

# The Artios Home Companion Series

## Unit 1: Medieval/Renaissance

### Teacher Overview



Byzantine Mosaic (Constantine)

This first unit will be a bit of a review of the previous historical period, the ancient time period. It will cover the emperor Constantine. Constantine was arguably the last great emperor of the Roman Empire. He was the first Christian emperor. He is responsible for moving the capital of the empire from Rome to Constantinople. He also had a profound effect on the unification of the Church through the Council of Nicaea. This unit will cover the rise of Constantine, his effects on the Roman Empire, and his effects on the Church.

### Leading Idea

An individual's character will be reflected in his leadership.  
*As a man thinketh in his heart, so is he.*

### Reading and Assignments

Based on your student's age and ability, the reading in this unit may be read aloud to the student and journaling and notebook pages may be completed orally. Likewise, other assignments can be done with an appropriate combination of independent and guided study.

In this unit, students will:

- Complete two lessons in which they will learn about **Constantine the Great** and **the end of the Western Empire**.
- Define vocabulary words.
- Read selected chapters from *Son of Charlemagne*.
- Complete literature assignments including an author profile for Barbara Williard.
- Learn about **comma splits** and **commas in a series** and complete corresponding grammar exercises.

### Key People and Events

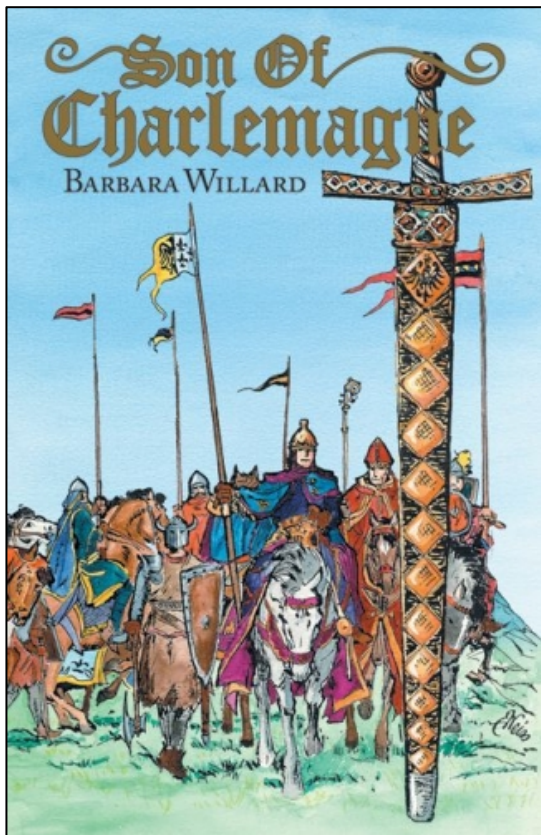
- Emperor Constantine (Constantine the Great)
- Battle of Milvian Bridge 312 A.D.
- Edict of Milan 313 A.D.

## Son of Charlemagne

by Barbara Willard

We will read *Son of Charlemagne* and learn about the rise of the Holy Roman Empire.

In *Son of Charlemagne*, you will find a depiction of Charles the Great's leadership through the eyes of his son, Carl. It follows Charlemagne's journey from King of the Franks, through his dream of a Christian empire, and ultimately to his position as Emperor of the Holy Roman Empire.



*Son of Charlemagne* is a piece of historical fiction. Historical fiction is a piece of writing that uses actual historical events and/or people to tell a story. In some pieces of historical fiction, only some of the details within the story are historically accurate, while others draw heavily upon actual events. *Son of Charlemagne* follows the actual events of Charlemagne's rise quite closely. The year is 781 A.D. King Charles of the Franks (also known as Charlemagne) is crossing the Alps with his family and court on a journey to meet with Pope Hadrian. One frosty night he speaks to his young son Carl: "When we come to Rome you will know that I am naming you my heir. One day you will rule over all my lands..." But the King already had an heir, Pepin the Hunchback, mockingly called Gobbo. Was he to be disposed? Yet Carl sees that his father Charlemagne is determined to do what he feels is best to serve God and Europe.

### Be Sure to Notice...

A map is included at the front of the *Son of Charlemagne* book. It will help you to better understand the storyline if you follow the characters' movements throughout their journeys.

