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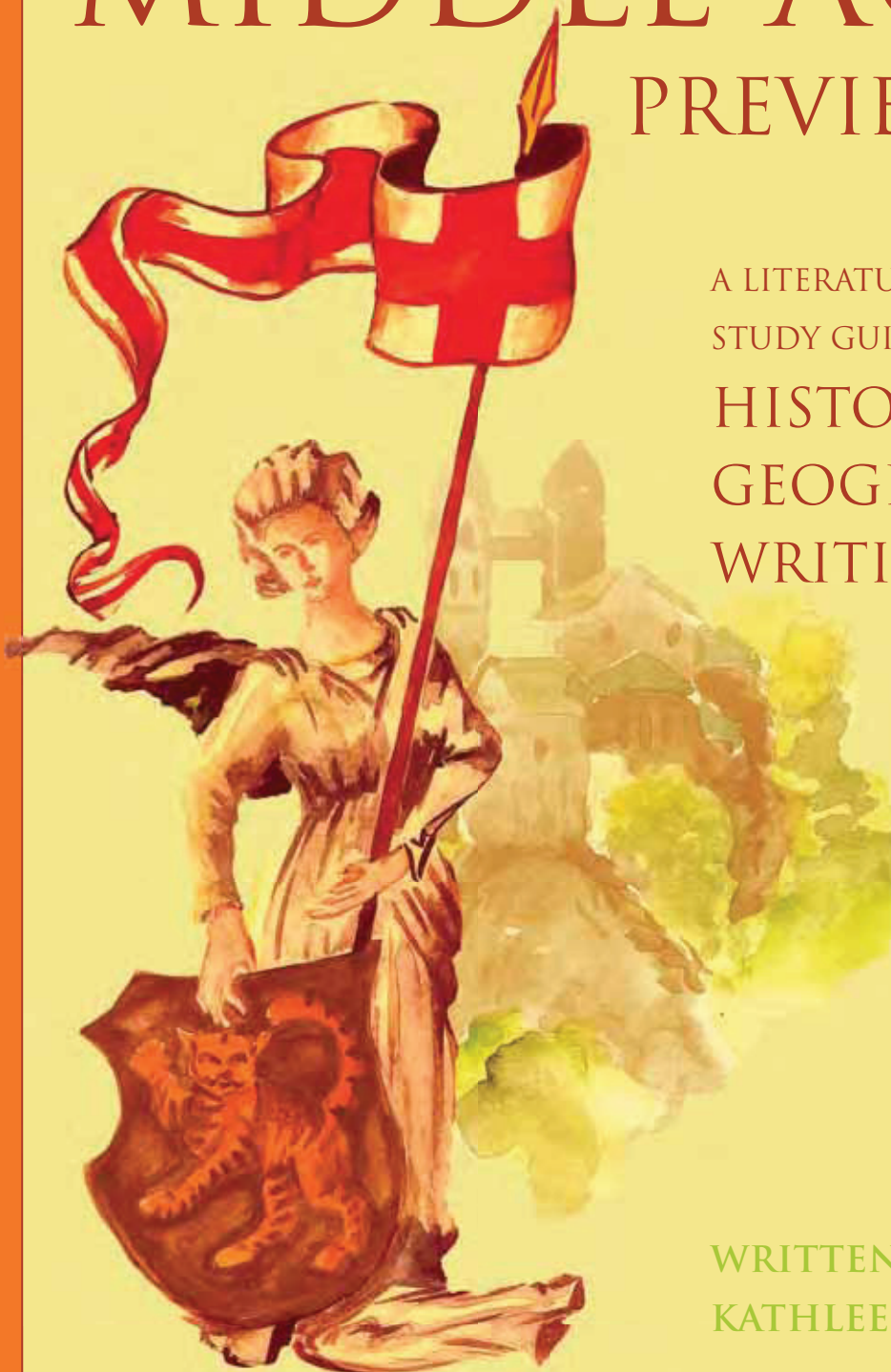


HISTORY ODYSSEY

MIDDLE AGES

PREVIEW

A LITERATURE-BASED
STUDY GUIDE COMBINING
HISTORY
GEOGRAPHY
WRITING



WRITTEN BY
KATHLEEN DESMARAIS

LEVEL TWO

HISTORY ODYSSEY

MIDDLE AGES

(LEVEL TWO)

PREVIEW

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Published by
Pandia Press
Weirsdale, FL

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LETTER TO PARENTS AND TEACHERS

Your student is about to embark on a great adventure - studying the history of mankind. *History Odyssey* guides are intended to assist your student on this adventure with access to the greatest resources and assistance in organizing a tremendous amount of information. This guide is written for the logic stage of a classical education (approximately 5th through 8th grade) and will challenge your student to compare and contrast, analyze, research, write, and outline. This study guide expands upon the skills taught in *Ancients (level two)*. Specifically, this guide contains lessons on creating detailed outlines, biographies, and several literary concepts and activities. Students who did not complete *Ancients (level two)* should be able to successfully complete this course if they have some prior knowledge in basic outlining and summarizing.

This study guide contains many writing assignments. Although basic instructions are given, *History Odyssey* is not a writing course. We highly recommend that students complete a formal writing class prior to or during this course.

In order to eliminate confusion, history in this guide is (for the most part) presented chronologically by region. The course begins with a study of the Middle Ages in Europe and ends with a study of the Renaissance in Europe. In between is a non-European study of the Middle Ages and the Renaissance in other parts of the world. At the end of this study guide is the Timeline Analysis that will assist your student in looking back at events chronologically and further analyzing those which were occurring simultaneously in different parts of the world.

The lesson plans in this study guide speak directly to your student for independent use. However, we recommend assisting with the first few lessons and acknowledge that some students may need assistance throughout the course. Read over the following instruction pages with your student and assist him in setting up his binder and gathering resources. Most of the lessons are written to be completed in one sitting. The exceptions to this are the lessons that instruct students to read one of the eleven literature books and those containing library research assignments. For these lessons, students should be given ample time to complete the tasks before going on to the next lesson unless otherwise indicated. If your student's interest is sparked by a subject, refer to the resource list and allow him to spend extra time on that subject. We suggest students at this grade level spend about two hours studying history three to four days a week. At that pace, this guide provides a one-year history course. Keep in mind that these lesson plans combine several subjects - history, reading, writing, and geography.

Most of the literature books used in this study guide are at a level that logic stage students can read independently. Some students may benefit from having the books read aloud. Students will not be interrupted with comprehension questions or vocabulary work while reading the assigned literature. We feel that interrupting the reading of these wonderful books tends to make reading laborious and frustrating. However, you may want to suggest that your student read with a pencil in hand and circle words she does not understand to look up later. Also it is recommended that you have discussions with your student during the reading to ensure comprehension. Ideally, you will read the books as well.

A new addition to *History Odyssey* is the reference to web sites throughout this and future study guides. **It is not necessary to access web sites in order to complete this course.** All web site references provide optional resources for research. We highly recommend students do not use web sites exclusively for their research. In today's high-tech world, it is easy for students to engage in "lazy research" by depending solely on the internet for information. Although the internet does contain valuable information, it also contains vast amounts of inaccurate information and harmful materials (see our disclaimer about web sites on page 2). Please guide and supervise your students in web site research and encourage them to engage in plenty of "old fashioned" library research as well.

HOW TO USE THIS GUIDE

Required Resources

The following resources are required to complete this course. Optional resources and book suggestions can be found in the appendix. *These resources will be used for several years in all level two *History Odyssey* study guides.

**The Kingfisher History Encyclopedia* (1999 edition or 2004 edition) - KFH

**The Story of Mankind* by Hendrik Van Loon (Free online at www.authorama.com/story-of-mankind-1.html) TSOM

*Timeline from Pandia Press (or a homemade timeline)

The Usborne Internet - Linked Viking World †

One Thousand and One Arabian Nights retold by Geraldine McCaughrean

The Door in the Wall by Marguerite de Angeli

Tales from Shakespeare by Charles and Mary Lamb

A Shakespeare coloring book from Bellerophon Books**

Beowulf, A New Telling by Robert Nye

The Story of King Arthur and his Knights by Howard Pyle

The Adventures of Robin Hood by Roger Lancelyn Green

Castle by David Macaulay

Make this Medieval Castle from EDC Publishing

Adam of the Road by Elizabeth Janet Gray

The Canterbury Tales by Geoffrey Chaucer, retold by Geraldine McCaughrean

Tales from Japan retold by Helen & William McAlpine

The Trumpeter of Krakow by Eric P. Kelly

† In 2008, *Viking World* went out of print. Web site references have been added to the lessons with assignments from this book. Alternatively, *The Penguin Historical Atlas of the Vikings* by John Haywood is a High School-level substitute for *Viking World*.

