

THE ARTIOS™ HOME COMPANION SERIES

“After Darkness I Hope For Light”

THE FALL OF ROME TO THE REFORMATION

Elementary School

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ANALYTICAL GRAMMAR

This volume's title is translated from Post tenebras spero lucem ("After darkness, I hope for light"), derived from the Latin Vulgate version of Job 17:12, which came to be adopted as the motto of the Protestant Reformation.

PUBLISHED BY THE CREATED GROUP

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The Artios Home Companion Series

Integration Chart

Unit #	History	Literature (Introduction - <i>Page 330</i>)
Unit 1	EL: The End of the Western Roman Empire Page 13 MS: The Fall of the Western Roman Empire HS: Decline of the Western Roman Empire	EL: <i>Son of Charlemagne</i> , Barbara Willard Page 334 MS: <i>Confessions</i> , Augustine of Hippo HS: <i>City of God</i> , St. Augustine
Unit 2	EL: The Fall of Rome Page 21 MS: Rome Falls HS: The Fall of Rome and the Rise of the Franks	EL: <i>Son of Charlemagne</i> , Barbara Willard Page 335 MS: <i>Confessions</i> , Augustine of Hippo HS: <i>City of God</i> , St. Augustine
Unit 3	EL: The Middle Ages Begin and Justinian Reigns Page 33 MS: The Medieval Time Period Begins – Justinian Rules HS: Byzantine Empire - Justinian the Great	EL: <i>Son of Charlemagne</i> , Barbara Willard Page 336 MS: <i>Confessions</i> , Augustine of Hippo HS: <i>City of God</i> , St. Augustine
Unit 4	EL: The Church Becomes Powerful Page 38 MS: Popes Rise to Power HS: Rise of the Papacy	EL: <i>Son of Charlemagne</i> , Barbara Willard Page 336 MS: <i>Confessions</i> , Augustine of Hippo HS: <i>City of God</i> , St. Augustine
Unit 5	EL: Islam's Rise and Medieval Africa Page 42 MS: The Rise of Islam, and Medieval Africa HS: Islam's Rise and Africa's Medieval Kingdom	EL: <i>Son of Charlemagne</i> , Barbara Willard Page 336 MS: <i>Confessions</i> , Augustine of Hippo HS: <i>Beowulf</i> , author unknown
Unit 6	EL: Charlemagne's Kingdom Page 54 MS: Charlemagne and the Frankish Kings HS: The Carolingian Kings	EL: <i>Son of Charlemagne</i> , Barbara Willard Page 337 MS: <i>Confessions</i> , Augustine of Hippo HS: <i>Beowulf</i> , author unknown
Unit 7	EL: The Vikings Page 67 MS: The Coming of the Vikings HS: The Fury of the Northmen	EL: <i>Stories of Beowulf</i> , Henrietta E. Marshall Page 338 MS: <i>Merry Adventures of Robin Hood</i> , H. Pyle HS: <i>Beowulf</i> , author unknown

Unit #	History	Literature
Unit 8	EL: The Feudal System Page 87 MS: Feudalism in Medieval Europe HS: Medieval Europe's Feudal System	EL: <i>Stories of Beowulf</i> , Henrietta E. Marshall Page 340 MS: <i>Merry Adventures of Robin Hood</i> , H. Pyle HS: <i>Beowulf</i> , author unknown
Unit 9	EL: William the Conqueror Page 94 MS: The Normans Conquer England HS: The Norman Conquest	EL: <i>Stories of Beowulf</i> , Henrietta E. Marshall Page 340 MS: <i>Merry Adventures of Robin Hood</i> , H. Pyle HS: no literature Literary Topic: Writing Essays
Unit 10	EL: The Church in the Middle Ages Page 106 MS: The Medieval Church HS: The Church in Medieval Times	EL: <i>Stories of Beowulf</i> , Henrietta E. Marshall Page 341 MS: <i>Merry Adventures of Robin Hood</i> , H. Pyle HS: no literature Literary Topic: Writing Essays
Unit 11	EL: The Holy Roman Empire Page 113 MS: Struggles for Power HS: Empire and Papacy	EL: <i>Otto of the Silver Hand</i> , Howard Pyle Page 342 MS: <i>A Connecticut Yankee in King Arthur's Court</i> , Mark Twain HS: no literature Literary Topic: Writing Essays
Unit 12	EL: The Crusades, Part One Page 122 MS: The Beginning of the Crusades HS: The Crusades Begin	EL: <i>Otto of the Silver Hand</i> , Howard Pyle Page 343 MS: <i>A Connecticut Yankee in King Arthur's Court</i> , Mark Twain HS: <i>Inferno</i> , Dante
Unit 13	EL: The Crusades, Part Two Page 136 MS: The Crusades Continue HS: The Later Crusades and Effects on Europe	EL: <i>Otto of the Silver Hand</i> , Howard Pyle Page 343 MS: <i>A Connecticut Yankee in King Arthur's Court</i> , Mark Twain HS: <i>Inferno</i> , Dante
Unit 14	EL: Life and Culture in the Middle Ages, Part One Page 153 MS: Medieval Life, Part One HS: Medieval Life in Europe	EL: <i>Otto of the Silver Hand</i> , Howard Pyle Page 343 MS: <i>A Connecticut Yankee in King Arthur's Court</i> , Mark Twain HS: <i>Inferno</i> , Dante

Unit #	History	Literature
Unit 15	EL: Life and Culture in the Middle Ages, Part Two Page 163 MS: Medieval Life, Part Two HS: Medieval Culture in Europe	EL: <i>Otto of the Silver Hand</i> , Howard Pyle Page 344 MS: <i>The Arabian Knights Entertainment</i> , A.Lang HS: <i>Inferno</i> , Dante
Unit 16	EL: The Far East in the Middle Ages Page 180 MS: Asia in the Middle Ages HS: The Far East During the Medieval Era	EL: <i>Otto of the Silver Hand</i> , Howard Pyle Page 344 MS: <i>The Arabian Knights Entertainment</i> , A.Lang HS: <i>Inferno</i> , Dante
Unit 17	EL: Britain in the Later Middle Ages, Part One Page 190 MS: Britain During the Later Middle Ages, Part One HS: Late Medieval Britain, Part One	EL: <i>Adam of the Road</i> , Elizabeth J.Gray Page 346 MS: <i>The Arabian Knights Entertainment</i> , A.Lang HS: <i>Canterbury Tales</i> , Chaucer
Unit 18	EL: Britain in the Later Middle Ages, Part Two Page 199 MS: Britain During the Later Middle Ages, Part Two HS: Late Medieval Britain, Part Two	EL: <i>Adam of the Road</i> , Elizabeth J.Gray Page 347 MS: <i>The Arabian Knights Entertainment</i> , A.Lang HS: <i>Canterbury Tales</i> , Chaucer
Unit 19	EL: Europe in the Later Middle Ages Page 224 MS: The Later Middle Ages in Europe HS: Late Medieval Europe	EL: <i>Adam of the Road</i> , Elizabeth J.Gray Page 348 MS: <i>The Hobbit</i> , J.R.R.Tolkien HS: <i>Canterbury Tales</i> , Chaucer
Unit 20	EL: The Hundred Years' War and the Wars of the Roses Page 235 MS: The Hundred Years' War and Afterward HS: The Hundred Years' War and Following	EL: <i>Adam of the Road</i> , Elizabeth J.Gray Page 348 MS: <i>The Hobbit</i> , J.R.R.Tolkien HS: <i>Canterbury Tales</i> , Chaucer
Unit 21	EL: Medieval Spain Page 249 MS: Medieval Germany and Spain HS: Germany, the Popes, and the Rise of Spain	EL: <i>The Shakespeare Stealer</i> , G.Blackwood Page 349 MS: <i>The Hobbit</i> , J.R.R.Tolkien HS: Renaissance Poetry – Sonnets

Unit #	History	Literature
Unit 22	EL: Beginnings of Church Reform Page 260 MS: Early Church Reform HS: The Beginning of Church Reform	EL: <i>The Shakespeare Stealer</i> , G.Blackwood Page 350 MS: <i>The Hobbit</i> , J.R.R.Tolkien HS: Renaissance Poetry – Pastoral Lyrics
Unit 23	EL: Russia and Switzerland in the Middle Ages Page 271 MS: Medieval Russia and Switzerland HS: Northeastern and Central Europe	EL: <i>The Shakespeare Stealer</i> , G.Blackwood Page 351 MS: <i>The Hobbit</i> , J.R.R.Tolkien HS: Renaissance Poetry – Metaphysical Poetry
Unit 24	EL: The Fall of Constantinople and the Rise of the Ottomans Page 280 MS: Fall of the Eastern Empire and Rise of the Ottomans HS: Fall of Constantinople and Rise of the Ottomans	EL: <i>The Shakespeare Stealer</i> , G.Blackwood Page 351 MS: <i>A Midsummer Night's Dream</i> , Shakespeare HS: Renaissance Poetry – <i>Paradise Lost</i>
Unit 25	EL: Rebirth of Art and Science Page 288 MS: Rebirth and Revolution HS: Renaissance and Scientific Revolution	EL: <i>Master Cornhill</i> , Eloise Jarvis McGraw Page 352 MS: <i>A Midsummer Night's Dream</i> , Shakespeare HS: <i>Macbeth</i> , William Shakespeare
Unit 26	EL: The Age of Exploration Page 302 MS: The European Age of Discovery HS: European Exploration Around the Globe	EL: <i>Master Cornhill</i> , Eloise Jarvis McGraw Page 354 MS: <i>A Midsummer Night's Dream</i> , Shakespeare HS: <i>Macbeth</i> , William Shakespeare
Unit 27	EL: Beginning of the Reformation Page 314 MS: Renaissance Thinking Ignites the Reformation HS: The Renaissance Culminates in Reformation	EL: <i>Master Cornhill</i> , Eloise Jarvis McGraw Page 354 MS: <i>A Midsummer Night's Dream</i> , Shakespeare HS: <i>Macbeth</i> , William Shakespeare
Unit 28	EL: The Reformation Starts Spreading Page 323 MS: The Reformation Starts to Spread HS: The Reformation Begins to Spread	EL: <i>Master Cornhill</i> , Eloise Jarvis McGraw Page 355 MS: <i>A Midsummer Night's Dream</i> , Shakespeare HS: <i>Macbeth</i> , William Shakespeare

The Artios Home Companion Series

Unit 1: The End of the Western Roman Empire

Teacher Overview

THIS FIRST UNIT will be a review of the end of the ancient time period. Constantine I was considered by many to be the last great emperor of Rome. He was the first Christian emperor, and he had a profound effect on the unification of the Church through the Council of Nicaea. He was also responsible for moving the capital of the empire from Rome to Constantinople. This unit will cover the rise of Constantine, the effects of his reign upon the Christian Church and the empire, and the eventual collapse of the Western Roman Empire.



Bronze statue of Constantine the Great outside York Minster, England. The Emperor looks down upon his broken sword, which forms the shape of a cross. The statue was erected by the York Civic Trust and unveiled on 25 July 1998.

(This file is licensed under the Creative Commons Attribution-Share Alike 2.0 Generic license. by York Minster.

<https://www.flickr.com/photos/yorkminster/5390106900/>)

Reading and Suggested 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 Roman Empire**.

- Watch the videos found on their **HCS Class pages** for this unit.
Note: The articles, videos, and websites selected for this curriculum represent a wide variety of artistic and teaching styles in order to provide students with familiarity with more than a single style for conveying information. Also, while we benefit from the research involved in the production of each one, please be aware that some information presented within them or espoused by their producers may not be fully accurate or in agreement with Christian values. Please always be discerning while teaching.
- Define vocabulary words.
- Visit their **HCS Class pages** for additional resources.

Leading Ideas

People’s characters will be reflected in their words and actions.

For as he thinketh in his heart, so is he.

– Proverbs 23:7 (KJV)

Vocabulary

Key People, Places, and Events

Lesson 1:
corrupt

Constantine I
Maxentius
Battle of Milvian Bridge

Theodosius
Ambrose of Milan
Visigoths

Odoacer
Fall of the Western
Roman Empire

Lesson 2:
sultan

Edict of Milan
Constantinople
Julian “the Apostate”

Ostrogoths
Vandals
Romulus Augustus

Medieval era
Empire of the East
Muslims



The Arch of Constantine, Rome, by Herman Van Swanevelt (1645)

Lesson One

History Overview and Assignments The Rise of Constantine the Great

CONSTANTINE THE GREAT was the last great emperor of the Roman Empire. He was also the first emperor to associate himself with Christianity. Constantine legalized and promoted Christianity, and he made legal, educational, and religious reforms throughout the empire.



A gold multiple coin of “Unconquered Constantine” with Sol Invictus, struck in 313 A.D. The use of Sol’s image appealed to both the educated citizens of Gaul, who would recognize in it Apollo’s patronage of Augustus and the arts; and to Christians, who found worship of Apollo alone less objectionable than the traditional pagan pantheon.

Key People, Places, and Events

Constantine I
Maxentius
Battle of Milvian Bridge
Edict of Milan
Constantinople

Vocabulary

corrupt

Reading and Suggested Assignments

- Read the article: *Constantine the Great*.
 - 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 along with an overview of key people, places, dates, and events in your summary.
- Watch the videos found on your **HCS Class pages** for this lesson.
 - Define the vocabulary word in the context of the reading. Write the word and its definition in the vocabulary section of your history notebook.
 - Be sure to visit your **HCS Class pages** for additional resources.

Discussion Questions

1. What did Constantine reportedly see in a vision?
2. Describe his dream that followed.
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 for Elementary School from the book:

Famous Men of Rome

by John Henry Haaren

Constantine the Great

In 307 A.D. the Roman Empire was split into many pieces. There were wars between various armies. The winning army would usually declare their leader was emperor. He would then rule part of the empire. Eventually there were six men who claimed to be emperor.

One of these men stood out. His name was Constantine. His father had been emperor before him. Upon his father's death the army chose Constantine to be the new emperor, and he became known as **Constantine I**. He did not go to Rome to be crowned. He stayed up north in Gaul. He heard about the five other emperors but did not think at first that he needed to go fight them.

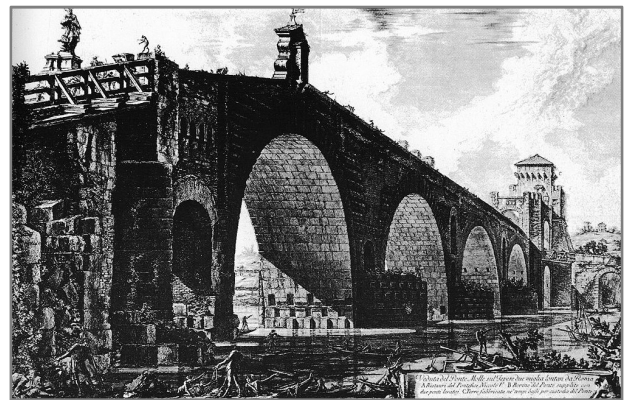
People began to ask Constantine to help them. One emperor named **Maxentius** was very cruel. His people wanted Constantine to get rid of him. Constantine was wise and chose not to fight with Maxentius.

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

The first battle was near Turin. Constantine's army was strong, and they

won quickly. The second battle was at Verona, and Constantine won again.

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



18th-century engraving of the Milvian Bridge, by Giovanni Battista Piranesi

Constantine was considered 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.

Constantine Converts to Christianity

One day while he was in front of his tent, he saw a vision in the sky. He wrote later that it was 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 but could not understand it. That night he had a dream, and Christ appeared to him. He wore bright white robes and held a cross in his hand. Christ promised Constantine victory over his enemies if he would follow Him.



Battle of Milvian Bridge, by Peter Paul Rubens (17th c.)

Constantine now called himself a Christian. He had a special symbol made shaped like a cross. It went with a banner that had the first letters of Christ’s name on it. This banner was called the *Labarum*. It became the battle flag for all Roman emperors.

Constantine chose other Christians to help him rule. He destroyed pagan temples and built Christian churches. In February of 313 A.D. he made a new law. It was called the **Edict of Milan**. After centuries of persecution, this law gave Christians freedom to worship the god they chose. In fact, it made Christianity the official religion of the empire. Constantine 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 and Christians became very powerful. Thousands of Romans became Christians. The churches were crowded.

Constantine also improved the government. He got rid of **corrupt** officers and guards. He made the laws fairer. He changed many things, wanting 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.”

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, and Licinius died soon after the last battle. Now Constantine was the only emperor of the Roman Empire, and he became known as Constantine the Great. He had a huge palace and was very rich.

Constantine Moves the Capital

He later decided to move the capital to be near the middle of the empire. He moved it to a city called Byzantium, 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 11, 330 A.D. The government workers all moved, too. Constantine lived there for about seven years, and there were no more wars. The people of the empire were happy and successful.

Constantine died on May 22, 337, in Constantinople, at the age of 63. He had ruled for almost thirty-one years, the first Christian emperor of Rome.

Lesson Two

History Overview and Assignments

The Fall of the Western Roman Empire

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. Fierce tribes such as the Visigoths, Ostrogoths, and Vandals all attacked the empire until it was broken up into many separate countries.



Julian the Apostate Presiding at a Conference of Sectarians, by Edward Armitage (1875)

Reading and Suggested Assignments

- Read the article: *The Fall of the Western Empire*.
- 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, places, dates, and events in your summary.

- Watch the videos found on your **HCS Class** pages for this lesson.
- Define the vocabulary word in the context of the reading. Write the word and its definition in the vocabulary section of your history notebook.
- Be sure to visit your **HCS Class pages** for additional resources.

Vocabulary

sultan

Key People, Places, and Events

Julian “the Apostate”	Ostrogoths	Fall of the Western Roman Empire
Theodosius	Vandals	Medieval era
Ambrose of Milan	Romulus Augustus	Empire of the East
Visigoths	Odoacer	Muslims

Discussion Questions

1. According to legend, what happened when Emperor Julian (Julian the Apostate) tried to rebuild the temple in Jerusalem in order to 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?
5. What finally happened to bring about the Fall of the Western Roman Empire?
6. What finally happened to the Empire of the East?

Adapted for Elementary School from the book:

Famous Men of Rome

by John Henry Haraan

The End of the Western Empire

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

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 again. Julian tried to rebuild the Temple of Jerusalem to disprove a Christian prophecy which said it would never be rebuilt. His men started working on the temple. An old legend says that as soon as the men began the work, balls of fire burst from the ground and the men had to stop. They tried again and again, but the same thing kept happening, and they had to give up.

Julian wanted to rule Persia. He took an army over there where they fought many

battles. They beat the Persian king, but Julian was shot with an arrow and died. It is said that when he died he shouted to heaven that Christ had conquered him.

Later there was an emperor named Valentinian. He ruled the western part of the empire. His brother Valens ruled the eastern part. 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 by a Spanish man named Maximus, who became Emperor of the West.

Theodosius fought Maximus and won. He had Maximus put to death then named Valentinian’s son Emperor of the West as

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 both 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, and he ordered the people to be killed. The people were told they were going to see a circus. Many people came and found their seats. Then they were attacked and killed by Theodosius' soldiers. Over six thousand people died.

A good bishop named **Ambrose of Milan** heard about this. He was very upset and rebuked Theodosius. He kept him from coming to church until he had done penance for his sin.

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 the work for him.

Many Germanic tribes wanted to attack Rome. The **Visigoths** and **Ostrogoths** ("western Goths" and "eastern Goths") were two of these tribes. The **Vandals** were another. The modern word "vandalism" comes from the destruction the Vandals used to cause whenever they were victorious. Rome was captured by each of these tribes, and the empire had to defend itself. Soldiers were brought home, but they

could not protect the farthest areas of the empire anymore.

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 Germanic soldier whose name was **Odoacer**. He was wild. He was very strong and brave, and he wanted to rule Italy. He killed Orestes and put Romulus Augustus in prison. He made him give up the crown. Odoacer became King of Italy in 476 A.D. This year is considered the year of the **Fall of the Western Roman Empire**, the end of the Ancient period of world history, and the beginning of the **Medieval era** (also known as the Middle or Dark Ages).

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

The **Empire of the East** continued, though, and lasted for many centuries. Constantinople was the capital. Asian and African countries were part of it. Parts of Eastern Europe were included too. The Greeks became powerful, and the empire was soon called the Greek Empire. Sometimes it is called the Byzantine Empire.

The Turks arrived in the 14th century and conquered many parts of the empire. They were **Muslims**. In 1453 they conquered Constantinople. It became the capital of the Turkish Empire. The ruler of the Turkish Empire is called the **sultan**.

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Unit 2: The Fall of Rome

Teacher Overview

THERE IS A POPULAR saying: “Rome was not built in a day.” The opposite is also true: “Rome did not fall in a day.” The fall of Rome came about because of many different reasons. A failing economy, barbarian invasions, a military stretched too thin, and unrestrained corruption were all contributing factors. This unit will cover the invasions of three different Germanic tribes: the Ostrogoths (East Goths), the Visigoths (West Goths), the Vandals and collapse of the Western Roman Empire, and the rise of the Franks.



Europe in 476, from *Muir's Historical Atlas* (1911)

Reading and Suggested 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 three lessons in which they will learn about **the Germanic invasions, the rule of the barbarians, and the rise of the Franks.**
- Watch the videos found on your **HCS Class pages** for this unit.
- Define vocabulary words.
- Visit their **HCS Class pages** for additional resources.

Leading Ideas

People's characters will be reflected in their words and actions.

For as he thinketh in his heart, so is he.

– Proverbs 23:7 (KJV)

There is power in the spoken word to do evil or to do good.

Out of the abundance of the heart the mouth speaks.

– Matthew 12:34

Vocabulary

Lesson 1:

barbarian
pagan

Lesson 2:

none

Lesson 3:

none

Key People, Places, and Events

Alaric
Huns
Attila
Battle of the Nations

Leo I
Vandals
Gaiseric
Odoacer

Theodoric
Ostrogoths
Franks

Clovis
Arius
Clotilde



The Sack of Rome by the Vandals, by Heinrich Leutemann (c.1860-1880)

Lesson One

History Overview and Assignments

The Germanic Invasions

AFTER THE ROMAN EMPIRE was split into eastern and western portions, its armies could no longer meet the challenges they faced from numerous invading people groups who each wanted some of Rome's wealth and territory.



Huns in Battle With the Alans, 1870s engraving after a drawing by Johann Nepomuk Geiger

Reading and Suggested Assignments

- Read the article: *The Barbarians Invade the Roman Empire*.
 - 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, places, dates, and events in your summary.
- Watch the videos found on your **HCS Class pages** for this lesson.
 - Define the vocabulary words in the context of the reading. Write the words and their definitions in the vocabulary section of your history notebook.
 - Be sure to visit your **HCS Class pages** for additional resources.