## Unit 1 - Literature and Grammar Assignments

### Literature

- Begin by completing an author profile for Barbara Willard. You can find and print an example of an Author Profile within the resources section of the website. You can find information about the author at the back of your literature book, and you may also use internet sources.
- Read the Introduction and chapters 1-2 in *Son of Charlemagne*.

### Composition

- In this unit, we will be summarizing each chapter. A summary is a brief overview of the main events that you have read. You should not include all of the details, but instead give a few sentences to give your reader a quick recounting of the most important events of the chapter.
- Create a journal for these summaries by stapling together two pieces of blank paper with several pieces of lined paper inside. Decorate your cover with the title of the book.
- Next, write chapter summaries for chapters 1 & 2. For this book, 3-5 sentences should be sufficient for each chapter. There are examples of summaries within the “Formats and Models” section of the website. Adding illustrations will make your journal more appealing.

### Grammar

- Read the notes on “Comma Splits and Commas in a Series,” beginning on page 4.
- Complete the corresponding grammar exercises on the Artios Home Companion website.
- Begin a “cheat sheet” on a large piece of posterboard. Each time you are given a “buzzword” to help you remember a grammar rule, write it in large letters on this cheat sheet, along with the copy editing symbol. Add an illustration if you’d like.

## Context Resources

The more you learn about Charles the Great, the more fun you will have with this book. You will find a collection of websites for exploration within the resources section of the Artios Home Companion website.

# Grammar Notes for Unit 1

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## COMMA SPLITS

You're about to learn about commas. A comma is a little piece of punctuation that tells us to pause when we read or speak or divide a sentence into more understandable parts. We really need commas! Take a look at this example:

**I like peanut butter and jelly and mom and dad enjoy bacon lettuce and tomato.**

Did it take you a try or two to figure out that sentence? Now try it with commas:

**I like peanut butter and jelly, and mom and dad enjoy bacon, lettuce, and tomato.**

Ahhh ... it's SO much easier to read!

There are rules that tell us where commas should go. There are also rules about where commas should not go! We'll start there first.

**A COMMA SPLIT is when you put a comma where it doesn't belong. Here is a list of places where a comma should not be:**

1. There should never be ONE comma between a SUBJECT and a VERB.  
EXAMPLE: The dog, walked into the garage.
2. There should never be ONE comma between a VERB and ITS DIRECT OBJECT.  
EXAMPLE: The man threw, the ball.
3. There should never be ONE comma between a LINKING VERB and ITS COMPLEMENT.  
(a complement is a predicate adjective or a predicate nominative)  
EXAMPLE: The girl felt, wonderful! *or* That girl is, my sister.
4. There should never be ONE comma between a MODIFIER and ITS NOUN.  
(the modifier right before the noun)  
EXAMPLE: The soft, blue, fluffy, sweater was beautiful.
5. There should never be ONE comma between a VERB and ITS INDIRECT OBJECT.  
EXAMPLE: I wrote, my aunt a letter.
6. There shouldn't be ONE comma between an INDIRECT OBJECT and ITS DIRECT OBJECT.  
EXAMPLE: I wrote my aunt, a letter.

(over)



# Grammar Notes for Unit 1

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JUNIOR ANALYTICAL GRAMMAR: MECHANICS (Unit #1)

COMMA SPLITS (Pg. 2)

In the comma rule exercises and tests, you'll need to refer to these comma split notes to help answer the questions. You'll start learning the comma rules right away, but it's also important for you to really understand the comma splits as well!

## REMEMBER THE SIX DEADLY SPLITS!

1. *Subject and verb*
2. *Verb and direct object*
3. *Linking verb and complement*
4. *Modifier and its noun*
5. *Verb and indirect object*
6. *Indirect object and direct object*

Throughout this book you will have exercises in copy-editing. When you copy-edit, you correct mistakes you see in sentences. Sometimes you will add something where it is missing, remove something that should not be there, or change something that is incorrect.

There are certain symbols we use to copy-edit. As we move through this book, you will be taught the symbols you need to know.

Here are your first two symbols:

To add a comma - red, white, and blue

To remove a comma (or anything else in the future) - remove **this** ↗

# Grammar Notes for Unit 1

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JUNIOR ANALYTICAL GRAMMAR: MECHANICS (UNIT #1)

NOTES

## COMMAS: ITEMS IN A SERIES

Each of our comma rules will have a "buzzword" that we'll use to refer to it. Our first rule is "items in a series."