** Bellerophon Books has given permission for students to copy pages from *A Shakespeare coloring book* to create their Shakespeare book as instructed in this guide.

Other Supplies Needed

Three-ring binder (2 inch or larger)

7 binder dividers with tabs

Lined paper

Colored pencils

A three-hole punch

A detailed atlas or world wall map

A ruler or straight edge

Parchment or quality drawing paper

Markers, paint pens, and/or paint

Gold leaf (optional)

Setting Up Your Binder

Divide your binder into the following seven sections:

Summaries

Art, Inventions, & Architecture

Men & Women

Maps & Worksheets

Wars & Conflicts

Timeline

Religion & Mythology

Insert the study guide in the front of your binder. Label the dividers and insert lined paper into the first five sections. Three-hole punch your timeline* and place it along with the maps and worksheets in their appropriate sections.

*Alternatively, you can display your timeline on a wall while you are working on it, and place it in your binder when finished. See below for information on making your own timeline.

Lesson Assignments

Throughout these lessons you will be asked to summarize readings by finding central ideas and outlining. You will also mark dates on your timeline, color and label maps, and read from the list of resources. Try to do all of the assignments listed. When asked to add a person or event to your binder, title your entry and include some important information. Place the entry in the appropriate section of your binder. Important people are highlighted in **bold** throughout these plans. When you are finished with this course you will have a binder that is full of information you have learned and work you have completed. More importantly, you will have an education about the Middle Ages to treasure always.

Map Work

Geography is an important part of history and you will be learning a great deal of Middle Ages and modern day geography throughout this course. When working with a map, carefully color areas with colored pencils. Do not use markers as they will blot out labels and other markings. You can make the land areas colorful by coloring each country or area a different pastel shade. When labeling, use a ruler to lightly make a pencil line. Print the name carefully on the line with a fine point black pen and then erase the pencil line after your ink dries. Take your time to make the maps beautiful keepsake treasures of your time spent studying the Middle Ages.

Outlining

In this course, you will be taught advanced outlining, then asked to outline certain readings from the *Kingfisher History Encyclopedia*. Outlining is a very important skill to learn. If you learn this skill well it will help you tremendously when reading complicated writings, when preparing notes for oral presentations and research papers, and when taking notes in high school and college courses. Outlining will help you separate main ideas from details. It will help you break down information into the most important parts and organize them.

Timeline

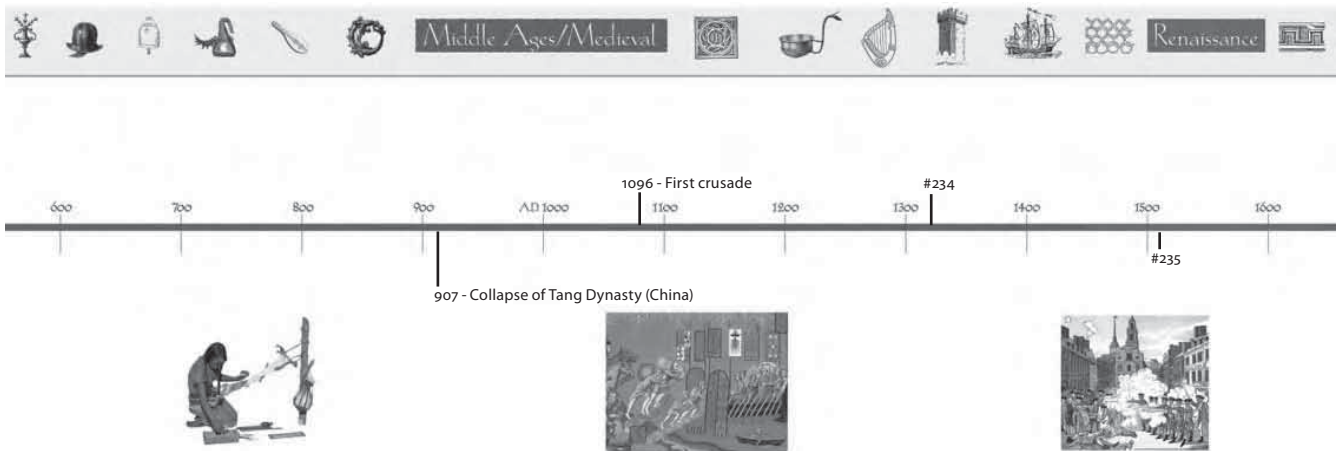
You will need a timeline to complete this course. Using a timeline will assist you in organizing information and seeing connections between events. At the end of this course, you will be completing an interesting exercise in which you analyze the data on your timeline. Timelines can be purchased or constructed. *The Classical Education Timeline* is available from Pandia Press. To construct your own timeline you will need a piece of butcher paper about 3 1/2 feet long. Draw a line across the paper a few inches from the top. Leaving a little space at the beginning of your line for earlier events, mark dates beginning at 400 AD. Continue marking dates in 50 year increments ending with the year 1700. Space your dates approximately three inches apart. Accordion fold the timeline, three-hole punch it, and place it in your binder.

As you enter events on the timeline you can either draw lines from the information to the point they occurred on the timeline or you can enter a reference number on the timeline that refers to a corresponding entry on a separate piece of paper. (See examples of these two methods on the next page.)

Note: In this course, dates are indicated as BC (before Christ) and AD (anno Domini) because these are the traditional abbreviations that are used in KFH, TSOM, and other books in your package. You should also be aware of the secular abbreviations used in some modern books. These are BCE (before common era), used instead of BC, and CE (common era), used instead of AD.

Options for Recording Dates on a Timeline

Write dates directly on your timeline:



Write reference numbers on your timeline that refer to entries on separate paper:

#234 -
1337 to 1453 Hundred Year's War.
England vs. France. Began when
Edward II claimed the French throne.
England won only Calais and Channel
islands in the end.

#235 -
1519 to 1521 Spanish invasion of Mexico.
Conquistador, Hernando Cortés, con-
quered Mexico in search of gold and
silver.



PART I

EUROPE IN THE MIDDLE AGES



Lesson 1 Barbarians

If you studied ancient history last year, you know about the barbarian invasion and the Fall of Rome. This lesson is a quick review of geography and the end of ancient history.

-  ☐ Read KFH pgs. 82 - 83.
Read TSOM Chapter 26, The Fall of Rome.
-  ☐ On Map #1 “Barbarian Invasion,” color each continent a different color. There are sections of three different continents shown on this map. Use an atlas and the map on pg. 99 of KFH to assist you in identification. (The Middle East is part of the continent of Asia.) Label the following bodies of water:

Mediterranean Sea

Caspian Sea

Aegean Sea

Atlantic Ocean

Black Sea

Label the following countries:

Italy

France

Spain

Denmark

Britain

Norway

Ireland

Sweden

Greece

Hungary

You may choose to label other countries that you find on your modern day atlas. See if you can remember where Athens, Constantinople, Carthage, and Rome are located. Label them on your map with a dot. (A dot is the proper way to identify a city or town on a map.)

Lesson 2 Monasticism

- ☐ Read KFH pgs. 102 - 103.
- ☐ In the Religion & Mythology section of your binder, list the duties and events that took place in monasteries. Don't forget to title your work.
- ☐ Also in your Religion & Mythology section, write a short summary of each of the following people:
 - St. Benedict** **Venerable Bede**
 - St. Francis of Assisi**
 - St. Dominic**
- ☐ Record significant dates on your timeline.
 - 269 1st monastery (Egypt)
 - 540 St. Benedict writes Benedictine rule
 - 731 Venerable Bede writes *The Ecclesiastical History of the English People*
 - 1054 Great Schism (split of the Roman Catholic and Orthodox church)
- ☐ Summarize the following monastic orders in your Religion & Mythology section:
 - Benedictines Cluniacs
 - Cistercians Dominicans
 - Franciscans

Lesson 3

☐ Draw a detailed floor plan of a monastery from a bird's eye view. Be creative, label the different buildings, draw people and livestock. Add color to your drawing and give your monastery village a name. Place your drawing in your Religion & Mythology section. While working on your drawing, you may proceed with the next lesson and begin reading *The Door in the Wall*.

Lesson 4 *The Door in the Wall*

☐ Read *The Door in the Wall* by Marguerite de Angeli. Try to read this short, enjoyable book in one week or less. This book takes place in England during the reign of Edward III of whom you will soon learn more. It portrays life in a monastery and demonstrates how a monastery assisted its community.

☐ When you finish reading *Door in the Wall*, complete this writing assignment. Summarize your answers to the following questions and place in your Summaries section.

What did Brother Luke mean when he said "reading is a door in the wall" and "thou haste only to follow the wall far enough and there will be a door in it"?

Can you think of a talent or skill that you have that could be a door in the wall?

How could your talents open doors for you?

Lesson 5 Jewish Persecution

☐ Read KFH pgs. 108 - 109.

