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HISTORY ODYSSEY

# MIDDLE AGES PREVIEW

AN ACTIVITY-BASED  
STUDY GUIDE COMBINING  
HISTORY  
GEOGRAPHY  
LITERATURE



WRITTEN BY  
CATHY WHITFIELD

LEVEL ONE

# HISTORY ODYSSEY

## MIDDLE AGES

(LEVEL ONE)

## PREVIEW

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CATHY WHITFIELD

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# LETTER TO PARENTS AND TEACHERS

Thank you for purchasing this *History Odyssey* study guide. If you have used *History Odyssey* in the past, then this is probably your second year taking this journey with your child. You are already familiar with a classical approach to history and know your child will be spending the next school year immersed in the wonderful story of the Middle Ages. If this is your first time using *History Odyssey*, take the time to read through these introductory pages, gather materials and work out a schedule based on your child's abilities. *History Odyssey* provides the structure and framework for using and organizing many of the best resources available for the study of mankind. This is not a textbook approach! If you or your child would rather a fill-in-the-blanks workbook approach to history, then there are plenty of those curricula available. *History Odyssey's* unique approach for this age group is one that encompasses literature, activities, and geography. As your child progresses through this guide, he or she will be learning about Middle Ages history through reading many of the best books written about this time period. Your child will be learning geography and be engaged in exciting activities. *History Odyssey* presents history in a way that is exciting and memorable. Most parents and teachers find themselves wishing they had been taught history this way. So don't be surprised if you find yourself learning and having fun right along with your child or student!

## HOW TO USE THIS GUIDE

### Adapting for Different Levels

These lesson plans are written for a student who is in the grammar stage of a classical education or in the first, second, third, or fourth grade (approximately 6-10 years old). That is a big span. There can be a tremendous reading and comprehension skill discrepancy between a typical first- and fourth-grade student. These plans have been carefully formulated to provide material to meet the needs of all grammar-stage students no matter what their level or ability. Here are some further suggestions for adapting these plans for students at either end of the spectrum:

#### Advanced Level (independent reader) -

- ☐ Independently read books or read aloud to the group
- ☐ Heavy focus on map work
- ☐ Complete several activities per lesson
- ☐ Add resources (especially whole books and classic literature)
- ☐ History lessons three times per week (using the third lesson for further research or independent reading)
- ☐ Outline lessons or write summaries

#### Beginning Level (not reading independently) -

- ☐ Read books to child
- ☐ Less focus on map work
- ☐ More focus on coloring and drawing activities
- ☐ Complete only one activity per lesson
- ☐ History lessons one or two times per week
- ☐ Have child copy or dictate summary sentences and dictionary words

## Sequence

In a classical education, history is studied chronologically. Ideally, a student will study the entire history of mankind over a four-year period three separate times, each time building on their knowledge.

1st grade, 5th grade, and 9th grade -	Ancient History
2nd grade, 6th grade, and 10th grade -	The Middle Ages
3rd grade, 7th grade, and 11th grade -	Early Modern
4th grade, 8th grade, and 12th grade -	Modern History

However, it has been our experience that many students are unable to follow this schedule exactly from first through twelfth grade. Don't worry if your child or student has to miss a period of history in one or more of the stages of education. They have three times to learn it! What is important is that students are building on their knowledge in a sequential way and enjoying history.

## Required Resources



**Main Reference Spine:** *The Usborne Internet-Linked Encyclopedia of World History*

**Optional Additional Reference Spine:** *A Child's History of the World* by V.M. Hillyer

### Books and Resources for the Middle Ages:

*Story of the World, Volume 2: The Middle Ages* by Susan Wise Bauer (Peace Hill Press, 2003)

*History Pockets: Native Americans* (Evan-Moor, 2003)

*Days of Knights and Damsels* by Laurie Carlson (Chicago Review Press, 1998)

*A Coloring Book of the Middle Ages* (Bellerophon)

*Knights of the Round Table* by Gwen Gross (Random House, 1985)

*Meet Christopher Columbus* by James T. de Kay (Random House, 2001)

*Treasure Chests: The Vikings* (Running Press)

*Modern Rhymes about Ancient Times: Ancient Africa* by Susan Altman and Susan Lechner (Children's Press, 2001)

*Shakespeare for Children* audio CD by Jim Weiss (Greathall Productions)

## Additional Resources and Activities

Each lesson contains an additional reading list to allow students to research a topic further and to provide resources to meet the needs of students with varying abilities. Most can be found at your local library. In addition to the required resources listed above, you will need a world map or atlas, a three-ring notebook or folder for each student to store his work, blank paper, simple art supplies, and a children's dictionary. We recommend *Webster's New World Children's Dictionary*, 2nd Edition (Hungry Minds, 2006), but any good dictionary will work. You will also want to have a three-hole punch and a camera handy.

## Copy Work

Most of the copy work in this study guide is from the dictionary. This will help your student learn dictionary skills. You may also ask your student to summarize the lesson in his own words. Have your student either write the summary, copy it, or dictate to you depending on his skill level. Copying sentences helps young children learn spelling, punctuation, and basic grammar. It will help prepare them for writing their own sentences.



## History Notebook

Your child will need a place to keep their written work, map work, history pockets, and coloring pages while completing this course. We recommend having a designated history folder or a three-ring binder for this purpose. All collected work will be used to construct a Middle Ages Keepsake Book at the end of the course.

### Activities: Projects, Coloring Pages, *History Pockets* Books, and Maps

The activities in this guide include coloring pages, activity projects, *History Pockets* books, and map work. These activities provide hands-on learning experiences.