**ITEMS IN A SERIES:** Use commas in between items in a list or series. These can be individual words or prepositional phrases, but the list should always be made of grammatical equals (all nouns, all verbs, all prepositional phrases, etc.) You will put a comma between each item and before the conjunction that will come before the last item.

**EXAMPLES** *(these are only a few examples, there are a lot of other ways to list things):*

**Nouns** - I brought my ball, bat, mitt, and hat to the baseball game.

**Verbs** - I walked, ran, hopped, and jumped to get my exercise in today.

**Adjectives** - She was tall, slim, and beautiful.

**Prepositional phrases** - We looked in the kitchen, around the dining room table, and on top of the fridge for the artwork my sister made.

**Nouns and prepositional phrases** - My chore list says to put the dishes in the dishwasher, the glasses in the cabinet, and the trash in the trashcan.

**Verbs and prepositional phrases** - Little red riding hood walked through the woods, skipped down the lane, and entered her grandmother's house.

**NOTE:** If all the items are separated by "and" or "or," do not use commas to separate them.

**EXAMPLE:** I bought a teddy bear and a necklace and a new shirt.

# Grammar Notes for Unit 1

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JUNIOR ANALYTICAL GRAMMAR: MECHANICS (Unit #1)

NOTES: Page 2

**NOTE #2:** The comma before the last item (usually before the conjunction) is sometimes called the auxiliary or Oxford comma. Some people are taught that it can be left out. Not us! You can confuse people by leaving it out, so we always include it.

**EXAMPLE:** On my desk I have pictures of my parents, Spot and Whiskers.

Are you giggling? I would be! It makes it seem that Spot and Whiskers are the speaker's parents. Now put the auxiliary comma in.

**EXAMPLE:** On my desk I have pictures of my parents, Spot, and Whiskers.

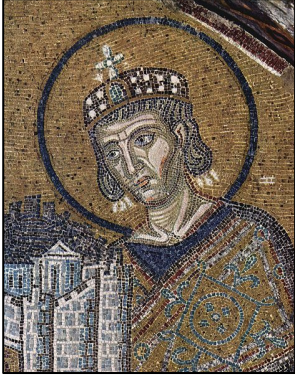
**NOW I get it!** Those are three separate pictures!

**HERE'S A TRICK:** If you read the sentences above out loud, just the way you'd say them in real life, your voice will pause right where the commas go. So if you have to put commas in a sentence where we've left the commas out on purpose, read the sentence out loud first, and your voice will tell you where they go!

The buzzword for this rule is "*items in a series.*"

# Lesson One

## History Overview and Assignments The Rise of Constantine the Great



Byzantine Mosaic  
(Constantine)

Constantine the Great was the last great emperor of the Roman Empire. He is also the first emperor to associate himself with Christianity. Constantine the Great legalized and promoted Christianity in the Roman Empire. He made legal, educational, and religious reforms throughout the Roman Empire.

### Reading and Assignments

- Read the article: *Constantine the Great*, pages 9-10.
- After reading the article, summarize the story you read by either:
  - Retelling it out loud to your teacher or parent.OR
  - Completing an appropriate notebook page.

Either way, be sure to include the answers to the discussion questions and an overview of key people, dates, and events in your summary.

### Key People and Events

- Constantine
- The Battle of Milvian Bridge
- The Edict of Milan (313 A.D.)
- Maxentius

### Discussion Questions

1. What did Constantine see in a vision?
2. What did Constantine see in his dream?
3. What changes did he make after the vision and the dream?
4. Why did Constantine move the capital of the Empire?
5. To where did he move the capital?
6. What did he rename the city?



Adapted from the book:

## ***Famous Men of Rome***

John Henry Haaren

### ***Constantine the Great***

For one hundred years after Marcus Aurelius there were no great emperors. Most during this time were bad men. Many of them were killed for the evil things they did.

In 307 A.D. the Roman Empire was split into many pieces. There were wars between different armies. The winning army would sometimes say their leader was the emperor. He would then rule that part of the empire. Soon there were at least six men who claimed to be the emperor.

Only one of these men stood out. His name was Constantine the Great. His father was emperor before him. Upon his father's death, the army chose Constantine to be the new emperor. He did not go to Rome to be crowned. He stayed in Gaul. He heard about the five other emperors and did not think he needed to go.