☐ Outline these pages by creating main topics and subtopics. Title your outline "Persecution of the Jews and Diaspora" and place it in your Summaries section. Remember what you learned about outlining in the ancient history course. Suggested main topic sentences for your outline:

I. The Jews of Judea fought against their Roman rulers.

II. Christian Romans became increasingly intolerant.

III. In Europe, anti-Semitism spread and Jews did not have the same rights as Christians.

IV. During the Crusades, feelings towards Jews hardened even more.

You may use these or create your own. Add at least two subtopics under each main topic. (Remember that subtopics are listed A, B, C, etc. under each main topic.)

☐ Look up the following in a dictionary and write the definitions in your Religion & Mythology section:

Semite Yiddish

Anti-Semitism Rabbi

Torah

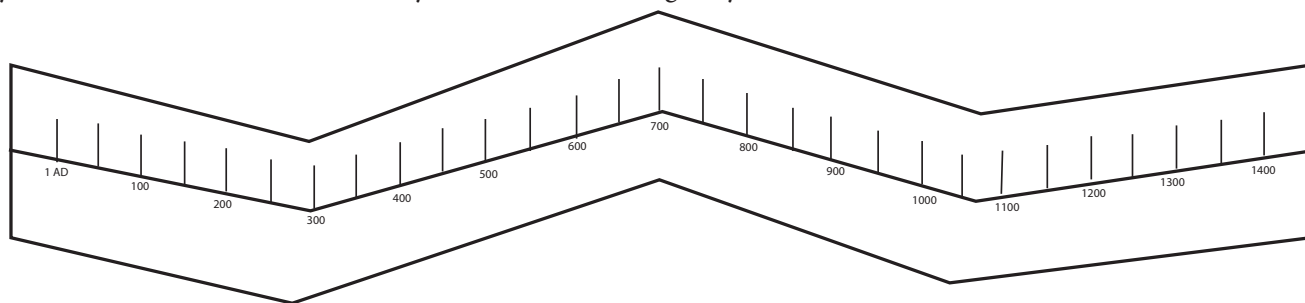
Diaspora (if not in your dictionary, use the definition found in KFH)

Lesson 6

☐ Throughout history and even today, Jewish people are sometimes unfairly associated with money or being miserly. Describe in a paragraph how this prejudice and other forms of anti-Semitism began in the Middle Ages. (Information can be found in your reading of KFH during the last lesson.) Title your work "Anti-Semitism" and place it in your Summaries or Religion & Mythology section.

☐ On map #2 “The Diaspora,” color land areas. Referring to the map in KFH on page 108, label countries, cities, and water areas. Trace in red the routes of the Diaspora from Jerusalem and from Rome. Notice that some Jews moved into Spain which was under Islamic rule. The Islamic Kingdom was tolerant of the Jewish people in the Middle Ages.

☐ Create a mini-timeline on Diaspora in your Religion & Mythology section. Cut a strip of paper 11 inches by 3 inches. Draw a horizontal line down the center. At the left end of the line mark the date 1 AD and at the other end mark 1400. Mark the dates in between at 50 year increments (the middle should lie at 700). Accordion fold the strip so that when folded the outside square is blank. (To make a neat accordion-fold, fold the timeline in half then in half again. Use the crease lines to refold the timeline accordion-style.) Write “Diaspora” on the outside square and glue or tape the left end to a piece of paper in your Religion & Mythology section. A paper-clip will help hold your timeline closed. Begin marking your timeline at 70 AD when the Jews were barred from entering Jerusalem and end in 1306 when Jews were expelled from France. Remember to record the dates on your main timeline as well. You may want to add drawings to your mini-timeline to make it colorful.



Lesson 7 Religion in the Middle Ages

☐ Read KFH pgs. 168 - 169.

☐ In the Religion & Mythology section of your binder, write detailed summaries about the different religions during the Middle Ages. Include the religious beliefs of Christians, Muslims, Hindus, Buddhists, and the Maya. Add information on Judaism from prior lessons. Include which part of the world the religion was practiced and other interesting facts.

Lesson 8

☐ Library trip! Research at least one of the following religious leaders from the Middle Ages and write a biography. Place your work in your Religion & Mythology section.

Meister Eckhart

Ibn Arabi

Thomas Aquinas

Maimonides

Ramanuja

Dogen

St. Francis of Assisi

Marpa the Translator

Instructions on writing on a biography can be found in Appendix A. Include a bibliography at the end of your biography. In the bibliography, list the books that you used to research your report. Look at the Recommended Resources in Appendix E of this study guide to learn how to properly reference a book. Place your biography in your Men & Women section. Please note: Do not copy directly out of any of books when writing a report. Summarize the information in your own words.

Lesson 9 The Carolingians

- ☐ Read KFH pgs. 114 - 115.
- ☐ Outline these pages and title it "The Carolingians." Include main topics and subtopics. Place this outline in your Summaries section.

Read TSOM Chapter 29, Charlemagne (also covers Otto I who will be studied again in a future lesson).
- ☐ Add the following to your Men & Women section along with short summaries of each:

the Franks	Roland (You might read "The Song of Roland" in high school.)
Clovis	Pepin
Charles Martel	Charlemagne (leave room to add more later)
- ☐ Record significant dates on your timeline.

486	France united by Clovis
751	Pepin, the first Carolingian king
768	Charlemagne becomes Carolingian king
782	Charlemagne defeats the Saxons
800	Pope Leo III crowns Charlemagne Roman Emperor
814	Charlemagne dies
843	Carolingian Empire divided into three parts
- ☐ On map #3, "The Empire of Charlemagne," shade the empire controlled by Charlemagne in A.D. 870 (outlined in black). Label the different regions as indicated on pg. 114 in KFH. Label the islands to the north of the empire. Label France, the Pyrenees Mountains, the Atlantic Ocean, the Mediterranean Sea, and Spain. Label the cities of Rome, Aachen, Poitiers, and Tours (with a dot).

Lesson 10 Charlemagne

- ☐ Library trip! Research Charlemagne. Write a biography of his life and accomplishments. Place your biography of Charlemagne in your Men & Women section.

Lesson 11 Central Europe

- ☐ Read KFH pgs. 120 - 121.
- ☐ Outline this reading and title it "Magyars and Bohemians." Include main topics and subtopics. Place this outline in your Summaries section.
- ☐ On map #4 "Medieval Europe," label Bohemia, Bulgaria, Moravia, and Poland. Also label the Mediterranean Sea, the Black Sea, the Baltic sea, the North Sea, and the Atlantic Ocean. Refer to the map in KFH page 120 and your atlas while labeling. Label four other countries, Constantinople, Kiev, and Novgorod. Locate Krakow, Poland in your atlas and label it on your map. Locate the Czech Republic in your atlas and label in parentheses under Bohemia and Moravia on your map. In your modern day atlas, find Kazakhstan.
- ☐ Add the following to your Men & Women section:

Prince Arpad
Duke ("good king") Wenceslas
- ☐ Record significant dates on your timeline.

920	Wenceslas tries to modernize Bohemia
960	Unification of Poland
1241	Collapse of Hungary after Mongol raid
1260	Peak of Bohemian power

☐ Optional: Read the lyrics and listen to the Christmas carol titled “Good King Wenceslas.” You can listen at this web site - http://www.carols.org.uk/good_king_wenceslas.htm

Lesson 12 *The Trumpeter of Krakow*

☐ Read *The Trumpeter of Krakow* by Eric P. Kelly in one to two weeks. This fictional story takes place in Poland during the Middle Ages when Kiev in Russia was founded by the Viking Ros leader Rurik. The “Tartars” mentioned in the story refer to the cruel Mongols who invaded Russia and China in the 13th, 14th, and 15th centuries. You will learn about the Vikings, Kiev, and the Mongols in future lessons.

Lesson 13 Anglo - Saxon Britain

- ☐ Read KFH pgs. 122 - 123.
- ☐ Outline this reading. This time when outlining, include more information by adding details to your sub-topics. The details are numbered 1, 2, 3, etc. in your outline and indented under A, B, C, etc. Title your outline and place it in your Summaries section. Your outline could begin like this:
 - I. After the Romans left Britain, there was a struggle for power.
 - A. The Saxons from Germany were invited into Britain as mercenaries but quickly started to conquer land.
 - 1. They gained control of the southeast.
 - 2. The legendary King Arthur held them back for awhile.
 - 3. In 552 they started taking over southern and central England.
 - B. Many Britons were negatively affected.
 - 1. Many were killed.
 - 2. Many lost land and immigrated to other parts of Europe.
 - II. Many Germans emigrated to Britain creating the birth of England
(write at least two subtopics and include details)
 - III. United England experienced new power struggles.
(write at least two subtopics and include details)
- ☐ Record significant dates on your timeline.
 - 560 Saxons begin to invade Britain
 - 597 The Pope sends Augustine to convert the Saxons
 - 793 The first Viking raid on England
 - 871 Alfred the Great crowned king of Wessex
 - 1013 Danes conquer England
 - 1066 Normans conquer England
- ☐ Add the following to your Men & Women section along with a short summary:

St. Augustine	King Canute (the Great)
Duke William	King Arthur
Alfred the Great	

Lesson 14 *Beowulf, A New Telling*

☐ Read *Beowulf, A New Telling* by Robert Nye. This epic story was written by an unknown author during the Middle Ages in Anglo-Saxon England. When you have completed reading *Beowulf*, complete the following writing assignment.

