

HISTORY ODYSSEY MIDDLE AGES LEVEL THREE PREVIEW

Try it before you buy it!

This file contains a PDF preview of **History Odyssey Middle Ages (level three)**:

Middle Ages - 38 lessons including maps, worksheets, and appendices

To purchase complete copies of History Odyssey eBooks please visit:

www.pandiapress.com/ebooks.html

To purchase print copies of History Odyssey, please visit our preferred vendors:

www.pandiapress.com/ordering.html

Pandia Press offers free previews of all our History Odyssey and R.E.A.L. Science Odyssey courses. To download another preview please visit Pandia Press.

We recommend using Adobe Reader or Adobe Acrobat version 8 or later to work with documents contained within this PDF. By updating to the latest version, you'll enjoy the following benefits:

- Efficient, integrated PDF viewing
- Easy printing
- Quick searches

Don't have the latest version of Adobe Reader?

[Click here to download the latest version of Adobe Reader](#)

www.pandiapress.com

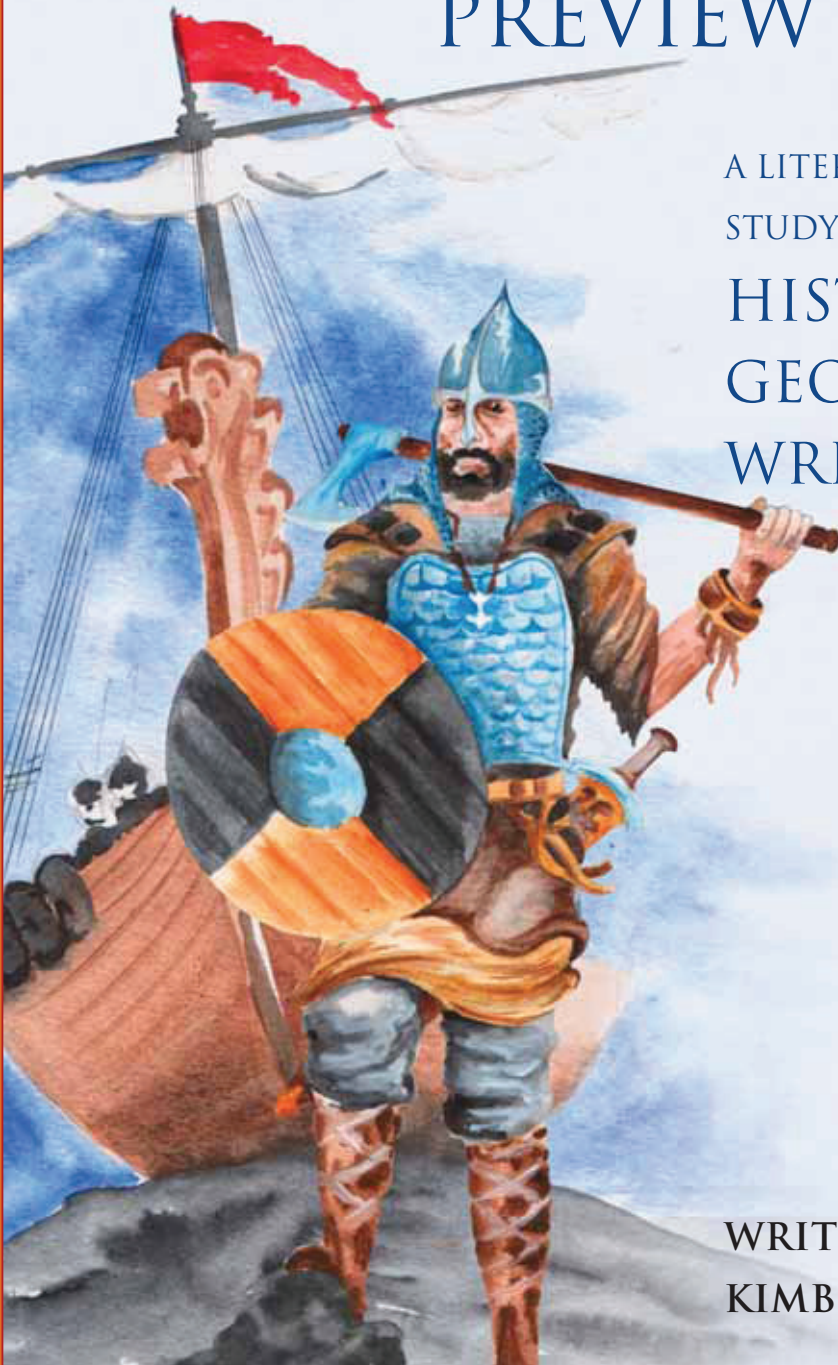


HISTORY ODYSSEY

MIDDLE AGES

PREVIEW

A LITERATURE-BASED
STUDY GUIDE COMBINING
HISTORY
GEOGRAPHY
WRITING



WRITTEN BY
KIMBERLY MAIER

LEVEL THREE

HISTORY ODYSSEY

MIDDLE AGES LEVEL THREE

STUDY GUIDE PREVIEW

To purchase a complete copy of **HO Middle Ages (level three) eBook** click the direct link below:
www.e-junkie.com/ecom/gb.php?i=145054&c=cart&cl=17780

To purchase a **print copy of HO Middle Ages (level three)** please visit one of our preferred vendors: www.pandiapress.com/ordering.html

KIMBERLY MAIER

PANDIA PRESS

BLANK PAGES HAVE BEEN REMOVED FROM THIS EBOOK FILE.

Dear Customer,

Thank you for previewing this Pandia Press eBook. So that you may enjoy all the features of this eBook and use it for many years, this eBook contains no printing and downloading restrictions. In order that Pandia Press may continue to provide eBooks without cumbersome restrictions, it is very important for customers to avoid any copyright infringements of our eBooks. Please do not share (email, download, print and distribute, resale, etc.) any portion of this eBook to anyone outside your immediate family and for any use other than with your own family. Licensing is available for group, school, and co-op use. Please contact Pandia Press for details on licensing (ebooks@pandiapress.com). Thank you for your cooperation. Legal use and downloads of eBooks will ensure that Pandia Press can continue to offer more eBooks in the future.

Thank you for your patronage and I hope you enjoy using your eBook.

Kathleen Desmarais
Publisher, Pandia Press

Important information on Web links:

Web site links are provided to assist students in research. At the time of printing this guide, all Web sites listed were functional. Because Web site content changes frequently, Pandia Press cannot guarantee the availability of the Web links provided nor can we be responsible for Internet viruses, inappropriate, inaccurate, or objectionable materials. We encourage parents and teachers to monitor and supervise students while on the Internet. We highly recommend the use of Internet filtering software and recommend students avoid chat rooms, downloads, and giving personal information while on the Internet.

(Please email Web link problems to kathleen@pandiapress.com.)

Copyright ©2007 Pandia Press

All Rights Reserved

Without limiting the rights under copyright reserved above, no part of this publication may be reproduced, stored in or introduced into a retrieval system, or transmitted, in any form, nor by any means (electronic, mechanical, photocopying, recording, or otherwise), without the prior written permission of Pandia Press. **The purchaser of this study guide may photocopy maps and worksheets for use with his or her children. Copying for group, co-op, classroom, or school use is prohibited.** Contact Pandia Press for information about ordering extra worksheets, and maps, and about school licensing.

Published by
Pandia Press
Weirsdale, FL

Visit www.pandiapress.com for sample pages of Pandia Press publications and for ordering information.

TABLE OF CONTENTS

Letter to Parents, Teachers, and Students	5
Introduction	7
Course Outline	11
Part I The Elements of a Future (Lessons 1 - 13)	15
Part II Islam and the Remaking of the Near East (Lessons 14 - 15)	23
Part III The Arab Empires (Lessons 16 - 19)	27
Part IV Byzantium and Its Sphere (Lessons 20 - 22)	31
Part V The Disputed Legacies of the Near East (Lessons 23 - 26)	35
Part VI The Making of Europe (Lessons 27 - 38)	39
Part VII India (Lessons 39 - 42)	45
Part VIII Imperial China (Lessons 43 - 64)	49
Part IX Japan (Lessons 65 - 67)	57
Part X Worlds Apart (Lessons 68 - 72)	61
Part XI Europe: The First Revolution (Lessons 73 - 91)	67
Part XII New Limits, New Horizons (Lessons 92 - 119)	75
Part XIII A New Kind of Society: Early Modern Europe (Lessons 120 - 129)	87
Part XIV Authority and Its Challengers (Lessons 130 - 144)	93
Part XV Final Project (Lesson 145)	101
Appendix A - How to Write a Thesis Statement	105
B - Who's Who Directory Sample Page	107
C - Sample Outline Page	109
D - Suggested Timeline Dates	111
E - Ethnographic Field Collection Sample Entry	117
F - Middle Ages Newspaper Sample Page	119
G - Recommended Resources	121
H - Essay Grading Rubric	125

Note: The Roman numeral titles noted above are taken from corresponding chapters in the text *The New History of the World* by J.M. Roberts.

Dear Parent, Teacher, and Student:

We welcome you to *History Odyssey: Middle Ages (level three)*. Level three *History Odyssey* guides are written for 9th through 12th grade students engaged in the rhetoric stage of a classical education. The guides are structured around *The New History of the World* written by J.M. Roberts and are enhanced by copious reading of source documents and classic literary works for each time period. Understanding and mastery of concepts are accomplished by complementing the reading assignments with a wide variety of writing projects including expository, descriptive, narrative, and persuasive essays. Using a wide range of media for research purposes, students will learn how to develop concise thesis statements and well-written research papers. The *History Odyssey* guides emphasize synthesis of knowledge by combining the disciplines of history, literature, writing, and geography.

It is a daunting task to undertake the study of history beginning with the known origins of human civilization. We have chosen a balance of a broad, general overview combined with topics of intense scrutiny to help bring to life the rich history of humankind. It is important to note that this is a study *guide* that will encourage students to follow the path of civilization, perhaps taking many detours along the way. In most cases, two or more writing assignment options are given for each topic to allow freedom of choice. It may be that some students will wish to explore other topics of more importance or interest to them for a particular segment of history than those we have listed—by all means, feel free to do so.

The lessons in this guide are not necessarily intended to be completed in one class session. Lessons containing lengthy reading and/or writing assignments will certainly require more than one class session. Students are encouraged to proceed at their own pace, but in accordance with time requirements placed on them by parents or teachers. Remember, these lesson plans combine several subjects—history, literature, writing, and geography. For this age group we recommend a study schedule of two to three hours per day, four to five days per week. This guide will comprise a one-year history course for most students studying at this pace.