Vocabulary

barbarian
pagan

Key People, Places, and Events

Alaric
Huns

Attila
Battle of the Nations

Leo I

Discussion Questions

1. Who were the first barbarians to come to Rome?
2. What was their leader's name?
3. Attila was the leader of which barbarian group?
4. What role did Pope Leo I play in saving the people from Attila and his tribe?



The Meeting Between Leo the Great and Attila (painted as a portrait of Leo X), by Raphael (1514)

Adapted for Elementary School from the book:

The Story of Europe

by Henrietta Elizabeth Marshall

The Barbarians Invade the Roman Empire

Many centuries ago, Rome was the greatest power on earth. Its leaders ruled over many people groups, and its land reached far to the north, south, east, and west. The Mediterranean Sea, rich with commerce, was also a part of the empire. There had never been a stronger kingdom.

The main city in this kingdom was

Rome. No other city was as important, and the Romans thought they were superior over everyone else. They were great inventors and created superb artwork. They were highly educated and knew much about the world.

In 330 A.D., the Emperor of Rome was Constantine the Great. He was a Christian

emperor. He wanted to build a new city that was as wonderful as Rome. He named it New Rome. The people did not like that name. They called it Constantinople instead. It was not as special as Rome, but it was important. Constantinople kept the Christian culture of Rome safe from other people who were not Christians.

People who lived outside of the Roman Empire were called **barbarians**. Unlike the Romans, they were skilled neither in the arts of war nor of peace. They were cruel and fought with other tribes. But no one thought they could conquer Rome.

However, the leaders in Rome were unfair during these years. They made the people of Rome pay them a lot of money in taxes. The leaders wanted to be rich and did not care about the people. They cared only about money. The people were angry and sad, and many of them couldn't survive with the leaders taking so much of their money. Treating the people in this way soon made the Roman Empire weaker.

Later, there was a new Roman emperor. His name was Theodosius. He died around the year 390 A.D. His two sons were just boys when he died, but they had to rule over the land.

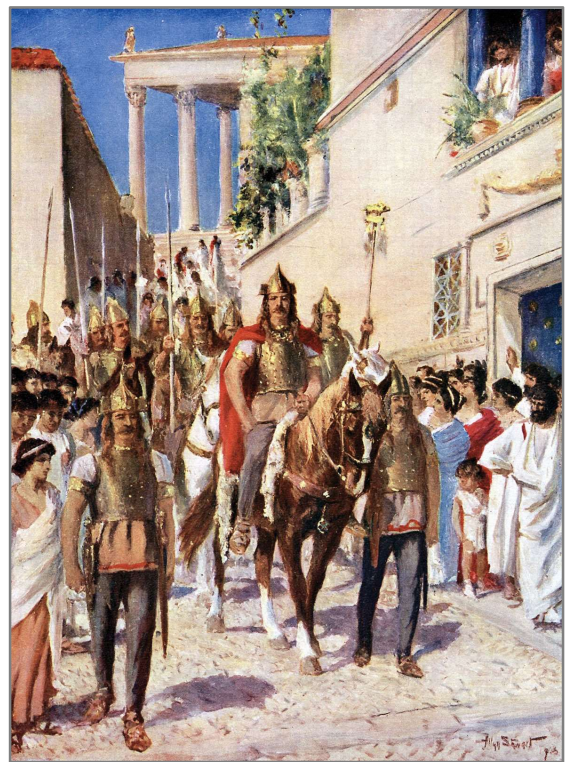
The empire was split in two. The older brother kept Constantinople, which was the capital of the Eastern Empire. The younger brother became the ruler of the Western Empire. Rome was its capital. The barbarians soon began to fight with the Romans.

The first barbarians to come to Rome were a Germanic people group called Goths. The Goths were very dangerous. They first came to Rome to find a safe place to stay. But soon they wanted to control Rome. They began to battle the Romans.

Alaric's March

The King of the Goths was a young man named **Alaric**. He attacked the Roman Empire many times. He fought in Rome three times. He stole most of the valuable things in the city. He was greedy for more after his victory, and he marched his Goths south to Africa.

On the way to Africa, many of the Goths got sick. Most of them died. The Goths soon had a new king named Athaulf. He took the men back to Europe. They found a new place to live in France and Spain.



Alaric entering Athens, by unknown artist (1820s)

Many other barbarians charged into Rome. Places that were far away from the capital areas were attacked. These places did not have soldiers to protect them, so it was easy for the barbarians to take over. They settled in the captured lands.

Soon a new barbarian tribe would come to Rome which was much fiercer than the other tribes. This tribe was called the **Huns**.

Attila and the Huns

The Huns were a group of warriors from Asia. They were short but strong men, and they were expert horse riders. The Huns were wild and mean. They loved war.

Their king was named **Attila**. He was a powerful man. Many people were afraid of him. He was the most terrible Hun. He loved to fight and destroy. He said, "I am the curse of God, the hammer of the world!" He was proud of his cruelty.

The Huns marched through the land and conquered everyone they met. They set towns on fire. All of the people were terrified. The Goths and the Romans decided to join together to fight the Huns. Other barbarian tribes joined in, too.

A great battle took place. The Romans and the barbarian tribes fought against the Huns. It was a long fight. In the end the Huns were defeated. This fight was called the **Battle of the Nations**. It was the first time all the tribes had worked together to win a war. There it was also made plain that Europe was to be the heritage of the Christian Teutons and Romans, and not of the **pagan** Mongols.

Unable to keep fighting, Attila went back to his homeland, where he worked to gather a new army. The next year, he marched back to Rome. On his way he destroyed many cities once again. He wanted to do the same to the city of Rome.

The Huns were stopped when Pope **Leo I** met them on the Mincio River north of Rome. On one side of the river the Pope stood. He was a godly and educated man. On the other side was Attila. He was cruel and godless.

Leo had no weapons when he met Attila. But his words were powerful. He asked Attila to leave. He warned him of what could happen. The gold he brought along surely helped, too. Attila decided to leave. He did not attack Rome. Leo won the battle!

Nobody is sure why Attila left. The Huns were sick and did not have much food. Maybe this was why Attila took the gold and went home. One thing was clear. Pope Leo played a large part in sending Attila away.

Attila probably hoped for another chance to destroy Rome, but it did not happen. Attila died the next year, and with his death, the Huns disappeared.



Invasion of the Barbarians, by Ulpiano Checa (1887)

Lesson Two

History Overview and Assignments The Rule of the Barbarians

DURING THE REIGN of Theodoric, the invading tribes and the Romans learned somehow to live in peace and unity. Pope Leo played an important part in the beginning and maintenance of this delicate balance of peace between the two peoples.



Genseric Sacking Rome, by Karl Briullov (between 1833 and 1836)

Reading and Suggested Assignments

- Read the article: *The Barbarians Rule in Rome*.
- 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, places, dates, and events in your summary.
- Watch the videos found on your **HCS Class pages** for this lesson.
- Be sure to visit your **HCS Class pages** for additional resources.

Key People, Places, and Events

Vandals
Gaiseric
Leo I
Odoacer
Theodoric
Ostrogoths

Discussion Questions

1. Was Pope Leo I successful in his attempt to keep the Vandals from invading the city of Rome, like he had been with the Huns?
2. What did the first and the last emperors of Rome have in common?
3. How old was the last Emperor of Rome when he began to rule?
4. Was Theodoric a man of his word?
5. What did he do to Odoacer that revealed the character of Theodoric?
6. What were some of the advances made during Theodoric's rule?

Adapted for Elementary School from the book:

The Story of Europe

by Henrietta Elizabeth Marshall

The Barbarians Rule in Rome

The Huns did not capture Rome, but more barbarians came anyway. The **Vandals** came all the way from northern Africa. Their king was named **Gaiseric** (or Genseric). In the year 455 he and his army came to Rome. They were fierce. They stole things and killed people.

The Vandals: The March of Gaiseric

The Vandals sailed around the Mediterranean Sea, where they attacked islands as well as towns along the coast. They robbed and ruined many cities. They decided to go to Rome. The Emperor and the people ran away. The Vandals came to Rome's gates. The gates opened. Soldiers did not come out of the gates. A group of priests came out to meet them.

Pope **Leo I** tried once again to save Rome. He did not have any weapons. He carried only the Cross. He came out to meet Gaiseric. This time Leo did not win him over. The Vandals wanted to steal things. They wanted loot. Leo made them promise that they would not kill anyone. He made them promise that they would not burn

down houses. That was all Leo could do. The Vandals entered Rome. They began to rob and steal.

They robbed for fourteen days. They took as much treasure as they could find. Then they sailed away. They took thousands of Romans with them. The Romans were to be their slaves.

Now the Western Empire was controlled by Teutonic tribes. It was not a great kingdom anymore. It was like this for twenty-one years. Then the end came.



Pope Leo the Great attempts to persuade Gaiseric, prince of Vandals, to abstain from sacking Rome.

The last Emperor of Rome was named Romulus. He was only fourteen. He was small and weak. They called him Romulus Augustulus, or the Little Emperor.

Odoacer the German took the throne from him. But He did not call himself emperor. There was still a Roman emperor in the East. He was in Constantinople. Odoacer sent this emperor the royal purple robe and the crown. He sent a letter saying that one emperor was enough. He just wanted to rule Italy. He wanted to be king.

Theodoric and the Ostrogoths

The Emperor of the East was named Zeno. When he got this letter he was angry. He was mad that the barbarian had taken the throne. But then he felt happy. He was glad to be the only emperor. So he left Odoacer alone. He let Odoacer have Italy. Odoacer ruled Italy for fourteen years.

Then another barbarian wanted to rule Italy too. His name was **Theodoric**. He was an **Ostrogoth**. He came to conquer Rome. Zeno did not stop him. Zeno did not want to cause trouble with Theodoric. He did not want the Goths to attack the Eastern Empire. So he let them bother the West.

The Goths marched to Italy. It was not only the army that came. Women and children came. The Goths brought all of their things. They came as an entire nation. They had heard of Italy's beauty. They heard that Rome was rich. They all wanted to live there.

Odoacer gave them a good fight. The war lasted for more than four years. But in the end he surrendered. Theodoric won. Theodoric promised that Odoacer would

not be killed. He even said that they could rule together. But he did not keep his promise. He knew that two kings could not rule Italy. He planned to kill Odoacer.

Ten days passed. He invited Odoacer to a feast. Two men surprised Odoacer as he came to the meal. They held him still. Theodoric and some soldiers appeared. They had swords. Odoacer realized what was going on. He cried out to God. Theodoric killed Odoacer. He laughed and turned away.

Theodoric became King of Italy. He did a terrible thing when he murdered Odoacer, but for thirty years after that he was a good king. He did not start any more wars. He wanted to do good for his people.

There were two groups in his kingdom. There were the Romans and the Goths. But Theodoric was just and wise. He was loved by both groups. He kept many of the old Roman laws. He was not educated, but he supported learning. He made friends with the other leaders around Italy. He wanted to keep peace between them. He set up marriages between his family and theirs.

Theodoric supported manufacturing. Merchants wanted to live under his rule. Many came from other countries to live in Italy. His lands were very safe. There was very little crime. He never made gates for any city in Italy. If there were gates already, they were never closed.

Theodoric's success seemed to begin a new chapter in Italy. It seemed that the two groups of people could live together in peace forever. But that was not to be.

Changes were in store for Italy—and for the rest of Europe.

Lesson Three

History Overview and Assignments The Rise of the Franks

ANOTHER OF THE INVADING tribes was called the Franks. They successfully invaded Rome where their leader Clovis, influenced by his wife Clotilde, declared himself a Christian. He believed that God had given him the ability to win battles in His name.



Clovis, King of the Franks,
by François-Louis Dejuinne (1837)

Key People, Places, and Events

Franks
Arius

Clovis
Clotilde

Reading and Suggested Assignments

- Read the article:
The Rise of the Franks.
- 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, places, dates, and events in your summary.
- Watch the videos found on your **HCS Class pages** for this lesson.
- Be sure to visit your **HCS Class pages** for additional resources.

Discussion Questions

1. How was the way the Franks attacked their enemies different from that of other tribes?
2. Who was the leader of the Franks?
3. What was the myth concerning his ancestry?
4. Discuss Arianism.
5. Discuss the conversion of Clovis. Do you think it was a sincere Christian conversion? Why or why not?
6. What was Clovis' wife's name?
7. Did the religious experience of Clovis make much of a difference in his behavior?

The Story of Europe

by Henrietta Elizabeth Marshall

The Rise of the Franks

The Rise of the Franks

The **Franks** were a Teutonic tribe which helped to bring down the Roman Empire. Many other tribes took part in this as well. This happened at the start of the 5th century. The Franks conquered part of Gaul. It later was called Frankland and today it is known as France.

The Franks attacked in a different way than other tribes. They did not leave Germany behind. They stayed close and crossed the border. Then they took a small area of land and settled there. They also did not go to war as a single tribe. They were made up of many smaller tribes which settled in different places. They were strong because they stayed connected with each other. This way they would conquer part after part of the empire, but they stayed in touch with the other tribes they'd left behind.

One Frankish tribe was most important. They were the Salian Franks. They were heathens and lived in what is now Belgium. Their first king was named **Clovis**. He said his ancestor was a mythical sea king named Merovée. Clovis called his kingdom the Merovingian dynasty.

Clovis became king when he was sixteen. Right away he set out to conquer new lands. He soon tripled the size of his kingdom.

Arianism

At this time most of the Teutonic tribes were Christian. They were Arian Christians. They followed the teachings of **Arius**, who taught that Jesus was not actually God. It

was considered easier for the Teutons to understand. The Trinity was complex, so they were taught the Arian way. Arianism is not a widespread belief system anymore, but it played a large part in the politics of the time.

The Church of Rome was Catholic and opposed Arianism. Clovis was a heathen, but he married a Christian princess named **Clotilde**. She was the niece of the King of Burgundy. Clotilde was not an Arian. She was a very devout Catholic. She tried to convert Clovis, but he would not budge. He let her keep her beliefs, but he was happy with his gods. He did not want to change. But eventually Clotilde got her wish.



Battle of Tolbiac, by Ary Scheffer (1836)

Clovis was fighting in the Battle of Tolbiac. He was getting beaten. He asked his heathen gods to save him and help him win the battle. His prayers were not answered, and his army fled. Clovis was devastated, and he prayed to Clotilde's God.

He prayed to Jesus. He asked Him to help him win the battle. He said that if he won he would believe in Jesus and be baptized in His name.



A 12th century sculpture of Saint Clotilde, Notre-Dame de Corbeil

While he prayed, the battle turned. He began to beat his enemy. By that night his army had won. His enemy had run away. Clovis returned home and kept his word. He was baptized, and the sign of the Cross was made on his forehead. He was a Christian. He was not alone in his baptism. Three hundred of his followers also became Christians.

This new belief did not make much difference, however. Clovis and his men still were barbarians, and they still loved to fight. But Clovis' success as king was helped by his conversion. The powerful Church of Rome became his friend. He beat the Arian kings of the Visigoths and Burgundians. The bishops were pleased with this. They looked

at the battles as holy wars, and Clovis was seen as a champion of the Church. This began an alliance between the popes and the kings of France. This friendship had a great effect on the later history of Western Europe.

The Emperor in Constantinople respected Clovis. He did not look at Clovis as a barbarian enemy. He saw him as an ally. Clovis was given the title of Roman Consul. It did not mean anything significant, but Clovis liked the sound of it.

Clovis I was king for thirty years. At first he was just the leader of a small tribe, but by the time he died he was the ruler of a great kingdom. His land stretched from the Rhine River to the Pyrenees Mountains. It was said that Clovis' enemies fell because he walked before the Lord.



Franks, 400-600 A.D.

The Artios Home Companion Series

Unit 3: The Middle Ages Begin and Justinian Reigns

Teacher Overview

AFTER THE FALL OF ROME, the Eastern Empire continued to thrive for a time. Emperor Justinian, also known as Justinian the Great, sought to reunite the old Roman Empire, but he did not succeed. He did succeed, though, in reforming education and law. He is best known for developing the Justinian Code, which has been used as the basis for the legal systems of many countries ever since.



The *Barberini Ivory*, which is thought to portray either Justinian or Anastasius I

Key People, Places, and Events

Justinus I
Justinian “the Great”
Belisarius
Code of Justinian



Scene from daily life on a mosaic from the Great Palace of Constantinople, early 6th century

Reading and Suggested 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 one lesson in which they will learn about **Justinian the Great**.
- Watch the videos found on their **HCS Class pages** for this unit.
- Check their **HCS Class pages** for additional resources.

Leading Ideas

People's characters will be reflected in their words and actions.

For as he thinketh in his heart, so is he.

– Proverbs 23:7 (KJV)

There is power in the spoken word to do evil or to do good.

Out of the abundance of the heart the mouth speaks.

– Matthew 12:34

The rise and fall of nations and leaders is determined by God.

The king's heart is a stream of water in the hand of the LORD; he turns it wherever he will.

– Proverbs 21:1



This map shows Europe in 555 AD, when the Eastern Roman (Byzantine) Empire was at its greatest extent under Justinian. (This file is licensed under the Creative Commons Attribution-Share Alike 4.0 International license by the author m654z.)

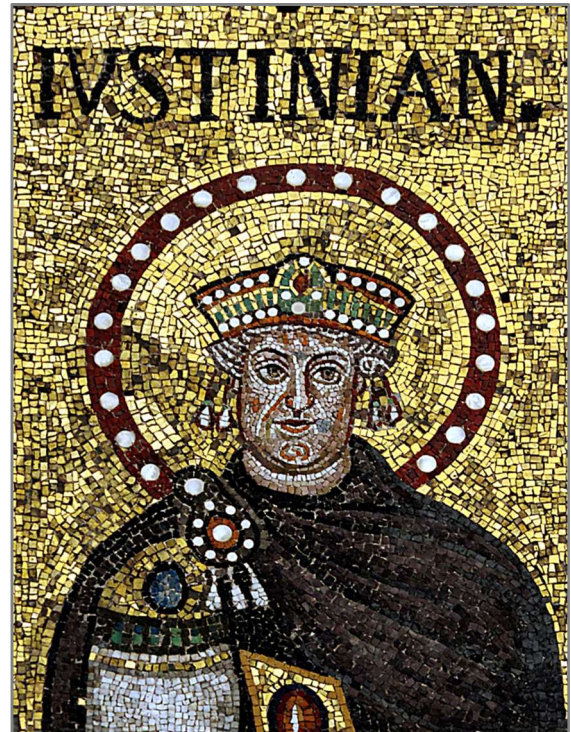
Lesson One

History Overview and Assignments The Rise and Reign of Justinian the Great

JUSTINIAN THE GREAT was an emperor who dreamed of reuniting the old Roman Empire. But he never had the chance. He instituted significant educational and legal reforms and created a code of law called the Justinian Code, which took all the old Roman laws and clarified them. In today's reading, you will look at the life, reforms, accomplishments, and failures of Justinian the Great.



Justinian I, San Vitale (Ravenna),
by Meister von San Vitale (before 547)



An older Justinian; mosaic in Basilica of
Sant'Apollinare Nuovo, Ravenna
(possibly a modified portrait of Theodoric)
(© José Luiz Bernardes Ribeiro / CC BY-SA 4.0)

Reading and Suggested Assignments

- Read the article: *Justinian the Great*.
- 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, places, dates, and events in your summary.
- Watch the videos found on your **HCS Class pages** for this lesson.
- Be sure to visit your **HCS Class pages** for additional resources.

Key People, Places, and Events

Justinus I
Justinian “the Great”
Belisarius
Code of Justinian

Discussion Questions

1. How did Justinian the Great rise to power?
2. What did Justinian the Great accomplish during his reign?

Adapted for Elementary School from the book:

Famous Men of the Middle Ages

by John Henry Haaren

Justinian the Great

While Clovis I was in power in the Western Roman Empire, the Goths lived in what is now Bulgaria. A poor shepherd boy lived there. He was very bright. One morning at sixteen years of age he left his home and set out for the city of Constantinople. The city was many miles away. He had to walk the whole way, but he was excited to see what the future held.

This boy had an uncle named Justin. Many years earlier Justin had also gone to Constantinople and joined the Roman army. He was a very good soldier and quickly rose through the ranks. He became the leader of the guards who took care of the Emperor.

The boy had heard his uncle’s story and decided to go to Constantinople too. It took him many weeks to get to the city. He walked through dark forests, climbed tall hills, and crossed rivers. He finally made it to the city.

He easily found his uncle Justin because everyone in the city knew who Justin was. His uncle was kind to him. He welcomed the boy into his family and helped him get the best education.

The boy was a very good student. He grew up tall. He had black curly hair and was handsome. The people in the Emperor’s court liked and respected him.

But one day things changed. The Emperor died, and the people chose Justin to be the new emperor. His new title was

Justinus I. Now the poor shepherd boy was the nephew of the Emperor!



Tremissis of Emperor Justin I
(Tremissis was a currency of the late Ancient Rome.)

The boy took a new name too. He was called Justinian. After a time, once his uncle had been emperor for a few years and was getting old, he asked Justinian to help him rule the empire. They were now joint emperors.

In the year 527 A.D., Justin died and Justinian became emperor. He ruled for almost forty years and did many important things. He was called **Justinian “the Great.”**

There were many wars while he ruled, but he was not a soldier and did not fight in the wars. He had two generals to lead his armies. One was named **Belisarius**. The other was Narses. These men were excellent generals.

Belisarius was a highly skilled soldier. He won many battles for Justinian and recaptured many Roman lands.

The Vandals lived in the north part of Africa, where they had built a kingdom.

Carthage was its capital, and the King was named Gelimer.

Justinian decided to start a war with Gelimer to get Roman land back. Belisarius was sent to Africa. He had a large army of thirty-five thousand men. He had five thousand horses and six hundred ships. It took three months to get to Carthage.

Belisarius arrived. He and his men were treated well by the people because they were tired of being ruled by the Vandals. They wanted to be under Roman rule instead.

Soon Belisarius met a Vandal army, led by Gelimer's brother. The armies fought. The Vandals lost, and Gelimer's brother was killed. Gelimer was beaten, and he ran away. The Romans took Carthage.

Soon Gelimer formed another army and fought the Romans again. Belisarius defeated him once more. Gelimer gave in to Belisarius and was taken to Constantinople. Justinian gave him some land, and Gelimer lived there in peace for the rest of his life.



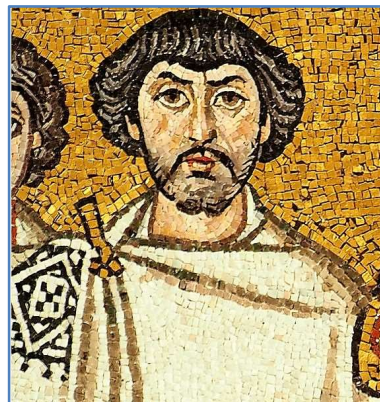
50 denarii coin with a profile of Gelimer

Justinian had conquered the Vandals. Now he wanted to conquer Italy, but the Ostrogoths ruled Italy. Belisarius and Narses took an army, marched into Rome, and took the city. In a few months the Goth king, Vitiges, arrived. He had an army and wanted to fight against the two Roman generals.