☐ *Beowulf* is considered an epic. An epic is a narrative poem which celebrates the deeds of a legendary super-hero or god. The *Iliad* and the *Odyssey* are also considered epic poetry. Some modern-day epic stories include *Star Wars*, *Harry Potter*, the *Narnia* series, and *The Lord of the Rings*. Why does *Beowulf* qualify as an epic? To find out, complete the Elements of an Epic worksheet. After you complete the worksheet, summarize in one or two paragraphs why *Beowulf* is an epic. Place the worksheet and your summary in the Summaries section of your binder.

Lesson 15 Scotland

Although William Shakespeare was not born until 1564, you will be reading his plays when studying the regions of their settings. As you read Shakespeare, you will be constructing a Shakespeare book consisting of summaries from your reading and coloring pages from your Shakespeare coloring book.

☐ At the time of Macbeth, Scotland had undergone years of raids and settlement by the Vikings. Refer to page 34 of *Viking World* for a map of Scotland, Wales, and Ireland. On a modern-day map or atlas locate this area. Scotland, England, Wales, and Ireland are often referred to as the British Isles. Scotland, England, and Wales make up Great Britain, and together along with Northern Ireland, they form the United Kingdom.

☐ Read “Macbeth” starting on pg. 152 in *Tales from Shakespeare* by Charles and Mary Lamb. When you have finished, refer to the next lesson for an assignment.

Lesson 16

Duncan was an actual king of Scotland during the Middle Ages whose reputation was much improved by Shakespeare. In reality, Duncan was not meek but rather vicious and inclined to war. He invaded northern England several times. He also tried many times to slay Macbeth before Macbeth killed him in 1040 and himself became king of Scotland. Macbeth has been described as a good king. In Irish records he has been described as “the ruddy-complexioned, yellow-haired tall one in whom I shall rejoice.” In 1057 Macbeth was slain by a son of Duncan.

Macbeth is considered one of Shakespeare’s darkest plays. He wrote *Macbeth* in the 17th century to be performed for King James I of England (also known as James IV of Scotland). King James apparently believed in the supernatural and witchcraft. Shakespeare reportedly wrote the play to please him.

☐ Today you will create the first pages of what will become your book of Shakespeare. In two to three pages, retell the story of *Macbeth* in your own words. Be detailed and include all of the characters. Copy and then color one or more of the three scenes from *Macbeth* found in your Shakespeare coloring book on pgs. 24 - 27. Save your story of *Macbeth* and the coloring pages to create a Shakespeare book later.

Lesson 17 The Vikings

- ☐ Read KFH pgs. 130 - 131.
- ☐ Outline these pages and title your outline “The Vikings.” Remember to include main topics, subtopics, and details. Place your outline in the Summaries section of your binder.
- ☐ Read the Introduction, “Who were the Vikings?,” and “The age of kings” in *Viking World*. These readings reveal the savage nature of some Scandinavian kings. Would you have liked to have been a king in Scandinavia during the time of the Vikings? You would probably have to watch your back!

Alternatively, visit these Web sites:

www.bbc.co.uk/schools/vikings/invasion/index.shtml

www.jorvik-viking-centre.co.uk/vikings1.htm

www.viking.no/e/people/e-knud.htm - information about the Viking king Knut

- ☐ Optional: Record the succession of Scandinavian kings in your Men & Women section. Begin a mini timeline on the Vikings. Cut a strip of paper 11 inches by 3 inches. Draw a line down the center. At the left end of the line mark the date 700 and at the other end mark the date 1100. Mark the dates in between at 50 year increments (the year 900 should be in the middle). Accordion-fold the strip so that when folded the outside square is blank. (To make a neat accordion fold, fold the timeline in half then in half again. Use the crease lines to refold the timeline accordion-style.) Write “Viking Timeline” on the outside square and glue or tape the left end to a piece of paper in your Summaries section. A paperclip will help keep your timeline closed. As you study the Vikings, record dates on your mini-timeline. Remember to record the dates on your main timeline as well. A Viking timeline can be found at www.bbc.co.uk/schools/vikings/timeline.shtml

Lesson 18

- ☐ On map #5 “The Viking World,” label and color the countries of Norway, Sweden, Ireland, England, Iceland, Greenland, Newfoundland, Russia, and Denmark. (Look at a modern day map to find the borders of these countries.) Circle Norway, Sweden, and Denmark and label them “Scandinavia.” Using the map on pgs. 54 - 55 of *Viking World*, label the cities of Novgorod, Kiev, and Constantinople. Draw a black arrow from Denmark to Iceland to Greenland to Newfoundland. Complete the Map Key by identifying the black arrow as “Viking Expansion.”

If *Viking World* is unavailable, use these Web sites for map references:

www.bbc.co.uk/schools/vikings/invasion/index.shtml

en.wikipedia.org/wiki/Image:Vikings-Voyages.png

- ☐ Summarize the reasons why the Vikings began raiding nearby lands. Title your summary and place it in your Wars & Conflicts section.
- ☐ Define *fjord* and describe why you feel the Vikings would want to live on or near a fjord. Place your summary in your Wars & Conflicts section.

Lesson 19

- ☐ Read “Life on a Viking farm,” “Inside a Viking house,” “What the Vikings wore,” “Norse woman,” “Viking towns,” and “Viking society and government” from *Viking World*.

Alternatively, visit these Web sites:

www.regia.org/village.htm

www.pbs.org/wgbh/nova/vikings/village.html

www.bbc.co.uk/history/ancient/vikings/launch_vt_viking_farm.shtml

www.yorkarchaeology.co.uk/piclib/photos.php (click on JORVIK and Viking York on the side bar)

www.regia.org/viking2.htm - Viking thralls (slaves)

- ☐ Write a summary titled “How the Vikings Lived.” Include information on Viking food, housing, clothing, professions, marriage, families, communities, and government. Your summary should be 1 - 2 pages long. Place your work in the Summaries section of your binder.

Lesson 20

- ☐ Read “Viking ships,” “Viking warriors,” “The raiding begins,” “Exploring the northern seas,” and “Mainland Europe under attack” from *Viking World*.

Alternatively, visit these Web sites:

www.hurstwic.org/history/articles/manufacturing/text/norse_ships.htm - Viking ships

www.stemnet.nf.ca/CITE/v_warriors.htm - Viking warriors

www.bbc.co.uk/history/ancient/vikings/launch_gms_viking_quest.shtml - Viking warrior game

www.mnh.si.edu/vikings/start.html - click on Viking Voyage

- ☐ Add to your Viking mini-timeline.
- ☐ On map #5 again, use pgs. 54 - 55 in *Viking World* as a reference and label water areas. Label Italy, Sicily, France, and Spain. Draw the Viking routes with red arrows on your map. Add to the Map Key by identifying the routes of the Vikings. If *Viking World* is unavailable, use this Web site for a map reference:

http://encarta.msn.com/media_461518120_761561500_-1_1/routes_of_the_vikings.html

- ☐ Add the following to your Men & Women section along with a short summary:
Alfred the Great Harald Hardrada “The Last Viking” Charlemagne (add to your former entry)
King Cnut Rollo

Lesson 21

- ☐ Read “Death and burial in Viking times,” “Norse gods and goddesses,” “Christianity during the Viking Age,” and “Norse legends” from *Viking World*. Alternatively, visit these Web sites:

www.hurstwic.org/history/articles/mythology/myths/text/myths.htm - Viking gods

www.bbc.co.uk/history/ancient/vikings/religion_01.shtml - Viking religion

www.lore-and-saga.co.uk/html/viking_burials.html - Viking burials

http://vikings.hgo.se/Files/VikHeri/Viking_Age/death.html - Viking burial and gods

- ☐ Write a summary titled “Viking Religion.” Summarize your readings in this essay including Viking burial rituals, gods, goddesses, worship, and Christianity. Place your summary in your Religion & Mythology section.

Lesson 22 The Normans

After the Norman invasion of England in 1066 (The Battle of Hasting), William of Normandy crowned himself king and became William the Conqueror.