INTRODUCTION

Required Resources

The following resources are needed to complete this course. Additional resources and book recommendations can be found in Appendix G.

- ☐ **The New History of the World* by J.M. Roberts
- ☐ **The World's Great Speeches* edited by Copeland, Lamm, & McKenna
- ☐ *Timeline (from Pandia Press or homemade)
- ☐ *Beowulf* translated by Howell D. Chickering, Jr.
- ☐ *The Song of Roland* translated by Dorothy L. Sayers
- ☐ *The Travels* by Marco Polo, translated by Ronald Latham
- ☐ *1066: The Year of the Conquest* by David Howarth
- ☐ *Life in a Medieval City* by Joseph and Frances Gies
- ☐ *Sir Gawain and the Green Knight, Patience, and Pearl* verse translations by Marie Borroff
- ☐ *The Inferno* by Dante Alighieri, translated by John Ciardi
- ☐ *The Canterbury Tales* by Geoffrey Chaucer, prose translation by R.M. Lumiansky
- ☐ *The Prince* by Niccolo Machiavelli, translated by George Bull
- ☐ *Hamlet* by William Shakespeare, CliffsComplete version edited by Terri Mategrano
- ☐ *Essays* by Michel de Montaigne, translated by J. M. Cohen

- ☐ Recommended map resource: *World History Atlas* from Maps.com

* These resources will be used over several years in all Level Three *History Odyssey* study guides.

Other Supplies Needed

In addition to the books and resources listed above, you will need the following:

- ☐ Three-ring binder
- ☐ Eight tab dividers
- ☐ Paper (either lined notebook paper or computer printer paper)
- ☐ Colored pencils and a fine tipped marker for map work
- ☐ Three-hole punch
- ☐ Write-on transparency film or printer/copier transparency film (optional)
- ☐ Transparency markers (optional)
- ☐ Miscellaneous arts and crafts supplies
- ☐ Internet access for map work
- ☐ Detailed atlas of the world

Setting Up Your Binder

As you progress through this study guide, you will build your own record and commentary of world history that will be filed in a three-ring binder.

Divide your binder into the following sections:

Outlines & Summaries

Men & Women

Government & War

Religion & Philosophy

Art & Literature

Inventions & Achievements

Maps & Worksheets

Timeline

Place this study guide in the front of your binder. Place the maps, worksheets, and your timeline in the appropriate sections. Place lined paper in the remaining sections or add computer printouts as you create them.

Lesson Assignments

Throughout these lessons you will be asked to synthesize your readings through outlining, writing assignments, projects, entering dates on your timeline, and map work.

Writing Assignments

You will be asked to write short descriptions or summaries of key concepts and events (e.g., of a specific person, work of art, or invention) which should be written as a concise paragraph consisting of 100 to 150 words. At times you will be instructed to write a one-page description or biography, which should consist of about 250 words.

You will also be asked to outline chapters in *The New History of the World* (your main history reference spine). We recommend that you seek an outlining instruction course if you have not had experience in outlining. In lieu of outlining, you may choose to summarize in paragraph form or list key ideas. However, we recommend you outline at least a few chapters.

Additionally, you will be assigned research and expository compositions. These papers should consist of between 500 to 1,000 words (approximately two to four double-spaced, typed pages). When you are asked to research a topic, you may use any means available for your investigation, including, but not limited to, the library and the internet. Where appropriate, suggestions for specific resources will be listed in the appendices.

A lesson on writing thesis statements can be found in Appendix A. This lesson is from Ancients (level three). If you did not complete the Ancients course or if you need practice in thesis writing, it is recommended that you review this lesson prior to beginning this course.

NOTE TO PARENTS AND TEACHERS: Please note that this *History Odyssey* course is not intended to replace instruction in high school and early college-level writing. However, this is without a doubt a writing-intensive history course. What you see reflected in our suggestions for assignments may be uncomfortably difficult for a student without a strong writing background. Please don't be intimidated. Above all, don't allow your student to give up! We recommend that you help your student gain mastery of the writing process by working through a formal writing course intended for high school or college writing.

If you do not already have a process in place for teaching your student essay writing, we recommend the following writing programs:

Brave Writer “Help for High School” e-book www.bravewriter.com/Welcome/hhsdescrip.html
Teaching Writing Structure and Style by The Institute for Excellence in Writing www.writing-edu.com
Writing Strands www.writingstrands.com
Teaching the Essay and *Teaching the Research Paper* by Robin Finley www.analyticalgrammar.com

Other writing resources can be found online by doing a search with the words “high school writing” and “thesis statement history” and following the links offered. Pay particular attention to thesis statements, developing arguments, and typical essay forms. Review formats for attribution of quotes and have students take great care in citing sources to avoid plagiarism in their academic writing.

You will find an Essay Grading Rubric in Appendix H. Copy and use this page for evaluating or grading the essay writing assignments.

Timelines

Choose a timeline format that suits your needs. Timelines can be notated in many different ways including writing dates and descriptions only, drawing illustrations to accompany your dates and descriptions, or purchasing timeline software. Periodically throughout this course, you will be revisiting dates on your timeline to add information about additional cultures and events.

Alternatively, you may opt to omit a timeline from your rhetoric stage study. This may be appropriate if you have a solid foundation in timeline construction and analysis. We strongly recommend you keep a timeline if you have no prior experience with this tool.

The Timeline Analysis assignment in Part XV is recommended for all students.

Map Work

Geography is a key element in the study of history. We recommend you color your maps using good quality colored pencils and label them with a fine-point pen.

When you have completed each map as assigned, we suggest you create a transparency overlay for that map on which you will label modern-day countries and cities. This will give you a firm understanding of the changes that have occurred over time and of the historical areas of the world as they correspond to today’s regions. You can accomplish this by using write-on transparency film (available at office supply stores) and markers designed for transparency use. Just trace the outlines from your completed map and fill in the current information using a world atlas, wall map, or globe. Another option is to use printer/copier transparency film and copy each map onto the transparency before completing the assignment. Then you can fill in the modern information on the copied transparency. As a final option, you may write the modern-day labels in parentheses on each map.

We have included a few Web addresses, especially for map resources, in this guide. In the event that you do not have Internet access, you should be able to locate your resources at a library. Many of the map work assignments can be completed using the historic maps found in *World History Atlas* from Maps.com. You will find many Web links to Maps.com in this guide. Alternatively, you might consider purchasing the print edition of *World History Atlas*.

Worksheets

Please be certain to make sufficient photocopies of all worksheets before marking your original copy. We have placed reminders to photocopy extra sheets within the course as the worksheets are required.

Scheduling

We suggest a study schedule of two to three hours per day, four to five days per week. This will insure that you allow adequate time for reading, research, writing, editing, re-writing, and project completion.

How to Read a Book

If you did not complete Ancients (level three), we recommend you read *How to Read a Book* by Mortimer Adler and Charles Van Doren. This “classic guide to intelligent reading” will not only equip you for the successful completion of this Middle Ages course, but will also prepare you for higher-level reading comprehension for the rest of your life.

Middle Ages (level three) Course Outline

- I. The Elements of a Future
 - A. Who's Who Directory
 - B. Map - Germanic Migrations
 - C. "The Reign of Justinian" Research and Writing Assignment
 - D. "Monasticism" Research and Writing Assignment
 - E. Map - Europe and the Byzantine Empire
 - F. "Germanic Tribes Summary" Assignment
 - G. *Beowulf* and Writing Assignment
 - H. Map - Viking Expansion
- II. Islam and the Remaking of the Near East
 - A. Who's Who Directory
 - B. Map - The Spread of Islam
- III. The Arab Empires
 - A. Who's Who Directory
 - B. "Overview of the Spread of Islam" Chart Set
 - C. "Sunni and Shi'ite" Research and Exposition
- IV. Byzantium and Its Sphere
 - A. Who's Who Directory
 - B. Map - Kiev Rus
- V. The Disputed Legacies of the Near East
 - A. Who's Who Directory
 - B. Map - Seljuk Empire
 - C. Map - Ottoman Expansion and the Safavid Empire
 - D. "Islamic Empires" Research and Writing Assignment
- VI. The Making of Europe
 - A. Who's Who Directory
 - B. Map - The Empire of Charlemagne
 - C. "Carolingian Renaissance Pamphlet" Project
 - D. *The Song of Roland* Synopses and Essay
- VII. India
 - A. Who's Who Directory
 - B. Map - The Mogul Empire
 - C. "Indian Empires Survey" Chart Set
- VIII. Imperial China
 - A. Who's Who Directory
 - B. Map - T'ang Dynasty
 - C. "Ch'an Buddhism" Exposition
 - D. Map - Song Dynasty

- E. “Monumental Landscape Painting” Oral Presentation
- F. Map - Ming Dynasty
- G. “Zheng He” Letter Writing Assignment
- H. Map - Mongol Empires
- I. *The Travels* and “Travel Diary and Scrapbook” Project

IX. Japan

- A. Who’s Who Directory
- B. Map - Feudal Provinces of Japan
- C. “Japanese Historical Era Travel Brochure” Project

X. Worlds Apart

- A. Who’s Who Directory
- B. Map - African Kingdoms
- C. Map - Central and South America
- D. “Maya, Aztec, or Inca Lesson Plan” Project

XI. Europe: The First Revolution

- A. Who’s Who Directory
- B. *1066: The Year of Conquest*
- C. “Claimants to the Throne of England” Chart
- D. Map - The Norman Conquest
- E. “Norman Conquest Historical Account” Project
- F. Map - Medieval Europe and the Holy Roman Empire
- G. “Holy Roman Empire Annotated Timeline”
- H. *Life in a Medieval City* and “Ethnographic Field Collection” Project

XII. New Limits, New Horizons

- A. Who’s Who Directory
- B. Map - The Early Crusades
- C. “A Second Crusade” Selected Reading
- D. “Early Crusades: Causes and Consequences” Research and Writing Assignment
- E. *Sir Gawain and the Green Knight* and “Character Analysis” Project
- F. *The Inferno* and “Traveler’s Guide to the Underworld” Project and Essay Assignment
- G. Map - Spread of the Black Death and Medieval Trade Routes
- H. Map - The Hundred Years’ War
- I. “Middle Ages Newspaper” Project
- J. *The Canterbury Tales* and Essay Assignment