Vitiges attacked Rome. He thought they would surrender. But Belisarius got his men ready, and they fought back. They defeated Vitiges, and he fled to Ravenna. Belisarius followed him and attacked the city. The

Goths surrendered, and the Goth king was taken to Constantinople as a prisoner.

Belisarius and Narses marched on to Northern Italy, where they fought a long war. They defeated all of the tribes there. Justinian's power was made known throughout the whole country, and Rome was again ruled by a Roman emperor.



Belisarius may be this bearded figure on the right of Emperor Justinian I in the mosaic in the Church of San Vitale, Ravenna, which celebrates the reconquest of Italy by the Roman army. (Petar Milošević: CC BY-SA 4.0 https://commons.wikimedia.org/wiki/File:Belisarius_mosaic.jpg)

Justinian's generals won wars, while Justinian made things better at home. He built great buildings. One was the cathedral of St. Sophia, the grandest church in the world. It still exists. Now it is a museum.

Justinian also improved the laws. This was his most important act, and he became famous for his lawmaking. The Roman laws were confusing. Justinian made many good new laws, and he reformed old laws. He hired a lawyer named Tribonian, who helped to make many important laws simpler. The laws were called the **Code of Justinian**. It still exists. Most of today's countries in Europe use it to make their laws.

Justinian also started many trades in Constantinople. He was the first to bring silkworms to Europe.

Justinian was strong and active. He stayed that way until the end of his life. He was a hard worker. He often studied or worked all day and night. He died in 565, when he was eighty-three years old.

The Artios Home Companion Series

Unit 4: The Church Becomes Powerful

Teacher Overview

GREGORY THE GREAT was one of the popes who helped to establish the Roman Church's political power. Throughout the Middle Ages he was known as the "Father of Christian Worship" because of his extensive efforts to revise the worship practices of his day.



Saint Gregory, by Francisco de Zurbarán

Reading and Suggested 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 one lesson in which they will learn about **Gregory the Great** and **the Church's rise to power**.
- Watch the videos found on their **HCS Class pages** for this unit.
- Define vocabulary words.
- Visit their **HCS Class pages** for additional resources.

Leading Ideas

People's characters will be reflected in their words and actions.

For as he thinketh in his heart, so is he.
– Proverbs 23:7 (KJV)

There is power in the spoken word to do evil or to do good.

Out of the abundance of the heart the mouth speaks.
– Matthew 12:34

The rise and fall of nations and leaders is determined by God.

The king's heart is a stream of water in the hand of the LORD; he turns it wherever he will.
– Proverbs 21:1

Vocabulary

Lesson 1:

authority monastery pope

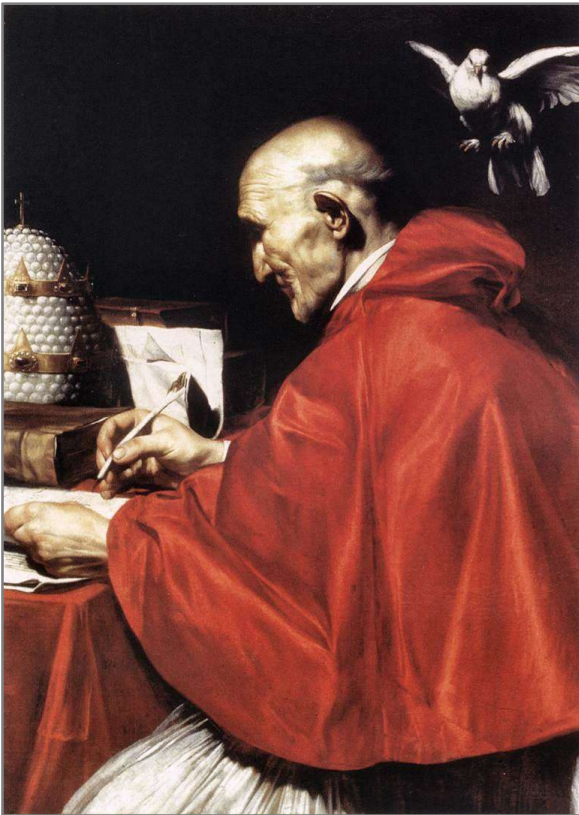
Key People, Places, and Events

Lombards
Gregory I

Lesson One

History Overview and Assignments Gregory the Great

DURING THE LOMBARD invasion of the Roman Empire, Pope Gregory the Great decided to expand the power of popes to be over countries as well as churches, in order to unite Europe and defeat the Lombards.



Saint Gregory the Great, by Jusepe de Ribera
(c.1614)

Reading and Suggested Assignments

- Read the article: *Gregory the Great Lays the Foundation of Papal Power*.
 - 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, places, dates, and events in your summary.
- Watch the videos found on your **HCS Class pages** for this lesson.
 - Define the vocabulary words in the context of the reading. Write the words and their definitions in the vocabulary section of your history notebook.
 - Be sure to visit your **HCS Class pages** for additional resources.

Vocabulary

authority monastery pope

Key People, Places, and Events

Lombards Gregory I

Adapted for Elementary School from the book:

The Story of Europe

by Henrietta Elizabeth Marshall

Gregory the Great Lays the Foundation of Papal Power

The **Lombards**, whose name means “long beards,” invaded Italy after Justinian

died. They were fierce people who loved fighting and killing people. They did not

love art. They did not love learning. They loved only bloodshed.

Their king was named Albion. He and his army took over the north of Italy. He made Pavia his capital. He called himself Lord of Italy. Soon Albion was killed, murdered by his own people. His second in command was also killed. There were no kings for ten years. Thirty-six barbarian dukes ruled their own parts of the land.



Assassination of Alboin, King of the Lombards,
by Charles Landseer (1856)

Soon the Lombards held most of Italy. It was still part of the Eastern Empire. In Ravenna there was an *exarch* who ruled in the name of the Emperor. But he could not do much about the Lombards. He could hardly defend his own city. In the Byzantine Empire, an *exarch* was a governor with extended **authority** over a province at some distance from the capital, Constantinople.

The Roman people were unhappy. Many times they asked the emperors in Constantinople to help them, but nobody came. The emperors were busy fighting their own wars. Italy was far away and not considered important.

In the year 590 **Gregory I** became pope. He did not want to be pope. He did not want to be pope for the Lombards.

Gregory was a very intelligent man. He had been worldly in his younger days. He

had been a prefect (a chief officer or regional governor) of Rome as a young man. He enjoyed the power this gave him. He wore robes of purple. He was important. But he felt the call of religion and ended his great career. He gave all of his money to convents and **monasteries**, and in time he became a monk.

Gregory's great business skills still shone, though. He soon became an abbot. Later he was chosen to be **pope**, or head of the Church. As pope he was a great pastor and statesman, but he mainly considered himself "the servant of the servants of God." He loved Rome and believed it was the best city in the world. Gregory thought that the bishop of Rome should be head of the Church. He insisted on it. This was the foundation for the absolute spiritual power that popes would later have.



Pope Gregorius I Dictating the Gregorian Chants,
by Hartker of Sankt-Gallen (c.1000)

The Political Power of the Papacy

Gregory also set the pattern for the Pope's earthly power. The Lombards caused Rome a lot of trouble, and he tried to seek help. He was ignored by the exarch of

Ravenna and the Emperor. He saw that he had to do something on his own. He had to claim ultimate power in Rome, for if he did not the Lombards would. So he took the government into his own hands and led wars against the Lombards. He gave orders to generals. He chose governors. He declared that he ranked higher than the exarch of Ravenna. He also made peace with one of the Lombard chiefs.

used them to regulate other bishops. He made his authority known and helped settle land disputes. He also sent a churchman named Augustine to England, to convert the Angles to Christianity.



Italy in the time of the Lombards

The Emperor Maurice was angry about Gregory's claims. He called Gregory a fool. Maurice did nothing to help Italy. But he did not want to accept Gregory's power. It challenged his own power too much. He did not accept the peace that Gregory made with the Lombards. It took him many years to admit that the Lombards were there to stay. He finally signed a general peace.

Peace brought more work to Gregory. He had more work in the Church. He also had more work in the government. He was able to send messengers safely through Italy and



Follis showing Emperor Maurice in consular uniform. (The *follis* was a type of coin in the Roman and Byzantine traditions.)

Peace brought more work to Gregory. He had more work in the Church. He also had more work in the government. He was able to send messengers safely through Italy and used them to regulate other bishops. He made his authority known and helped settle land disputes. He also sent a churchman named Augustine to England, to convert the Angles to Christianity.

Gregory worked and worked. He did not get much rest. But he was in pain as he did all of this, for he was very sick. Sometimes he had to stay in bed for weeks at a time. He often wished for death instead of the pain he suffered.

It was a stable time for Italy. There were battles here and there, but mostly Italy was peaceful. The Lombards remained powerful in Italy. They stayed strong for two hundred years. Even today Italy has a region named Lombardy.

Gregory's life came to an end, although he was not an old man. He was worn out by his years of pain and hard work, but he left a mark on the world. He had lifted the Roman Church to a very high position and laid the foundation for the future power of the popes. His influence would reach far into the future.

The Artios Home Companion Series

Unit 5: Islam's Rise and Medieval Africa

Teacher Overview

THE RISE OF ISLAM was pivotal in world history. This unit will help students understand how Islam became one of the world's major religions and learn about its founder, Mohammed.

Not a lot is known for sure today about early life in Africa, but stories passed down about the continent's kingdoms, along with archaeological findings and some writings, tell us much about Africa's Medieval history.



The word *Allah* in Arabic calligraphy

Key People, Places, and Events

Mohammed	Mansa Musa
Allah	Benin
Islam	Oranyan
Quran	Eweka
Abu Bakr	Euware "the Great"
Mali	Shona
Sosso	Zimbabwe
Sundiata Kieta	

Vocabulary

Lesson 1:

idol
idolatry

Lesson 2:

sorcerer
devout
alliance
export
guild
import
blacksmith
mortar
enclosure

Reading and Suggested 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 **the rise of Islam** and **Medieval Africa**.
- Watch the videos found on their **HCS Class pages** for this unit.
- Define vocabulary words.
- Visit their **HCS Class pages** for additional resources.

Leading Ideas

People's characters will be reflected in their words and actions.

For as he thinketh in his heart, so is he.

– Proverbs 23:7 (KJV)

There is power in the spoken word to do evil or to do good.

Out of the abundance of the heart the mouth speaks.

– Matthew 12:34

The rise and fall of nations and leaders is determined by God.

The king's heart is a stream of water in the hand of the LORD; he turns it wherever he will.

– Proverbs 21:1



Mecca as seen from the International Space Station

Editor's note: The white structure in the image's center is the Great Mosque of Mecca.

In its middle you can see the Kaaba.

Lesson One

History Overview and Assignments The Rise of Mohammed

“Mohammed began life as a poor boy. He grew up to be leader of an empire. When he began Arabia was a mess. There were many violent tribes. The tribes were always at war with each other. Each tribe had its own laws. Arabia was deep in idolatry. In twenty years he unified the tribes. He made them believe in one god. He made a nation with a common religion. The nation had one set of laws. Mohammed did not want to stop with Arabia.”

– from the adapted article below



Tile with the Great Mosque of Mecca

The three lines of Arabic writing in the upper part of this large, ceramic wall tile are from the third chapter of the Quran and exhort the Muslim faithful to make the pilgrimage to Mecca. The rest of the tile is given over to a bird's-eye representation of the Great Mosque in Mecca, with the Kaaba, Islam's holiest shrine, in the center surrounded by various other structures, and a rectangular portico around the courtyard. Such tiles may have been created to remind Muslims of their obligation to make the pilgrimage and to introduce potential hajji, or pilgrims, to the places and practices they would encounter in Mecca.

Reading and Suggested Assignments

- Read the article:
The Rise of Mohammedanism.
- 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, places, dates, and events in your summary.
- Watch the videos found on your **HCS Class pages** for this lesson.
- Define the vocabulary words in the context of the reading. Write the words and their definitions in the vocabulary section of your history notebook.
- Be sure to visit your **HCS Class pages** for additional resources.

Key People, Places, and Events

Mohammed
Allah
Islam

Quran
Abu Bakr

Discussion Questions

1. Where was Mohammed born?
2. From whom was Mohammed said to be descended?
3. Tell about Mohammed's early life.
4. How are the Arabs and the Jews connected?
5. What is the legend of the Kaaba?
6. Describe the way the Quran came to be written, according to Mohammed's followers.
7. What was the Hegira?
8. Which city is considered the most important to Muslims today?
9. Christianity and Judaism make converts peacefully. How did Mohammed seek to convert people?
10. Who was Abu Bakr?

Vocabulary

idol
idolatry

Adapted for Elementary School from the book:

The Story of Europe

by Henrietta Elizabeth Marshall

The Rise of Mohammedanism

In 565 A.D. Justinian the Great died. About five years later a boy was born in a city called Mecca in Arabia. His name was **Mohammed**. His name means "the Praised." His tribe was important because they were descended from Ishmael, the eldest son of Abraham. They kept the Kaaba, which was a sacred temple for the Arabs. The word *kaaba* means cube. The temple was a square shape. It had only one window and one door. It had a roof made of a big black carpet. The carpet hung down on every side.

Arabs claimed the temple was built by Adam, and that the plan for building it was sent down from heaven. They claimed that Seth, Abraham, and Ishmael had each restored it, according to instructions from God. Since that time Mohammed's tribe had kept it. It holds a great treasure. In the northwest corner of the wall there is a black stone. Muslims say that the stone came from paradise. It is said that it used to be white, but many sinful lips had kissed it, and it turned black.



A close up of the Blackstone on the corner of the Kaaba
(This file is licensed under the Creative Commons Attribution-Share Alike 3.0 Unported license by Amerrycan Muslim.
<https://creativecommons.org/licenses/by-sa/3.0/deed.en>)

This legend connected the Arabs with the Jews. But the Arabs were idolaters. In the Kaaba there were three hundred and sixty **idols**. They were shaped like men and animals. Every year many pilgrims came to the Kaaba to worship the idols and the sacred black stone. The stone made the Kaaba the most important temple in Arabia. The district around the temple was holy. Nothing could be killed in this district. Only animals could be killed for sacrifice.

Mohammed was born in the city of Mecca, which was already considered sacred. In time he made it even more sacred. Mecca is now known throughout the world.

Mohammed's father died before he was born. His mother died some years later. His grandfather did also. Although his family was prominent in Mecca, it seems they were not as prosperous as they once had been. Even so, he did well. He grew to be handsome. He was good at leading others. He was forty years old when he began his most important career.

Many Arabs did not like worshipping idols anymore. They wanted a better religion. Some of Mohammed's friends felt this way. He talked with them. He also talked with Jews and Christians. He learned about the two faiths.

Mohammed thought about what he had learned. His followers claim that the angel Gabriel spoke to him over many years, and that these messages were written down by scribes.



Mohammed receiving his first revelation from the angel Gabriel, by unknown artist (1307)

Mohammed's main message was a simple one: "There is no god but **Allah**, and Mohammed is his prophet."

A new religion was founded. It is called **Islam**, and its followers are called Muslims. Islam spread around the world. It would be embraced by half the world. But at first people did not listen to Mohammed. For many years there were not many converts. Over time people started to follow him, and

after a while large groups of people joined him.

Mohammed's followers increased. His visions increased also. He would have a revelation when something needed to be added to the creed. He would see a vision when his actions needed to be justified. After Mohammed's death, his teachings were compiled into the book his followers call the **Quran** (Koran).



Folio from a Quran, Abbasid dynasty, Near East or North Africa

The Hegira

After some time Mohammed's followers were in all parts of Arabia. The men of his own tribe were not part of that group, and they were angry with him. They were mad that he preached that there was only one god. They wondered what would happen to the Kaaba and its idols. They were worried that the idols would be disgraced. The keepers of the temple would be ruined, for there would be no more pilgrims to visit the temple, and they would not earn any more money. They decided this could not happen. They wanted Mohammed to be stopped, so they persecuted him.

He had to flee from Mecca. He and his followers went to Medina. This was called the *Hegira*, or "Flight." It was the beginning of the Mohammedan era.

Mohammed started to preach about holy war soon after the Hegira. His new religion borrowed a lot from Christianity and Judaism. But these religions made converts peacefully. Mohammed wanted to convert the world by force.



Old depiction of Medina during Ottoman times, by Raja Ravi Varma (1890)

Mohammed began to make wars. He fought his enemies. After fighting for eight years, he was able to return to Mecca in victory. He entered the Kaaba and told his followers to destroy the idols.

The Kaaba was still holy to Mohammed’s followers, called **Muslims**, and Mecca is still their most important city. Muslims turn to Mecca when they pray. Mohammed knew he had to keep Mecca sacred. This would help him win over the people in his tribe. Mecca was sacred to them. So Mohammed kept Mecca as his holy city. The Arabs found out they could still worship at the Kaaba and become followers of Mohammed as well. This caused many thousands to convert.

Mohammed had begun life as a poor boy. He grew up to be leader of an empire. When he began, Arabia was a mess. There were many violent tribes, which were always at war with each other. Each tribe had its own laws. Arabia was deep in **idolatry**. Over the course of twenty years he unified the tribes. He made them believe in only one god. He built a nation with a common religion and one set of laws.

Mohammed did not want to stop with Arabia. He wanted to force his religion on other people. He had letters written to great leaders in the world. He sealed his letters with the words, “Mohammed, the Apostle of Allah.” He ordered the leaders to stop

worshiping idols. He told them to worship the one true god, whom he called Allah.

But Mohammed’s name was not well known yet. His letters did not cause much worry. Some rulers answered him politely. The Byzantine emperor Heraclius threw the letter away. The Persian king Chosroes tore his letter up in anger. Mohammed heard about these things and became furious.

It was not long before these kings were afraid of Mohammed. But Mohammed did not live long enough to see it, for he died two years after returning to Mecca. For a while it seemed like his work was ended. But his zeal had spread. His friend and father-in-law took over his work and began waging wars to spread Islam. His name was **Abu Bakr**. He was the first *caliph* of the Islamic faith. The word caliph means “successor.”



Ali with the dying Abu Bakr. A miniature painting from a nineteenth century manuscript of Hamla-i Haydari, a poetical account of the life of Ali, by Bazil.

Lesson Two

History Overview and Assignments Medieval Africa

“Though the wealth and power that Mali had was swept up quickly by the next great empire, its legacy stands proudly. The pioneering spirit and grand works of Mali’s kingdom make its rise and fall an important chapter of African history. . . .

“People competed to become leaders, so many great works were done. New lands were gained through battles, trade grew, the economy did well, and the arts flourished. Benin, with its royal court, joined the ranks of the largest, most powerful empires of the region. . . .

“The Shona word Zimbabwe means “house of rock,” a perfect description of the ancient city within its borders—known as Great Zimbabwe. Sixty acres of immense stone ruins contain the whole city and tell the story of the people who created and lived within it some 900 years ago.”

– from the adapted article below



Sculpture of the Benin Kingdom. Lost-wax cast bronze, Nigeria, late 15th-middle 16th century

Reading and Suggested Assignments

- Read the combined article: *Mali: A Cultural Center, Benin and Its Royal Court, and Great Zimbabwe.*
- 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, places, dates, and events in your summary.
- Watch the videos found on your **HCS Class pages** for this lesson.
- Be sure to visit your **HCS Class pages** to check for additional resources.

Key People, Places, and Events

Mali
Sosso
Sundiata Keita

Mansa Musa
Benin
Oranyan

Eweka
Euware “the Great”

Shona
Zimbabwe

Vocabulary

sorcerer
devout

alliance
export

guild
import

blacksmith
mortar

enclosure

Discussion Questions

1. What was Mali's ruling dynasty called?
2. Describe Mansa Musa's pilgrimage to Mecca.
3. In what ways did Benin change under the rule of Ewuare the Great?
4. What does the word "Zimbabwe" mean?
5. What had happened in Zimbabwe by 1200 AD?

Adapted for Elementary School from the book:

Ancient Civilizations

source: ushistory.org

Mali: A Cultural Center

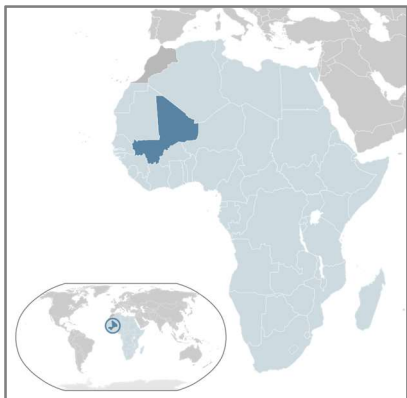
and

Benin and Its Royal Court

And

Great Zimbabwe

THE KINGDOM OF MALI



Location of Mali (dark blue) in Africa (light blue & dark gray)

What would life be like if a magician ruled the land? The history of **Mali** gives us some hints. The founder of this West African kingdom was well known among his people as a man of magic, with more than a few tricks up his sleeve.

Before the **sorcerer's** fighting took place in the area. A series of fierce battles took place, and in the 13th century A.D., a

group known as the **Sosso** gained victory. The Sosso's new lands, which had once belonged to the kingdom of Ghana, were like giant pots of gold. But before the Sosso could settle in and enjoy the wealth, the great "sorcerer-king" **Sundiata Keita** moved in to take over.

The Lion King

Sundiata Keita claimed that Mali was his, and in 1230 A.D he defeated the Sosso and took back the land.

Sundiata, also known as the "Lion King," wanted to make changes, and he did. He decided to give jobs to family groups and divided them into ranks. For example, if born into a family of warriors, one had to become a warrior. If born into a family of storytellers, one had to become storyteller too. Choices were not allowed.

This system meant that if born into a family of *mansa*, or rulers, one was part of the ruling dynasty—the Keita. It was one of Sundiata's "tricks" to keep power in the family.

In time Sundiata's nephew, **Mansa Musa**, came to the throne. Best known for his wealth and for being a good Muslim, Mansa Musa took the kingdom to new heights.

A Golden Pilgrimage

Because of the gold trade that swept through Africa and reached all the way to Europe, Mansa Musa led Mali to great riches.

In 1324, the great Mansa Musa set out on his pilgrimage to Mecca. Dressed in his finest clothes, he passed through Cairo with 500 slaves, each of whom carried a six-pound staff of gold. Backing them up were 100 camels, carrying over 30,000 more pounds of the precious metal.