- ☐ Read KFH pgs. 132 - 133.
- ☐ Outline this reading. Include details in your outline.
Read TSOM Chapter 30, The Norsemen
- ☐ Read “The last Viking expeditions” in *Viking World* or visit www.regia.org/norm1.htm
- ☐ Locate Map #6 “Norman Invasion.” Using the map on pg. 132 of KFH as a reference, label Wales, England, France, London, and Paris. Label water areas. Shade and label the area of Normandy conquered by the Normans under William I. Use your atlas to locate and label Ireland, Scotland, and the English Channel.
- ☐ Add the *Domesday Book* and the Bayeux Tapestry to your Art, Inventions, & Architecture section. (You can read the Bayeux Tapestry scene by scene at www.bayeuxtapestry.org.uk/index.htm)
- ☐ Add significant dates to your timeline.

Lesson 23

- ☐ Library Trip! Do research on William the Conqueror and write a biography. Include information on the Battle of Hastings. Include a bibliography of the resources you used and place your report in the Men & Women section of your binder. Place information about the Battle of Hastings in your Wars & Conflicts section.

You can also find information on the Normans and William at www.bbc.co.uk/history/british/normans . If you use information found on a web site for your report, you need to include the site in your bibliography.

Lesson 24 Feudalism

Read TSOM Chapter 31, Feudalism.

- ☐ Feudalism was introduced by William the Conqueror to keep order in Medieval society. At the top of the ladder was the king, then the baron (or lord), then the knight, and finally the serf (also called the villein). The serfs provided food and service, the knight provided protection, the baron provided money and knights to the king. Each in turn granted land to the level below them. Locate the Feudalism Chart worksheet. This chart maps the hierarchy of the feudal system. Fill in each block on the chart beginning with the king and ending with the serf. Along the arrows write what each person provided to the level above them and what each received. At the bottom of the worksheet, summarize how feudalism began and what you feel were the benefits and disadvantages. Place the chart in your Summaries section.

Lesson 25 Knighthood

- ☐ Read KFH pgs. 150 - 151.
- ☐ Summarize the process of becoming a knight. Title your work and place it in the Summaries section of your binder. If you have access to the internet, go to this site for more information for your summary-
<http://library.thinkquest.org/10949/fief/medknight.html>

Lesson 26 Chivalry

Read TSOM Chapter 32, Chivalry.

☐ Summarize the Code of Chivalry. Also add to the summary you completed in the last lesson by summarizing why knighthood eventually became insignificant and how it finally ended. For more information on chivalry see this web site: www.chronique.com . Click “A Code of Chivalry.”

Lesson 27 *The Story of King Arthur and his Knights*

☐ Read *The Story of King Arthur and his Knights* by Howard Pyle. King Arthur was a legendary hero who may have been based on an actual man who lived during the time of Britain’s struggle with the Saxons and Picts. There is no writing assignment for this book; so continue with your lessons while reading *King Arthur*. But try to finish the book before Lesson 36, where you will begin reading another book.

It may take some time to get used to the exaggerated, flowery, and superfluous old English style found in *King Arthur*. But once you do, this book is a lot of fun! You may even find yourself driving your family crazy by speaking like King Arthur:

“Mother, with great cheerfulness of spirit, I have completed my history work of such greatness that hath never before been seen. And lo! yonder art my companions! I shalt don my jacket in search of adventure and return noon-tide as thou requestith.”

Lesson 28 The Holy Roman Empire

☐ Read KFH pgs. 124 - 125.

☐ Outline these pages and title your outline “The Holy Roman Empire.” Place your outline in the Summaries section of your binder.

Read TSOM Chapter 33, Pope vs. Emperor.

☐ On map # 7, “The Holy Roman Empire,” shade and label the area controlled by the Empire as indicated on page 124 of KFH. Label the following on your map:

Britain	Germany	Spain	Adriatic Sea	Atlantic Ocean
Italy	Hungary	France	Milan	Mediterranean Sea

☐ Record significant dates on your timeline.

962	Otto I crowned 1 st Holy Roman Emperor in Germany
1122	Concordat of Worms bt. Pope and Emperor
1200	Peak power of the Catholic Church
1300	Pope loses political power

☐ Add the following to your Men & Women section along with a summary of each:

Otto the Great (Otto I)

Pope Gregory VII

Henry IV (Germany)

Barbarossa (Red Beard)

Frederick II

Rudolph Hapsburg

- ☐ Look up excommunication and write a definition in your Religion & Mythology section. Explain why excommunication was such an important and powerful tool of the Church.

Lesson 29 Medieval Art and Inventions

- ☐ Read KFH pgs. 138 -139, 142 - 143, 186 - 187, and 190 - 191.
- ☐ Write one summary paragraph each for “The Arts” and “Science and Technology” in the Middle Ages. Place your summary paragraphs in your Art, Inventions, & Architecture section.
- ☐ Mark dates of major discoveries on your timeline.
- ☐ Locate the worksheet titled “The Middle Ages Around the World.” In each box on the map, list the art, inventions, scientists, and writings that occurred during the Middle Ages in that region of the world. Be sure to include names of the inventors, artists, and writers too. Use information from the readings in this lesson and other lessons. Draw a line from each box to its appropriate place on the map. Color the map and place it in your Art, Inventions, & Architecture section.
- ☐ Add all of the inventors, scientists, artists, and writers to your Men & Women section that you have not written about previously.

Lesson 30

- ☐ Illuminated Letter Project.

On a nice piece of paper or parchment, write your name with the first letter illuminated as the monastic scribes did. Often when monks wrote books, the first capital letter of each section would be written very large and fancy and decorated with real gold leaf! Sometimes the letter was made to look like an image such as an animal or a person. On your paper, draw the first letter of your name as the monks in a monastery might have. Then write the rest of your name in small simple letters. Use gold and silver pens, paint pens, paint, gold leaf, and/or markers to decorate your letter. You can add miniature paintings and decorative borders to the page. An example of an illuminated letter can be found on page 138 of KFH. Place your artwork in your Art, Inventions, & Architecture section.

Lesson 31 Capetian France

- ☐ Read KFH pgs. 126 - 127.
- ☐ Outline these pages and title your outline “Capetian France.” Place your work in the Summaries section of your binder.
- ☐ Record significant dates on your timeline.
 - 987 Beginning of Capetian Dynasty in France
 - 1328 Capetian Dynasty falls (France)
- ☐ Add the following to your Men & Women section along with a short summary of each:
 - Hugh Capet**
 - Louis the Fat**
 - Eleanor of Aquitaine**

Lesson 32 The Crusades

- ☐ Read KFH pgs. 148 - 149.
- ☐ Outline these pages and title "The Crusades." Place your outline in the Summaries section of your binder. Read TSOM Chapter 34, The Crusades.
- ☐ Record the following in your Men & Women section. Include a brief description of their roles in the Crusades:

Pope Urban II

Louis IX of France

Seljurk Turks

Saladin

Peter the Hermit

Richard I (Richard the Lionheart)

Walter the Penniless

- ☐ Record significant dates on your timeline.

1096	First Crusade
1187	Saladin wins Jerusalem back from the Crusaders
1189	Third Crusade
1202	Fourth Crusade in Constantinople
1212	Children's Crusade
1218	Fifth Crusade
1228	Sixth Crusade
1291	Last Crusade

Lesson 33

- ☐ Begin a summary of the Crusades. Start by summarizing three of the Crusades. Write a summary of the first Crusade, the third Crusade, and one more of your choice. Use information from your readings in TSOM and KFH. Place your work in the Wars & Conflicts section of your binder.

Information about the first Crusade can be found at

http://academickids.com/encyclopedia/f/fi/first_crusade.html

Information about the third Crusade can be found at

www.historyforkids.org/learn/medieval/history/highmiddle/thirdcrusade.htm

- ☐ Complete map # 8 "The First Crusade." Label the following using KFH pg. 148 and your atlas as references:

France

Rome

Holy Roman Empire

Constantinople

Hungary

Jerusalem

Byzantine Empire

Britain

Palestine

the islands in the Mediterranean Sea

Mediterranean Sea

Draw in red the route the Crusaders took.

Lesson 34

- ☐ Finish your summary of the Crusades by writing a report titled "The Aftermath of the Crusades." In your report, describe the results of the crusades, including who won "The Holy Land" in the end. Also include some of the changes to Europe that occurred due to the Crusades. You can find this information in the readings found in TSOM and KFH on the crusades.

Thank you for previewing History Odyssey - Middle Ages (level two). We hope you have enjoyed the course so far! To continue the course, please purchase the entire eBook at www.e-junkie.com/ecom/gb.php?i=116970&c=cart&cl=17780

Or purchase a print copy from one of our preferred vendors:
www.pandiapress.com/ordering.html

Pandia Press offers over a dozen eBooks for history and science. Please visit www.pandiapress.com/ebooks.html for more information.