XIII. A New Kind of Society: Early Modern Europe

- A. Who’s Who Directory
- B. Map - The Rise of Moscow and Russian Expansion
- C. Map - European Exploration
- D. “European Exploration Issues” Essay Assignment
- E. “Phenomenon of the Italian Renaissance” Essay Assignment
- F. Map - Renaissance Italy
- G. “Renaissance Man Biography” Writing Assignment

H. *The Prince* and “Synopsis Chart” and Writing Assignment

XIV. Authority and Its Challengers

- A. Who’s Who Directory
- B. Map - Europe
- C. Map - Reformation and Counter-Reformation Europe
- D. “Before the Diet of Worms” and “On Suffering and Persecution” Selected Readings
- E. “Reformation and Counter-Reformation Compendium” Writing Assignment
- F. “Reformation and Counter-Reformation Issues” Writing Assignment
- G. *Hamlet* and “Elements Identification Chart” and Writing Assignment or Project
- H. “Elizabethan Era” Project
- I. *Essays* and “Personal Essay” Assignment

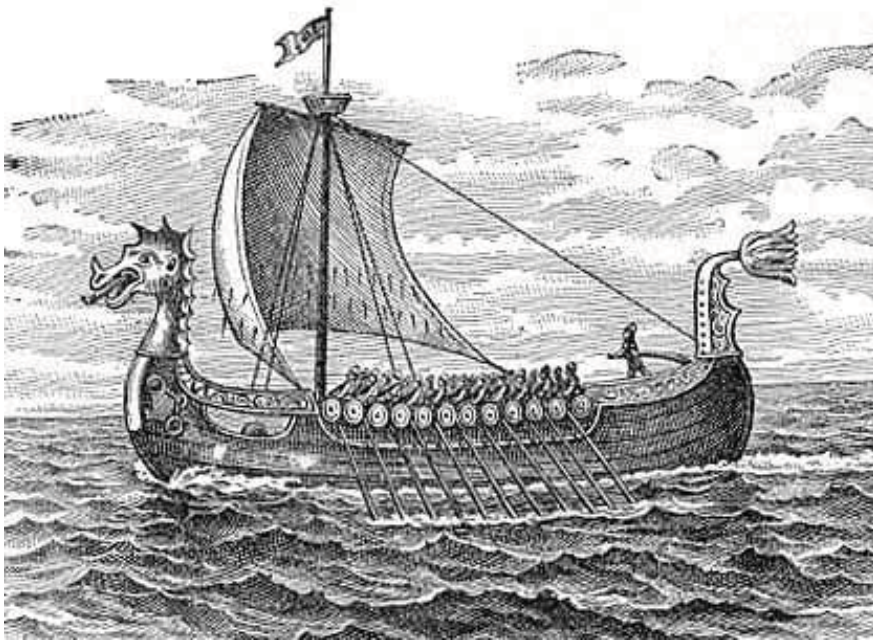
XV. Final Project

Note: The Roman numeral lesson titles noted above are taken from corresponding chapters in the text *The New History of the World* by J.M. Roberts.

PART I

THE ELEMENTS OF A FUTURE

"In other living creatures the ignorance of themselves is nature, but in men it is a vice."
Boethius



Who's Who

Who's Who in the Middle Ages and Early Renaissance Project: The world is busier and more populated as you begin your study of the medieval and early Renaissance periods of history. In order to learn about a vast number of influential and important people from this historical period, you will have an ongoing project for this *History Odyssey* course.

You will be compiling a Who's Who style directory of assigned individuals. Locate the "Who's Who in the Middle Ages and Early Renaissance" (Who's Who) directory example in Appendix B. Follow this format for each assigned entry and place in the **Men & Women** section of your binder. Individuals for whom you cannot locate specific information on education or career may be summarized according to their works, achievements, and importance in history under the "Special Attributes" heading.

The suggested individuals are by no means exhaustive—there are too many people to list or study in a one-year history course. Feel free to add people not specifically assigned in this study guide should you wish to include them for your own reference.

Lesson 1



- ☐ Read *The New History of the World (NHW)* pp. 301 - 314, "The Elements of a Future."

Today you will begin reading *The New History of the World* by J.M. Roberts. For the purposes of this course, you will begin your reading at Book Three, Chapter Nine, "The Elements of a Future." This book is the foundation of your Middle Ages and Early Renaissance course. If you used History Odyssey, Ancients (level three), you will be familiar with *NHW*. Consider this text as a springboard to further research and inquiry. You will be asked to outline or summarize* the reading material and place it in the **Outlines & Summaries** section of your binder. This section will become your personal record and commentary on world history events. (A sample outline of Book Two, Chapter Two from *NHW*, "Ancient Mesopotamia," can be found in Appendix C of this study guide.)

*You may choose either to outline or summarize the chapters in *NHW*. If summarizing, you can list key ideas or summarize in paragraph form. Outlining is an important skill to practice; therefore, we recommend you outline some of the chapters.


- ☐ Outline or summarize these pages; insert your work into your binder in the **Outlines & Summaries** section.

Lesson 2

- ☐ Add these people to your Who's Who directory:

Attila the Hun
Saint Benedict
Boethius
Clovis
Gregory the Great

Leo the Great
Odoacer
Theodoric
Justinian

-  ☐ Map 1—Germanic Migrations, 5th Century. Refer to the map on page 295 in *NHW*, the map on page 13 in World History Atlas, the map at www.worldmapsonline.com/UnivHist/Univ-World-History-Maps.htm, and/or other map sources.

Delineate and color the land area of the Western Roman Empire and the Byzantine Empire circa 400 AD.

Draw lines of migration for the following tribes:

Franks (350 - 455)	Saxons (450)	Angles (455)
Visigoths (378 - 418)	Jutes (450)	Lombards (455)
Vandals (406 - 455)	Ostrogoths (451 - 489)	
Burgundians (443 - 534)	Huns (451 - 551)	

Label as many cities, regions, and countries as possible. Label major landforms such as mountains, deserts, and plateaus. Label all bodies of water. Place your completed map in the **Maps** section of your binder.

- ☐ Enter significant dates on your timeline from Lesson 1. See Appendix D for suggested dates.

Lesson 3

- ☐ Justinian has been named the last Roman and the first Byzantine emperor. His reign was significant as a turning point between the old and new regimes. Conduct some outside research on the reign of Justinian and choose one of the following writing assignments:

- (1) Describe the Code of Justinian, its differences from prior centuries of Roman law, and its legacy in modern times; or
- (2) Roberts states, “In retrospect, Justinian seems something of a failure.” Support or refute this statement.

Note: You might want to review “How to Write a Thesis Statement” found in Appendix A in preparation for this writing assignment.

Lesson 4

- ☐ Roberts saw the burgeoning institution of monasticism as a “lifeline in the dangerous rapids between a civilization which had collapsed and one yet to be born.” Research the emergence of monasticism. Explain why it developed, what purpose it served, how it changed, and who its major contributors were. Include brief summaries of the well-known orders: Benedictines, Cistercians, Franciscans, Cluniacs, and Dominicans. Conclude your essay by answering this question: What purpose does monasticism serve today? Place your essay in the **Religion & Philosophy** section of your binder.

Alternatively, you may complete this assignment as an oral presentation. You should prepare some visual aids to accompany your presentation. Your visual aids may be handmade or created by using software such as Microsoft’s PowerPoint. After you have given your presentation to an audience, place your work in the **Religion & Philosophy** section of your binder.

Lesson 5

- ☐ Map 2—Europe and the Byzantine Empire, 6th Century

Refer to the map on page 310 in *NHW*, the map on page 14 in *World History Atlas*, the map at www.worldmapsonline.com/UnivHist/Univ-World-History-Maps.htm, and/or other map sources.

Delineate and color the land areas of the Byzantine empire before Justinian's reign and the subsequent areas of Justinian's conquest.

Delineate and color the land areas for the following kingdoms and tribal territories:

Kingdom of the Burgundians	Kingdom of the Vandals
Kingdom of the Franks	Kingdom of the Visigoths
Kingdom of the Ostrogoths	

Territories:

Alemanni	Danes	Saxons
Angles	Gepids	Scots
Basques	Jutes	Slavs
Berbers	Lombards	Suevi
Celts	Picts	Thuringians

Label as many cities, regions, and countries as possible. Label major landforms such as mountains, deserts, and plateaus. Label all bodies of water. Place your completed map in the **Maps** section of your binder.

Lesson 6

- ☐ Research and write a brief summary of each of the following six Germanic tribes which migrated into, and had an impact on, the Western Roman Empire in the 5th and 6th centuries:

Burgundians	Lombards	Vandals
Franks	Ostrogoths	Visigoths

Include their dates of supremacy, notable rulers, participation in the decline and collapse of the Roman Empire, key features, and final disposition. Place your summaries in the **Government & War** section of your binder. The following Web site may be helpful in your research: www.friesian.com/germania.htm.

Lesson 7

- ☐ Read *Beowulf* pp. 1 - 28, Introduction.

Today you will begin reading *Beowulf*, translated by Howell D. Chickering, Jr. It is the first great heroic, and longest surviving, Old English poem. *Beowulf* is a literary epic which recounts the deeds and adventures of a sixth-century hero, and which reflects the values of the Anglo-Saxon society in which it was authored. It is believed the poem originated with the Scandinavian Geats and was transported during the migrations.

Scholars have concluded that King Hrothgar and the Scyldings are based on actual people living in Scandinavia in the 6th century. Begun in the oral tradition, the story was eventually committed to manuscript. The exact dates of the original oral version and the first written manuscript are unknown, but scholars generally agree that the story was authored sometime between 675 AD and 1000 AD.

Lesson 8

- ☐ Read *Beowulf* pp. 245 - 277, Backgrounds.

Lesson 9

- ☐ Map 3—Viking Expansion, 8th to 11th Centuries

Refer to the maps at en.wikipedia.org/wiki/Image:Viking_expansion.png, www.nmm.ac.uk/upload/pdf/Viking_routes.pdf, and/or other map sources.

Delineate and color the land areas of:

- 8th Century Viking settlement
- 9th Century Viking settlement
- 10th Century Viking settlement
- 11th Century Viking settlement
- Areas subject to Viking raids but little or no settlement

Draw lines with arrows indicating the Viking trade, settlement, and attack routes. Differentiate between sea, overland, and river routes.