**Maps** - There are eighteen maps included in this course. The maps provide an opportunity to learn Middle Ages and modern-day world geography. Map work includes simple labeling, coloring, and completing map keys. Your child will need a detailed wall map or atlas to complete the maps. When labeling and coloring maps use colored pencils or crayons. Markers tend to bleed through and blot out labels.

**Projects**: We tried to list many hands-on projects in this lesson plan with the intention that you will pick the ones that will most interest your student. Consequently, in many lessons there are more projects listed than would be practical to do. Remember as you go along to take pictures of the projects for the Ancient History Keepsake Book in the final lesson.

**Coloring Pages**: In most lessons you may have your student draw a picture or color the one(s) suggested. Allow your student to use a variety of media: crayons, colored pencils, markers and paints. The best way to incorporate the coloring pages is to have your child color the corresponding page while you are reading aloud.

## Lessons

In each lesson you will do several of the following . . .

- ☒ Reading from the *Usborne Internet-Linked Encyclopedia of World History* (hereafter abbreviated UILE)
- ☒ Reading from *The Story of the World, Volume 2* (hereafter abbreviated SOTW)
- ☒ Reading from *A Child's History of the World* (hereafter abbreviated CHOTW)
- ☒ Writing activities
- ☒ Projects
- ☒ Coloring pages
- ☒ Labeling and coloring the map and looking at a globe, atlas, or wall map
- ☒ Creating a pocket from the History Pocket book
- ☒ Reading from the suggested book list or finding additional books on your own

These plans are based on a full school year of history studies. Each lesson is intended to take about a week to complete. In some lessons you will find an abundance of information, and you will want to take two or more weeks for these lessons. This study guide is written to include as much information as possible. Since every family has a different schooling style, these lesson plans are designed to be as flexible as possible. You will not complete every project and book listed. When a concept interests your child, use the book list or look up that topic at your library. Bring the book list from the next two lessons with you to the library to avoid having to scramble for resources. Reading at least one additional book from the book list per lesson is recommended; more if your child is interested. At the end of this study guide, you will be assisting your child in compiling her



work into a Middle Ages Keepsake Book. It will be a wonderful keepsake. The student can show family and friends everything learned about the Middle Ages.

## Helpful Hints

Depending on your child's reading level, you can either read to him, have him read aloud to you, or have him read independently. If your child is a mover, try having him color a coloring page while you read. Each child is different; find what works best for yours. Remember, just because a child is moving does not mean he is not listening.

Many lessons require gathering of project materials and making copies. The intention is that you will go over these a few days prior to the lesson to ensure you have all necessary materials. The *History Pockets* book requires that you copy several pages for each pocket. We suggest that you take the book to a copy center and make all of the necessary copies at one time.

You will notice that some lessons overlap in time period. You may also notice that SOTW, UILE, and CHOTW follow a somewhat different chronological order. Therefore, the reading assignments will be scattered throughout these books and do not always follow the order as presented in these books. You may want to flip back in SOTW or CHOTW if the chapter you are reading makes reference to the previous one. (Generally only the first sentence or two refers to the previous chapter.)

Begin collecting paper tubes, oatmeal boxes, cardboard boxes, cereal boxes, etc. These items will be needed to make a castle in Lesson 14.

## Suggested Weekly Schedule

Week	Start Date	Lesson	Activities, Books, Supplies, & Preparation
1		#1 Overview of the Medieval World	
2		#2 The Byzantines	
3		#3 Charlemagne	
4		#4 Monks of the Christian Church	
5		#5 Islam #6 Arabs	
6		#7 Vikings	
7		#8 Danes #9 Holy Roman Empire	
8		#10 Normans	
9		#11 100 Years' War and the Black Death	
10		#12 The Feudal System	
11		#13 Knights	
12		#14 Castles	
13		#15 Medieval Villages and Towns	
14		#16 The Christian Church #17 Medieval Architecture	
15		#18 Pilgrimages and The Crusades	
16		#19 Richard the Lionhearted and Robin Hood	
17		#20 Celts	
18		#21 Habsburgs and Burgundys #22 Wars of the Roses	

Week	Start Date	Lesson	Activities, Books, Supplies, & Preparation
19		#23 Mongols #24 Eastern Europe	
20		#25 Russians #26 The Moors in Spain	
21		#27 Africa	
22		#28 India #29 Southeast Asia	
23		#30 China	
24		#31 Japan	
25		#32 Explorers	
26		#33 Pacific Ocean Islands	
27		#34 Native North Americans - Parts 1 & 2	
28		#34 Native North Americans - Parts 3 & 4	
29		#35 Central and South America - Part 1	
30		#35 Central and South America - Parts 2 & 3	
31		#36 Turks and Ottomans	
32		#37 The Start of the Renaissance	
33		#38 More World Expansion	
34		#39 Moguls (Mughals) #40 The Reformation and Counter-Reformation	
35		#41 The Age of Elizabeth #42 William Shakespeare	
36		#43 Middle Ages History Keepsake Book	





## Lesson 1 - Overview of the Medieval World

### Prep for Lesson 1:

- ☐ Gather supplies needed for project(s) you plan on doing in *Days of Knights and Damsels*.

### Main Lesson:

- ☐ Read UILE pages 198-199. Discuss pictures as you read.
- ☐ Review Rome and the end of ancient times—read SOTW Chapter 1: The Glory That Was Rome
- ☐ Use a children's dictionary and help your child look up and define *Latin*. Be sure to place this copy work in your child's history notebook.
- ☐ Review or learn Roman numerals.
- ☐ Read pages 1-10 in *Days of Knights and Damsels: An Activity Guide*
- ☐ Read CHOTW Chapter 41: *Barbarians Meet the Champions of the World*

If you have Internet access, don't forget to use the Web site offered in UILE on pages 200-201 with each lesson in this study guide. Once at the site, follow the directions on page 200, clicking on the Encyclopedia of World History link. This will bring you to a page where you can type in the page number (in UILE) you are studying at the moment. Once you do this and click "Find Links," you will be directed to a page with links and other useful information for the time and area you are studying.