APPENDIX A

HOW TO WRITE A BIOGRAPHY

A biography is a story about a person's life. When you write about yourself, it is called an autobiography. A biography can be a paragraph in length or long enough to make a book. For this course, your biographies should be one to five pages in length (less if typed). Obviously, in this course, your biographies will be about people who lived a long time ago. When writing a biography on a living person, you would be wise to interview the person if possible. When writing about a person from the past, you will have to depend on primary sources, historians, and other biographers. Primary sources are especially important. A primary source is any record from the actual time period in which the person lived. A primary source could be an autobiography written by the person you are studying, documents from the time period, or writings from witnesses to the events.

The first step to writing a biography is to research the person's life. You can use encyclopedias, your local library, and/or find information on the internet. Take notes while you are researching. Locate information about the person's birth, death, childhood, good and bad deeds, obstacles he/she overcame, the effect he/she had on history, time period and environment, family and friends, and other important or interesting aspects of his/her life.

Next, decide how you want to write the biography and make an outline from your notes. A biography can be written in linear fashion by starting at the person's birth and continuing with events in chronological order, ending with his/her death. You may choose to write about one important aspect or event in the person's life or focus on a few different themes. The choice is yours. Organize your notes by completing an outline. Write each major point in a biography as a main topic. Each main topic should be a

paragraph in your biography. Then organize the details under each main topic.

The last step to writing a biography is to create a true story. Biographies are much more interesting when told as a story with characters, plot, conflict, and emotion that brings the person to life. Use your outline to guide your writing. Finally, give your biography a title and show off your work!

For more information on writing an interesting biography see The Biography Maker at <http://www.bham.wednet.edu/bio/biomak2.htm>

APPENDIX E

RECOMMENDED RESOURCES

Europe in the Middle Ages

Gardner, John. *Grendel*. Vintage, 1989. (The *Beowulf* epic from Grendel's point of view.)

Sutcliff, Rosemary. *The Shining Company*. Farrar, Straus, and Giroux, 1990. (Historic Fiction. 7th century Britain's battle with the invading Saxons)

Cushman, Karen. *Matilda Bone*. New York: Clarion Books, 2000.

Nardo, Don. *Life on a Medieval Pilgrimage*. San Diego, CA: Lucent Books, 1998

Garden, Nancy. *Dove and Sword: A Novel of Joan of Arc*. New York: Farrar, Straus, & Giroux, 1995.

McCaughrean, Geraldine. *El Cid*. Oxford University Press, 1988.

Hinds, Katherine. *Medieval England*. Benchmark Books, 2002.

Leaon, Vicki. *Outrageous Women in the Middle Ages*. Wiley, 1998.

Henty, G.A. *Wulf the Saxon*. Retold by Jim Weiss on audio CD. PrestonSpeed Publications, 2001. (The story of the Norman Conquest and the Battle of Hastings in 1066.)

Pyle, Howard. *Men of Iron*. Mineola, New York: Dover Publications, 2003. (Historic fiction. A young boy trains to be a knight in 15th century England.)

Picard, Barbara Leonie. *Tales of the Norse Gods*. Oxford: Oxford University Press, 2001.

Leighton, Margaret. *Twelve Bright Trumpets*. Centerville, VA: AHSP, 2004. (Twelve historic fiction stories that span the Middle Ages from the fall of Rome to the fall of Venice.)

French, Allen. *The Story of Rolf and the Viking Bow*. Bathgate, ND: Bethlehem Books, 1994.

French, Allen. *The Red Keep*. Bathgate, ND: Bethlehem Books, 1997. (Historic fiction. 13th century Europe during the 2nd crusade.)

Sutcliff, Rosemary. *The Latern Bearers*. Farrar, Straus, and Giroux, 1994. (Historic Fiction. The last Roman Auxiliaries are leaving Britain but one young legionnaire stays behind.)

Tolkien, J.R.R. *Sir Gawain and the Green Knight, Pearl, and Sir Orfeo*. New York: Ballantine Books, 1975.

Jewett, Eleanore M. *The Hidden Treasure of Galston*. Bathgate, ND: Bethlehem Books, 2000.

Sutcliff, Rosemary. *Sword Song*. Farrar, Straus, and Giroux, 1994. (Historic fiction. A young Viking swordsman is banished from his home.)

Welch, Ronald. *The Gauntlet*. Oxford: Oxford University Press, 1999. (Peter travels back in time to 14th century Europe during the time of castles, hawking, and battles.)

Jackdaw Portfolios. *The Black Death*. Amawalk, N.Y.: Jackdaw Publications.

Jackdaw Portfolios. *1066*. Amawalk, N.Y.: Jackdaw Publications.

Asia

Barrett, Tracy. *Anna of Byzantium*. New York: Delacorte Press, 1999.

Walsh, Jill Paton. *The Emperor's Winding Sheet*. Ashville, North Carolina: Front Street, 1974. (Historic Fiction. The story of the fall of Constantinople and the end of the Byzantine Empire.)

Stanley, Diane. *Saladin, Noble Prince of Islam*. New York: HarperCollins, 2002. (Beautifully illustrated book about the crusades from a Muslim point of view.)

Greenblatt, Miriam. *Genghis Khan and the Mongol Empire*. New York: Benchmark Books, 2001.

Butson, Thomas. *Ivan the Terrible*. New York: Chelsea House Publications, 1987.

Kimmel, Eric. *Sword of the Samurai : Adventure Stories from Japan*. New York: HarperTrophy, 2001.

Jackdaw Portfolios. *Byzantine Empire*. Amawalk, N.Y.: Jackdaw Publications.

Herbert, Janis. *Marco Polo for Kids*. Chicago: Chicago Review Press, 2001. (An informative activity book.)

Park, Linda Sue. *A Single Shard*. Yearling , 2003. (Historic fiction. A look at a craftsmen's colony from Medieval Korea.)

The Americas

Steele, Philip, ed. *The Aztec News*. Cambridge, MA: Candlewick Press, 1997.

Baquedano, Elizabeth, et al. *Aztec, Inca and Maya*. New York: Knopf, 1993.

Jackdaw Portfolios. *Incas: A Cultural History*. Amawalk, N.Y.: Jackdaw Publications.

Africa

Millar, Heather. *The Kingdom of Benin in West Africa*. New York: Benchmark Books, 1996.

McKissack, Patrick and Frederick. *The Royal Kingdoms of Ghana, Mali, and Songhay : Life in Medieval Africa*. Henry Holt and Co. , 1995.

Europe in the Renaissance

Meyer, Carolyn. *Beware, Princess Elizabeth*. New York: Gulliver Books, 2001. (Part of the *Young Royals* series. Tells the story of Elizabeth Tudor in her teenage years.)

Meyer, Carolyn. *Doomed Queen Anne*. New York: Gulliver Books, 2002. (Part of the *Young Royals* series.)

Meyer, Carolyn. *Mary, Bloody Mary*. New York: Gulliver Books, 2000. (Part of the *Young Royals* series.)

Meyer, Carolyn. *Patience, Princess Catherine*. New York: Gulliver Books, 2001. (Part of the *Young Royals* series.)

Lasky, Katheryn. *Elizabeth I, Red Rose of the House of Tudor*. New York: Scholastic, Inc. , 2002. (Part of *The Royal Diary* series.)

Lasky, Katheryn. *Mary, Queen of Scots, Queen Without a Country*. New York: Scholastic, Inc. , 2002. (Part of *The Royal Diary* series.)

Yolen, Jane and Harris, Robert J. *Queen's Own Fool, A Novel of Mary Queen of Scots*. New York: Penguin Group (USA) Inc. , 2000.

Columbus, Christopher. *First Voyage to America, From the Log of the "Santa Maria."* New York: Dover Publications, 1991.

Johansen, Joann. *Fine Print: A Story About Johann Gutenberg*. Carolrhoda Books, 1992.

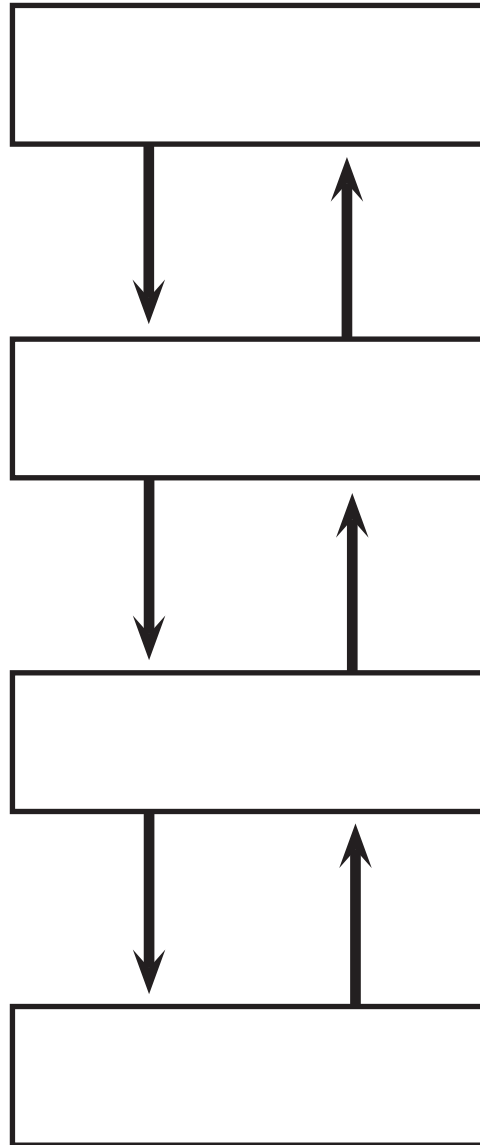
Elements of an Epic for _____

Determine if the story you read is an epic by searching for examples of each element in the story. Write the examples from the story on the chart.