Label as many cities, regions, and countries as possible. Label major landforms such as mountains, deserts, and plateaus. Label all bodies of water. Place your completed map in the **Maps** section of your binder.

Lesson 10

- ☐ Read *Beowulf* pp. 49 - 113.
- ☐ Literary epics contain several characteristic features. As you read *Beowulf*, complete the “Elements of Epic Literature” chart (located in the **Worksheets** section of your binder). Make sure your examples are written as complete paragraphs, including a strong topic sentence. If you studied History Odyssey, Middle Ages (level two), you will have completed a similar chart. Your Level Three chart should be much more detailed.

Lesson 11

- ☐ Read *Beowulf* pp. 115 - 179.

Lesson 12

- ☐ Read *Beowulf* pp. 181 - 243.

Lesson 13

- ☐ Now that you have finished reading *Beowulf*, choose one of the following writing topics:

- (1) Explore the concepts of predestination and free will as they apply to *Beowulf* in the undertaking of his quest. Include specific examples from the poem to support your analysis.
- (2) Choose a modern-day story (it may be literature, television, or film) that might be classified as an epic. Prove that your selection is an epic by identifying the characteristics in that story as listed on the “Elements of Epic Literature” chart. Use specific and detailed examples from your selection to support your position.
- (3) Scholars have asked the question, “Is *Beowulf* an ideal king or is he flawed by his heroic quest for fame?” Respond in depth to this issue.
- (4) Identify both the Christian and pagan influences in *Beowulf* and analyze the relationship between the two.

Place your essay in the **Art & Literature** section of your binder.

PART II

ISLAM AND THE REMAKING OF THE NEAR EAST

"Knowledge is the eye of desire and can become the pilot of the soul."

Will Durant



Lesson 14

- ☐ Read *NHW* pp. 315 - 316, “The Age of Diverging Traditions,” “Introduction,” and pp. 317 - 332, “Islam and the Remaking of the Near East.”
- ☐ Outline or summarize these pages; insert your work into your binder in the **Outlines & Summaries** section.

Lesson 15

- ☐ Add these people to your Who’s Who directory:

Abu-Bakr
Chosroes I
Chosroes II
Muhammad

- ☐ Map 4—The Spread of Islam, 7th and 8th Centuries

Refer to the map on page 329 in *NHW*, the map on page 16 in World History Atlas, the map at www.worldmapsonline.com/UnivHist/Univ-World-History-Maps.htm, and/or other map sources.

Delineate and color the land areas of:

Islamic territory under Muhammad, 622 - 632
Expansion under the first four Caliphs, 632 - 661
Expansion under the Umayyad Caliphs, 661 - 750

Draw lines with arrows indicating the military routes of conquest.

Label as many cities, regions, and countries as possible. Label major landforms such as mountains, deserts, and plateaus. Label all bodies of water. Place your completed map in the **Maps** section of your binder.

- ☐ Enter significant dates on your timeline from Lesson 14. See Appendix D for suggested dates.

PART III

THE ARAB EMPIRES

"The knowledge of anything, since all things have causes, is not acquired or complete unless it is known by its causes."
Ibn Sina (Avicenna)



Lesson 16

- ☐ Read *NHW* pp. 333 - 344, “The Arab Empires.”
- ☐ Outline or summarize these pages; insert your work into your binder in the **Outlines & Summaries** section.

Lesson 17

- ☐ Add these people to your Who’s Who directory:

Abu-al-Abbas
Al-Khwarizmi
Al-Kindi
Haroun-al-Rashid
Ibn Battuta
Ibn-Sina (Avicenna)
Mu-Awiya

- ☐ Enter significant dates on your timeline from Lesson 16. See Appendix D for suggested dates.

Lesson 18

- ☐ Research and complete the chart set titled “Overviews of The Spread of Islam” for Asia, Africa, Arabia, and Europe located in your **Worksheet** section. You may wish to refer to “The Spread of Islam” map completed in Lesson 15. Place the charts in the **Government & War** section of your binder.

Lesson 19

- ☐ Write a brief exposition addressing the similarities and the differences between the Sunni and Shi’ite branches of Islam. Identify the cause of the original schism between the two, and analyze the current conflict. The following Web site may be helpful in your research: hnn.us/articles/934.html.

PART IV

BYZANTIUM AND ITS SPHERE

"The purpose of learning is growth, and our minds, unlike our bodies, can continue growing as long as we live."
Mortimer Adler



Lesson 20

- ☐ Read *NHW* pp. 345 - 371, “Byzantium and Its Sphere.”
- ☐ Outline or summarize these pages; insert your work into your binder in the **Outlines & Summaries** section.

Lesson 21

- ☐ Add these people to your Who’s Who directory:

Prince Arpad
Constans II
Cuthred
St. Cyril
Heraclius
Leo III
Miesko I
Duke Moymir
Offa of Mercia
Saint Methodius
Duke Wenceslas

Lesson 22

- ☐ Map 5—Kiev Rus, 11th Century

Refer to the map on page 363 in *NHW* and/or other map sources.

Delineate and color the land areas of Kiev in the 11th century.

Label as many cities, regions, and countries as possible. Label major landforms such as mountains, deserts, and plateaus. Label all bodies of water. Place your completed map in the **Maps** section of your binder.

- ☐ Enter significant dates on your timeline from Lessons 20 and 21. See Appendix D for suggested dates.

PART V

THE DISPUTED LEGACIES OF THE NEAR EAST

“Be happy for this moment. This moment is your life.”
Omar Khayyam



Lesson 23

- ☐ Read *NHW* pp. 372 - 392, “The Disputed Legacies of the Near East.”
- ☐ Outline or summarize these pages; insert your work into your binder in the **Outlines & Summaries** section.

Lesson 24

- ☐ Add these people to your Who’s Who directory:

Abbas the Great
Chinghis Khan
Jelaleddin Rumi
Kubilai Khan
Malik Shah
Omar Khayyam
Osman
Mehmet II
Saladin
Suleyman the Magnificent
Timur Lang (Tamerlane)

Omar Khayyam, although not only an accomplished poet, is best known for his collection of poetry, the *Rubaiyat of Omar Khayyam*. There are many library and online resources containing translations of this work, should you wish to read it.

Note that you will be studying the Mongol Empire, along with Kubilai Khan, in greater detail later in this course.

Lesson 25

- ☐ Map 6—Seljuk Empire, 11th Century

Refer to the map on page 134 in *The Kingfisher History Encyclopedia*, at en.wikipedia.org/wiki/Image:Seldschuken-Reich-map.png, and/or other map sources.

Delineate and color the land areas of the Seljuk Empire during its height in the 11th century.

Draw lines with arrows indicating the routes of expansion and conquest.

Label as many cities, regions, and countries as possible. Label major landforms such as mountains, deserts, and plateaus. Label all bodies of water. Place your completed map in the **Maps** section of your binder.

- ☐ Map 7—Ottoman Expansion, 12th to 16th Centuries and The Safavid Empire, 16th Century

Refer to the map on page 389 in *NHW*, the map on page 25 in *World History Atlas*, the maps at newton.uor.edu/FacultyFolder/rebecca_brown/old/arth100/empire/safavids/safmapB.htm, and/or other map sources.

Delineate and color the land areas of:

- Ottoman Empire 1326
- Ottoman Empire 1451
- Ottoman Empire 1520
- Safavid Persian Empire 16th Century

Label as many cities, regions, and countries as possible. Label major landforms such as mountains, deserts, and plateaus. Label all bodies of water. Place your completed map in the **Maps** section of your binder.

- ☐ Enter significant dates on your timeline from Lessons 23 and 24. See Appendix D for suggested dates.

Lesson 26

- ☐ Research the four following empires:

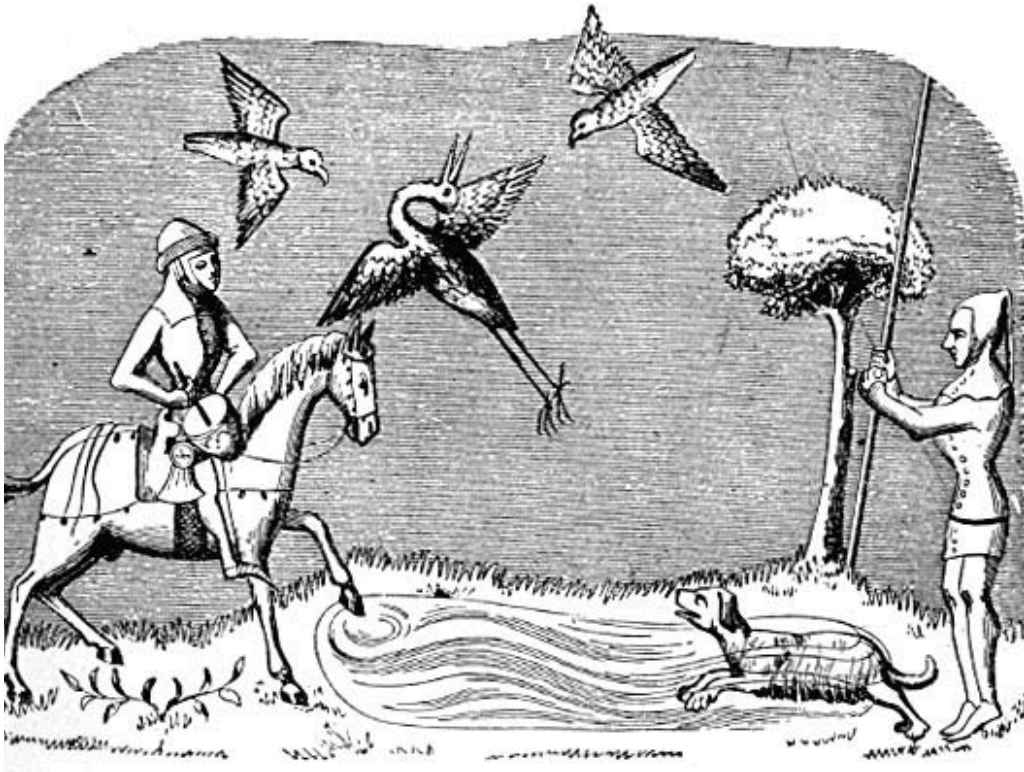
Abbasid Dynasty Safavid Empire Seljuk Empire Ottoman Empire

Choose one of the empires to explore in detail and write a two- to three-page report. Be sure to address the rise and fall of the empire, expansion and conquest, culture and religion, government, influence and effect on the world at its time, and its legacy. Write a brief summary of each of the other three empires. Place your work in the **Government & War** section of your binder.