### Additional Activities:

Choose one or more of the following projects found in *Days of Knights and Damsels*:

- ☐ Wig with Braids - page 11
- ☐ Pocket & Almoner - page 15
- ☐ Shoes - page 20
- ☐ Poulaines - page 22

### Book List:

*Ezra's Quest: Follow That Dog!* By Rosalyn Schanzer (Doubleday Book for Young Readers, 1994)  
ISBN 0385322623 – Maze book reviewing Middle Ages.

*The Middle Ages: Investigate and Understand the Middle Ages* by Sarah McNeill (Oxford University Press, 1998)  
ISBN 0195213947

*Turn of the Century* by Ellen Jackson (Charles Burch, 1998) ISBN 088106369X – read from 1000-1600

*Favorite Medieval Tales* by Mary Pope Osborne (Hyperion Books for Children, 2002) ISBN 0439141346

*The Middle Ages* by Jane Shuter (Heinemann Library, 2000) ISBN 1575728869

*Investigating Medieval Times* by Alison Henry (Trafalgar Square Publishing, 1997) ISBN 0707802261

*The Middle Ages* by Peter Chrisp (Two-Can Publishing, 1997) ISBN 1587280698

*The Measly Middle Ages* (Horrible History Series) by Terry Deary (Scholastic, 1998) ISBN 0590498487  
Highly recommended. Other books in this series are included in this study guide.

*Adventures in the Middle Ages* (The Good Times Travel Agency Series) by Linda Bailey (Kids Can Press, 2000)  
ISBN 1550745409

*The Middle Ages* by Maria Rius (Barrons Juveniles, 1988) ISBN 0812033868

*Time Trekkers: Middle Ages* by Kate Needham (Copper Beech, 1996) ISBN 0761304819


Date: \_\_\_\_\_

## Lesson 2 - The Byzantines

### Prep for Lesson 2:

- ☐ Gather supplies needed for project(s) you plan on doing in *Days of Knights and Damsels*.

### Main Lesson:

- ☐ Read UILE pages 202-203. Discuss pictures as you read
- ☐ Use a children's dictionary and help your child look up and define *just*. Be sure to place this copy work in your child's history notebook.
-  ☐ On Map 1, "The Byzantine Empire," help your child identify and label major bodies of water (Mediterranean Sea, Black Sea, and the Atlantic Ocean). Also label Spain, Greece, and Italy. Use UILE page 202 to color the area of the Byzantine Empire at the start of Justinian's reign (solid lines) green and the lands won by Justinian (dotted lines) orange. Complete the map key.
- ☐ Read SOTW Chapter 4: The Byzantine Empire.
- ☐ Read CHOTW Chapter 42: New Places – New Heroes.
- ☐ Color "A Byzantine Warrior" on page 4 in *A Coloring Book of the Middle Ages*.
- ☐ In SOTW, use one or more of the Codes of Justinian in Chapter 4 for copy work.

### Additional Activities:

Choose one or more of the following projects found in *Days of Knights and Damsels*:

- ☐ Lady's Looking Glass - page 18
- ☐ Buttons & Bracelets - page 30
- ☐ Porridge - page 49

### Book List:

*Byzantine Fashions* by Tom Tierney (Dover, 2002) ISBN 0486419576

*Byzantine Paper Dolls* by Tom Tierney (Dover, 2002) ISBN 0486420779

*The Byzantine Empire* by Elsa Marston (Benchmark Books, 2002) ISBN 0761414959

## Lesson 3 - Charlemagne

### Prep for lesson 3:

- ☐ Gather supplies needed for project(s) you plan on doing in *Days of Knights and Damsels*.

### Main Lesson:

- ☐ Read UILE pages 204 and 216. Discuss pictures as you read
- ☐ Use a children's dictionary and help your child look up and define *ordeal*. Be sure to place this copy work in your child's history notebook.
- ☐ Read SOTW Chapter 11: The Kingdom of the Franks.
- ☐ Read CHOTW Chapter 47: Two Emperors, Two Empires.
- ☐ Read SOTW Chapter 13: The Great Kings of France.
- ☐ On Map 2, "The Empire of Charlemagne," help your child identify and label the Mediterranean Sea and the Atlantic Ocean. Use UILE page 216 as a reference to shade—in any color—the empire of Charlemagne (within the dotted lines). Use the map in Chapter 13 of SOTW and your atlas to label Spain, England, Italy, Sicily, and the two islands to the west of Italy.
- ☐ Color one or both pages, "Charlemagne" (8) and "Roland Blowing His Horn" (9) in *A Coloring Book of the Middle Ages*.
- ☐ Read *Knights of the Round Table* from the "Stepping Stones" series adapted by Gwen Gross.
- ☐ Have your child answer these questions after they have finished reading each chapter of the above book.
  - Chapter 1: Why did Arthur first pull the sword from the stone? (Answer: To give it to Sir Kay because he had forgotten his.)
  - Chapter 2: How many chairs were around the Round Table? (Answer: 150)
  - Chapter 3: What was the name of King Arthur's sword? (Answer: Excalibur)
  - Chapter 4: Sir Gawain made a promise to Lady Ragnell. This was a hard promise for him to keep. Have you ever made a promise or agreed to do something that was hard for you? Explain.
  - Chapter 5: When Linnett found out Gareth, "Big Hands," was really a son of a king, how do you think she felt about the way she had treated him? No matter who he was, how should she have treated him?
  - Chapter 6: What do you think happened to King Arthur? You continue the story.