People began to ask Constantine to help them. One emperor named Maxentius, was very cruel. His people wanted Constantine to get rid of him. Constantine was wise and chose not to fight with Maxentius.

Maxentius soon said mean things about Constantine. He even said he would kill him! Constantine got angry. He and his army went to Rome. He planned to fight Maxentius.

The first battle was near Turin. Constantine's army was strong. They won quickly. The second battle was at Verona. Constantine won again.

### **Battle between Constantine and Maxentius**

There was a third battle. It took place on October 28th, 312 A.D. It happened on the shore of the Tiber River in Rome. Maxentius had the biggest army. But he was not a good general. He lost again. Maxentius drowned in the river while trying to run away. This battle was called Battle of the Milvian Bridge.



*The Battle of the Milvian Bridge*  
by Giulio Romano, 1520



The Milvian Bridge in 2005

Constantine was a hero. The Roman people loved him. He told a bishop that he had been thinking about the Christian religion. He thought he should become a Christian. But he could not make up his mind.

One day he was in front of his tent. He saw a vision in the sky. He saw a huge cross of fire. On one side of the cross it said

“Through this sign thou shalt conquer.” Constantine was amazed. He stared at the vision. He could not understand it. That night he had a dream. Christ appeared to him. He had bright white robes. He held a cross in his hand. Christ promised Constantine victory over his enemies if he would follow Him.

### **The Arch of Constantine**

Constantine now called himself a Christian. He had a standard made. It was shaped like a cross. It had a banner that had the first letters of Christ on it. This banner was called the Labarum. It became the standard for all Roman emperors.

Constantine chose other Christians to help him rule. He destroyed pagan temples. He built Christian churches. In February of 313 A.D. he made a new law. It was called the Edict of Milan. This law gave Christians freedom to worship the God they chose. He made Christianity the religion of the empire. He had the sign of the cross painted on all of the Roman shields and banners.

Christians had been treated badly for many years. Now the Roman emperor supported them. Christians became very powerful. Thousands of Romans became Christians. The churches were crowded.

Constantine also made the government better. He got rid of unfair officers and guards. He made the laws fair. He changed many things. He wanted to do what was right. He wanted to do what was best for the Roman people. The people were happy. Rome was doing very well. The city built a great arch to honor Constantine. The arch

said, “To the Founder of our Peace.”



*The Arch of Constantine in Rome*  
by Van Swanevelt, Herman 1645

There once were six emperors ruling in the empire. Four had died. One who still lived was named Licinius. Constantine fought him three times. Constantine won each time. Licinius died soon after the last battle. Now Constantine was the only emperor of the Roman Empire. He had a huge palace. He was very rich.

He later decided to move the capital of the Empire. He wanted it to be near the middle of the Empire. He moved it to a city called Byzantium. It was near the Black Sea. He changed the city’s name to Constantinople. This meant “city of Constantine.” Lots of money was spent to make the city great and beautiful.

Constantine moved to Constantinople on May 11th, 330. The government workers all moved too. He lived there for about seven years. There were no more wars. The people of the Empire were happy and successful.

Constantine died on May 22, 337. He died in Constantinople. He was sixty-three years old. He ruled for almost thirty-one years. He was the first Christian emperor of Rome.

## Lesson Two

# History Overview and Assignments

## The End of the Western Empire



*Genseric Sacking Rome*  
by Karl Briullov (1799-1852)

After Constantine the Great, the Roman empire began to weaken. It was divided between the two sons of Constantine and after their reign, there were very few good emperors. The Visigoths, Ostrogoths, and Vandals all attacked the Empire until it was broken up into many separate countries.

### Reading and Assignments

- Read the article: *The Fall of the Western Empire* pages 12-13.
  - After reading the article, summarize the story you read by either:
    - Retelling it out loud to your teacher or parent.OR
    - Completing an appropriate notebook page.
- Either way, be sure to include the answers to the discussion questions and an overview of key people, dates, and events in your summary.

### Key People and Events

- Julian the apostate
- Theodosius
- Ambrose of Milan
- The End of the Western Empire

### Discussion Questions

1. According to legend, what happened when Emperor Julian, Julian the Apostate, tried to rebuild the temple in Jerusalem so that he could prove that Christianity was false?
2. What horrible thing did Theodosius do?
3. Who rebuked him for doing this?
4. What do you think provoked Theodosius to behave in such a way?