Surely this was a sight to behold, and the stories left behind say that the show got even better. While passing through Cairo, Mansa Musa handed out gifts of gold to people he passed and made a lucky few suddenly rich.

In Mansa Musa's Hands

Aside from being generous, Mansa Musa made the Kingdom of Mali one of the first Muslim states in northern Africa. He brought the laws of the Quran into his justice system. Cities such as Timbuktu and Gao became centers of Islamic learning and culture. Large mosques and libraries were built. The college built in Timbuktu might have been the world's first. The cities became meeting places for poets, scholars, and artists.

Mansa Musa ruled Mali as a **devout** Muslim king. He died in the mid-14th century, and the kingdom was never quite the same. Fighting between ruling families weakened Mali's governing, and its government started to unravel. Then, in 1430, a group of Berbers seized much of Mali's territory, including Timbuktu.

Though the wealth and power that Mali had was swept up quickly by the next great empire, its legacy stands proudly. The

pioneering spirit and grand works of Mali's kingdom make its rise and fall an important chapter of African history.



Location of Benin (dark blue) in Africa (light blue & dark gray) in the African Union (light blue)

BENIN AND ITS ROYAL COURT

In a small, tribal village nestled in the dense forestlands of northwest Africa, an important meeting is called by the chief. Frightened villagers gather and chatter as they await the news. A fire crackles as the chief and village elders tell about an offer of an **alliance**. Some nearby villages are soon to be united, and they feel it will be good to join the new group.

With fear and wonder, the villagers consider the alliance. Though confused, they realize one thing for sure: life in **Benin** will never be the same.

While there are no written records of Benin's early history, historians think meetings like this were the beginnings of its rise to statehood. Based on what scientists have found and on stories passed down through many families, it is known that clusters of villages filled the land from about 900 to 1300 A.D., when Benin officially became a city-state.

Rise to Power

Shortly afterward, a foreign official named **Oranyan** became leader of Benin. Was he invited? No one knows for sure. According to passed-down stories, Oranyan came to power because he married a local

chief's daughter and gained ruling rights. Others argue that his rise to power was because of an invasion. In either case, during Oranyan's rule, he had a son who was named **Eweka**. Historians agree that Eweka was considered the first king, or *oba*, of Benin.

While these events united Benin into a single state, it was **Euware "the Great"** who later launched Benin to its greatest height. Under his rule, and then the reigns of his son and grandson, Benin changed greatly.

An Empire Emerges

Government replaced the family-based system of order. Supreme power was held by the *oba*, who ruled through a group of chiefs and advisors chosen by the country's districts.

People competed to become leaders, so many great works were done. New lands were gained through battles, trade grew, the economy did well, and the arts flourished. Benin, with its royal court, joined the ranks of the largest, most powerful empires of the region.



An *Oba* on horseback with attendants from the 16th century (Creative Commons CC0 1.0 Universal Public Domain: <https://www.metmuseum.org/art/collection/search/310752>)

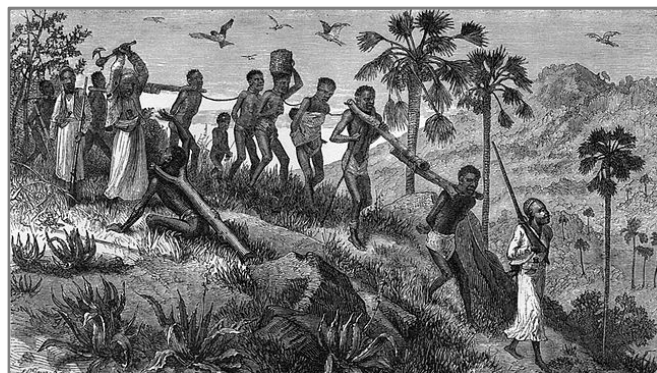
One of the most important events of this thriving time was the arrival of ships from Portugal in 1486. Through contact with the Portuguese, Benin developed trade with Europe and became the chief **exporter** of cloth, pepper, and ivory. Trade also brought copper and brass into the empire, allowing workers of metal to improve their techniques.

Euware developed great **guilds**, or clubs, for Benin's artists and craft workers. They were open only to artists who were chosen by the King. The working of brass was carefully watched over. Upon Euware's command, anyone found working brass without the King's permission could be executed.

Benin's art formed a central part of the kingdom, and for that reason, it is important today as a historical record. Many bronze, ivory, and wood carvings give a glimpse of life in the royal court through their picture of historical events.

Sold Into Slavery

While the growth of trade and European relations brought Benin great wealth, it also led to the kingdom's collapse. The European slave trade began in the early 16th century and swept through this region, which boasted of great wealth.



Arab slave traders and their captives along the Ruvuma River in Mozambique along the Swahili coast.

Although Benin did not fully take part in the slave trade until the 18th century, it never stayed out of the system entirely. Benin officials also became involved in the

importing and reselling of slaves from other places.

The financial gains brought to West Africa through the slave market were immense, but the prosperity quickly led to war. Fighting destroyed much of Benin's civilization and weakened its economy.

Despite these trials, Benin survived as a kingdom through the late 19th century. Benin's rise to power was filled with excitement and wonder, but its eventual decline displayed the effects of greed and love of power.

ZIMBABWE: "THE HOUSE OF ROCK"

The **Shona** word **Zimbabwe** means "house of rock," a perfect description of the ancient city within its borders—known as Great Zimbabwe. Sixty acres of immense stone ruins contain the whole city and tell the story of the people who created and lived within it some 900 years ago.

For a long time, many Westerners argued that such amazing structures could not have been crafted in Africa without European help. These notions reflect the tendency to view one's own culture as the most advanced and others as inferior. With the help of modern dating techniques, today's scientists have been able to disprove these arguments and expose the truth. Africans, and Africans alone, were responsible for building this complex city.



Location of Zimbabwe (dark blue)—in Africa (light blue & dark grey)—in the African Union (light blue)

Shona Settlement

Zimbabwe were Shona-speaking people who likely settled in the region as early as 400 A.D. Back then, the land was full of resources: plains of fertile soil to support farming and herding, and mineral rich earth to provide gold, iron, copper, and tin for trading and crafting. It was fine place for the Shona people to call home.

Over the years, children and grandchildren of the Shona made changes from simple farming communities to more complex societies. By 1000 A.D., the people of Great Zimbabwe were divided and ranked by status—from leaders and their cattle to the peasants who did all the work. People wanted cattle, which were actually considered more valuable than most of the workers.

Lifestyles of the Rich and Famous

In response to changing needs, new buildings were gradually built. Huge stone houses were constructed by the workers for their kings. Special workplaces were designed for trades such as **blacksmithing**.

The buildings were made of heavy stone blocks, stacked tightly together. Stones were arranged carefully, and no **mortar** was used to seal them together. The biggest building is known today as the Great or Western **Enclosure**. The remains of its outer wall measure over 800 feet long and up to 32 feet high. The wall enclosed several huts and a tall, cone-shaped tower. Scientists believe this was the city's center and that only the ruling ranks of people lived there. It was the dividing line between the rich and the rest.

Several clues led to this theory. First, pieces of exotic items from overseas were found inside. Second, no evidence of cooking was found within the walled area. Most likely, this means that food was cooked somewhere else by servants and brought to the wealthy residents when they wanted it. And third, it looks like only a

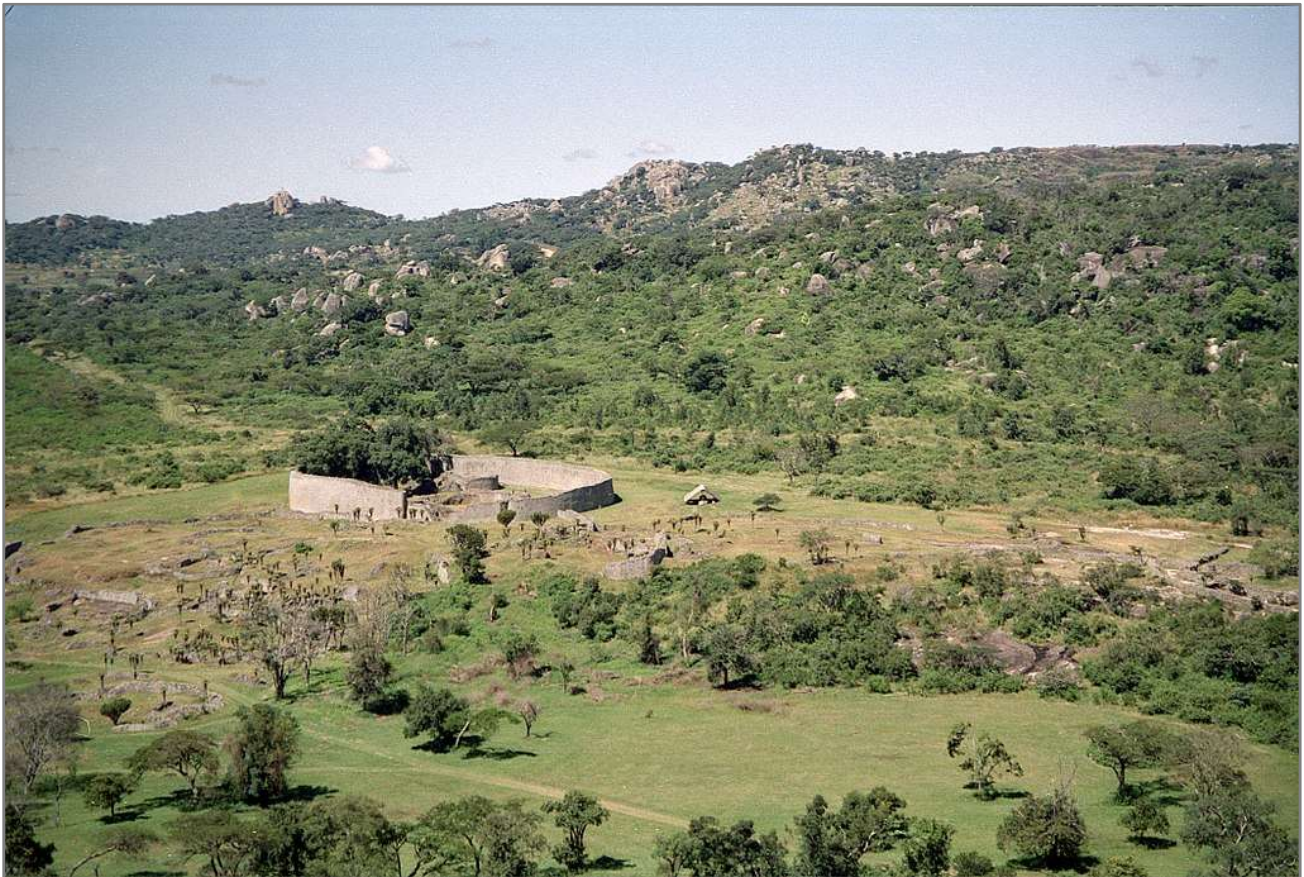
small number lived there, compared to the rest of the city.

Where did everyone else live? They lived in mud huts outside the enclosure. Although the huts were not quite as fancy as the granite “palaces,” they were well built. By 1200 A.D. the city had grown strong and was well known as an important religious and trading center. Some believe that religion brought about the city’s rise to power, and that the tall tower was used for worship. The people of Great Zimbabwe most likely worshiped Mwari, the supreme god in the Shona religion.

Discoveries of Chinese porcelain, engraved glass from the Middle East, and metal items from West Africa tell us that

Great Zimbabwe was part of a broad trade network during the 13th and 14th centuries. Gold was probably its chief export, and East African cities—especially those along the coast—were most likely its main trading partners.

Zimbabwe remained wealthy until the mid-15th century. At this time, the city’s trade activity slowed down, and the people began to migrate to other places. Why they did this remains a puzzle, but many scientists agree that the soil quality started to become poor, and they couldn’t raise crops well anymore. The kingdom of Great Zimbabwe has declined, but the House of Rock still stands.



Overview of Great Zimbabwe.

The large walled construction is the Great Enclosure. Some remains of the valley complex can be seen in front of it. Long looted by treasure hunters, thrill-seekers, and untrained people who try to be scientists, it has been only recently that the ruins of the stone city of Great Zimbabwe have begun to reveal their secrets of past African culture and history.

The Artios Home Companion Series

Unit 6: Charlemagne's Kingdom

Teacher Overview

IN THIS UNIT we will study the Carolingian kings and the brief reprieve from the Dark Ages that Charlemagne's reign brought to Western Europe. This Frankish king united the old Western Roman Empire and for a time restored it to its former glory.



The Coronation of Charlemagne, by Raphael (1514)

Reading and Suggested 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 three lessons in which they will learn about **the Carolingian kings**.
- Watch the videos found on their **HCS Class pages** for this unit.
- Explore the website at the link found on their **HCS Class pages** to learn more about Charlemagne and his life.
- Draw up a family tree of the Carolingian rulers that began with Charles Martel.
- Visit their **HCS Class pages** for additional resources.

Key People, Places, and Events

Saracens
Pepin II, “of Herstal”
Battle of Tours
Charles Martel
Gregory III

Pepin III, “the Short”
Childeric
Aistulf
Stephen II
Donation of Pepin

Papal States
Charlemagne
Wittekind
Roland

Vocabulary

Lesson 1:

convent
excommunicate
influence

Lesson 2:

none

Lesson 3:

none

Leading Ideas

People’s characters will be reflected in their words and actions.

For as he thinketh in his heart, so is he.
– Proverbs 23:7 (KJV)

There is power in the spoken word to do evil or to do good.

Out of the abundance of the heart the mouth speaks.
– Matthew 12:34

The rise and fall of nations and leaders is determined by God.

The king’s heart is a stream of water in the hand of the LORD; he turns it wherever he will.
– Proverbs 21:1

God’s Word is the supreme source of God’s revelation to man.

All Scripture is breathed out by God and profitable for teaching, for reproof, for correction, and for training in righteousness, that the man of God may be complete, equipped for every good work.

– 2 Timothy 3:16-17



19th century sculpture of Charles Martel
at the Palace of Versailles

Lesson One

History Overview and Assignments

The Early Frankish Kings

BEFORE WE CAN BEGIN studying the reign of Charlemagne, we must learn a bit about his ancestors. His great-grandfather Pepin II was called Pepin of Herstal, his grandfather was called “Charles the Hammer,” and his father Pepin III was called Pepin the Short. These brave men paved the way for Charlemagne to unite Western Europe.



Muslim troops leaving Narbonne to Pépin “le Bref” (“Pepin the Short”) in 759, after 40 years of occupation

Reading and Suggested Assignments

- Read the combined article: *Charles Martel and Pepin the Short and The Defeat of the Saracens, the Rise of the Carolingians, and the Donation of Pepin.*
 - 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, places, dates, and events in your summary.
- Watch the videos found on your **HCS Class pages** for this lesson.
 - Define vocabulary words.
 - Begin drawing up a family tree of the Carolingian rulers that began with Charles Martel, making note of significant actions and events during each man’s rule.
 - Be sure to visit your **HCS Class pages** for additional resources.

Key People, Places, and Events

Saracens	Childeric
Pepin II, “of Herstal”	Aistulf
Battle of Tours	Stephen II
Charles Martel	Donation of Pepin
Gregory III	Papal States
Pepin III, “the Short”	

Vocabulary

convent
excommunicate
influence

Discussion Questions

1. Why were the early Frankish kings called “do nothings”?
2. Who really ruled the land?
3. Who was the first Carolingian King of the Franks?
4. Why was Charles nicknamed “Charles the Hammer”?
5. What did being crowned by a pope show?
6. What did Pepin III donate to the Church?
7. What did that donation later become known as?
8. What did the popes lose when they became governmental rulers?

Adapted for Elementary School from the book:

Famous Men of the Middle Ages

by John Henry Haaren

Charles Martel and Pepin the Short

and from the book:

The Story of Europe

by Henrietta Elizabeth Marshall

The Defeat of the Saracens, the Rise of the Carolingians, and the Donation of Pepin

After his death Mohammed’s followers, called **Saracens**, became warriors. They fought with many countries. They also spread the Muslim religion called Islam. The Saracens created a strong kingdom in Spain in the year 711. This kingdom lasted about seven hundred years. They hoped to beat the Franks next. Last, they wanted to rule all of Europe.

The Saracens thought the Franks would be easy to fight. The King of the Franks was a weak man. There were many weak kings during this time. They were called “do-

nothings.” These kings did not care about ruling their people. They only cared about having fun. They ruled from about 638 to 751. The people who did their work were called “mayors of the palace.”

Mayors of the Palace

At first, the mayors of the palace just managed the King’s home. Sometimes they took care of kings who were very young. They made decisions for the King until he was older. During this time, many of the kings did not want to make decisions for

their countries. They just wanted to live in idle luxury. So, the mayors kept on ruling the kingdom. Eventually they did all the King's business for him and did not ask him about any decisions.

Pepin of Herstal

One famous mayor was named **Pepin II**, later called Pepin “**of Herstal.**” He put the King in a fancy parade once a year. The King wore special clothes and waved to the people and gave a short speech. Then he went back to his life of leisure, and Pepin went back to running the Kingdom. Pepin died in 714 A.D.



*The Saracen Army Outside Paris,
by Julius Schnorr von Carolsfeld*

Charles “the Hammer” Martel and the Battle of Tours

Pepin's son Charles became mayor of the palace after Pepin died. He was twenty-five years old. He was very brave and was a fine soldier and a good leader.

Charles fought in many wars, but his

most important war was against the Saracens when they finally came up from Spain and tried to conquer the Franks. The Saracens wanted to spread the Muslim religion.

The Saracen army crushed many towns as they marched through Frankland. They killed many people. They stole valuable things from the towns. The Saracens robbed the city of Bordeaux and carried away many expensive items.

Charles gathered a great army of Franks and prepared for battle. The Franks fought the Saracens in October of 732. They met near the cities of Tours and Poitiers. The biggest battle was on the seventh day. The Saracen horsemen thundered toward the Franks in order to plunder the city beyond. On the high ground, the highly-trained, heavily armored Frankish foot-soldiers stood firm against the cavalry charge, as few armies in history have done.

At the same time, Charles sent scouts behind the enemy to cause a disturbance among the Muslim supply train and free as many prisoners as they could. This looked to the Saracen army like they had been ordered to retreat, and many of the horsemen turned back from their charge. In the confusion, the Muslim general was surrounded and killed. It was not yet known, however, which side had won; and the Franks expected that the fight would be renewed in the morning.

But in the morning, the Franks were surprised to find that the Saracens had left! They had run away in the night, leaving all their stolen goods behind. The Franks had won the battle!

The **Battle of Tours** is very important in history. It determined that the Muslims would not rule Europe. Charles is said to be the hero of this battle. The name “Martel” was given to him for his bravery. *Marteau* is the word for “hammer” in French. Charles crushed his enemies like a hammer. “Marteau” became “Martel,” and the name “**Charles Martel**” stuck.

Gregory III was the Pope at this time. He asked Charles to fight against the Lombards who were making trouble in Italy. But Charles was friends with the Lombard king. He did not want to fight him, and he turned down the Pope's request. Gregory sent another letter the next year. He asked Charles to fight the Lombards again, but Charles still did not want to fight.

Charles Martel was a great defender of Christianity. He was the true leader of the Franks, and became known after his death as the first "Carolingian" ruler, meaning that the family line was named "Carolingian" after his name, Charles. Charles Martel died in 741.



Pepin the Younger

Pepin the Short

Charles Martel had two sons. They were named Pepin and Carloman. Carloman became a monk, so **Pepin III**, who was also known as "the Younger" and sometimes called "**the Short.**" He was very strong and brave.

This story about Pepin tells of his bravery. He went to a circus with his friends. A lion and a bull got into a fight. The bull was losing, and Pepin wanted the lion to stop. Nobody was brave enough to stop the lion, so Pepin jumped into the arena and killed the lion with his sword!

At the beginning of Pepin's rule the King was named **Childeric**. He was one of the "do-nothing" kings. Pepin was the true ruler. Pepin began to think he should be called king instead of Childeric.



Copy of the signet ring of Childeric I. The inscription says CHILDERICI REGIS ("of Childeric the King"), found in his tomb at Tournai

He sent friends to Italy to see the Pope. They asked the Pope if he thought a man with the title of king should be the true king, or if the man who did all the King's work should be king instead. The Pope was highly respected, and his decisions were often made law. He answered Pepin's question. He said the King should be the man who did the work and had power to rule.

Childeric was removed from the royal palace, and since his long hair was a sign of his royalty, it was cut short. He was sent to live in a **convent**.

Pepin the Short became King of the Franks. His new title meant the beginning of a new dynasty. It also started a new relationship between kings and priests. Frankish warriors used to be the ones who celebrated a new ruler. Now Pepin was sworn in by priests and bishops and crowned by Boniface, the Archbishop of Mainz. This suggested that Pepin was chosen by God and the Church. Being the King now seemed more holy.

Pepin, King by the Grace of God

This began the time in Europe when kings were thought to have the same kind of authority as God, because they claimed they

had been chosen by God. They did not understand Biblical restrictions on rulers meant to protect the people from abuse by them. This attitude caused a lot of problems. It caused many struggles between kings and their people.



Coronation in 751 of Pepin the Short by Boniface, Archbishop of Mainz, painting by Jean Fouquet

The Pope saw Pepin's crown as a gift from the Church. He expected something in return. Pepin needed to show thanks to the Church.

There was a new Lombard king, named **Aistulf**. He ignored the peace that had been made by the previous king and Charles the Hammer. He decided to attack Rome and Ravenna. There was also a new pope in Italy. The new pope was **Stephen II**. He sent messages to Pepin asking for help. Pepin did not answer right away. Pope Stephen decided to go ask in person.

So he set out, in the middle of winter. He made it across the Alps, braving many dangers, and finally got to France safely. He and his priests went to see the King. He bowed before Pepin. He begged for Pepin's help. He would not get up from the ground until Pepin said yes.

Pepin promised to help. The Pope crowned Pepin once again in gratitude. He also anointed his queen and children. He then banned the Franks from ever choosing a king outside of Pepin's family. If this happened the Franks would be **excommunicated**, or forced out of the Church.

The Pope gave Pepin and his sons a new title. They were now called "Patricians of Rome." Constantine the Great had created the title, and only an emperor could lawfully give the title to someone. When Pope Stephen gave it to Pepin he used the authority of an emperor. The true emperor was far away in the East and not protecting Rome as he should. He did not seem to care. The Pope did not feel much loyalty to the Emperor. The people did not either. Stephen's actions showed that Italy was not a true part of the Eastern Roman Empire any more.

After his second crowning, Pepin set out to keep his promise. He fought two battles with King Aistulf and defeated the Lombards. He made them give up Ravenna and the other parts of Italy he had taken.