### Additional Activities:

Choose one or more of the following projects found in *Days of Knights and Damsels*:

- ☐ Cloak - page 23
- ☐ Magic Wand - page 29
- ☐ Cabbage Stew & Dumplings - page 50
- ☐ Fancy Writing: Calligraphy - page 108

### Book List:

*His Majesty's Elephant* by Judith Tarr (Jane Yolen Books, 1993) ISBN 0152007377 – Fictional read-aloud about Charlemagne's daughter. Highly recommended.

*The Marvelous Blue Mouse* by Christopher Manson (Henry Holt & Company, 1992) ISBN 0805016228 - An adorable story about Emperor Charlemagne and a blue mouse.



*Princess Bianca and the Vandals: A Post Modern Tale of Two Kingdoms* by Nick Licata (Fratrì Gracci Publishing, 2003) ISBN 0974327603

*Tales of King Arthur: Excalibur* by Hudson Talbott (Books of Wonder, 1996) ISBN 0688133819 - A beautifully illustrated series.

*Tales of King Arthur: King Arthur and the Round Table* by Hudson Talbott (Books of Wonder, 1995) ISBN 0688113419

*Tales of King Arthur: Lancelot* by Hudson Talbott (Books of Wonder, 1999) ISBN 0688148336

*Knights of the Kitchen Table* by Jon Scieszka (Viking, 1991) ISBN 0670836222 - The boys are transported back to King Arthur's court (reading level ages 7-11).



## Lesson 4 - Monks of the Christian Church

### Prep for Lesson 4:

- ☐ Gather supplies needed for project(s) you plan on doing in *Days of Knights and Damsels*.

### Main Lesson:

- ☐ Read UILE pages 205 and 236-237. Discuss pictures as you read
- ☐ Use a children's dictionary and help your child look up and define *monk*. Be sure to place this copy work in your child's history notebook.
- ☐ Read CHOTW Chapter 43: Being Good.
- ☐ Read SOTW Chapter 3: Christianity Comes to Britain.
- ☐ Color one or both pages, "A Monk Copying a Book" (6) and "Birds and Beasts" (7) in *A Coloring Book of the Middle Ages*.

### Additional Activities:

Choose one or more of the following projects found in *Days of Knights and Damsels*:

- ☐ Real Gingerbread- page 61
- ☐ Scroll & Carrier - page 107
- ☐ Decorate Some Notepaper - page 110
- ☐ Try a Triptych - page 132

### Book List:

*Marguerite Makes a Book* by Bruce Robertson (J. Paul Getty Museum, 1999) ISBN 089236372X - Marguerite helps her father finish a manuscript in time.

*Bibles and Bestiaries: A Guide to Illuminated Manuscripts* by Elizabeth B. Wilson (Farrar, Straus, and Giroux, 1994) ISBN 0374306850 – Beautiful!

*Illuminations* by Jonathan Hunt (Bradbury Press, 1989) ISBN 0027457702

This book is made like an old, illustrated manuscript.

*Pascual and the Kitchen Angels* by Tomie DePaola (G.P. Putnam's Sons, 2004) ISBN 0399242147

*The Holy Twins: Benedict and Scholastica* by Kathleen Norris (G. P. Putnam's Sons, 2001) ISBN 0399234241  
The story of Saint Benedict.

*The Man Who Loved Books* by Jean Fritz (G.P. Putnam and Sons, 1981) ISBN 0399207155

*The Monk* (a movie) by Shlessinger Media, 2002

*The Abbot and I: As Told By Josie the Cat* by Sarah E. Cowie (Conciliar Press, 2001) ISBN 188821225X

*Color Your Own Book of Kells* by Marty Noble (Dover, 2002) ISBN 0486418650

*A Medieval Alphabet to Illuminate* (Bellerophon Books, 1983) ISBN 0883880016

*The Sailor Who Captured the Sea: A Story of the Book of Kells* by Deborah Nourse Lattimore (Harpercollins, 1991) ISBN 0060237112

*Brother Bartholomew and the Apple Grove* by Jan Cheripko (Boyd's Mills Press, 2004) ISBN 1590780965

*A Medieval Monk* by Giovanni Caselli (Peter Bedrick Books, 1986) ISBN 0872261050



## Lesson 5 - Islam

### Prep for Lesson 5:

- ☐ Gather supplies needed for project(s) you plan on doing in *Days of Knights and Damsels*.

### Main Lesson:

- ☐ Read UILE pages 206 - 207. Discuss pictures as you read.
- ☐ Use a children's dictionary and help your child look up and define *mosque*. Be sure to place this copy work in your child's history notebook.
- ☐ On Map 3, "The Islamic Empire," use UILE page 207 as a reference to color the Islamic Empire tan (within the dotted lines). Ask "Can you find the Mecca on your map?" Circle it in red. Draw little people all over the Islamic Empire, then draw dotted lines from those people to Mecca. This will show Muslims going on pilgrimages to their holy city. Complete the map key. Label as many bodies of water as you can.
- ☐ Read CHOTW Chapter 45: Muhammad and the Early Years.
- ☐ Read SOTW Chapter 6: The Rise of Islam.
- ☐ If using SOTW, you can use one or more of The Five Pillars found in Chapter 6 as copy work.
- ☐ Draw and color a picture about what was read about in this lesson. Hints: a mosque (remember that in Islam, no animals or people are allowed to be drawn on a mosque) or people on a pilgrimage.
- ☐ Why do Muslims try to go on a pilgrimage to Mecca at least once in their lifetime if they can afford it? (Answer: The Koran [also spelled Quran] says Allah commands them to go. Mecca [also called Makkah] is the holy city of Islam.)