PART VI

THE MAKING OF EUROPE

"To have another language is to possess a second soul."
Charlemagne



Lesson 27

- ☐ Read *NHW* pp. 393 - 421, “The Making of Europe.”
- ☐ Outline or summarize these pages; insert your work into your binder in the **Outlines & Summaries** section.

Lesson 28

- ☐ Choose at least ten of these people to add to your Who’s Who directory:

Alcuin	Charles Martel
Alfred the Great	Conrad of Franconia
Athelbald	Henry the Fowler
Athelred	Harald Hardrada
Barbarossa	Leo III
Brian Boru	Louis the Pious
Saint Boniface	Nicholas I
Canute	Otto the Great
Hugh Capet	Pepin of Herstal
Charlemagne	Pepin the Short
Charles III	Rollo

Lesson 29

- ☐ Map 8—The Empire of Charlemagne, 8th Century

Refer to the map found on page 396 in *NHW*, and/or other map sources.

Delineate and color the land areas of the Carolingian Empire:

Frankish tributaries circa 800 AD

Frankish kingdoms at 768 AD

Areas conquered by Charlemagne

Label as many cities, regions, and countries as possible. Label major landforms such as mountains, deserts, and plateaus. Label all bodies of water. Place your completed map in the **Maps** section of your binder.

- ☐ Enter significant dates on your timeline from Lessons 27 and 28. See Appendix D for suggested dates.

Lesson 30

- ☐ The Carolingian Renaissance—This is the name modern scholars have bestowed upon the reign of Charlemagne. Create a pamphlet describing the characteristics of the Carolingian era and the legacy of Charlemagne, and explaining how it can be called a renaissance. Include illustrations indicative of the content, i.e., a portrait of Charlemagne, art and architecture, manuscripts, etc. Place your pamphlet in the **Inventions & Achievements** section of your binder.

Lesson 31

- ☐ Read *The Song of Roland (Roland)*, pp. 7 - 44, Introduction.

Today you will begin reading *The Song of Roland*, translated by Dorothy Sayers. *Chansons de geste*, or “songs of great deeds,” were the French counterpart to the Anglo-Saxon epic poems and were particularly popular in the 11th and 12th centuries. Sung or chanted, these poems were divided into *laisses* (stanzas) of irregular length. *The Song of Roland* was first written down sometime in the 11th century; and while its setting is in the 8th century, it reflects the chivalric, military, and religious values of the later period. It is the epic story of Charlemagne and his nephew, Roland, and their roles in the great and ongoing battle of Cross versus Crescent.

Lesson 32

- ☐ Read *Roland*, Laisses 1 - 49.
- ☐ As you read this poem, write a brief synopsis (two to four sentences) of each stanza. For example, your synopsis of Laisse 2 might read:

King Marsilion is in despair over Charlemagne’s repeated victorious invasions into Saracen territory. He summons his men to ask their advice on the problem, and one lord, Blancandrin, replies.

Should you require help with your synopses, we recommend you reference this Web site:

www.yorku.ca/inpar . Select “Old French Series” from the left column and then select “The Song of Roland” from the list. Try to write your synopses on your own, referencing this Web site only if you have difficulty.

Lesson 33

- ☐ Read *Roland*, Laisses 50 - 97.
- ☐ Write a brief synopsis (two to four sentences) of each stanza.

Lesson 34

- ☐ Read *Roland*, Laisses 98 - 146.
- ☐ Write a brief synopsis (two to four sentences) of each stanza.

Lesson 35

- ☐ Read *Roland*, Laisses 147 - 189.
- ☐ Write a brief synopsis (two to four sentences) of each stanza.

Lesson 36

- ☐ Read *Roland*, Laisses 190 - 237.
- ☐ Write a brief synopsis (two to four sentences) of each stanza.

Lesson 37

- ☐ Read *Roland*, Laisses 238 - 291.
- ☐ Write a brief synopsis (two to four sentences) of each stanza. Place your completed synopses of *The Song of Roland* in the **Art & Literature** section of your binder. You may wish to refer to them when writing your essay for the next lesson.

Lesson 38

- ☐ Choose one of the following writing assignments for *The Song of Roland*:
 - (1) *The Song of Roland* carries a theme of Christian good versus Saracen (Islamic) evil. Analyze the portrayals of both the Christians and the Saracens as they pertain to and illustrate this theme. Use specific examples from the poem.
 - (2) Compare and contrast the major events as they occur in the poem with historical fact (you will need to do some outside research for this topic).
 - (3) Do you think *The Song of Roland* could be made into a successful movie for today's audience? Be sure to consider the issues of religion and culture as you support your thesis.

Place your essay in the **Art & Literature** section of your binder.

Thank you for previewing History Odyssey - Middle Ages (level three). 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=145054&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 Thesis Statement

What is a Thesis Statement?

In order to have a well-written essay, you must first have a concise and well-written thesis statement. The thesis statement is essentially the topic sentence or central idea for your essay. It is not a statement of fact about a subject, but rather it is a declaration of your position on an issue. It is the argument you intend to explain or defend in your writing. Such an argument may result from your conclusion or opinion about a topic, or it may be in response to an assigned essay question. In your thesis statement you will be explaining to the reader the main point of your essay. The paragraphs that follow will prove and support that main point.

The anatomy of a good essay is comparable to the anatomy of a good paragraph:

Essay

Thesis Statement

Supporting Paragraphs

Paragraph

Topic Sentence

Supporting Sentences

What is the Purpose of a Thesis Statement?

Your thesis statement serves two important purposes:

- (1) it is your guideline for researching and writing your essay, and
- (2) it is your reader's guideline for understanding your essay.

You can see how critical the thesis statement is to developing a strong and coherent essay.

How Do You Develop a Thesis Statement?

- First you must choose a topic. This may be a topic that interests you personally or it may be a topic that has been assigned to you.

Examples: Ancient Sumerian Religion
 Peloponnesian War

- Next you will narrow your topic. The topics listed above are too broad and general to be addressed in an essay; indeed, many lengthy books have already been written on both subjects. Choose one aspect of your general topic that may be adequately covered in a high school or college-level composition, i.e., anywhere from three to ten pages in length.

Examples: Ancient Sumerian Religion in Everyday Life
 Causes of the Peloponnesian War

At this point, you may need to begin researching your topic if you have no prior knowledge of the subject. Your research may reveal patterns, controversies, or idiosyncrasies that you can investigate or you may find a particular area of the topic which is especially interesting to you. From this information, you can craft a thesis statement.

- Now it is time to ask a question about your narrowed topic. The answer to this question will become your thesis statement.

Examples: What influence, if any, did religion in Ancient Sumer have on the everyday lives of the people?

Did the growth and rise to power of Athens contribute to the commencement of the Peloponnesian War?

- Answer your question as concisely as possible and you will have a thesis statement.

Examples: The religious belief system was the major driving force for all other aspects of life in Ancient Sumer, including politics, architecture, and education.

The displacement of Sparta by Athens as the leading power in Ancient Greece and the ensuing fear of Athens by Sparta were decisive factors in the commencement of the Peloponnesian War.

Where Should You Place the Thesis Statement?

Your thesis statement may be either the first or last sentence in your introductory paragraph.

What If the Thesis Statement Changes?

Your thesis statement may change as you research your topic. This is an acceptable part of the writing process. Just make sure the final thesis is proved and supported by the body of the essay.

Appendix B

Who's Who in the Middle Ages and Renaissance Sample Page

Michel Eyguem de Montaigne

Area of Influence: Philosopher, Renaissance author, originator of the essay as a literary genre

Born: Chateau de Montaigne, Bordeaux, France, February 28, 1533

Died: Chateau de Montaigne, Bordeaux, France, September 13, 1592

Education

College de Guyenne, Bordeaux

Studied law in Bordeaux and Toulouse

Career

Counselor, Court des Aides of Perigueaux

Counselor, Bordeaux Parliament, 1557

Courtier, Court of Charles IX, 1561-1563

Mayor of Bordeaux, 1581

Creative Works

Theologia Naturalis, Translation, 1569

Essays, Volumes 1 and 2, 1580

Essays, Volume 3, 1588

Special Attributes

As a French humanist and skeptic, Montaigne undertook to examine himself, thereby gaining self-knowledge, through his collection of essays ("trials"). His writings were frank and honest and were the origin of the literary genre we know as the essay.

Appendix C

Sample Outline Book Two, Chapter 2, Ancient Mesopotamia *New History of the World*

- I. Southern Mesopotamia (Fertile Crescent) shows first appearance of civilization
 - A. 700-mile long stretch of land formed by the two river valleys of the Tigris and Euphrates
 - B. Thickly studded with farming villages in Neolithic times
- II. Challenges and opportunities created a new complexity of social cooperation
 - A. Rich soil resulted in crop surplus
 - B. Banking and ditching needed to control flooding in marshy delta
 - C. Collective management of drains and irrigation channels
- III. Population growth increased land demand
 - A. Men of different villages met while reclaiming marsh
 - 1. Resulting choices: fight or cooperate
 - 2. More collective organization
 - 3. New agglomeration of power
 - B. People began to band together in larger groups
 - 1. For self-protection
 - 2. For environmental management
 - 3. Resulted in mud-walled towns
- IV. Sumer shows first observable civilization
 - A. Population was a mixture of races
 - B. People lived in villages and a few important cult centers
 - 1. Places of devotion and pilgrimage
 - 2. Cities later developed around these
- V. Evidence of Sumerian culture
 - A. Pottery is one of the first clues
 - 1. Uruk pots were mass-produced on a wheel
 - 2. Indicates a food surplus to allow for specialized craftsmen
 - B. Invention of writing
 - 1. Pictograms on cylinder seals evolved into cuneiform on clay tablets by around 3000 BC
 - 2. Offered huge new possibilities of communicating
 - 3. Stabilized agricultural and governmental management with record keeping
 - 4. Effected phenomenon of oral tradition
 - 5. Preservation of literature
 - a. Oldest story in the world originated in Sumerian times
 - b. Epic of Gilgamesh finally written down around 2000 BC
- VI. Formalized religion and theology emerged by around 2250 BC
 - A. Pantheon of gods personifying elements and natural forces
 - B. Each city had its own god
 - C. Ultimately these gods were organized into a hierarchy
 - 1. Reflected and affected views of human society
 - 2. Demanded submission in ritual
 - 3. Offered protection and reassurance in an uncertain world
 - D. Religion was the origin of all aspects of Sumerian life