The Donation of Pepin

Italy and Ravenna were still part of the Eastern Roman Empire. But Pepin now felt like they were his. He felt like he could do what he wanted with them. Pepin had a deed written up making a gift of the lands. It said that Pepin was giving the lands to the Pope for all time. This was another time when the Emperor's authority was ignored.

The Pope knew the gift was valuable. The keys of the cities were taken to Rome and laid on St. Peter's tomb. The deed of gift was also put there. They were locked up by the Pope. They were kept with his most precious treasures.

This gift of lands to the Pope was first called the **Donation of Pepin** and later became known as the **Papal States**. The Pope became a ruling prince. He became an important ruler in Europe. The King and the

Pope had helped to make each other great. But the Pope surely gained the most. The King had only gotten the Church's blessing on his rule. He was allowed to rule a kingdom that he already had. The Pope

would never have gained his new lands or power if Pepin hadn't helped him. The Church now became an earthly power. In doing this it lost some of its spiritual **influence** over the people.



Painting depicting Abbot Fulrad giving Pepin's written guarantee to Pope Stephen II

Lesson Two

History Overview and Assignments

Charlemagne

CHARLEMAGNE WAS ONE of the greatest kings Europe has ever seen. With his help, parts of Europe were lifted out of the superstitious Dark Ages. He created schools, art galleries, and monasteries. He fought battles against the Saxons in Germany, the Lombards in Italy, and the Muslim Saracens in Spain.



Charlemagne and the Pope, by Antoine Vérard (1403)

The Frankish king Charlemagne was a devout Catholic who maintained a close relationship with the papacy throughout his life. In 772, when Pope Adrian I was threatened by invaders, the King rushed to Rome to provide assistance.

Shown here, the Pope, at a meeting near Rome, asks Charlemagne for help.

Reading and Suggested Assignments

- Read the article: *Charlemagne: King From 768-814 A.D.*
- 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 information about Charlemagne's victories, Roland, and some of Charlemagne's achievements in other areas.
- Complete your family tree of Carolingian rulers.
- Watch the videos found on your **HCS Class pages** for this lesson.
- Be sure to visit your **HCS Class pages** for additional resources.

Key People, Places, and Events

Charlemagne

Wittekind

Saracens

Roland

Adapted for Elementary School from the book:

Famous Men of the Middle Ages

by John Henry Haaren

Charlemagne: King From 768 – 814 A.D.



Emperor Charlemagne, by Albrecht Dürer

Charlemagne

Pepin III had two sons. One was Charles. The other was Carloman. When their father died they both ruled the Franks. Soon Carloman died, and Charles was the only king.

This Charles was the most famous king of the Franks. He did many wonderful things. He is called **Charlemagne**, which means Charles the Great.

Charlemagne was a great soldier. He fought against the Saxons for thirty years and finally beat them. Their great chief, **Wittekind**, finally surrendered to him. The Saxons were German people who lived near the Franks. They spoke the same language as the Franks. They were even of the same

race as the Franks. But they had not been changed and led to become Christians by the Romans like the Franks had. The Saxons were still pagans. They even made human sacrifices.

Charlemagne made the Saxon lands part of his kingdom. Many Saxons became Christians. Wittekind was one of the new believers. Many people were baptized. Soon churches and schools were built in their country.

Defeat of the Lombards

Charlemagne also fought against the Lombards, like his father had, when the Lombard king invaded the donated lands again and the Pope asked Charlemagne for help.

Charlemagne quickly led his army to Rome, where they defeated the Lombards and made them leave the Pope's lands.

Defeat of the Muslim Saracens in Spain

His next war was in Spain in 778. A large part of Spain was now ruled by the Muslim **Saracens**, and the Spaniards asked Charlemagne to help them fight. He took his army there and helped them beat their enemy. On the way back, Charlemagne's army marched in two parts. The main part was led by Charlemagne. The other part was led by his nephew, a famous warrior named **Roland**. Roland's section was attacked by a rebellious tribe of native Spanish warriors known as Basques, which surprised them as they marched through the mountains.

Roland and his men were in a narrow

canyon. Cliffs stood tall on both sides, and they could not escape. The Basques stood on top of the cliffs. They threw logs and rocks on them. Many Franks were crushed. Then the Basques climbed down and attacked with weapons. Roland fought bravely. Even so, he and all his men were killed.



Eight stages of *The Song of Roland* in one picture

Roland's best friend was named Oliver. He was as brave as Roland. There have been many songs and stories written about them. The stories tell of their wonderful adventures. They also tell about their great deeds in war.

Despite these heroic deeds, Charlemagne's work in Spain was soon reversed because the Muslims returned to the area and recaptured almost all of Spain.

Charles Augustus, Emperor of the Romans

Charlemagne was King of the Franks for more than forty years. In the year 800, some people in Rome fought against the Pope. Charlemagne went once again to help with his army. He entered Rome with great fanfare and defeated the rebels. On Christmas Day he went to the Church of St. Peter. He knelt before the altar, and the Pope placed a crown on his head.

The Pope said, "Long live Charles Augustus, Emperor of the Romans."

The people in the church shouted the same words. Charlemagne was now Emperor of the Western Roman Empire. He was also King of the Franks.

Charlemagne built a beautiful palace in Germany. He built it in a town called Aix-la-Chapelle. He may have been born there.

Charlemagne was very tall and impressive. He had a long beard, and he dressed in simple clothes except when he was in battle and wore armor.

Armor in those days was made of leather or heavy iron. Sometimes both were used. The helmet was made of iron. A breastplate covered the chest, and a coat of mail covered the body. The coat of mail was made from small metal rings linked together. They could also be attached to a leather shirt. Coverings for the soldier's legs and feet were attached to the coat of mail.



Construction of Aix-la-Chapelle, by Jean Fouquet

Charlemagne's Reign

Charlemagne was a great king. He was great not only because of his successes in war, but because he did many beneficial things for his people. He made many excellent laws and chose judges to make sure the laws were obeyed. He built schools and hired good teachers. He had a school in his own palace for his children. Their teacher was named Alcuin. He was from England.

At this time there were not many people who could read or write. There were not very many schools. During this part of the Medieval period, known for great superstition and little education and often called the Dark Ages, even the kings were not schooled well. Only a few kings could even write their own names! They did not care about sending their children to school. They thought reading and writing were not important. It was more important that boys learned to be good soldiers. They thought girls should learn to spin and weave.

Charlemagne thought differently. He loved to learn. When he heard of a highly educated man, he would try to get him to come live in Frankland.

Charlemagne became known all over the world. He was known for his great warrior skills. He was also known as a wise emperor. Many kings sent him gifts. They wanted to be his friend. One king lived in Baghdad in Asia. He sent Charlemagne an elephant! The Franks were amazed. They had never seen one before. He also sent a clock that rang each hour, and this was very interesting to them.

There were not many clocks in Europe at that time. They used water-clocks and hourglasses. A water-clock was a container. Water trickled into it. A float inside the container rose with the water level. The float

pointed to hour marks on the side of the container.

The hourglass measured time using sand. The sand would fall from the top to the bottom of a glass container. The middle of the container was very narrow. The sand had to go slowly through the narrow middle. By the time all the sand had passed to the bottom of the glass, a certain amount of time had passed.

Charlemagne died in 814 A.D. He was buried in Aix-la-Chapelle. He was buried in the church he had built there. His body was placed in a tomb, on a large chair, wearing royal robes, a crown, and a sword at his side. In his hands was a Bible.

Charlemagne is the French word for the German *Karl der Grosse* (“Charles the Great”). He was known as Karl der Grosse in his own court. This is a better name for him, for he was actually German and spoke German. His town was called Aix-la-Chapelle in French. The name he knew it by was Aachen, its German name.

Charlemagne’s great empire did not last long. It stayed together during the life of his son, then it was divided between his three grandsons. Louis took the eastern part. Lothaire took the central part and the title of emperor, and Charles took the western part.



Harun al-Rashid Receiving a Delegation of Charlemagne in Baghdad, by Julius Köckert (1864)

Lesson Three

History Overview and Assignments On Your Own



Equestrian statue of Charlemagne, by Agostino Cornacchini, (1725), St. Peter's Basilica, Vatican

Reading and Suggested Assignments

- To further explore Charlemagne and his life, visit the website given in your **HCS Class pages** and find some additional information on Charlemagne to write in your notebook.
- Be sure to visit your **HCS Class pages** for additional resources.

The Artios Home Companion Series

Unit 7: The Vikings

Teacher Overview

THE VIKINGS, OR NORSEMEN, were fierce Germanic tribesmen who swept down from Scandinavian lands to invade and plunder villages and towns along the coastal areas of northern Europe. News of their coming brought terror to people's hearts wherever they went.



A model of the *Knarr* ship type (CC BY-SA 3.0, <https://commons.wikimedia.org/w/index.php?curid=1618125>)

Reading and Suggested 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 four lessons in which they will learn about **the coming of the Vikings, Alfred the Great, Rollo the Viking, and Leif Erikson**. The first lesson gives a bird's-eye view of the effect of the Vikings on Western Europe. The following three lessons focus on the lives and achievements of specific individuals.
- Define a vocabulary word.
- Complete a biography notebook page on **Leif Erikson**.
- Watch the videos found on their **HCS Class pages** for this unit.
- Students will explore several websites during this unit found on their **HCS Class pages** where they will learn more about Vikings and perform activities such as writing their name using the Viking alphabet.

- Draw a picture of a Viking ship OR create a presentation about one aspect of the lifestyle or culture of the Vikings that they learn about at those websites.
- Visit their **HCS Class pages** to check for additional resources.

Vocabulary

Lessons 1, 2 & 3:
none

Lesson 4:
thrall

Key People, Places, and Events

Rollo “the Viking”/Robert
Charles “the Simple”
Normandy
Alfred “the Great”

Peace of Wedmore
Guthrum “the Dane”/Aethelstan
Leif “the Lucky” Erikson
Erik “the Red”

Leading Ideas

People’s characters will be reflected in their words and actions.

For as he thinketh in his heart, so is he.
– Proverbs 23:7 (KJV)

There is power in the spoken word to do evil or to do good.

Out of the abundance of the heart the mouth speaks.
– Matthew 12:34

The rise and fall of nations and leaders is determined by God.

The king’s heart is a stream of water in the hand of the LORD; he turns it wherever he will.
– Proverbs 21:1

God’s Word is the supreme source of God’s revelation to man.

All Scripture is breathed out by God and profitable for teaching, for reproof, for correction, and for training in righteousness, that the man of God may be complete, equipped for every good work.
– 2 Timothy 3:16-17



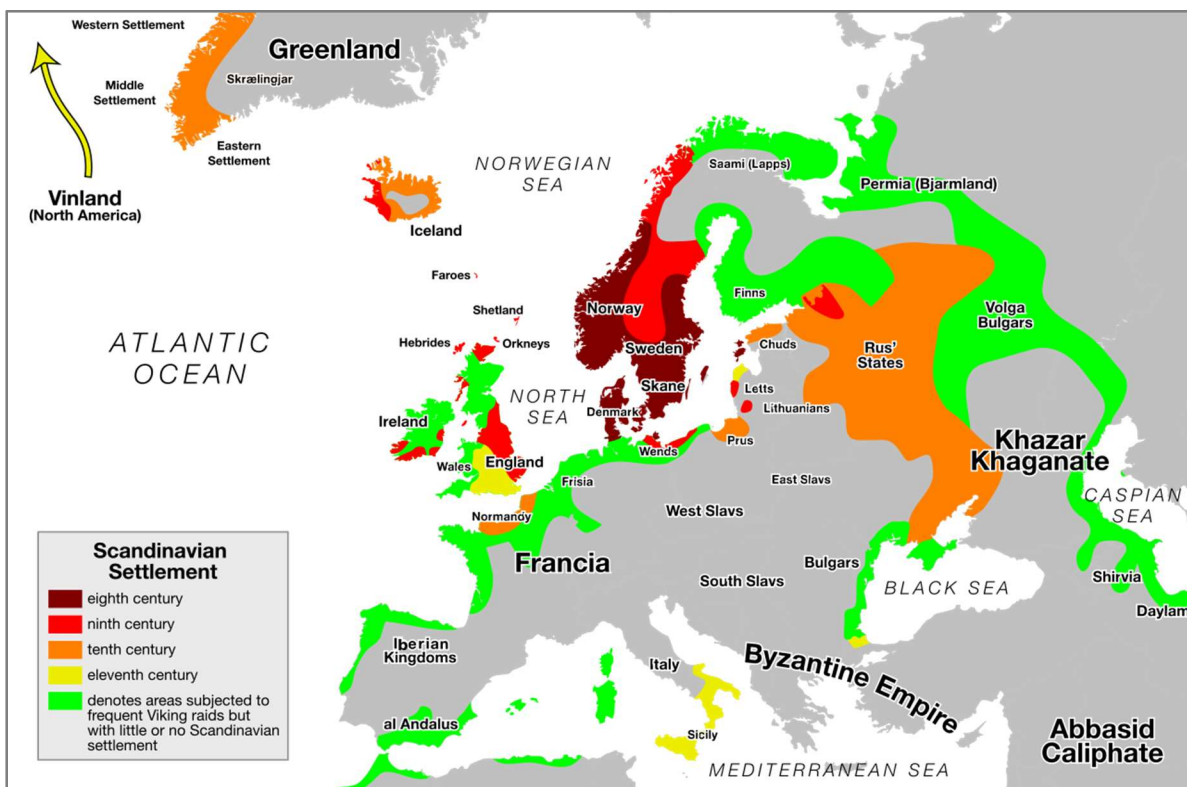
Guests From Overseas, by Nicholas Roerich (1901), depicting a Viking raid

Lesson One

History Overview and Assignments The Coming of the Norsemen

SOMETIMES IT'S EASIER to understand the events of a time in history if we first take a bird's-eye view of its effects on the world. Today's reading does just that.

The Norsemen who went raiding were called Vikings. They sailed in fierce looking longships and attacked any village close to waters deep enough for their ships. They were heartless when they attacked, and they killed anyone who stood in their way. As time went on, the Vikings began to settle in parts of Europe and England, and many of their descendants became the future Englishmen.



Map showing area of Norse settlements during the 8th to 11th centuries (the Viking Age), including Norman conquests, some extending after this period (yellow). Trade and raid routes, often inseparable, are marked.

Reading and Suggested Assignments

- Read the article: *The Coming of the Northman*.
- 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, places, dates, and events in your summary.

- Watch the videos found on your **HCS Class pages** for this lesson.
- Explore the websites found on your **HCS Class pages**.
- Begin drawing a picture of a Viking ship OR creating a presentation about one aspect of the lifestyle or culture of the Vikings that you learn about at those websites.
- Be sure to visit your **HCS Class pages** to check for additional resources.

Key People, Places, and Events

Rollo “the Viking”/Robert
Charles III, “the Simple”

Normandy
Alfred “the Great”

Peace of Wedmore
Guthrum “the Dane”/ Aethelstan

Discussion Questions

1. What were some of the problems in Europe after the Fall of Rome?
2. What began happening near the end of the 8th century?
3. How did the Norsemen who had come to France change once they settled there?
4. What was the agreement of the Peace of Wedmore?

Adapted for Elementary School from the book:

The Story of Europe

by Henrietta Elizabeth Marshall

The Coming of the Northman

During the years after the Fall of Rome there were many problems throughout Europe. People were fighting and rioting. There was a lot of chaos. Many kings at that time were not fit for the job. Even a good king had many difficult things to manage.

First, there were not enough roads. When the Romans conquered a country, they would build roads, because they knew roads were needed for armies and merchants. The people who split up the Roman Empire did not continue to take care of the roads, and soon they could not be used. Traveling across kingdoms was very hard. The ability to buy and transport goods also failed.

Second, the kings were usually poor, because the tax system did not work well. Kings could not travel easily around their kingdoms and had to give a lot of power to the people who worked for them. These people were called dukes and counts. The dukes and counts were given land as their

payment. Sometimes they received tremendous amounts of land. Having so much land sometimes made them more powerful than the kings! The dukes and counts would often fight against their king’s rule. Civil wars were common.



Warrior with a captive, from a golden ewer (a vase-shaped pitcher) of the Treasure of Nagyszentmiklós. There is no agreement as to whether he represents an Avar, a Bulgar, or a Khazar warrior.

There also were many attacks from other tribes. The kings and their armies had to fight them off. Things were very unstable. This kept Europe from being stable.

After Charlemagne died, the Muslim Saracens took a large part of Italy. Avars and Hungarians marched through Germany and Italy. Then in 787 the Norsemen came. They were the last Germanic peoples to attack Europe. They left the most impact on the people they captured. The Norsemen also blended with their captured people.

The Home of the Norsemen

Not much is known about the Norsemen's early history. The northern region from which they sailed is called Scandinavia, where the countries are now called Norway, Sweden and Denmark. There is very little history about this region before the 8th century. We do know that the people of the North were known to be strong soldiers and great shipbuilders.



Animal head from the Oseberg Ship, Museum of Cultural History, University of Oslo, Norway - Museum of Cultural History, University of Oslo, Norway, (CC BY-SA 3.0 nl, <https://commons.wikimedia.org/w/index.php?curid=3886717>)

The Norsemen as Raiders

Near the end of the 8th century the Norsemen began to move. Raiders sailed

south to Europe and attacked the Christian kingdoms there. For a hundred years they terrified the people of Europe.

The Norsemen arrived in long, narrow boats which held up to sixty men. There were rowers on each side, as well as a sail. The Norsemen often used dragons to decorate their boats. Norsemen were also often called Vikings or Danes, and sometimes Northmen.

Before this time, most invading tribes in Europe—the Huns, Vandals, Goths, and others—came by land. The seas were still fairly peaceful. That all changed with the Norsemen. It was especially scary when they attacked. They came from the sea and not from the land. War and danger now came from the sea.

The Vikings were excellent sailors. They were also strong fighters on land. They were tall and had blond hair and blue eyes. They wore their hair in braids. Their clothes were brightly colored. They especially liked red. They wore coats of mail and helmets with horns on them. The Norsemen used many weapons, such as bows and arrows, and swords, and they would overturn their longships and use them as houses whenever they wanted to remain in an area for a while.

They loved everything about war. They loved the weapons. They loved the action. They sang songs about war and war heroes. They loved their swords most of all. Their swords were beautiful. The swords had jewels and gold on them. Swords were handed down from one hero to the next, and were highly prized.

The Vikings were heartless when they attacked. They killed anyone who stood in their way. They stole anything they wanted. Once they finished with a village they usually got back on their boat and left as quickly as they had come.

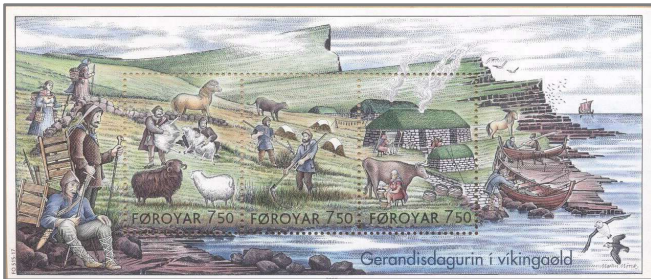
The first recorded attack was in England. It happened near the end of the 8th century. Soon everyone knew about the Norsemen. People were terrified of them. The seaside towns of these countries were in

ruins from the attacks. People prayed for protection from the Norsemen.

THE NORSEMEN IN FRANCE AND ENGLAND

The Norsemen as Settlers

At first the Norsemen only came to steal goods. They did not try to settle the lands they attacked. As time went on they began to steal and settle. Their character changed in each place they stayed. The Vikings took on the traits of the native people. Some settled in England and became Englishmen. Some settled in France and became Frenchmen.



Faroe Island Postage Stamps 515-517: Everyday Life in the Viking Age. Artist: Martin Mörck

The Vikings attacked France many times before settling there. Their attacks were very cruel. They did not only attack seaside towns, but they also sailed up rivers to raid other towns. Even Paris was in danger.

At this time the Carolingian line of kings was failing. Weak kings could not defend their countries against the Vikings. The kings paid them gold so they would leave. The Norsemen would take the gold, then they would return later to attack again. They became more vicious each time. Before long they destroyed large areas of France. All across France there was fear and sadness.

Rollo Settles in Northern France

After a while some of the Norsemen settled in one part of France. Their leader was named **Rollo** “the Viking.” From this new base they set out on more attacks. They were even fiercer than before. Soon the

French stopped giving them money, for they realized it was useless. The Frenchmen also saw that they could not get rid of the Vikings. They could only try to change them into citizens and make them obey the laws of the land.



Rollo, (Robert) King of the “Norseman,” engraving (c.900)

The King of the Franks was **Charles III**, “the Simple,” or “the Straightforward.” These names did not mean that Charles was simpleminded but that he always meant what he said. He sent messengers to Rollo. Charles offered Rollo the whole northwest part of France. In return, Rollo must agree to become a Christian, be baptized, and be loyal to the King. Rollo listened to the offer, but he wanted more land. He wanted fertile land.



Denier of Charles III (CC BY-SA 3.0 by cgb.fr https://commons.wikimedia.org/wiki/File:Denier_sous_Charles_III_le_Simple.jpg)

The King then offered Rollo the area called Flanders. Rollo said no. He said it was useless swampland. He demanded Brittany. They made an agreement.

The land given to Rollo became known as **Normandy**. The people were called the Normans. The Vikings soon forgot their old ways and their heathen religion. They forgot their Scandinavian speech. Normandy became the safest part of France. The terrible Rollo was forgotten. Rollo used to kill women and children. He stole and attacked without mercy. But he was now known as **Robert**, Duke of Normandy. He built churches and wrote righteous laws. He was completely changed.



Statue of Rollo in Falaise, France (CC BY-SA 3.0 by Pradigue : [https://commons.wikimedia.org/wiki/File:Rollon_Falaise_\(Calvados\).jpg](https://commons.wikimedia.org/wiki/File:Rollon_Falaise_(Calvados).jpg))

The Norsemen were very good at blending in with the people they settled with. They also brought some of their own spirit. They were very curious. They were

masters of government. They were always ready for an adventure. As civilized people, they were still hearty. As Christians, they were devoted to the Roman Church. They were supporters of the feudal system and were passionate about knighthood.



A Victorian representation of the baptism of King Guthrum, by James William Edmund Doyle, engraver Edmund Evans (1864)

The Norsemen in England

England was also attacked by the Norsemen. In England they were met by a skilled king named **Alfred “the Great,”** who fought them off as well as he could. But his efforts were not enough, and he had to give part of his kingdom to the Danes. Alfred signed over the northern half of England in the **Peace of Wedmore**. The situation was similar to Rollo’s in France. **Guthrum “the Dane”** was baptized, and he was given the name **Aethelstan**. He agreed to live under Alfred’s rule.