### Additional Activities:

Choose one or more of the following projects found in *Days of Knights and Damsels*:

- ☐ Life Mask - page 71
- ☐ Dolls - page 90

### Book List:

*Mosque* by David Macaulay (Houghton Mifflin, 2003) ISBN 0618240349

*Muhammad of Mecca: Prophet of Islam* by Elsa Marston (Franklin Watts, 2001) ISBN 0531203867 - Reading level is grade four or above. If you do not want to read aloud the whole book, just read select chapters. If you only read selections, at least read the introduction and chapters two, seven and eight.

*A 16th Century Mosque Inside Story* by Fiona MacDonald and Mark Bergin (Peter Bedrick Books, 1994) ISBN 087226310X

*Muslim Child: Understanding Islam through Stories and Poems* by Rukhsana Khan (Albert Whitman & Company, 1999) ISBN 0807553077 - Written by a Muslim woman trying to help young people understand Muslim children.

*Muslim Mosque: Places of Worship* by Angela Wood (Gareth Stevens Publishing, 2000) ISBN 0836826094

*The Hundredth Name* by Shulamith Levey Oppenheim (Boyd's Mills Press, 1995) ISBN 1563971836

*Muhammad* by Demi (Margaret K. McElderry Books, 2003) ISBN 0689852649 - Introduces Muhammad and the basic tenets of the Islamic faith. Other books by Demi are also recommended.

*And the Earth Trembled: The Creation of Adam and Eve* by Shulamith Levey Oppenheim (Harcourt Brace & Company, 1996) ISBN 0152000259 - An Islamic version of the story of the creation of Adam and Eve.

*Stories of the Caliphs: The Early Rulers of Islam* by Denys Johnson-Davies (Amideast, 1997) ISBN 9775325412

*Mecca and Other Islamic Holy Places* by Mandy Ross (Raintree, 2003) ISBN 0739860801

*What I Believe* by Alan Brown and Andrew Langley (Millbrook Press, 1999) ISBN 0761315012 - Read about Islam. You will be reading this book again in later lessons.



## Lesson 6 - Arabs

### Prep for Lesson 6:

- ☐ Gather supplies needed for project(s) you plan on doing in *Days of Knights and Damsels*.

### Main Lesson:

- ☐ Read UILE pages 208-209. Discuss pictures as you read
- ☐ Use a children's dictionary and help your child look up and define *translate*. Be sure to place this copy work in your child's history notebook.
- ☐ Read CHOTW Chapter 46: Arabian Days.
- ☐ Read SOTW Chapter 7: Islam Becomes an Empire.
- ☐ Have your child try to write the Arabic numbers as shown in UILE on page 209 or in the book *Count Your Way Through the Arab World* by Jim Haskins (listed below). Place this copy work in your child's history notebook.

### Additional Activities:

Choose one or more of the following projects found in *Days of Knights and Damsels*:

- ☐ Alquerque - page 74
- ☐ Draughts - page 76
- ☐ Doll House - page 95
- ☐ A Little Geometry - page 123

### Book List:

*Sinbad From the Tales of the Thousand and One Nights* by Ludmila Zeman (Tundra Books, 1999)  
ISBN 0887764606

*Count Your Way Through the Arab World* by Jim Haskins (Carolrhoda Books, 1987) ISBN 0876143044  
Highly recommended.

*Ali Baba and the Forty Thieves* by Walter McVitty (Harry N. Abrams, Inc., 1988) ISBN 0810918889 - One of the tales from *A Thousand and One Arabian Nights*.

*The Rose's Smile: Farizad of the Arabian Nights* by David Kherdian (Henry Holt and Company, 1997)  
ISBN 0805039120

*Aladdin and Other Tales From the Arabian Nights* (Classic Readers Level 3) by Rosalind Kerven (DK, 2000)  
ISBN 0789457008

*The House of Wisdom* by Florence Parry Heide and Judith Heide Gilliland (DK Publishing, 1999)  
ISBN 0789425629

*The Arabs* by Mokhtar Moktefi (Millbrook Press, 1992) ISBN 1562942018

*Stories from the Arab Past* by Denys Johnson-Davies (Hoopoe Books, 1997) ISBN 9775325684



## Lesson 7 - Vikings

(Remember to collect boxes and paper tubes for Lesson 14)

### Prep for Lesson 7:

- ☐ Gather supplies needed for project(s) you plan on doing in *Days of Knights and Damsels*.

### Main Lesson:

- ☐ Read UILE pages 210-211. Discuss pictures as you read.
- ☐ Use a children's dictionary and help your child look up and define *saga*. Be sure to place this copy work in your child's history notebook.
- ☐ Read CHOTW Chapter 49: The End of the World.
- ☐ Read UILE pages 212-213.
- ☐ On Map 4, "The Viking World," label the Mediterranean Sea, the Atlantic Ocean, and the Black Sea. Use UILE page 212 as a reference to color Norway, Sweden and Denmark. (These are the Viking homelands.) Draw in red some of the routes the Vikings took while exploring the new world. Complete the map key. Help your child find and label Spain.
- ☐ Read SOTW Chapter 14: The Arrival of the Norsemen.
- ☐ Color page 10, "A Viking Ship," in *A Coloring Book of the Middle Ages*.
- ☐ Open *Treasure Chests: The Vikings* and have fun! Tell your child that they are going to play with a treasure chest. Help them read the directions and then let them go at it! Of course, you may want to stay and "help."