Element	Example
The main character is a hero, who often possess supernatural abilities or qualities.	
The hero is charged with a quest.	
The hero is tested, often to prove the worthiness of himself and his quest.	
The presence of numerous mythical beings, magical and helpful animals, and /or human helpers.	
The hero's travels take him to a supernatural world, often one that normal beings are barred from entering.	
The cycle must reach a low point where the hero nearly gives up his quest or appears defeated.	
A resurrection occurs where the hero resumes his quest.	
Restitution. Often takes the form of the hero regaining his rightful place on the throne or in society.	

This chart was modified and reproduced with permission by the National Endowment for the Humanities as part of the MarcoPolo Project. The online lesson can be found at http://edsitement.neh.gov/view_lesson_plan.asp?id=587.

Feudalism Chart



Summary of the Feudal System:

The Middle Ages Around the World

500 - 1460



The Americas

Russia

Italy

Korea

England

China

Spain

Japan

France

Africa

Middle East

India

Barbarian Invasion

map 1



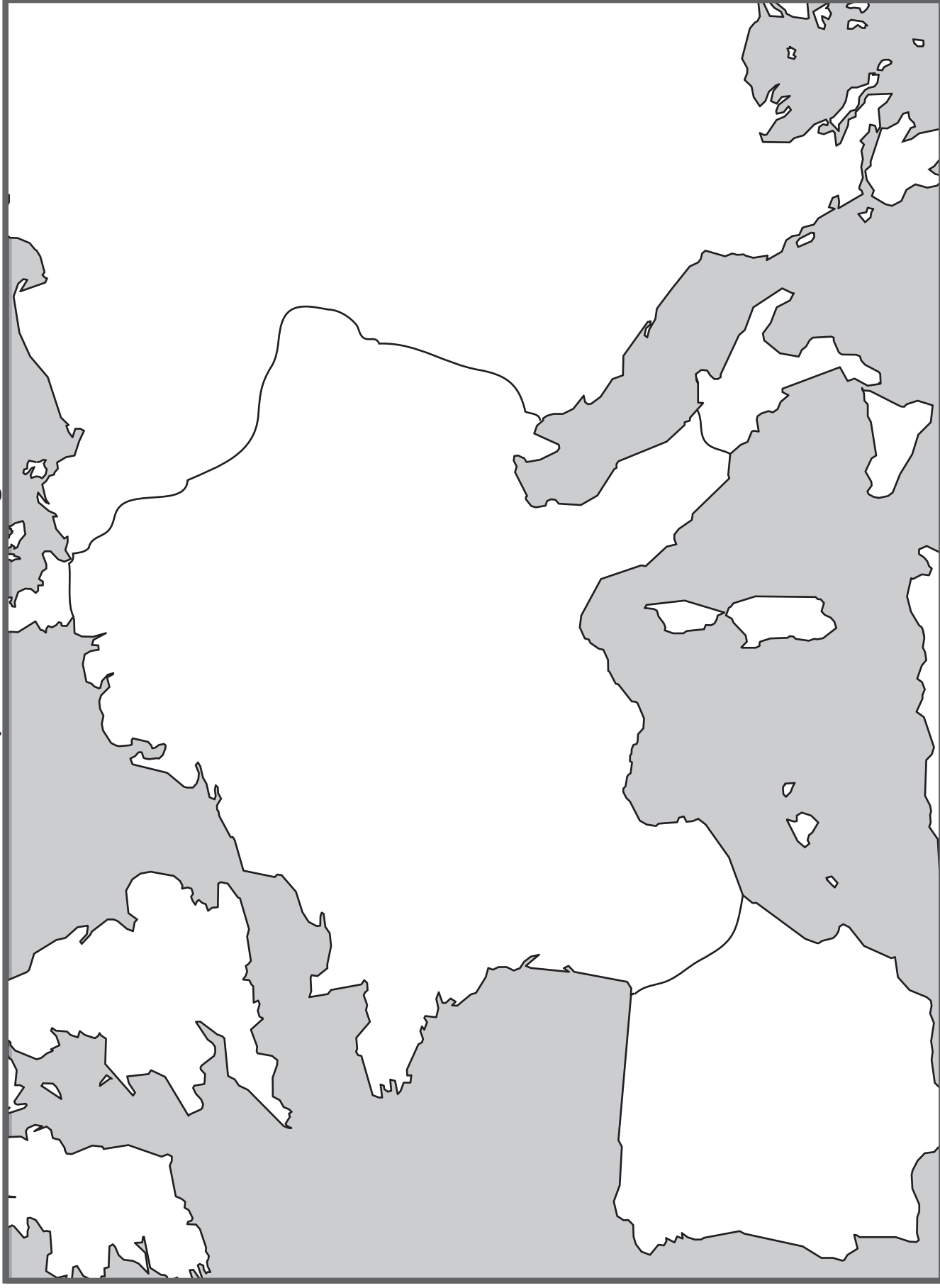
The Diaspora

map 2



The Empire of Charlemagne

map 3



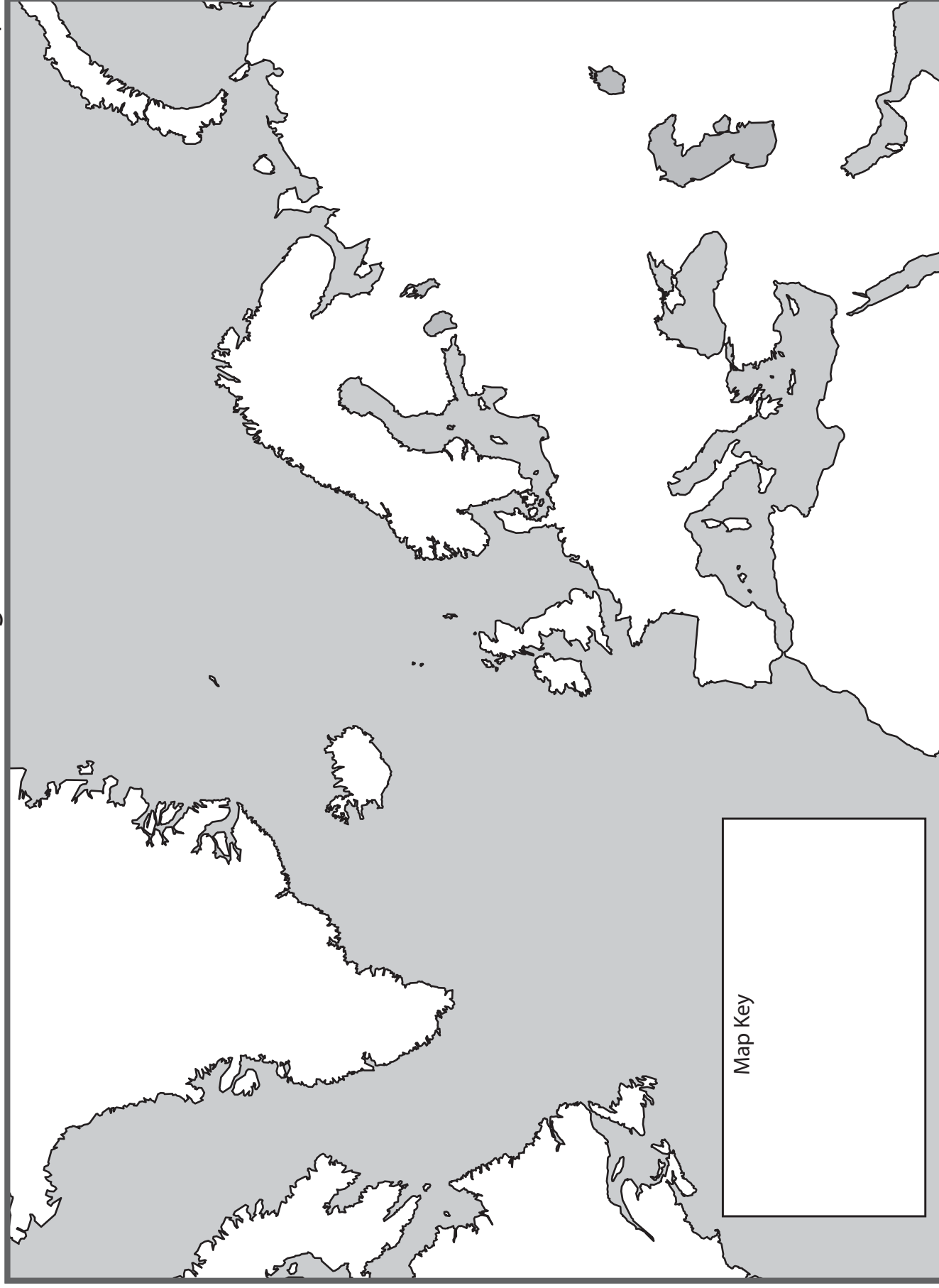
Medieval Europe

map 4



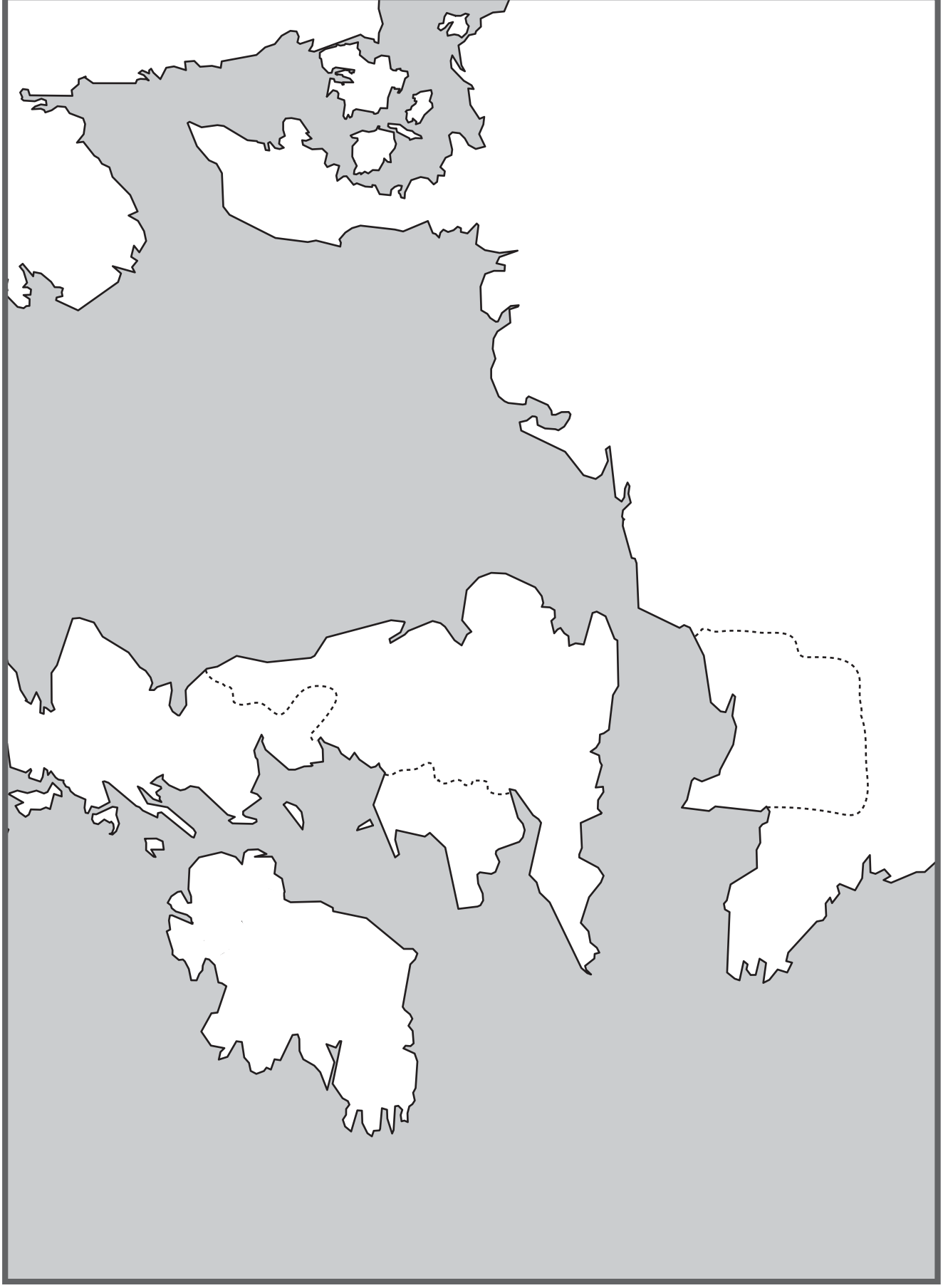
The Viking World

map 5



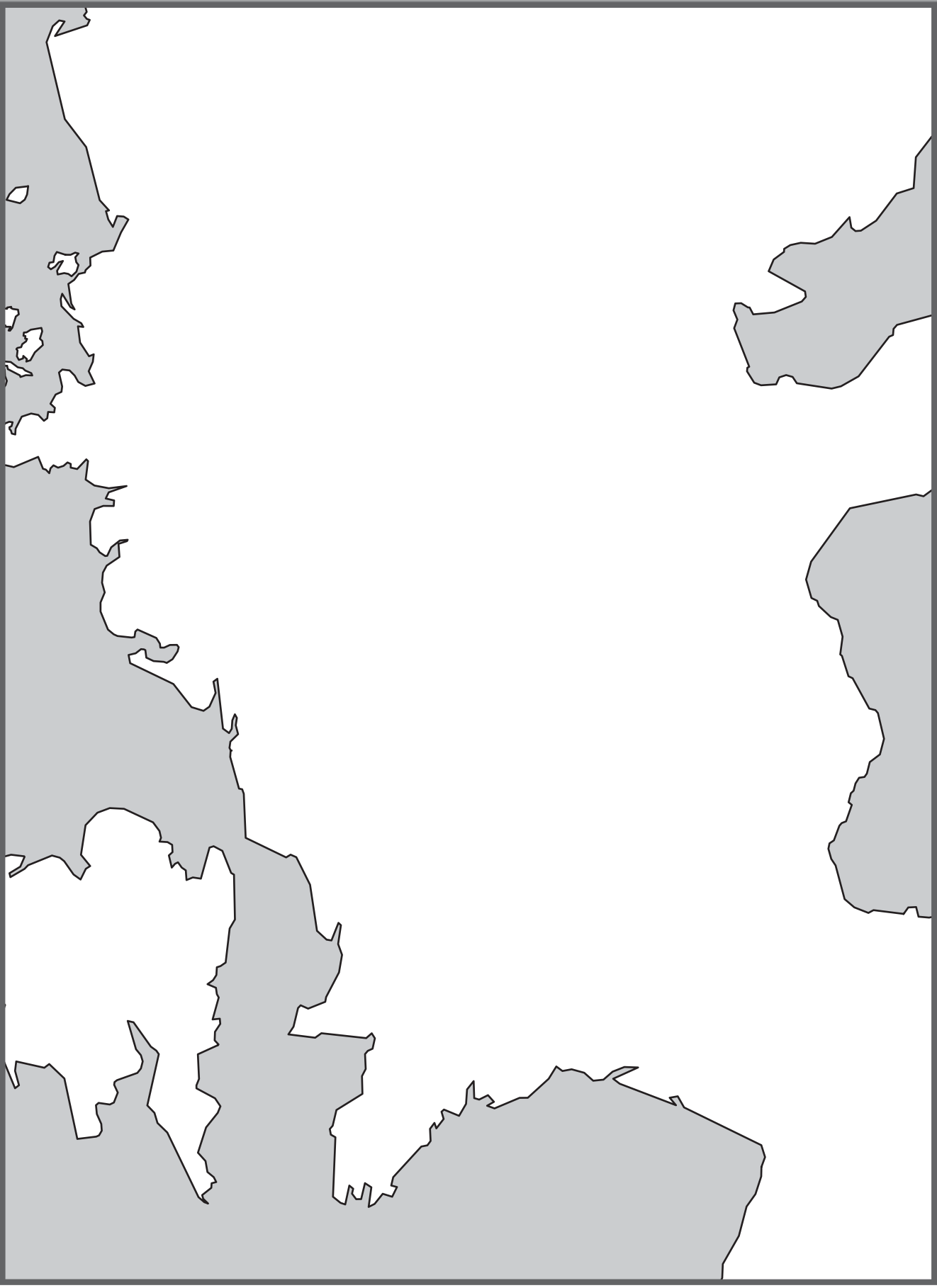
Norman Invasion

map 6



The Holy Roman Empire

map 7



The First Crusade

map 8