The Peace of Wedmore did not end the fighting. It continued for over one hundred years. In 1016 Canute the Dane became King of England. The Norsemen stayed in power until 1042. Fourteen years later, a descendant of Rollo the Viking named William the Norman crossed the English Channel to conquer England.

Lesson Two

History Overview and Assignments Alfred the Great

ALFRED THE GREAT was King of Wessex in England when Vikings invaded the land. At first Alfred had to flee, but he gradually built up an army and defended his kingdom. Eventually he became the first king of all England. Alfred was a devout Christian and was known to be a scholarly and benevolent king who encouraged education among his people and improved his country's way of life.



Statue of Alfred the Great



Portrait of Alfred the Great

Reading and Suggested Assignments

- Read the article: *Alfred the Great*.
- 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, places, dates, and events in your summary.
- Watch the videos found on your **HCS Class pages** for this lesson.
- Continue exploring the website links found on your **HCS Class pages** to learn more about Norse Ships and the Vikings.

- Continue working on the drawing or presentation about the Vikings that you began in Lesson One.
- Learn more about Alfred and the kings that followed him at the website links found on your **HCS Class pages**.
- Be sure to visit your **HCS Class pages** to check for additional resources.

Discussion Questions

1. What made Alfred want to read better?
2. What did King Alfred have to do when the Danes invaded Saxon lands?
3. What did he do in the countryside?
4. What was he finally able to do once he had a large enough army?

Adapted for Elementary School from the book:

Famous Men of the Middle Ages

by John Henry Haaren

Alfred the Great, King From 871 – 901 A.D.

The Danish Vikings were neighbors of the Vikings of Norway. They loved the sea. They also loved to attack and steal. They attacked the English coasts for more than one hundred years. The northern and eastern parts of England belonged to the Danes for a while.

The Saxon king named **Alfred** protected the rest of the country for the Saxons. He was courageous and brave.

Alfred was the son of Aethelwulf (Old English for “Noble Wolf”), King of the West Saxons. Alfred had a good mother who took excellent care of him. Even so, at age twelve he could not read well.

There were no printed books at the time. Printing was not invented until about 1440, six hundred years later. The art of making paper had not yet even been invented in that area. The few books around in Alfred’s time were written with a pen. They were written on parchment. Parchment was sheepskin that was treated to hold ink.

One day Alfred’s mother showed him and his brothers a special book. It was beautiful. It held a collection of the best Saxon poems. Some of the words were

written with colored letters. There were also illustrations of knights and ladies.

The boys loved the book. Their mother said she would give it to the one who could read it best in a week.

Alfred began to take reading lessons. He studied hard every day. His brothers did not study. They made fun of Alfred. They did not think he could learn to read as well as they could.

At the end of the week the boys took turns reading to their mother. Alfred surprised them all. He was the best reader of all the brothers, and their mother gave him the book.

Alfred was still young when his father sent him to be anointed by the Pope. It was a long trip. They had to ride on horseback most of the time.

During the serious ceremony Alfred was anointed. He spent the next year in Rome. He learned about religious things during that year.

Alfred Becomes King

In 871, Alfred was twenty-two years old, and the Danish Vikings were invading many

parts of England. Some great battles were fought. Alfred's older brother Aethelred was killed, and Alfred became king.



Miniature of King Aethelwulf of Wessex in the Genealogical roll of the kings of England

The Danes continued to fight the Saxons. Alfred was defeated after a long battle. The Danes took the northern and eastern parts of England.

Danes kept coming and fighting. The people of England were always scared. Alfred decided to meet the Danes at sea. He built the first English navy. In 875 his troops won the first English naval battle.

A few years later, many Danes invaded Saxon lands, and Alfred had to run for his life.

He wandered the countryside to stay away from the Danes. He sometimes slept in caves or stayed with shepherds. Sometimes he took care of cattle and sheep for farmers. He was happy to get dinner in return.

Once he was very hungry. He went to a cowherd's home to ask for food. The man's wife was baking cakes. She said he could have some when she was done.

She asked him to watch the cakes. She went to check on the cows. Alfred sat to watch the cakes. He got lost in his thoughts and forgot about the cakes.

The woman came back and was angry because the cakes had burned. She called Alfred lazy. She made him leave without any food. Alfred did not look like a king in his

torn clothes! She thought he was just a beggar.



Alfred the Great being scolded by his subject, a cowherd's wife, for not turning the breads when they were baked in her cottage

Defeat of the Danes

Some of Alfred's friends discovered where he was hiding and joined him. In a little time a body of soldiers came to him and a strong fort was built by them. From this fort Alfred and his men went out now and then and gave battle to small parties of the Danes. Alfred was successful, and his army grew larger and larger.

One day he disguised himself as a wandering minstrel and went into the camp of the Danes. He strolled here and there, playing on a harp and singing Saxon ballads. At last, Guthrum, the commander of the Danes, ordered the minstrel to be brought to his tent. Alfred went. "Sing to me some of your charming songs," said Guthrum. "I never heard more beautiful music." So the kingly harper played and sang for the Dane, and went away with handsome presents. But better than that, he had gained highly valuable information.



Portrait of Alfred the Great,
by Samuel Woodforde (1790)

In a week he attacked the Danish forces and defeated them with great slaughter. Guthrum was taken prisoner and brought before Alfred.

Taking his harp in his hands, Alfred played and sang one of the ballads with which he had entertained Guthrum in the camp. The Dane started in amazement and exclaimed:

“You, then, King Alfred, were the wandering minstrel?”

“Yes,” replied Alfred, “I was the musician whom you received so kindly. Your life is now in my hands; but I will give you your liberty if you will become a Christian and never again make war on my people.”

“King Alfred,” said Guthrum, “I will become a Christian, and so will all my men if you will grant liberty to them as to me; and henceforth, we will be your friends.”

Alfred then released the Danes, and they were baptized as Christians.

An old road running across England from London to Chester was then agreed upon as the boundary between the Danish and Saxon kingdoms; and the Danes settled in East Anglia, as the eastern part of England was called.

Years of peace and prosperity followed for Alfred’s kingdom. During these years the King rebuilt the towns that had been destroyed by the Danes, erected new forts, and greatly strengthened his army and navy.

He also encouraged trade; and he founded a school like that established by Charlemagne. He himself translated a number of Latin books into Saxon, and probably did more for the cause of education than any other king that ever wore the English crown.



Map of Britain in 886

Lesson Three

History Overview and Assignments

Rollo the Viking

THE NORSEMEN, or Vikings, were a barbaric and pagan people. They sailed up and down the coasts of Europe and sacked all the cities and monasteries they could. They worked to dismantle the empire that Charlemagne had built.



Statue of Rollo the Viking



Faroe Island Postage Stamp 225: Discovery of America—Leivur Eiriksson. Artist: Prøstur Magnússon

Reading and Suggested Assignments

- Read the article: *Rollo the Viking*.
- 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, places, dates, and events in your summary.

- Watch the videos found on your **HCS Class pages** for this lesson.
- Continue exploring the website links found on your **HCS Class pages** to learn more about Norse Ships and the Vikings.
- Continue working on the drawing or presentation about the Vikings that you began in Lesson One.
- Visit your **HCS Class pages** to check for additional resources.

Key People, Places, and Events

Leif “the Lucky” Erikson
Rollo “the Viking”

Discussion Questions

1. What were the Viking ships like?
2. Why was Rollo called “the Walker”?
3. Why did King Charles give land to Rollo?

Famous Men of the Middle Ages

by John Henry Haaren

Rollo the Viking

In the Middle Ages (also called the Medieval period, or the Dark Ages), Europe was attacked by many tribes for two hundred years. They were invaded from the southwest by the Saracens of Spain. They were attacked from the northwest by the Norsemen. Norseman means “man from North.” They were also called Vikings. They attacked every country they could by sea.

Their ships were long and could travel very fast. They had one mast and one large sail. The Norsemen mainly powered their boats by rowing. There could be up to twenty rowers on one boat.



A modern replica of a Viking longship of the Snekkja type

The Vikings were terrifying. Two areas were attacked most. One area was the Island of Britain. The other was the land of the Franks. We now call this area France.

In two hundred years the Norsemen attacked the Franks almost fifty times. The Vikings would sail up the rivers and attack the inner cities of France. Then they would steal all they could from the towns. They went as far inland as Aix, Charlemagne’s home city.

The Norsemen had settled in Iceland in

the year 860. Soon after that they sailed to Greenland and settled there as well. They stayed there for about a century.

The Vikings landed in North America around the year 1000 A.D. Ancient books found in Iceland tell the story. It says a ship was blown off course and landed on a new shore. The ship may have arrived in what is today called Canada.

The captain of the ship returned home. He told of what he saw. His story made a young Viking prince very excited. His name was **Leif Erikson**, also called “Leif the Lucky.” He decided to sail to the new coast too.

Once he arrived he saw that lots of wild grapes grew on the land. He called it Vinland, or “Land of Vines.” Vinland is thought to be what is now part of Newfoundland, Canada.

The Vikings did not realize what they had found. They did not know the vastness of the land they had reached. No one in the rest of Europe heard of their find. The story was lost over the years. Even the Vikings did not remember.

Today we say Columbus was the first European to reach America. He came almost five hundred years later than the Norsemen, but his voyage is the one that became well known in Europe.

Rollo

The Vikings had many great leaders. One of the most famous was **Rollo**, who was sometimes called “the Walker.” He was called that because he was very tall. There were no Scandinavian ponies strong enough to carry him. He always had to walk. He did amazing things even as he walked.

In 885, seven hundred ships left Norway. They were led by Rollo and other

Viking chiefs, and they sailed to France. The ships started up the Seine River, toward Paris. The Vikings planned to capture the city.



Rollo of Normandy, unknown artist (15th century)

Rollo and his men stopped on the way at Rouen. The people there had heard of the giant man. They saw the Viking boats and were scared. The Archbishop of Rouen said Rollo could learn to be kind. He told the people not to fight the Vikings. He said they should trust Rollo. They did so, and Rollo peacefully took over the town of Rouen. He did indeed become kind to the people.

Rollo left soon after capturing Rouen and sailed to Paris. There he joined the other Viking chiefs. The Seine River was covered with Viking ships for six miles. There were thirty thousand men in the Viking army.

The Count of Paris was named Odo. He was a famous warrior. He told the people in Paris to secure the city. They built two strong walls around Paris for protection.

Even the Vikings had a hard time attacking a city with strong walls. Rollo and his men built a tall tower. They rolled it up to the wall on wheels. At the top was a floor filled with soldiers ready to fight. But the Parisians shot hundreds of arrows at them. They threw rocks at them. They even poured

boiling oil and tar on them, and the Vikings were not able to get over the wall.

Next, the Vikings tried to starve the people in Paris. They camped around the city for thirteen months. Food began to run out. Count Odo decided to go get help. He left the city through a gate on a dark, stormy night. He rode quickly to the King. He told the King that the people of Paris needed help at once.

The King and his army marched to Paris. There was no battle fought once they arrived, for the Vikings did not put up a fight. They gave up and left. Paris was saved.

Charles “the Simple”

It is not known what Rollo did for the next twenty-five years. He left his old home in Norway in 911, and he and his people sailed up the Seine once again. They came in hundreds of ships and began to attack the Frankish towns and farms again.

The King of the Franks at that time was Charles “the Simple.” He knew he had to stop Rollo.



Charles the Simple, by Georges Rouget (1838)

He sent a message to Rollo. He said they should talk about peace. Rollo agreed and met with Charles. The King and his troops stood on one side of the river. Rollo and his

men stood on the other. The King asked Rollo what he wanted.

Rollo said he wanted to live in the land of the Franks. He wanted his people to have a home there. In return the Vikings would be a vassal to the King. Rollo asked for the town of Rouen and the land around it. The King gave him what he asked. Since then it has been called Normandy, which means “the land of the Norsemen.”



Rollo of Normandy, Rouen

The decision was made. Now, some stories say that Rollo was told he must kiss the foot of King Charles, and that the Viking refused. He said he would never kiss a man’s foot. So he told one of his men to kiss the King’s foot for him. The Norseman grabbed the King’s foot and pulled it to his lips. This made the King fall backward! All of the Vikings laughed.

Being a vassal meant that Rollo was loyal to the King. Rollo was baptized as a Christian and would have to join the King’s army if he went to war. He would also have to bring soldiers with him.

Now Rollo held Normandy. He was able to give parts of it to his top men. He did this if they promised to come and fight for him if he went to war. They would have to bring soldiers with them also. They were now his vassals like he was the King’s vassal.

The lands given to vassals were called *fiefs* (from the Latin word *feudum*). This plan of land holding was called the Feudal System. Every country in Europe used this system during the Middle Ages. We’ll study more about the feudal system in our next unit.

The poorest people were called serfs. They were almost slaves, and they were never allowed to leave the estate that they belonged to. They did all the work, mostly for their landlords and only partly for themselves.



Costumes of slaves or serfs, from the 6th to the 12th centuries, collected by H. de Vielcastel

Rollo had once been a robber, but he knew what a terrible thing that was. He wanted to change his people’s habits, so he made strict laws. He hanged robbers, and his region became one of the safest in Europe.

The Norsemen learned the Franks’ language. They also adopted their religion.

Rollo’s story is especially interesting. One of Rollo’s descendants was a famous duke of Normandy who conquered England one hundred and fifty years later. He brought to England Norman nobles, along with the French language and customs.

Lesson Four

History Overview and Assignments Leif Erikson

NORSE EXPLORER Leif Erikson, son of the famous Viking Erik the Red, was the first European known to step foot on the North American continent. Finding grapes growing not far from the shore, he named the land Vinland, and a Norse settlement was later made there.



Leif Eriksson Discovers America, by Christian Krohg (1893), National Gallery of Norway

Reading and Suggested Assignments

- Read the article: *Leif and His New Land*.
- 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, places, dates, and events in your summary.
- Define the vocabulary word in the context of the reading. Write the word and its definition in the vocabulary section of your history notebook.
- Watch the videos found on your **HCS Class pages** for this lesson.
- Continue exploring the website links found on your **HCS Class pages** to learn more about Norse Ships and the Vikings.
- Complete the drawing or presentation about the Vikings that you began in Lesson One.
- Visit your **HCS Class pages** to check for additional resources.

People, Places, and Events

Leif “the Lucky” Erikson
Erik “the Red”

Vocabulary

thrall

Discussion Questions

1. Why did Leif go to Norway?
2. What was King Olaf’s feasting hall like?
3. How long did Leif stay in Norway?
4. What happened on his way back to Greenland?
5. What did his friend Tyrker find?
6. What did Leif’s ship bring back to Greenland?

Adapted for Elementary School from the book:

Viking Tales

by Jennie Hall

Leif and His New Land



Eric the Red (Eiríkur rauði). Woodcut frontispiece from the 1688 Icelandic publication of Arngrímur Jónsson's *Gronlandia* (Greenland). Fiske Icelandic Collection

Leif Erikson lived in Greenland. Once he was grown, Leif said to his father, the famous Viking **Erik “the Red”** who had

founded the first Norse settlement in Greenland:

“I have never seen Norway, our mother land. I long to go there and meet the great men and see the places that *skalds* (singers or reciters of poetry) sing about.”

Eric answered:

“It is right that you should go. No man has really lived until he has seen Norway.”

So he helped Leif fit out a boat and sent him off. Leif sailed for months. He passed Iceland and the Faroe Islands and the Shetlands. He stopped at all of these places and feasted his mind on the new things. And everywhere men received him gladly; for he was handsome and wise. But at last he came near Norway. Then he stood up before the pilot’s seat and sang loudly:

“My eyes can see her at last, The mother of mighty men, The field of famous fights. In the sky above I see Fair Asgard’s shining roofs, The flying hair of Thor, The wings of Odin’s birds, The road that heroes tread. I am here in the land of the gods, The land of mighty men.”

For a while he walked the land as though he were in a dream. He looked at this and that and everything and loved them all because it was Norway.



US commemorative stamp, issued October 9, 1968 (*Leif Erikson Day*).

“I will go to the King,” he said.

He had never seen a king. There were no kings in Iceland or in Greenland. So he went to the city where the King had his fine house. The King’s name was Olaf. He was a great-grandson of Harald “Fairhair,” Norway’s first king (according to certain poems); for Harald had been dead a hundred years.

Now the King was going to hold a feast at night, and Leif put on his most beautiful clothes to go to it. He put on long tights of blue wool and a short jacket of blue velvet. He belted his jacket with a gold girdle. He had shoes of scarlet with golden clasps. He threw around himself a cape of scarlet velvet lined with seal fur. His long sword stuck out from under his cloak. On his head he put a knitted cap of bright colors. Then he walked to the King’s feast hall and went through the door.

It was a great hall, and it was full of richly-dressed men. The fires shone on so many golden head-bands and bracelets and so many glittering swords and spears on the wall, and there was so much noise of talking and laughing, that at first Leif did not know what to do. But at last he went and sat on the very end seat of the bench near him.

As the feast went on, King Olaf sat in his high seat and looked about the hall and noticed this one and that one and spoke

across the fire to many. He was keen-eyed and soon saw Leif in his far seat.

“Yonder is some man of mark,” he said to himself. “He is surely worth knowing. His face is not the face of a fool. He carries his head like a lord of men.”

He sent a **thrall** and asked Leif to come to him. So Leif walked down the long hall and stood before the King.

“I am glad to have you for a guest,” the King said. “What are your name and country?”

“I am Leif Ericsson, and I have come all the way from Greenland to see you and old Norway.”

“From Greenland!” said the King. “It is not often that I see a Greenlander. Many come to Norway to trade, but they seldom come to the King’s hall. I shall be glad to hear about your land. Come up and speak with me.”

So Leif went up the steps of the high seat and sat down by the King and talked with him. When the feast was over the King said:

“You shall live at my court this winter, Leif Ericsson. You are a welcome guest.”

So Leif stayed there that winter and joined the King’s guard. When he started back in the spring, the King, who was a Christian, charged Leif to share Christianity in Greenland and gave him two thralls as a parting gift.

“Let this gift show my love, Leif Ericsson,” he said. “For your sake I shall not forget Greenland.”

Leif sailed back again and had good luck until he was past Iceland. Then great winds came out of the north and tossed his ship about so that the men could do nothing. They were blown south for days and days. They did not know where they were. Then they saw land, and Leif said:

“Surely luck has brought us also to a new country. We will go in and see what kind of a place it is.”

So he steered for it. As they came near, the men said:

“See the great trees and the soft, green

shore. Surely this is a better country than Greenland or than Iceland either.”

When they landed they threw themselves upon the ground.

“I never lay on a bed so soft as this grass,” one said.

“Taller trees do not grow in Norway,” said another.

“There is no stone here as in Norway, but only good black dirt,” Leif said. “I never saw so fertile a land before.”

The men were hungry and set about building a fire.

“He pointed to the woods and laughed and rolled his eyes”

“There is no lack of fuel here,” they said.

They stayed many days in this country and walked about to see what was there. A German, named Tyrker, was with Leif. He was a little man with a high forehead and a short nose. His eyes were big and rolling. He had lived with Eric for many years, and had taken care of Leif when he was a little boy. So Leif loved him.

Now one day they had been wandering about and all came back to camp at night except Tyrker. When Leif looked around on his comrades, he said:

“Where is Tyrker?”

No one knew. Then Leif was angry.

“Is a man of so little value in this empty land that you would lose one?” he said. “Why did you not keep together? Did you not see that he was gone? Why did you not set out to look for him? Who knows what terrible thing may have happened to him in these great forests?”

Then he turned and started out to hunt for him. His men followed, silent and ashamed. They had not gone far when they saw Tyrker running toward them. He was laughing and talking to himself. Leif ran to him and put his arms about him with gladness at seeing him.

“Why are you so late?” he asked. “Where have you been?”

But Tyrker, still smiling and nodding his head, answered in German. He pointed to

the woods and laughed and rolled his eyes. Again Leif asked his question and put his hand on Tyrker’s shoulder as though he would shake him. Then Tyrker answered in the language of Iceland:

“I have not been so very far, but I have found something wonderful.”

“What is it?” cried the men.

“I have found grapes growing wild,” answered Tyrker, and he laughed, and his eyes shone.

“It cannot be,” Leif said.



“He pointed to the woods and laughed and rolled his eyes”

Grapes do not grow in Greenland nor in Iceland nor even in Norway. So it seemed a wonderful thing to these Norsemen.

“Can I not tell grapes when I see them?” cried Tyrker. “Did I not grow up in Germany, where every hillside is covered with grapevines? Ah! it seems like my old home.”

“It is wonderful,” Leif said. “I have heard travelers tell of seeing grapes growing, but I myself never saw it. You shall take us to them early in the morning, Tyrker.”

So in the morning they went back into the woods and saw the grapes. They ate of them.

“They are like food and drink,” they cried.

That day Leif said:

“We spent most of the summer on the ocean. Winter will soon be coming on and the sea about Greenland will be frozen. We must start back. I mean to take some of the things of this land to show to our people at home. We will fill the rowboat with grapes and tow it behind us. The ship we will load with logs from these great trees. That will be a welcome shipload in Greenland, where we have neither trees nor vines. Now half of you shall gather grapes for the next few days, and the other half shall cut timber.”

So they did, and after a week sailed off. The ship was full of lumber, and they towed the rowboat loaded with grapes. As they looked back at the shore, Leif said:

“I will call this country Vinland for the grapes that grow there.”

One of the men leaped upon the gunwale and leaned out, clinging to the sail, and sang:

“Vinland the good, Vinland the warm, Vinland the green, the great, the fat. Our dragon fed and crawls away With belly stuffed and lazy feet. How long her purple, trailing tail! She fed and grew to twice her size.”

Then all the men waved their hands to the shore and gave a great shout for that good land.

For all that voyage they had fair weather and sailed into Eric’s harbor before the winter came. Eric saw the ship and ran down to the shore. He took Leif into his arms and said:

“Oh, my son, my old eyes ached to see you. I hunger to hear of all that you have seen and done.”

“Luck has followed me all the way,” said Leif. “See what I have brought home.”

The Greenlanders looked.

“Lumber! lumber!” they cried. “Oh! it is better stuff than gold.”

Then they saw the grapes and tasted them.

“Surely you must have plundered Asgard,” they said, smacking their lips.

At the feast that night Eric said:

“Leif shall sit in the place of honor.”

So Leif sat in the high seat opposite Eric. All men thought him a handsome and wise man. He told them of the storm and of Vinland.

“No man would ever need a cloak there. The soil is richer than the soil of Norway. Grain grows wild, and you yourselves saw the grapes that we got from there. The forests are without end. The sea is full of fish.”

The Greenlanders listened with open mouths to all this.

Now Leif settled down in Greenland and became a great man there. He was so busy and he grew so rich that he did not think of going to Vinland again. But people could not forget his story. Many nights as men sat about the long fires they talked of that wonderful land and wished to see it.