Adapted from the book:

## *Famous Men of Rome*

John Haraan

### *The End of the Western Empire*

Most of the Roman emperors after Constantine were poor rulers. Some were cruel. Some were lazy. But a few of them stood out for the things they did.



*Julian the Apostate*  
By Edward Armitage, 1875

One emperor was named Julian. He is also called Julian the Apostate. He gave up Christianity. He tried to get people to worship pagan gods. Julian tried to rebuild the Temple of Jerusalem to disprove the Christian prophecy which said it would never be rebuilt. His men started working on the temple. It is said that balls of fire burst from the ground. The men had to stop. They tried again and again. The same thing kept happening. They had to give up.

Julian wanted to rule Persia. He took an army there. They fought many battles. They beat the Persian king. But Julian was shot with an arrow. He died. It is said that when he died he shouted to heaven. He said that Christ had conquered him.

Later there was an emperor named Valentinian. He ruled the west part of the empire. His brother Valens ruled the east.

For many years they ruled this way.

Valentinian had a son. His name was Gratian. In time, Valentinian died. Gratian became Emperor of the West. Soon Valens died too. Theodosius, a soldier, became Emperor of the East.

Gratian was not a good ruler. He was killed. A Spanish man named Maximus killed him. Maximus became Emperor of the West.

Theodosius fought Maximus and won. He had Maximus put to death. He made Valentinian's son Emperor of the West. He was named Valentinian II. A man named Arbogastes was his advisor. Arbogastes wanted to be in power. Soon Valentinian II was found dead. He had been killed.

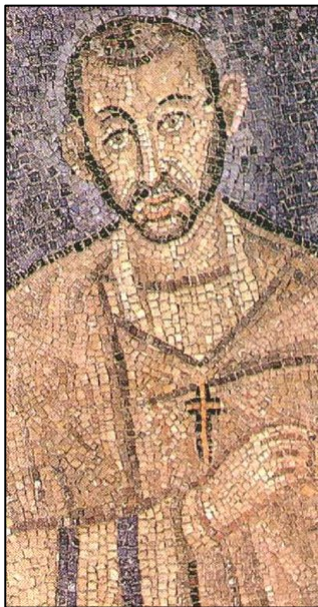
Arbogastes chose the new Emperor. He was named Eugenius. He was a teacher. Theodosius battled with Eugenius and Arbogastes. He defeated them. He became emperor of the East and West.

Theodosius was a wise ruler. But he did one very bad thing. There was a city called Thessalonica. The people who lived there killed their governor. Theodosius was angry when he heard this. He ordered the people to be killed. The people were told they were going to see a circus. Many people came. They found their seats. Then they were attacked. They were killed by Theodosius' soldiers. Over six thousand people died.

A good bishop named Ambrose heard of this. He was very upset. He rebuked



Theodosius. He kept him from coming to church until he had done penance for his sin.



Ambrose of Milan

When Theodosius died his son Honorius became emperor. But he was not the actual ruler. The true ruler was a soldier named Stilicho. Honorius was not smart enough to be emperor. Stilicho had to do it for him.

Many tribes wanted to attack Rome. The Goths were one of these tribes. The Vandals were another. Rome was captured by each of them. Rome had to defend itself. Soldiers were brought home. They could not protect the farthest areas of the empire any more.

Weak men tried to rule the empire for

the next fifty years. One was named Romulus Augustus. He was the son of Orestes. Orestes was the general of the Italian army. Romulus Augustus was the last Western emperor.

There was a very large soldier. His name was Odoacer. He was wild. He was very strong and brave. He wanted to rule Italy. He killed Orestes. He put Romulus Augustus in prison. He made him give up the crown. Odoacer became king of Italy in 476 A.D.

It was almost the Middle Ages. Many parts of the Roman Empire were now their own countries. Gaul and Britain were taken by German tribes. The great Roman Empire was now in pieces. Rome was not the greatest city any more.

The Empire of the East went on. It lasted for many centuries. Constantinople was the capital. Asian countries were part of it. African countries were part of it. Parts of Eastern Europe were included too. The Greeks became powerful. The Empire was soon called the Greek Empire. Sometimes it is called the Byzantine Empire.

The Turks arrived in the fourteenth century and conquered many parts of the empire. They were Moslems. In 1453 they took Constantinople. It became the capital of the Turkish Empire. The ruler of the Turkish empire is called the sultan.