1. Political, priestly, privileged class emerged
 2. Organized education system
 3. Artistic themes consisted of humans involved in ritual
- VII. Sumerians demonstrated technical inventiveness
- A. Mathematics foundations
 - B. Seven-day week
 - C. Brick and building technology
 - D. Potter's wheel
 - E. Glass
 - F. Bronze casting
 - G. Irrigation techniques
- VIII. Sumerian history had three major phases
- A. Archaic period (3360 - 2400 BC)
 1. Local dynasties established
 2. Wars between city-states
 - B. Akkadian empire (2334 - 2180 BC)
 1. Sargon I conquered Mesopotamia in 2334 BC
 2. Appearance of true state with division between secular and religious authority
 3. Early militarism climaxed with evidence of infantry moving in phalanxes and the use of a composite bow
 - C. Neo-Sumerian period (2180 - 2000 BC)
 1. Rule passed back to native Sumerians with center at Ur
 2. Both Akkadian and Sumerian influences were present
 3. About 2000 BC Ur fell to the Elamites and Sumerian tradition disappeared
- IX. Emergence of Babylon as a new empire
- A. First ruler to unify all of Mesopotamia was King Hammurabi
 - B. The 700-mile long empire ran from Sumer and the Persian Gulf north to Assyria
 - C. Hammurabi ruled Nineveh, Nimrud, Mari, and controlled the Euphrates up to Aleppo
- X. Hammurabi
- A. Became ruler in 1792 BC
 - B. Code of law is oldest statement of legal principle of equivalent retaliation, i.e., eye for an eye
 1. Provided one of the major continuities of Mesopotamian life
 2. Main concerns of laws were family, property, and commerce
- XI. Babylonian achievements
- A. Syllabication of cuneiform
 - B. Established science of astronomy
 - C. Mathematical systems and algebraic geometry
 - D. Invention of sundial
 - E. Magnificent architecture
- XII. End of Hammurabi's dynasty
- A. Gradual separation of Babylon and Assyria was a key factor
 - B. Hittites slowly moved forward and by the 1700s ruled the land between Syria and the Black Sea
 - C. Babylon finally conquered by Hittites, marking the end of Hammurabi's dynasty
 - D. Next four centuries were chaotic and cryptic as many other races ruled and disputed Mesopotamia

Appendix D

Suggested Timeline Dates

269	1st monastery (Egypt)
300	Growth of Anasazi cultures in North America
300	Many cities built by Maya in Central America
432	St. Patrick introduces Christianity to Ireland
476	Fall of last Roman Emperor
486	France united by Clovis
491	Emperor Anastasius in Constantinople
500	Theodoric rules Roman Empire remnants
511	Clovis dies
531	Chosroes I reunites Persia
535	Collapse of Gupta Empire
540	St. Benedict writes Benedictine rule
543	Christianity adopted in Nubia
560	Saxons begin to invade Britain
570	Muhammad born in Mecca
589	Yang Jian founds the Sui Dynasty in China
597	The Pope sends Augustine to convert the Saxons
600	al-Yaman founds Songhay in Africa
602	Vikings begin invasions in Ireland
610	Heraclius regains Byzantine foothold in Egypt, Jerusalem, and Syria
615	Pacal, Maya ruler, begins elaborate construction
618	Tang Dynasty founded in China
622	The Hegira
630	Muhammad forms Islamic state in Mecca
632	Muhammad dies, succeeded by Abu Bakr
633	Arabs conquer Syria, Egypt, and North Africa
636	Muslims begin to conquer Palestine, Syria, Persia, and Egypt
650	Tang dynasty's greatest extent
661	Muslims split into the Shiites and the Sunnis
694	Constantine IV begins rule
700	Ghana, Africa becomes a gold trading center
711	Arabs invade Spain
711	Berbers (Muslims) invade Spain from Africa
712	Advent of Tang dynasty's greatest period of power
717	Leo III Byzantine emperor
731	Venerable Bede writes <i>The Ecclesiastical History of the English People</i>
732	Charles Martel thwarts Muslim incursion into France
750	The Abbasid dynasty begins in the Islamic Empire
750	Teotihuacán is destroyed
751	Pepin the Short is Frankish ruler
762	Baghdad founded
768	Charlemagne becomes Carolingian king
782	Charlemagne defeats the Saxons
786	Harun al-Rashid is caliph in Baghdad

793	The first Viking raid on England
800	Pope Leo III crowns Charlemagne Roman emperor
800	Agricultural growth in North America
800	Mayan civilization at its peak
800	Toltec migration into Mexico
800	Begins the rise of trade in Venice
802	Khmer nation founded in modern-day Cambodia
814	Charlemagne dies
843	Carolingian Empire divided into three parts
850	Decline of the Maya civilization
850	Chola dynasty rules Coromandel coast of South India
858	Beginning of the Fujiwara period in Japan
862	Viking Rus tribe gains control in northern Russia
871	Alfred the Great crowned king of Wessex
880	Khmer conquer Thailand
900	Toltecs establish a city-state in Mexico
900	Ghana at its peak for gold and salt trade
900	Zimbabwe trading gold and copper
900	Founding of Benin, Africa
907	Tang Dynasty collapses in China
920	Wenceslas tries to modernize Bohemia
936	Otto of Saxony becomes King of Germany
945	Decline of Abbasid influence in Baghdad
950	Mayan culture collapses
958	King Harald of Denmark converts to Christianity
960	Beginning of the Song Dynasty and reunification in China
962	Otto I crowned 1st Holy Roman emperor in Germany
976	Basil II rebuilds Byzantine Empire
987	Beginning of Capetian dynasty in France
1000	Leif Erickson discovers North America
1000	Peak of artistic achievement in Japan
1000	Anasazi Indians at their peak in North America
1013	Danes conquer England
1014	Brian Boru defeats the Vikings in Ireland
1025	Constantine VIII becomes Byzantine emperor
1038	Turks conquer Afghanistan
1040	Macbeth murders King Duncan of Scotland
1045	El Cid is Spanish national hero
1054	Great Schism (split of the Roman Catholic and Orthodox church)
1055	Seljuks conquer Baghdad
1060	Kiev declines
1066	Normans conquer England
1071	Seljuks defeat Byzantines in Manzikert
1081	Venice trades with the Byzantine Empire
1086	Beginning of decline of Fujiwara family power in Japan
1096	First Crusade
1099	Crusaders acquire Jerusalem

1118	Order of the Knights Templar founded to protect road to Jerusalem
1122	Concordat of Worms between Pope and Emperor
1137	Founding of Ethiopia
1151	Explosives used in warfare in China
1154	Henry becomes king of England
1162	Thomas à Becket becomes Archbishop of Canterbury
1166	Rory O'Connor king of Ireland
1168	Tula in Mesoamerica is destroyed
1168	Aztecs begin migration into south Mexico
1170	Murder of Thomas à Becket
1170	Strongbow and Normans invade Ireland
1171	Henry II becomes king of Ireland
1171	Saladin becomes ruler of Egypt
1180	Gempei civil war; Minamoto shoguns rise to power in Japan
1187	Saladin wins Jerusalem back from the Crusaders
1189	Third Crusade
1189	Richard the Lionheart becomes king of England
1191	Tea acquired in Japan from China
1192	Yoritomo becomes military ruler in Japan
1199	John becomes King of England
1200	Peak power of the Catholic Church
1200	Building of Mississippian temple-cities
1200	Rise of the Aztecs and Incas
1200	Inca civilization begins in South America
1200	Songhay Empire converts to Islam
1202	Fourth Crusade in Constantinople
1204	Crusaders capture Constantinople
1206	Genghis Khan becomes chief of Mongolia
1212	Children's Crusade
1215	King John signs the Magna Carta at Runnymede
1216	Henry III king of England
1218	Fifth Crusade
1228	Sixth Crusade
1227	Zen Buddhism introduced to Japan from China
1230	Leprosy arrives in Europe carried by Crusaders
1234	Mongols conquer northern China
1235	Reconquest of Muslim Spain by Christians almost complete
1238	Mongols invade Russia
1240	Sundiata founds Mali
1240	Ghana becomes Mali
1241	Collapse of Hungary after Mongol raid
1243	Mongols invade Seljuk empire in the Middle East
1260	Mongol Empire at its greatest strength
1260	Peak of Bohemian power
1263	Expansion of Russia begins
1265	Simon de Montford calls the 1st English Parliament
1271	Kublai Khan becomes emperor of China

1272	Edward I King of England
1275	Marco Polo visits Kublai Khan
1279	Mongols conquer southern China
1291	Last Crusade
1294	Kublai Khan dies
1295	Marco Polo returns from China
1300	Pope loses political power
1300	Decline of the Anasazi in N. America
1307	Edward II King of England
1307	Mali becomes Muslim under Mansa Musa, its greatest ruler
1308	Bohemia and Moravia under German control
1324	Mansa Musa makes pilgrimage to Mecca
1325	Ibn Battuta begins travels
1325	Aztecs build Tenochtitlan
1325	Songhay becomes part of Mali
1328	Capetian Dynasty falls (France)
1333	Ashikaga shogunate in Japan
1334	Beginning of Hundred Years' War
1347	Black Death rampant in Europe
1350	Noh theater in Japan
1368	Ming Dynasty in China
1381	Venice dominates all trade
1400	Benin, Africa at its peak
1405	Zheng He commences first voyage
1414	Medici family official papal bankers
1420	Prince Henry has Africa explored
1438	Incas begin to conquer areas of Peru
1440	Montezuma I ruler of Aztecs
1444	Khmer Empire falls after Thai invasion
1450	The Inca Empire at its greatest
1450	Fortification of the Great Wall in China
1453	Ottomans conquer Constantinople and change it to Istanbul
1455	Wars of the Roses begin
1462	Ivan III strengthens Moscow
1464	Songhay becomes independent & conquers Mali
1469	Marriage of Ferdinand and Isabella
1472	Ivan III becomes protector of the Eastern Orthodox Church
1474	Isabella inherits Castile
1478	Spanish Inquisition begins
1479	Aragon and Castile united by Ferdinand & Isabella
1480	End of Tartar control in Russia
1483	Siberian exploration by Russians
1488	Bartholomew Díaz sailed around Africa
1492	Christopher Columbus lands in the Caribbean
1492	Reconquest of Muslim Spain by Christians complete
1493	Songhay at its peak under Askia
1497	John Cabot discovers Newfoundland