According to an historic Icelandic poem called The Greenlanders Saga, Leif Erikson wanted to go exploring because he had heard stories of wooded land sighted west of Greenland years earlier by a merchant named Bjarni Herjólfsson, who was blown off course by a storm while sailing to Greenland to look for his father.

After Leif Erikson returned from Vinland, he preached Christianity to his neighbors in Greenland.

Later on, other Norse explorers also found Vinland and settled there for a time. Remains of their villages can be seen today in Newfoundland, Canada.

The Artios Home Companion Series

Unit 8: The Feudal System

Teacher Overview

AFTER THE FALL OF ROME and the conquests and raids of the Vikings, the people of Europe needed protection and security. It was out of this need that the feudal system arose. Lesser lords and knights would pay tribute to more powerful nobles in exchange for their protection. While this may sound good in theory, the resulting system had its disadvantages, such as abuse of the poor. In this unit we will study the effects of feudalism.



Miniature from the *Queen Mary Psalter* (c.1310) of men harvesting wheat with reaping hooks.

It is a depiction of *socage* (paying rent in the form of labor) on the royal *demesne* (the land which was retained by a lord of the manor for his own use and support) in feudal England.

Reading and Suggested 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 one lesson in which they will learn about **the feudal system**.
- Define vocabulary words.
- Watch the videos found on their **HCS Class pages** for this unit.
- Explore the websites found on their **HCS Class pages** for this unit.
- In order to understand the sequence of events of the Norman Conquest, they will go to the Bayeux Tapestry website at the link found on their **HCS Class pages** for this unit and examine the tapestry scene by scene, then make their own "tapestry" by either drawing or painting the events of 1066 scene by scene.
- *OPTIONAL*: Make a timeline of the events of 1066.
- Visit their **HCS Class pages** to check for additional resources.

Leading Ideas

God orders all things for the ultimate good of His people.

And we know that for those who love God all things work together for good, for those who are called according to his purpose.

– Romans 8:28

Vocabulary

homage
fief

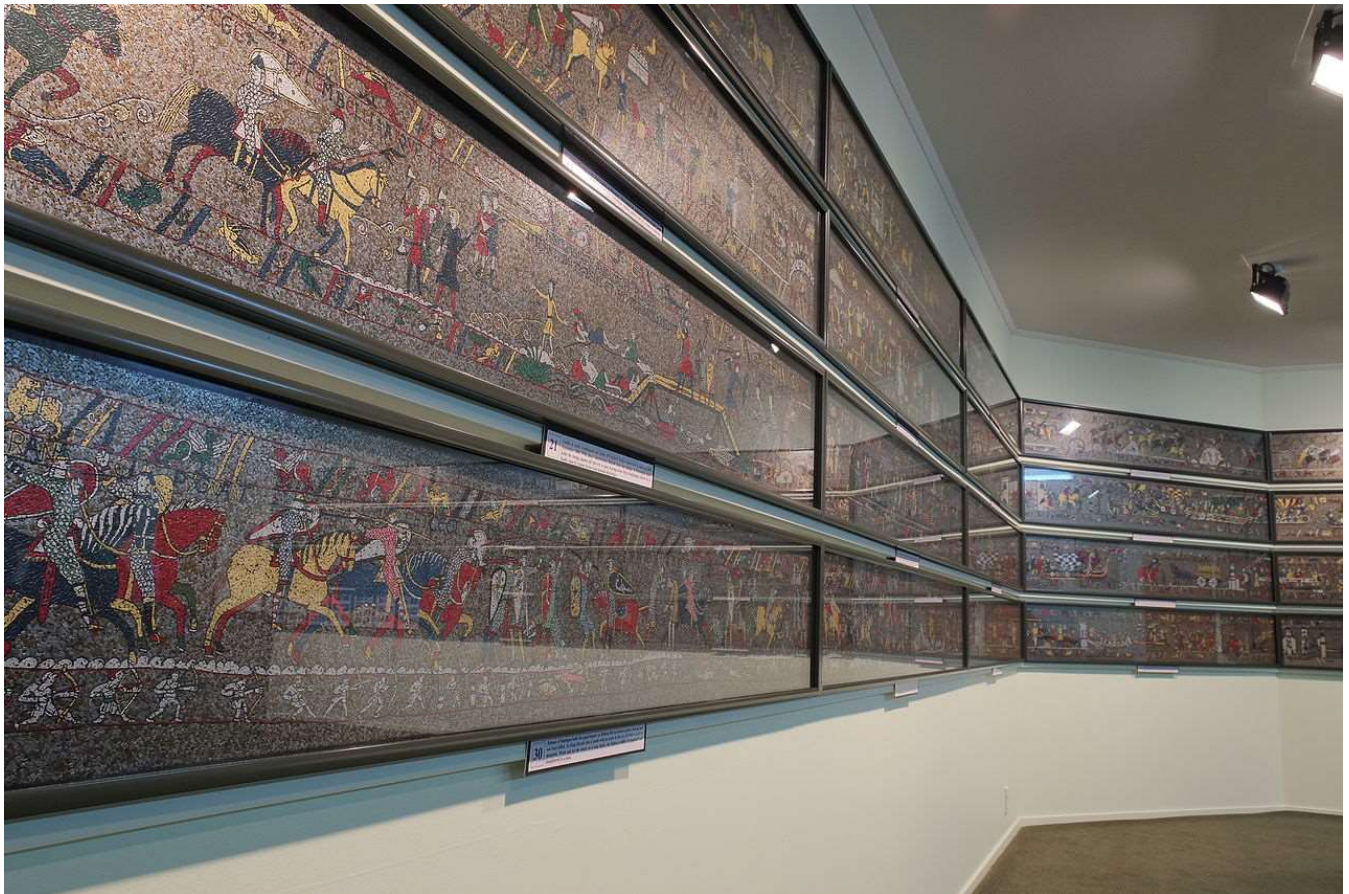
vassal
chaos

fealty
serf

tournament
moat

Key People, Places, and Events

William “the Conqueror”



Sections of the 1066 Medieval Mosaic (Bayeux Tapestry re-creation) in Geraldine, New Zealand

Lesson One

History Overview and Assignments

The Feudal System

THE FEUDAL SYSTEM arose out of the common man's need for protection and the lords' and kings' need for men to work their land and serve in their military. While this system of government may have served a need in its day, it produced a very difficult life for many. The common man did not own land in the feudal system, and many conflicts and wars broke out between different nobles who sought greater wealth and power. The feudal system arose out of desperation, but it lasted for centuries.



A Medieval castle—the traditional symbol of a feudal society

Reading and Suggested Assignments

- Read the article: *The Feudal System*.
- Define the vocabulary words in the context of the reading. Write the words and their definitions in the vocabulary section of your history notebook.
- After reading the article, summarize what 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 an overview of key people, places, dates, and events in your summary.
- Watch the videos found on your **HCS Class pages** for this lesson.

- Explore the websites found on your **HCS Class pages** for this lesson.
- In order to understand the sequence of events of the Norman Conquest, go to the Bayeux Tapestry website at the link found on your **HCS Class pages** for this unit and examine the tapestry scene by scene, then make your own “tapestry” by either drawing or painting the events of 1066 scene by scene.
- You may also want to make a timeline of the events of 1066.
- Be sure to visit your **HCS Class pages** to check for additional resources.

Vocabulary

homage
fief

vassal
chaos

fealty
serf

tournament
moat

Key People, Places, and Events

William “the Conqueror”

Adapted for Elementary School from the book:

The Story of Europe

by Henrietta Elizabeth Marshall

The Feudal System

In the year 911 A.D. Rollo of the Vikings became Robert, Duke of Normandy. He paid **homage** to Charles the Simple. Charles was King of the Franks. At the homage service it is said that Rollo would not kiss the King’s feet, but he promised to be the King’s man. The word “homage” comes from the French word for man. The French word for man is “homme.” Doing homage meant to be loyal and belong to someone more powerful.

There was nothing written at the time about Rollo’s ceremony. But we know it must have taken place, for the feudal system was in use at this time in France and Rollo became the Duke of Normandy. He and his people lived in the area of France called Normandy. This land did not belong to him, though. It still belonged to the King. The King gave it to Rollo as a **fief**. A fief is a piece of land given to someone to use. In return the person would serve in the King’s military. Rollo became a **vassal** of the King. A vassal is a servant.

Feudalism is a type of government.

Feudalism began after the end of the Carolingian Empire. All of the countries in Western Europe were in **chaos**. Feudalism came from both Roman and barbarian customs. In a feudal system, a person could live on a piece of land if he promised to serve in the military.

All of the land in a country belonged to the King. But the King could not farm all the land in the country. He gave it to other people to live on and farm. But he did not give it completely. He let people use his land if they promised to be loyal to him. They promised to help the King in his wars. This promise was made during a special ceremony. The person knelt before the King and placed his hands in the King’s hands. He vowed to be the King’s man. Then the King kissed the man and raised him to his feet. The act of homage was complete. The person was now the King’s vassal.

Next, the vassal would put his hand on a holy item. He may have put it on a book of the Gospels. He took an oath of **fealty**. This meant he would always be true to the King.

The King then gave his vassal a chunk of sod and a tree branch. They showed that the man was now in charge of his part of land.

Only great vassals or vassals-in-chief got their land straight from the King. These men then divided the land to other men. These men were called lesser lords. The lesser lords did not perform homage to the King. They did homage to the vassal-in-chief. These lords divided the land again among even lesser lords. This went on over and over again. At the end of the chain was the poor man. This man did homage to a lesser lord for a few acres of land.

A vassal had many responsibilities to his lord. He had to provide a certain number of soldiers if there was a war. He also had to give *aids* to his lord. Aids were amounts of money. The overlord could ask for aids in four situations. One was when his eldest son was knighted. Another time was when his eldest daughter got married. He could ask for money if he set out on a Crusade. Last, the lord asked for aids for his own ransom. This was needed if he became a prisoner during a war. The vassal also had to give advice to his lord if he was asked.

The fief was supposed to belong to a vassal only until he died. But fiefs were often passed down from father to son. When a vassal died his eldest son would do homage for the fief. He would now have the same overlord as his father. Sometimes a vassal died without anyone to inherit the fief. Then the overlord would keep the land. An overlord could also take the land away if a vassal did not perform his duties.

The vassals would give aids and military help to the overlords. The overlords would give protection to the vassals. Protection was greatly needed at that time. Powerful men took advantage of poorer men. Sometimes weaker men would even be killed for their land.

There were still some nobles who owned their land. They were afraid of getting killed by robbers, so they often chose to give their land over to an overlord. Then the nobles

would hold the land as a fief, and would also have protection provided by the overlord.

The feudal system seemed like a good way to keep an army together. Kings often went to war and needed an army to be ready. With the feudal system there were always soldiers ready to fight. From the greatest vassals to the lowest, men would come to fight.

In truth the feudal system was not a good system. Only the vassals-in-chief paid homage to the King. The other vassals just paid homage to their overlord. To some people the King did not seem as powerful as the overlord. Sometimes the overlord would be stronger than the King. At times they rebelled against him. It was hard for the King to fight them.



Monument to William the Conqueror at Falaise (Calvados, Basse-Normandie). The equestrian statue of the seventh Duke of Normandy, sculpted by Louis Rochet (1818-1873), was built in 1851. On the pedestal, statues representing the preceding six dukes were added in 1875.

William the Conqueror and the Feudal System

A strong government could not work well in a feudal system. The countries where it was popular were not strong. They became just a group of smaller states. Each state was like a tiny kingdom.

England did not have this problem. After **William “the Conqueror”** invaded England in 1066 and became king, he made sure it would not happen. As duke of Normandy he was already powerful. He might have been stronger than the French king. He decided that no English vassal would be as strong as him. He gave his Norman vassals land in England. He did not give any large amount in one place but would give the vassals little pieces of land all across the country. This made it hard for a vassal to gather an army. The vassals could not rebel as easily. Also, William made all vassals swear fealty to him. Even the lowest vassal swore to be loyal only to William.

The overlord had complete power in his fief. He was the ruler. He was the judge. He could decide whether one of his vassals lived or died. He could make war if he wanted to.

Men who were rich were usually soldiers, or knights. Being a priest was their other choice. Most decided to be soldiers. Simple knights on up to the King were soldiers. They were not supposed to work with their hands. They did not have much to do, but they wanted adventure. So they would go off to war whenever they could.

Below the richer men were the workers. There were many classes of workers. The lowest were outlaws and **serfs**. The serfs were the lowest people in feudal society and were considered part of the land. When a fief was passed on the serfs were passed with it. They were considered property, like cattle. They could not leave the land and move to another town. Serfs could be sold by their overlord. They could even be killed if their overlord decided to do so. But unlike slaves, serfs were entitled to protection, justice, and the right to cultivate specific

plots of land to provide for themselves and their families.

The *villein* was the highest form of serf, but he could not leave the land either. He usually rented his house and paid his dues by working a certain number of days for the overlord. He also had to give the lord some of his harvest and his cattle.



Helmeted Knight of France, Illustration by Paul Mercuri from *Costumes Historiques*

Tournament and Feudal Warfare

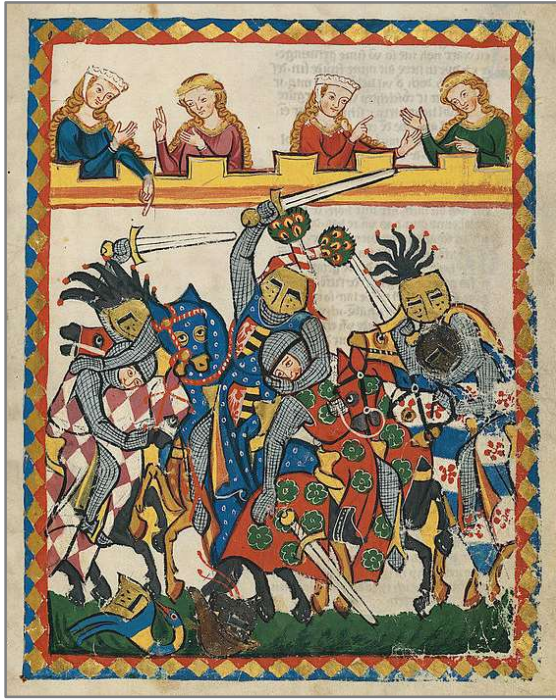
The feudal system split the world into two groups. The upper class was made up of knights and kings. The lower class held all the workers. There were levels of rank within each class. It was almost impossible to move up in the ranks during feudal times.

Working was for the lower classes. The upper classes fought in wars. Sometimes there was no real war going on, and the upper classes would make war games to keep themselves busy. These pretend battles were called **tournaments**.

Tournaments were usually fought in front of the King or some great lord. The soldiers put on their full armor and carried dull weapons. The knights would ride on horses straight at each other. They did not try to kill each other. They tried to knock the other soldier off his horse. The knight who knocked off the most opponents was the winner and received a prize.

Sometimes tournaments were less formal. Young men pretended to fight in tournaments for fun. They acted out a

pretend war and fought with dull weapons. They even used horses. Sometimes a large crowd came to watch these tournaments. The sons of noblemen practiced their war skills this way.



Tournament from the Codex Manesse,
depicting the m le

Tournaments were meant to be a game, but they were also meant to help knights work on their skills. Sometimes tournaments became more deadly than real battles, and many soldiers died while competing in tournaments.

In war the soldiers did not try to kill their enemies. They tried to knock them off their horses just like in the tournaments. They did not do this because they wanted to save lives. They did this because they could make money. If they captured a knight alive, his vassals would pay a lot of money for his ransom. They would not pay anything if he was dead.

The feudal wars were not honorable. They were not about freedom or high ideals, but about greed and power. Men gained land by fighting. If a man was not strong enough to defend his land, someone else took it from him. The weakest men died,

while the strongest men got stronger and richer.

Every neighbor was a possible enemy. Castles were built with strong walls for defending against attacks. The castles were built on hills. This made it hard to attack them and easy to defend. Thick stone walls were built around the castles, and **moats** were dug and filled with water to surround them. The moat could be crossed only by a drawbridge. The castles were so strong that there was almost no way to defeat them. The only way to do so was to starve the people inside. As a result sieges were common in feudal wars.

Feudal Estates of the Clergy

Many abbeys and monasteries were also forts, for they also had to defend against enemies. There were many men who were clergy as well as feudal lords. Some clergymen tried to add to their monastery's land. They would fight wars to get more land. They did this instead of ministering to people.

The Truce of God

There were a few churchmen who fought wars, but most of the churchmen were unhappy about all the fighting. These clergymen created the Truce of God—a rule by which people could not fight from Wednesday evening through Monday morning. War was also banned on Lent and Advent. Other holy days were also war-free. The Truce was broken many times, however. The Church was powerful enough to sometimes punish people who broke the truce.

The Church became even more powerful during the feudal period. The fact that it could enforce the Truce of God shows its power. Kings were supposed to keep their kingdoms peaceful, but they could not do it. The Church came in to keep the peace instead. The Truce of God was carried out until the 13th century. Then the kings gained more power, and a body of laws called the “King’s Peace” took over for the Church.

The Artios Home Companion Series

Unit 9: William the Conqueror

Teacher Overview

IN THIS UNIT we will study England's history from the time after the Vikings began invading through the Norman Conquest. The Normans were descendants of the Vikings, and their conquest of England was profoundly important because it set the stage for the great nation that England became later.



The stone castle at Melfi was constructed by the Normans where no fortress had previously stood. The present castle includes additions to a simple, rectangular Norman keep (a large strong tower, built as part of an old castle).

Reading and Suggested 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 three lessons in which they will learn about **England's Saxon kings, the Norman Conquest, and Norman rule in England.**
- Define vocabulary words.
- Watch the videos found on their **HCS Class pages** for this unit.
- Visit their **HCS Class pages** to check for additional resources.

Leading Ideas

God orders all things for the ultimate good of His people.

And we know that for those who love God all things work together for good, for those who are called according to his purpose.

– Romans 8:28

God has a plan, and in the end He will be exalted.

Be still, and know that I am God. I will be exalted among the nations, I will be exalted in the earth!

– Psalm 46:10

Vocabulary

Lesson 1:
cultured

Lesson 3:
loyal

Lesson 2:
support
severe
loyal

Key People, Places, and Events

Aethelred “the Unready”
Sweyn “Forkbeard”
Canute “the Great”
Edward “the Confessor”
Harold Godwinson
Battle of Hastings
William “the Conqueror”

Domesday Book
William II, “the Red”
Henry I
Matilda
Stephen of Blois
Henry II

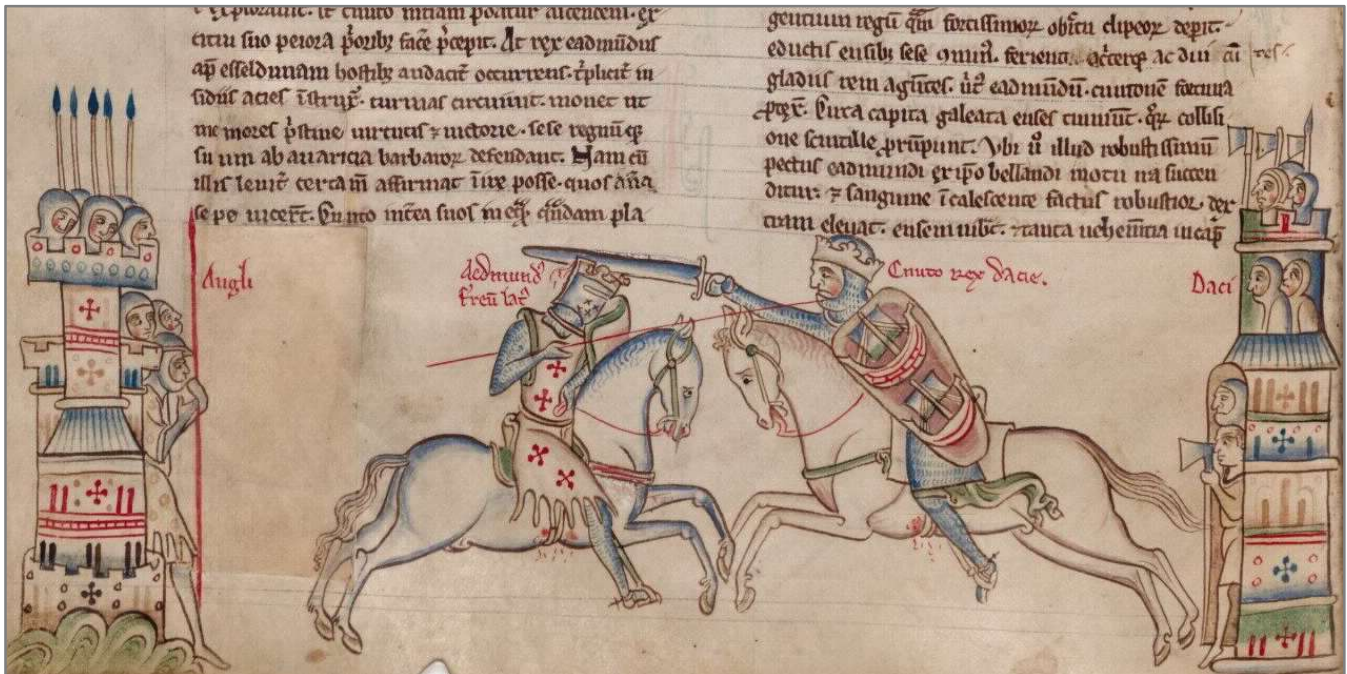


Counties of England in the year 1086,
as documented in the *Domesday Book*, after the Norman Conquest

Lesson One

History Overview and Assignments Early Kings of England

ENGLAND'S EARLIEST KINGS struggled to fend off Viking invasions. Eventually the Vikings defeated the English and ruled the land for a time, until those kings died off and the people chose another Englishman to rule. When that king died without children, a great conflict arose over who should rule next.



Medieval impression depicting Edmund Ironside (left) and Canute (right)

Reading and Suggested Assignments

- Read the article: *The Normans Conquer England (Part 1)*.
- Define the vocabulary word in the context of the reading. Write the word and its definition in the vocabulary section of your history notebook.
- 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, places, dates, and events in your summary.
- Watch the videos found on your **HCS Class pages** for this lesson.
- Be sure to visit your **HCS Class pages** to check for additional resources.

Vocabulary

cultured

Key People, Places, and Events

Aethelred “the Unready”
Sweyn “Forkbeard”

Canute “the Great”
Edward “the Confessor”

Harold Godwinson

Discussion Questions

1. What did King Aethelred do about the Danish Vikings instead of fighting? What happened in result?
2. What very wicked thing did he do? What happened after that?
3. Why was Canute considered an unkind and then a kind king?
4. Why was Edward the Confessor not considered a good king?