### Additional Activities:

Choose one or more of the following projects found in *Days of Knights and Damsels*:

- ☐ Fox & Geese - page 78
- ☐ Glorious Goblet - page 161

### Book List:

*The Vikings Footsteps in Time* by Ruth Thomson (Children's Press, 1995) ISBN 0516080598 - Easy to make crafts.

*Yo, Vikings!* by Judith Byron Schachner (Dutton Children's Books, 2002) ISBN 0525468897

*Viking It and Liking It* (The Time Warp Trio #12) by Jon Scieszka (Puffin Books, 2002) ISBN 0142400025

*Viking Ships at Sunrise* (Magic Tree House #15) by Mary Pope Osborne (Random House, 1998) ISBN 0679890610 – Reading level 2

*Adventures with the Vikings* by Linda Bailey (Kids Can Press, 2001) ISBN 1550745441

*The Vikings* by Jane Shuter (Heinemann Library, 2003) ISBN 1403400822

*Elfwyn's Saga* by David Wisniewski (Lothrop, Lee, and Shepard Books, 1990) ISBN 0688095895

*Vikings* (Come and Discover My World) by Peter Chrisp (Two-Can Publishing, 2002) ISBN 158728071X



*Growing Up in Viking Times* by Dominic Tweddle (Troll Associations, 1994) ISBN 0816727252

*You Wouldn't Want to be a Viking Explorer! Voyages You'd Rather Not Make* by Andrew Langley (Franklin Watts, 2001) ISBN 0531162052

*How We Know About The Vikings* by John and Louise James (Peter Bedrick Books, 1997) ISBN 0872265358

*The Saga of Erik the Viking* by Terry Jones (Schocken Books, 1983) ISBN 080523876X

*Adventures with the Vikings* (Good Times Travel Agency) by Linda Bailey (Kids Can Press, 2001) ISBN 1550745425

*Viking Times If You Were There* by Antony Mason (Simon & Schuster Books for Young Readers, 1997) ISBN 0689811985 – Has a fold-out game board in the back of the book.

*The Vikings* (Pictures of the Past) by Denise Allard (Gareth Stevens Publishing, 1997) ISBN 0836817176

*First Facts About the Vikings* by Jacqueline Morley (Peter Bedrick Books, 1996) ISBN 0872264971

*Food & Feasts with the Vikings* by Hazel Mary Martell (New Discovery Books, 1995) ISBN 0027263177  
Has recipes in the back of the book.

*Leif the Lucky* by Ingri D'Aulaire (Beautiful Feet Books, 1994) ISBN 0964380307

*Before Columbus: The Leif Eriksson Expedition* by Elizabeth Kimmel (Random House Books for Young Readers, 2003) ISBN 0375813470

*The Vikings* by Elizabeth Janeway (Random House Books for Young Readers, 1981) ISBN 0394848853

*What A Viking!* by Mick Manning (R and S Books, 2000) ISBN 9129648831

*Story of the Vikings Coloring Book* by A.G. Smith (Dover, 1988) ISBN 0486256537

*The Vicious Vikings* (Horrible Histories Series) by Terry Deary (Scholastic, 1998) ISBN 0590498495

*Odin's Family: Myths of the Vikings* by Neil Philip (Orchard Books, 1996) ISBN 0531095312

Date: \_\_\_\_\_

## Lesson 8 - Danes

### Prep for Lesson 8:

- ☐ Gather supplies needed for project(s) you plan on doing in *Days of Knights and Damsels*.

### Main Lesson:

- ☐ Read UILE pages 214-215. Discuss pictures as you read
- ☐ Use a children's dictionary and help your child look up and define *navy*. Be sure to place this copy work in your child's history notebook.
- ☐ Read CHOTW Chapter 48: Getting a Start.
- ☐ Read SOTW Chapter 15: The First Kings of England – The Vikings Invade England and Alfred the Great.
- ☐ Draw and color a picture about what was read about in this lesson. (Hints: Anglo-Saxon helmet or anything from the Dane village life.)

### Additional Activities:

Choose one or more of the following projects found in *Days of Knights and Damsels*:

- ☐ Pies & Tarts - page 52
- ☐ 4 & 20 Blackbird Pie - page 56
- ☐ Blackbird Pie Puppet - page 58

### Book List:

*The Anglo-Saxon Household* by Jean Ellenby (Cambridge University Press, 1986) ISBN 0521303796

This book is out of print, but you might be able to find it at the library.

*The Anglo-Saxons* British Museum Activity Books Series by John Reeve (Parkwest Publications, 1987)  
ISBN 0714105376

*The Smashing Saxons* Horrible Histories Series by Terry Deary (Scholastic, 2004) ISBN 0439012716

*The Anglo-Saxons* by Roger Coote (Thomson Learning, 1993) ISBN 1568470622

*Houses and Homes* See Through History by Tim Wood (Viking, 1995) ISBN 0670867772

Read the section on "Anglo-Saxon houses" on page 22.

Date: \_\_\_\_\_

## Lesson 9 - Holy Roman Empire

### Prep for Lesson 9:

- ☐ Gather supplies needed for project(s) you plan on doing in *Days of Knights and Damsels*.