1498	Vasco da Gama reaches India
1499	Amerigo Vespucci discovers South America
1500	Europeans arrive on the east coast of North America
1500	Aztec Empire stretches from coast to coast in Mexico
1500	Portuguese buying slaves from West Africa (but not Benin)
1501	Beginning of the Safavid Persia Empire
1504	Moguls conquer Kabul
1504	Isabella dies
1506	Charles V, a Habsburg, inherits Burgundy and the Netherlands
1509	First African slaves transported to New World by Spaniards
1512	Sun-centered universe postulated by Copernicus
1514	Safavid Persia invaded by the Ottomans
1515	Spain unites into one country
1516	Charles V inherits Spain and Naples
1516	The Netherlands become a Spanish possession
1516	Ferdinand dies
1517	European trade in China
1517	Martin Luther posts 95 Theses in Germany
1517	Suleyman expands Ottoman Empire into Persia and Balkans
1519	Magellan sails around Cape Horn (South America)
1519	Charles V becomes Holy Roman Emperor
1520	Spanish Conquistadors conquer the Aztec Empire
1522	Magellan's crew first to sail around the world
1523	Chinese expel Portuguese colonists
1526	Babur invades India
1530	Henry VIII imposes English control over Ireland
1530	1st Portuguese colony established in Brazil
1533	Ivan the Terrible expands Russia
1533	Spanish Conquistadors conquer the Inca Empire
1534	First African slaves brought to Brazil
1535	Jacques Cartier sails to the St. Lawrence River for France
1542	Mongol invasion of China
1546	War between the Habsburgs and the Protestants
1549	Christian missions to Japan
1556	Akbar begins Mogul reign
1556	Philip II becomes king of Spain
1559	Catherine de Médicis becomes regent of France
1562	Huguenot wars begin
1568	Protestant revolt against the Catholic Spanish begins in the Netherlands
1570	Japanese accept Western traders in Nagasaki
1571	Spanish conquer the Philippines
1576	Antwerp in the Netherlands is destroyed by the Spanish
1576	Edict of Beaulieu
1577	Sir Francis Drake sails around the world
1585	War of the Three Henrys begins
1588	The Spanish Armada (Spain vs. England)
1591	Moroccans conquer Songhay

1592	Japan invades Korea (unsuccessful)
1600	Spanish Empire is the largest empire
1641	Rebel invasion of China
1644	Fall of the Ming dynasty
1648	Dutch independence (the Netherlands) is recognized by Spain
1697	Last Mayan city destroyed

History Odyssey

Middle Ages (level three)

➤ Worksheets*

Elements of Epic Literature

Overviews of the Spread of Islam

Asia

Africa

Arabia

Europe

Indian Empire Surveys

Gupta Empire

Pala Empire

Chola Empire

Delhi Sultanate

Mogul Empire

Claimants to the Throne of England - 1066

Sir Gawain Character Analysis Project

Attribute Identification

Conflict Analysis

Attribute Analysis

Newspaper Story Format Outline

Synopsis of *The Prince*

Hamlet Element Identification Charts

Timeline Analysis Chart

*Photocopies of the worksheets may be needed if more writing space is required.

Copyright ©2007 Pandia Press

All Rights Reserved

Without limiting the rights under copyright reserved above, no part of this publication may be reproduced, stored in or introduced into a retrieval system, or transmitted, in any form, nor by any means (electronic, mechanical, photocopying, recording, or otherwise), without the prior written permission of Pandia Press. **The purchaser of this study guide may photocopy maps and worksheets for use with his or her children. Copying for group, co-op, classroom, or school use is prohibited.** Contact Pandia Press for information about ordering extra worksheets, maps, and about school licensing.

Elements of Epic Literature. Title _____

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 possesses 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.	

<p>The hero's travels take him to a supernatural world, often one that normal beings are barred from entering.</p>	
<p>The cycle must reach a low point where the hero nearly gives up his quest or appears defeated.</p>	
<p>A resurrection occurs where the hero resumes his quest.</p>	
<p>Restitution often takes the form of the hero regaining his rightful place on the throne or in society.</p>	

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 edsitement.neh.gov/view_lesson_plan.asp?id=587.

Overview of the Spread of Islam in ASIA

Geographical Area	Dates	Method of Islamization	Influence			
			Religion	Culture	Education	Government

Overview of the Spread of Islam in AFRICA

Geographical Area	Dates	Method of Islamization	Influence			
			Religion	Culture	Education	Government

Overview of the Spread of Islam in ARABIA

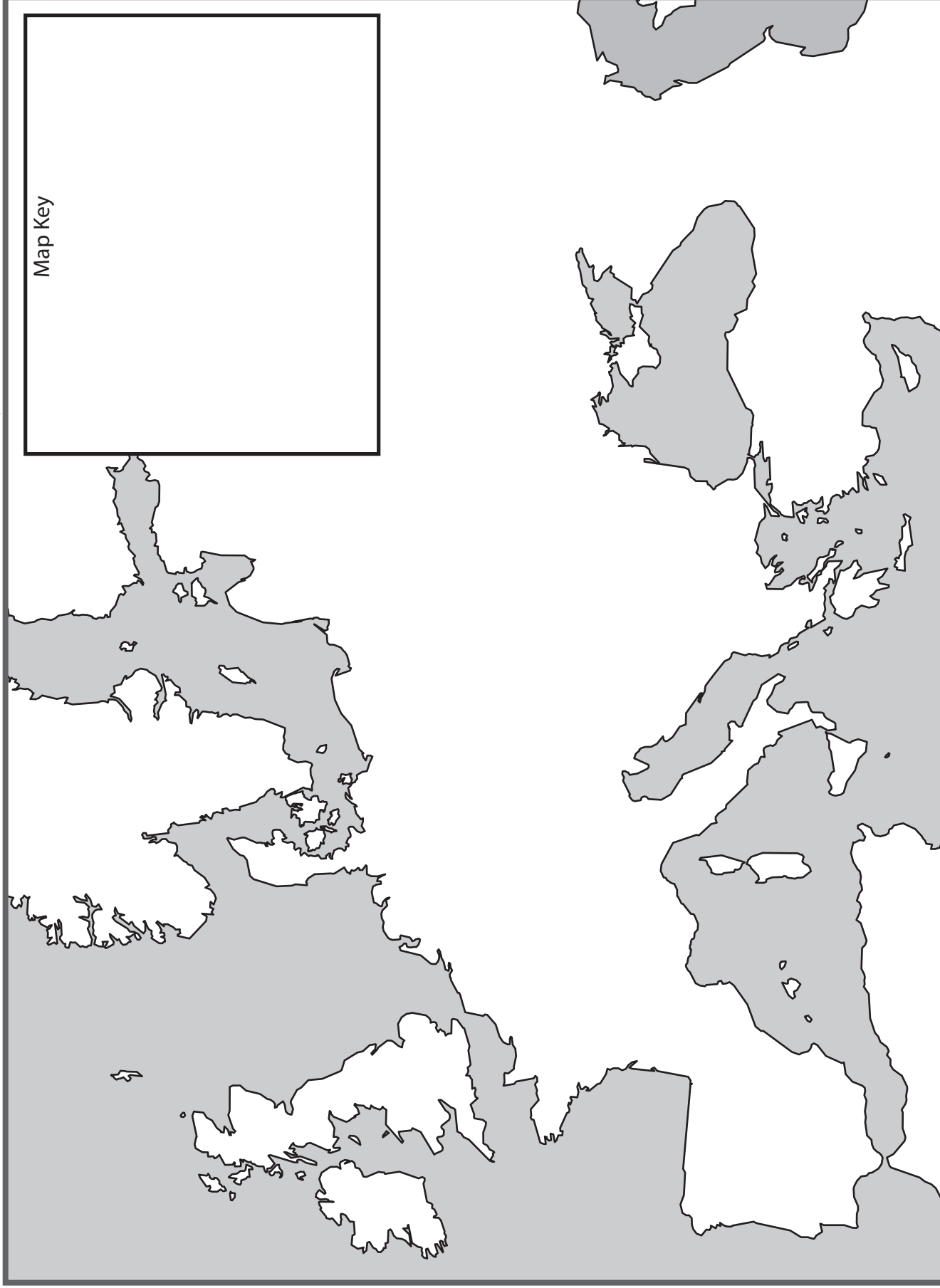
Geographical Area	Dates	Method of Islamization	Influence			
			Religion	Culture	Education	Government

Overview of the Spread of Islam in EUROPE

Geographical Area	Dates	Method of Islamization	Influence			
			Religion	Culture	Education	Government

