum of a cathedral school, and what was this course of study called?
- What were early universities like?
- What did their teaching method involve?
- Scholastics engaged in a series of heated, logical arguments that sometimes lasted for generations. What did popes make certain of as they watched and oversaw these developments?
- What was canon law, and how did it affect people's lives?
- How did Thomas Aquinas "desire to do good, but find that evil was right there with him?" (Romans 7:21)

Chapter 21

1. What question does Shelley ask toward the beginning of this chapter, and in an ongoing, general way, about the relationship between Christianity and poverty?
2. Why did the movements started by St. Francis and others who chose voluntary poverty find many adherents? In other words, what does Shelley say people were looking for that made voluntary poverty attractive?
3. Why did the Roman Catholic Church institute the Inquisition, according to Shelley?
4. Who was Waldo, and what group grew from his influence?
5. Define the terms “mendicant” and “friar.”
6. How did the Dominican order start?
7. Summarize St. Francis’ life and ministry.

GOVERNMENT***The Theme Is Freedom, by M. Stanton Evans, Chapter 9***

1. In the first few pages of this chapter, Evans spells out the central teaching of the “liberal version of our history.” What is it?
2. Evans says that this teaching is wrong. How does the Magna Charta help prove his point?
3. What are some specific ways in which the church challenged the might of kings?
4. What other medieval influence helped to limit the power of kings?
5. Evans also identifies economic factors that limited the power of kings. Explain how economic constraints helped to advance freedom.
6. What legal statements in documents that we have studied express the medieval English notions of limited government on the one hand, or ideas of unlimited government in the rest of Europe?
7. How did England’s break with the Roman Catholic Church under Henry VIII affect the medieval balance between church and state?
8. What happened to the Stuart kings, who reigned after Henry VIII and his daughters Mary and Elizabeth?
9. Who said, “Magna Charta is such a fellow that he will have no sovereign,” and why?

PHILOSOPHY

Rehearse *Doctor Aquinas*, which is this week’s *Pageant of Philosophy* script. Did you include your father? If your dad is available, make an effort to have him rehearse with you at least one time.