### Main Lesson:

- ☐ Read UILE pages 217. Discuss pictures as you read.
- ☐ Use a children's dictionary and help your child look up and define *empire*. Be sure to place this copy work in your child's history notebook.
- ☐ On Map 5, "The Holy Roman Empire," have your child identify and label all of the bodies of water. (Mediterranean Sea, North Sea, Baltic Sea, and Atlantic Ocean). Color in green the Holy Roman Empire (within dotted line). Color the rest of the continents and islands tan.
- ☐ "Can you find England on your map?" Use a world map or globe to compare with your Map 5, if needed (top left-hand corner). Label England on your map.

### Additional Activities:

Choose one or more of the following projects found in *Days of Knights and Damsels*:

- ☐ Try a Trencher - page 44
- ☐ Twist a Pretzel - page 46
- ☐ Three Throws - page 79

### Book List:

*The Seven Wonders of the Medieval World* by Reg Cox (Chelsea House Publications, 2000) ISBN 0791060470

## Lesson 10 - Normans

### Prep for Lesson 10:

- ☐ Gather supplies needed for project(s) you plan on doing in *Days of Knights and Damsels*.

### Main Lesson:

- ☐ Read UILE pages 218. Discuss pictures as you read.
- ☐ Use a children's dictionary and help your child look up and define *descendant*. Be sure to place this copy work in your child's history notebook.
- ☐ On Map 6, "Norman Conquests," find and circle in red the town of Hastings. Ask "What battle was held here?" (The Battle of Hastings). Label France, England, and Italy. Draw boats sailing from Normandy to the town of Hastings. Use UILE page 218 as a reference to color the land the Normans controlled (within the dotted lines; this includes England). Complete the map key.
- ☐ Read CHOTW Chapter 52: A Pirate's *Great Grandson*.
- ☐ Read SOTW Chapter 15: The First Kings of England – The Battle of Hastings.
- ☐ Color one or both pages 12 and 13 in *A Coloring Book of the Middle Ages*.

### Additional Activities:

Choose one or more of the following projects found in *Days of Knights and Damsels*:

- ☐ Mead - page 62
- ☐ Paper-Bag Prancer - page 96
- ☐ Secret Letters in Invisible Ink - page 118

### Book List:

*Hastings* (Great Battles and Sieges Series) by Philip Sauvain (Crestwood House, 1992) ISBN 0027810798

*William the Conqueror: The First Norman King of England* by Paul Hilliam (Rosen Publishing Group, 2004) ISBN 1404201661

*Kings and Queens of Britain: From William the Conqueror to Elizabeth II* by Rowan Barnes-Murphy (Chrysalis Books, 2003) ISBN 1843650274 - Read about William the Conqueror now, but this book can be read throughout this study guide.

*Ivanhoe* by Marianne Mayer (Seastar Publishing Company, 2004) ISBN 1587172488

*The Striped Ships* by Eloise McGraw (Margaret K. McElderry, 1991) ISBN 0689505329  
For older readers or a read-aloud.

*Hastings* by Samuel W. Crompton (Chelsea House Publications, 2002) ISBN 0791071642

*The Battle of Hastings* (Battles of the Middle Ages Series) by William W. Lace (Lucent Books, 1995) ISBN 1560064161- Discuss the pictures and read the captions.

*The Stormin' Normans* Horrible Histories Series by Terry Deary (Scholastic, 2004) ISBN 0439996090

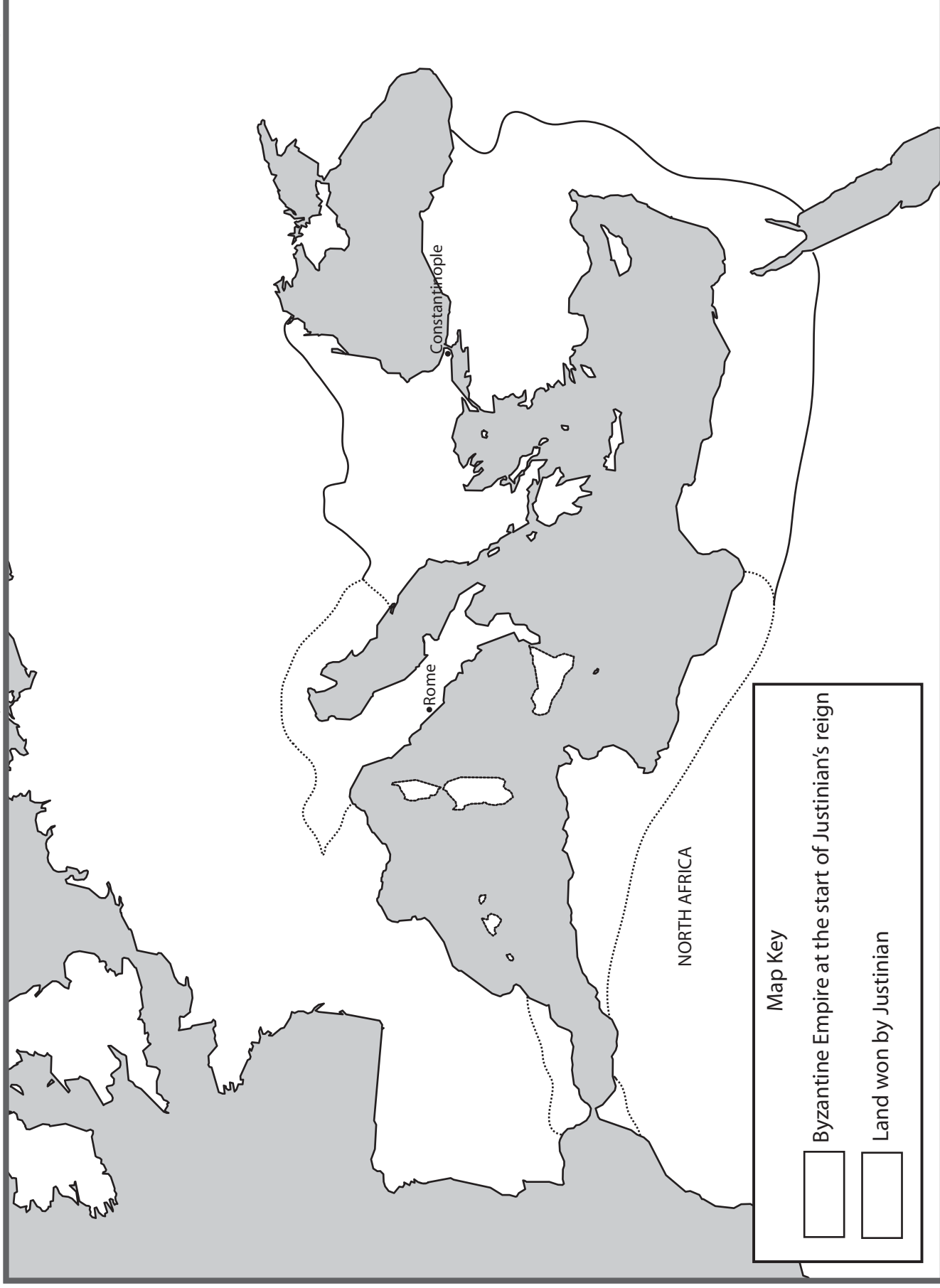
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# The Byzantine Empire