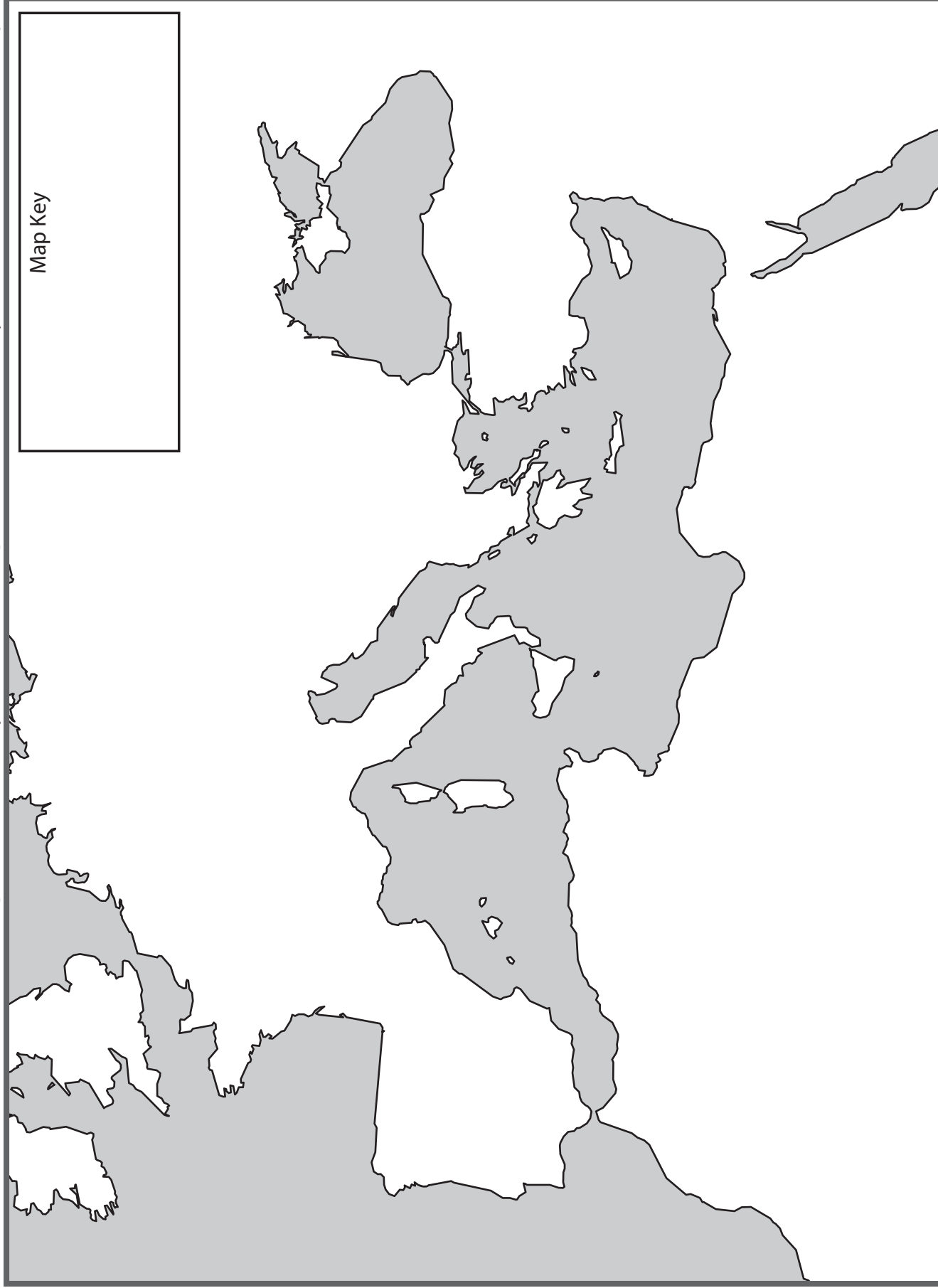
Germanic Migrations, 5th Century

Map 1



Europe and the Byzantine Empire, 6th Century

Map 2



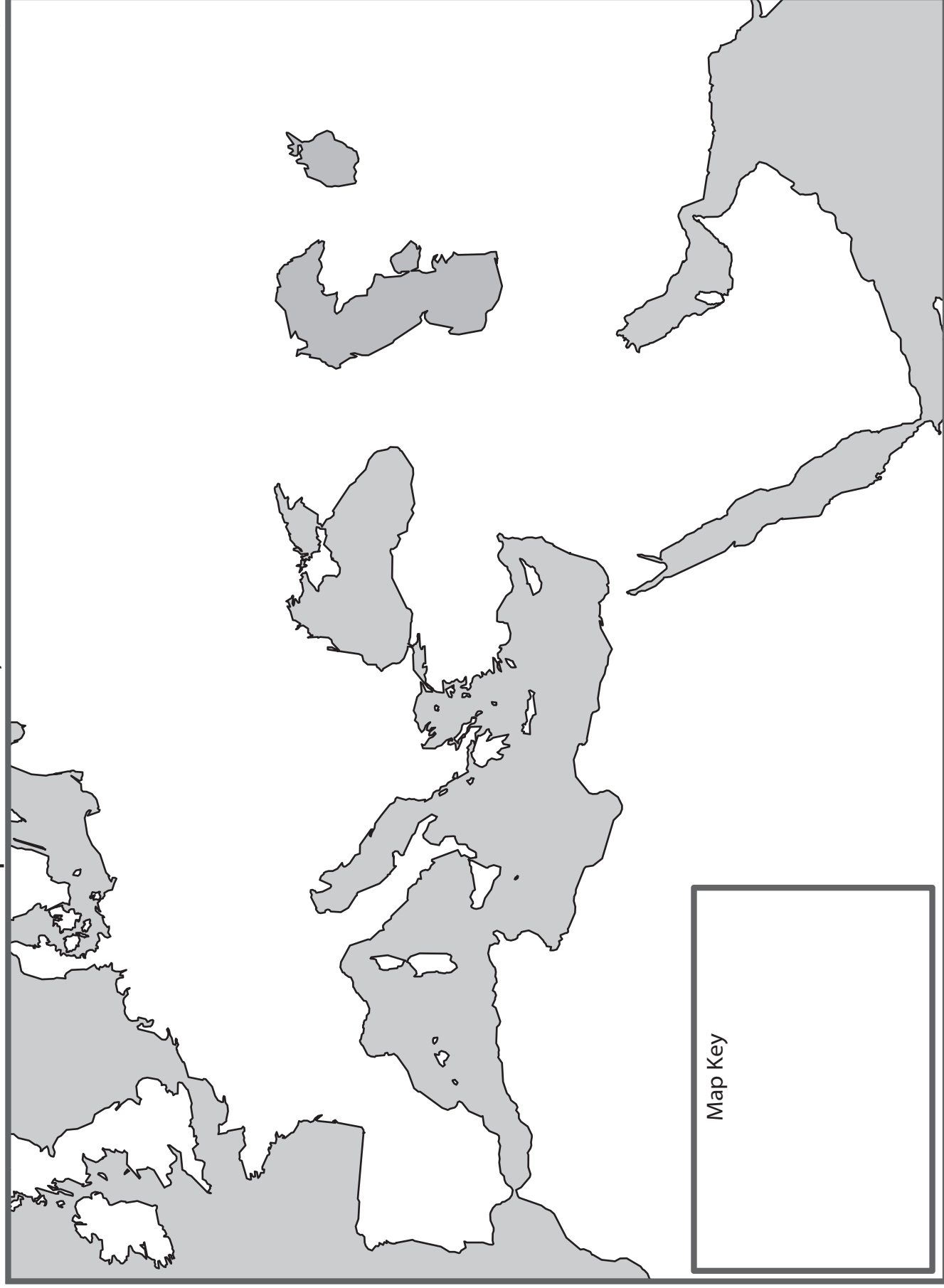
Viking Expansion, 8th to 11th Centuries

Map 3



The Spread of Islam, 7th and 8th Centuries

Map 4



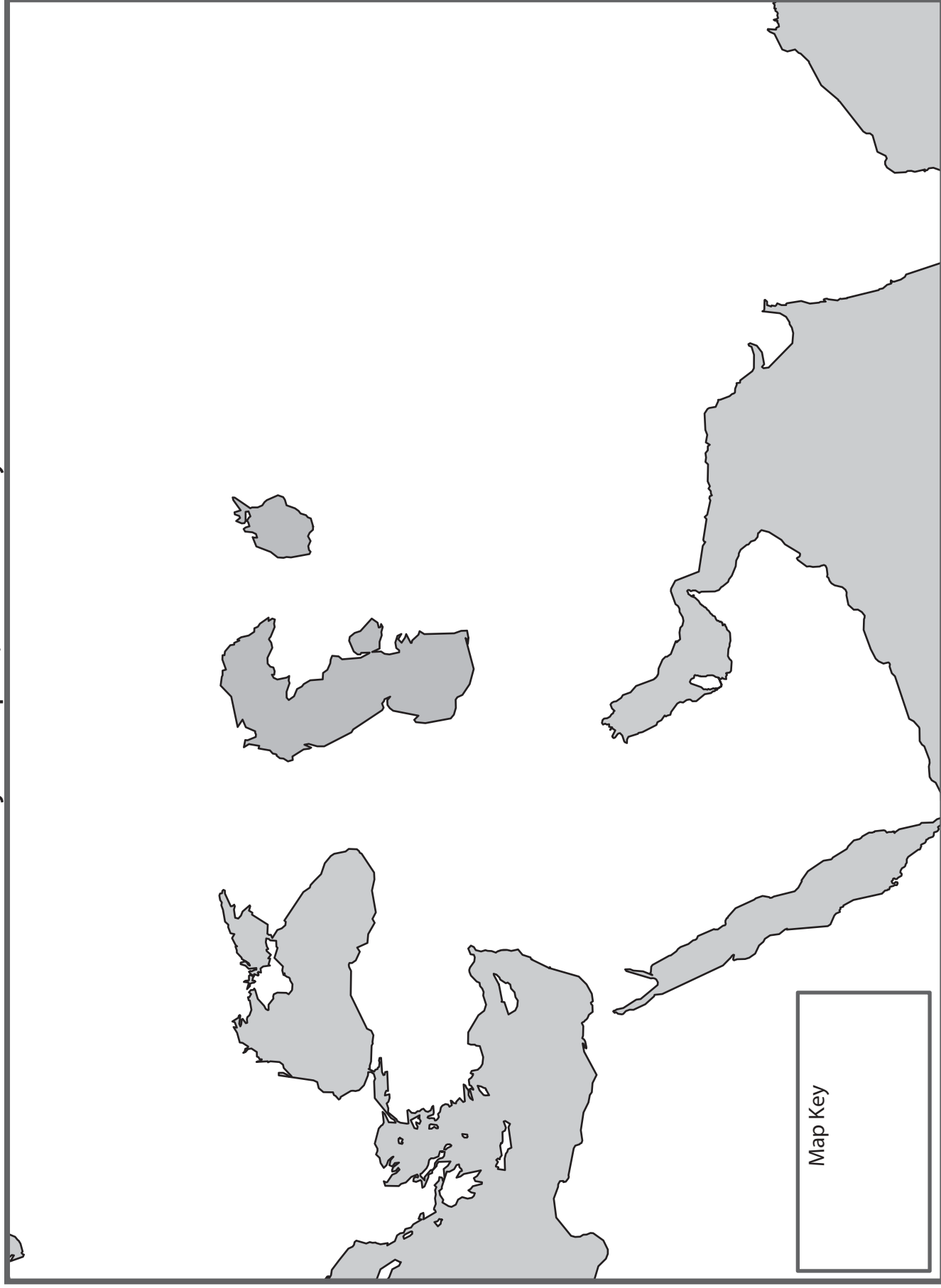
Kiev Rus, 11th Century

Map 5



Seljuk Empire, 11th Century

Map 6



Ottoman Expansion, 12th to 16th Centuries and The Safavid Empire, 16th Century

Map 7



The Empire of Charlemagne, 8th Century

Map 8