map 1



# The Empire of Charlemagne

map 2





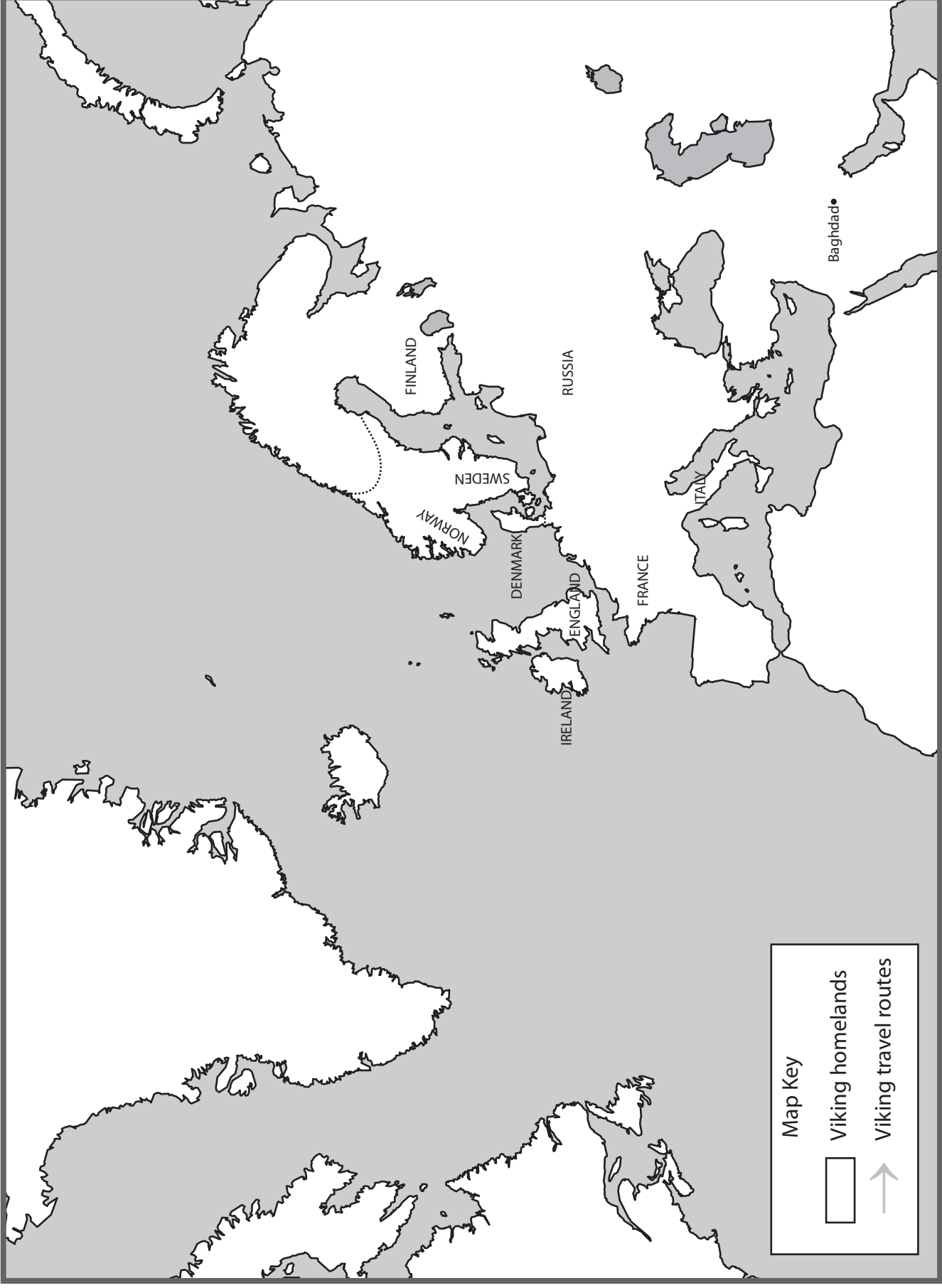
# The Islamic Empire

map 3



# The Viking World

map 4



# The Holy Roman Empire

map 5



# Norman Conquests

map 6