Adapted for Elementary School from the book:

The Story of England

by Samuel Bannister Harding and William Fletcher Harding

The Normans Conquer England

(Part 1)

King Aethelred

The three kings who came after Alfred were smart, strong men. They were able to bring England all together under one ruler. But after those rulers came an unwise king to rule England. He was called **Aethelred “the Unready”** (which simply meant that he was given poor advice). While Aethelred led England, new groups of Danish Vikings raided the country. The Danes were trying to overpower the land, so they came with lots of warriors. Under Aethelred’s rule, England was not strong and was not united against the invaders. So instead of fighting, he paid the Danes to go away.

This only made the Danes want to keep coming back. Every time they attacked England, King Aethelred paid them more and more money to go away. He made everyone in the kingdom give him money to pay the Danes to go away. They called this money “Danegold.” The damage caused by these attacks and the taxes made England very poor. This made the people of the kingdom feel wronged and angry. It was not a good time in England. One day, King Aethelred did a very wicked thing. He had all of the Danes living in England killed

because he was afraid they would help the other Danes who were trying to attack England.



Sweyn and the Jomsvikings (an order of Viking mercenaries) at the funeral ale of his father Harald Bluetooth. Painting by Lorenz Frølich (c.1883–86). The funeral ale was a way of socially marking the case of death. It was only after drinking the funeral ale that the heirs could rightfully claim their inheritance.

Sweyn Forkbeard

The King of Denmark, **Sweyn “Forkbeard,”** was furious when he heard of his people being killed in England. He promised to attack and punish England for

what they did to the Danes. He came to England with a large and strong army. England did not have a sturdy leader to bring them all together against Denmark's army. After a long war, Aethelred ran away to Normandy. King Sweyn had won, and he became King of England in 1014.

Canute the Great

One month later, King Sweyn died, and the Danish army chose his son Canute to take his place as King of Denmark. The English, in turn, restored King Aethelred. But he soon died, and another war was fought for control of England—mainly by Aethelred's son Edmund, known as "Ironside." In 1016, Denmark gained control once more, and Canute became king of the whole land.

At first Canute was a very harsh and unkind king. He killed or sent away any English lord that he felt threatened by. But once he was comfortable being king and knew he had power over everyone, he became a good king. He was smart and treated both Danes and English people fairly. He sent most of his army back home to Denmark. He kept a private army in England. King Canute put English people in charge and made good laws. Even though he was King of Denmark, Norway, and England, he lived in England and ruled like he was an Englishman. He even became known as **Canute "the Great."**

At one time Canute, like many Christians, went on a trip to Rome to see the Pope and worship in Saint Peter's Church. While he was there he wrote a kind letter to his people in England. He said that he wanted to let all of them know that he had promised God that he would lead all of his kingdoms fairly and kindly. He ordered all sheriffs and public officials to treat all people, rich or poor, the same. The law would be the same for everyone.

Canute was King of England for almost twenty years (1016-1035). Under his rule

England had a good government and peace. After he died his two sons, one after the other, ruled England. They each died shortly after becoming king. Then, in 1042, the English people chose a son of Aethelred the Unready to be king.

King Edward the Confessor

This king was a very religious man. He was called **Edward "the Confessor."** He would have been a very good monk, but he was not a good king. He did not understand the English people, and for most of his life he lived in Normandy. He loved the Normans. They had become much more **cultured** since their Viking days in the past and were even more cultured than the English now. King Edward thought the Normans were very wise, and he put them in charge in England. But the Normans did not like the English people. They treated them badly and put them down. This made the English people angry and jealous, and caused fighting between the English and Normans.

Under the leadership of a very powerful man named Earl Godwin, the English fought against the King and made him remove the Normans from being in charge in England. Earl Godwin became the highest ranking man in the kingdom. His son Harold became even more powerful after Earl died.

King Edward died after ruling for twenty-four years (1042-1066). He was buried in the great Church of Westminster that he had built. Before Edward died he told people that he thought that England would soon have a time of struggle. He did not have a son to become king. England selected Earl Godwin's son, known as **Harold Godwinson**, to be king.

Then the struggle which Edward had prophesied speedily came upon the land, for a cousin of his, William, Duke of Normandy, claimed the crown and made war upon England to enforce his claim.

Lesson Two

History Overview and Assignments William the Conqueror

WHEN KING EDWARD the Confessor died without a son, a cousin of his named William of Normandy claimed that he was the one who should rule England next. After the people of England chose another man, William gathered an army and sailed across to invade England in order to fight for his claim. The Norman Conquest of England had a great impact on Medieval Europe and the later modern world. After the Norman Conquest, England was never successfully invaded or ruled again by any external force.



Norman knights and archers at the Battle of Hastings, depicted in the *Bayeux Tapestry*

Reading and Suggested Assignments

- Read the article: *The Normans Conquer England (Part 2)*.
- Define the vocabulary words in the context of the reading. Write the words and their definitions in the vocabulary section of your history notebook.
- 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, places, dates, and events in your summary.
- Watch the videos found on your **HCS Class pages** for this lesson.
- Be sure to visit your **HCS Class pages** to check for additional resources.

Vocabulary

support
severe

Key People, Places, and Events

Battle of Hastings
William “the Conqueror”

Discussion Questions

1. Why did William of Normandy think he had greater right to England's throne than Harold did?
2. How did William become King of England?
3. Have any other nations or people conquered England since the Norman Conquest?

Adapted for Elementary School from the book:

The Story of England

by Samuel Bannister Harding and William Fletcher Harding

The Normans Conquer England

(Part 2)

Duke William of Normandy was powerful in France. When he was young his father was killed, and William had to struggle against determined competitors for his position in order to make his way in the world. But William showed he could be smart and powerful. When he grew up, he gained control of all of Normandy. He also fought for and got control of another district in France. He soon had so much under his rule that he was almost as powerful as the King of France.

Because Harold had been chosen and crowned King of England, William really had no right to the English crown. The people of England had chosen Harold as their selection to do the job. But William claimed that King Edward had promised the crown to him before he died. William also said that a long time beforehand, Harold had also sworn to **support** William becoming King of England. So, when Edward died, William of Normandy got ready to attack England and take the crown from Harold.

William gathered men for his army from France, Normandy, and other places. He waited for the right time and then sailed to England with his army. When they got there he jumped off the boat and promptly fell right on his face. His men thought that meant bad luck, but he didn't care.

He cried, "By the splendor of God, I hold England in my hands!"

In England, King Harold was getting ready to defend his kingdom. He got a large army ready. He gathered a bigger army than anyone had ever before. He and his troops were guarding the southern coast when they heard that the King of Norway had landed up north with an army. Right away they went north to battle. They won against those invaders. But while they were fighting up in Northern England, the southern coast lay unprotected, and William and his army were able to invade. Harold had no choice but to hurry south and prepare to defend England as best as he could.

On October 14, 1066, the **Battle of Hastings** between William of Normandy's troops and Harold's English troops began. Harold's men were on foot with swords and axes ready to kill. They used shields as a wall of defense.

William had two kinds of warriors. He had men on foot first with crossbows. Behind them William had men wearing strong armor on horses with swords and spears.

The battle was **severe** and lasted all day. Even though the Normans were on horses, they could not get through the English line. At one point some of the Normans turned around to run away. Even though Harold

told them not to, some of the English went after those Normans. Because they left their protective line, they were easily killed by the Normans. William wisely decided to order all of his men to pretend to run away. Many of the English followed to try and kill them. They were also easily killed.

King Harold, his two brothers, and what was left of the English army stood their ground, and the battle continued. At last, as one story tells, William ordered an arrow shot into the air, and it hit Harold in the eye. He died, and then almost all the English fled. Only his private army stayed and fought until the last English warrior had been killed.

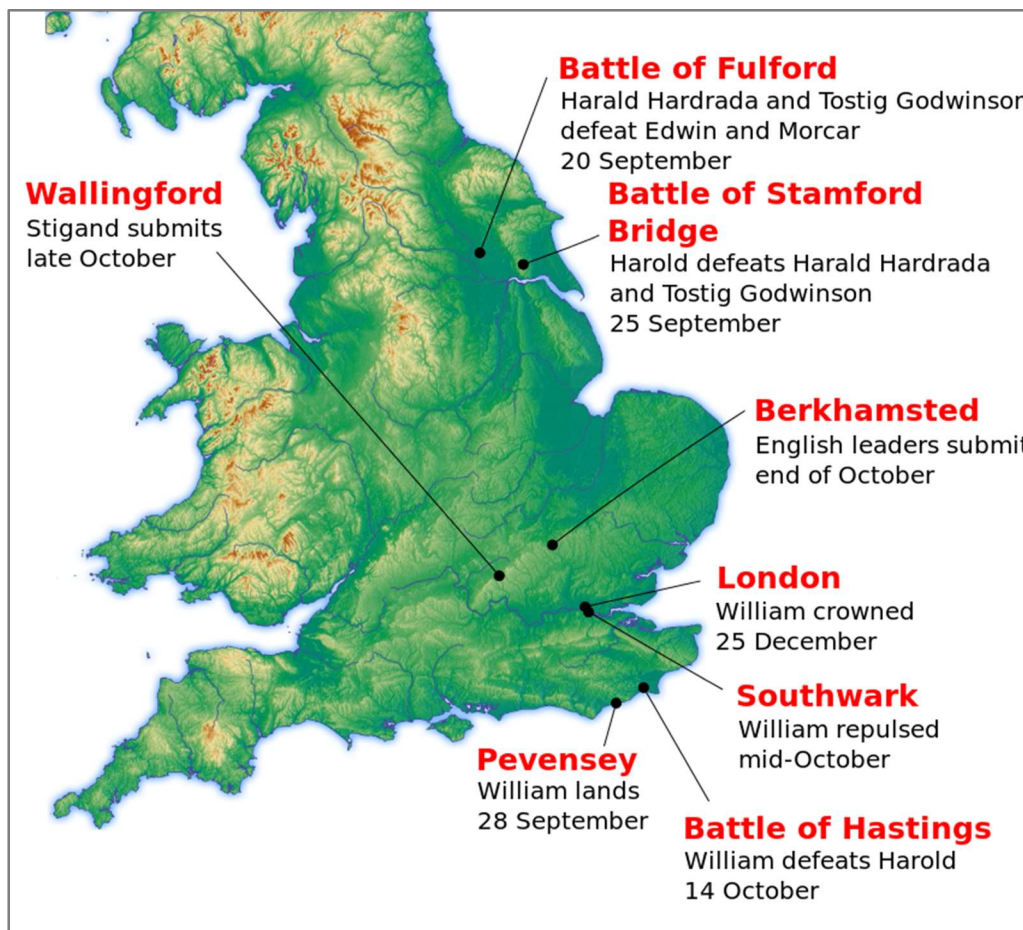
William and his Normans had won the war and gained control of England. They marched slowly to London, where William was made king. On Christmas Day, in the great church at Westminster, he put on the

English crown. Over time he became known as **William “the Conqueror.”**



English coin of William the Conqueror

Over its history, Britons, Romans, English, Danes, and Normans had all battled for power over the island. But the final overpowering by the Normans was the Norman invasion. Since then, no outside power has taken control of the land. It is controlled by the people that live there, not by any other outside power.



Location of major events during the Norman conquest of England in 1066
 (by Amitchell125 at English Wikipedia, CC BY 3.0, <https://commons.wikimedia.org/w/index.php?curid=34995896>)

Lesson Three

History Overview and Assignments

The Rule of the Normans

DURING THE FIRST part of King William's reign, he was occupied with putting down English revolts. After William had put down the revolts, he established the feudal system of government, where in theory, all the lands belonged to the King. This next lesson will deal with the events following King William's gathering of power and the rule of the Norman kings.



Victorian interpretation of the Normans' national dress, 1000–1100

Discussion Questions

1. How did King William keep control over his lords?
2. What was the *Domesday Book*?
3. Who became king after William the Conqueror?
4. Describe William's three sons.
5. What became William II's nickname?
6. Why was there a civil war in England after King Henry died?

Reading and Suggested Assignments

- Read the article: *The Rule of the Normans*.
- Define the vocabulary word in the context of the reading. Write the word and its definition in the vocabulary section of your history notebook.
- 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, places, dates, and events in your summary.
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Key People, Places, and Events

<i>Domesday Book</i>	Matilda
William II, "the Red"	Stephen of Blois
Henry I	Henry II

Vocabulary

loyal

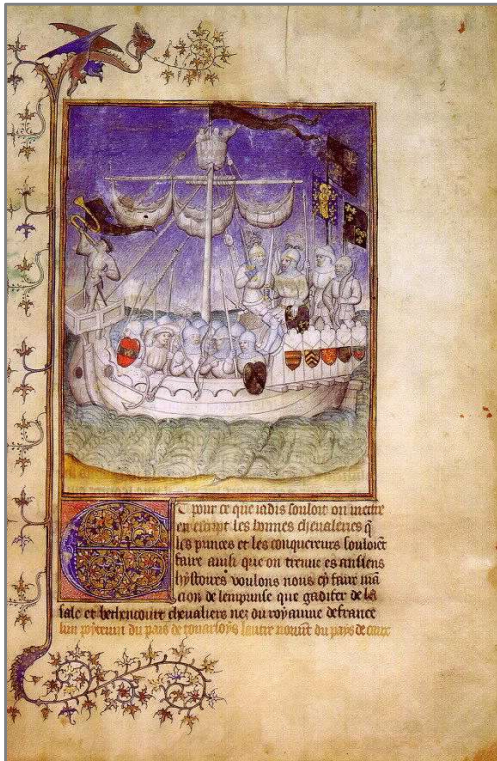
Adapted for Elementary School from the book:

The Story of England

by Samuel Bannister Harding and William Fletcher Harding

The Rule of the Normans

After William the Conqueror became king, he had a very hard time ruling over his kingdom. Many people did not want him to be king. The city of York was the most strongly against him. William decided to punish them. The people who lived there were either killed or sent away. William destroyed all the food and houses. The whole area was left ruined. Nothing lived there for a very long time, reminding everyone of how angry King William was that those people would not listen to him.



Norman expeditionary ship depicted
in the chronicle *Le Canarien*

William's actions finally made the English people realize that he was going to rule over them no matter what. He took away anyone's land who was against him or the Normans. Once people swore to support him, he gave them their land back. King

William also put Normans in charge of ruling over the English, and of their land.

The feudal system sometimes made the King less powerful, because the lords had a closer relationship with their people than the King did. So if a lord decided to go against the King, the vassals of his land would support him and not the King. This made it very hard for anyone to know who was really in charge.

King William tried to keep that from happening. He did not want his lords to get too powerful, so he kept all of them far apart from one another. This made it harder to get a large army together. The lords were also not allowed to hold court on their own. The most important thing King William did was to make every landholder promise to be **loyal** to and support the King over anyone else. By making these changes to the feudal system, William was able to better control the English—and the Normans, too.

The Normans did not like King William's changes to their way of life. It made them very angry, so they rebelled. They wanted to have complete control over the English people's land, like other lords did in other lands. These rebellions from the Normans would last for a hundred years. But William and the kings that came after him could always count on the loyal English people. They were loyal because they realized that even though the King could be mean sometimes, he was better than the feudal lords who just wanted more control over them. King William wanted everyone to live peacefully under his firm rule. Anyone who rebelled or did very bad things was punished quickly and terribly.

Like other Norman people, King William liked to hunt. He reserved all of the forests in England for him to go hunting in. He also

made people leave their homes and destroyed villages so he could make bigger forests for him to hunt in.

As we learned in our last lesson, during his rule, King William had his workers go out and count everything in the kingdom. Every person, animal, amount of land, and how much money each was worth was written down in a journal. This was called the **Domesday Book**. The people under William's rule thought it was overly demanding of the King to do this. King William made the survey so that he could learn how many men and how much money he could count on to help him if there was a war. We still have the book today, and it is very helpful for learning about what England was like so long ago.



The Domesday Book from Andrews, William: *Historic Byways and Highways of Old England* (1900)

Even after William won control over England, he was still Duke of Normandy. This meant he was still in charge of that land but was a vassal under the King of France. The King of France did not like all the power that William had in England, and they fought all the time. Whenever anyone challenged William's Norman power, the French king always sent help to the people against William.

Toward the end of William's life, his eldest son, Robert, asked if he could be in charge of Normandy. William said no, and this made his son very angry. Robert joined the French king who was making war against his father, King William. The war brought about William's death in 1087. He was in bad health before the war, and when he was injured he was not able to recover. Before he died, he did give control of

Normandy to his son Robert, and gave control of England to his second son, William.

When he was dying King William's youngest son, Henry, asked his father what he was going to give him. He told him he was giving him five thousand pounds of silver. Henry wanted to know what he could do with the silver if he had no land. King William told him to be patient and that his time would come. This became true later on because even though **William II** ruled England and Robert ruled Normandy, in the end Henry would control both England and Normandy.



Death of William Rufus,
lithograph by Alphonse de Neuville (1895)

William II became King of England in 1087. He was called William "Rufus" or "**the Red**" because of the color of his skin. He was selfish and mean, and he broke all of his promises to lead England fairly. He did not have any of the good in him that his father, William the Conqueror, did. His death was as evil as his life had been. He was shot with

an arrow while hunting in the forest that his father had made. Nobody knows who killed him. William II had no children to take the crown after he died, so his younger brother Henry became King of England in 1100.

King **Henry I** had been born in England, spoke English, and had an English wife. He promised the English people a good government. The English people supported him being their king and came to help him when his older brother Robert tried to take the crown from him. With his English army, Henry fought and gained control of Normandy. Robert became a prisoner of England, and Normandy was again ruled by England. Other than that war, Henry's time as king was peaceful. He ruled firmly for thirty-five years and was called "the Lion of Justice."



Henry's royal seal, showing the King seated on his throne (l) and on horseback (r)

King Henry's only son drowned while returning from Normandy. Henry wanted to give his crown to his daughter, **Matilda**. Even though England had never had a female ruler, he convinced them to make Matilda their future queen. He married her to a French nobleman, Geoffrey, Count of Anjou. But after King Henry died, Matilda's cousin, **Stephen of Blois**, took the crown. Some people and most of the lords supported Stephen as king. Others supported Matilda. This disagreement caused a civil war in England. The suffering caused by the war was made worse by the lords who were very mean, and neither Stephen nor Matilda could control them.

Those lords were wealthy men who made the people of England build many

castles for them. When the castles were finished they put unworthy men in charge of them. These men imprisoned people who had any goods like silver and gold so they could keep those valuable things. In prison the people were harmed in many different ways. This horrible treatment lasted nineteen years while Stephen was king and just got worse and worse.



Early 14th-century depiction of Henry mourning the death of his son

The bad conditions in England were ended by Matilda and Geoffrey's son Henry. Geoffrey gained control of Normandy for him, from King Stephen. When his father died, Henry became Count of Anjou and Duke of Normandy. He also gained more land in France by marrying the woman who owned it. Then, when he was only nineteen years old, he went to England to gain control of the rest of the land that was supposed to be his mother's kingdom.

Henry was a much better fighter and leader than Stephen. When Stephen's son died, Stephen gave up and agreed that when he died the crown would go to Henry. This ended the civil war. Henry and Stephen worked together to destroy all of the castles. About a year later, in 1154, King Stephen died, and **Henry II** became king.

The Artios Home Companion Series

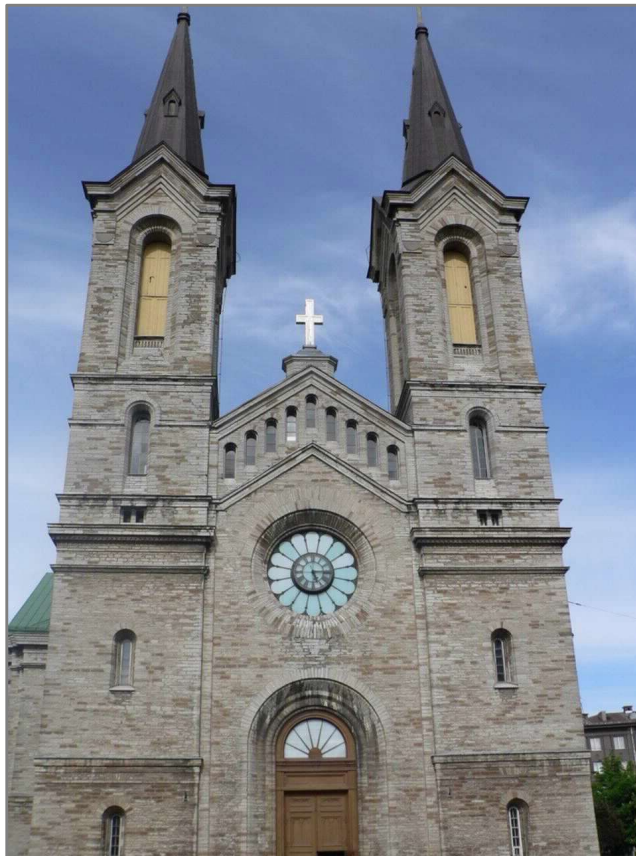
Unit 10: The Church in the Middle Ages

Teacher Overview

THE CHRISTIAN Church in the Middle Ages was very different than the Christian churches of today. It was different in a number of ways, but the main ways were:

- It was universal. (Every Christian was considered to belong to the Catholic Church.)
- It had great power in matters of state.
- It had great power over individuals.

As the Christian Church was one single organization, the power of the papacy was profound. The Pope was able to keep rulers and the rest of the population in line by threat of excommunication (removal from the Church). The Pope also maintained power by allowing the Scriptures to be written only in Latin, and not in the language of the day. This helped to cement the Pope's hold over people and nations.



A Medieval church

Reading and Suggested 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 **the Medieval Church**.
- Define vocabulary words.
- Watch the videos found on their **HCS Class pages** for this unit.
- Explore the websites found on their **HCS Class pages** for this unit.
- Draw, or construct a model of, a Medieval church or cathedral. *Please be sure students have help from an adult for any construction project that requires the use of sharp or dangerous tools.*
- Visit their **HCS Class pages** to check for additional resources.

Vocabulary

Lesson 1:
prominent
population
clergy

Lesson 2:
none

Leading Ideas

God orders all things for the ultimate good of His people.

And we know that for those who love God all things work together for good, for those who are called according to his purpose.

– Romans 8:28

God has a plan, and in the end He will be exalted.

Be still, and know that I am God. I will be exalted among the nations, I will be exalted in the earth!

– Psalm 46:10



A woodcut by Lucas Cranach of the Pope signing and selling indulgences, from *Passionary of the Christ and Antichrist* (1521)

Lesson One

History Overview and Assignments

The Medieval Church

IN THIS LESSON we will study some general features of the Medieval Roman Catholic Church, such as its language, culture, essential beliefs, and its power over matters of state during the Middle Ages.



Seven Sacraments Altarpiece, by Rogier van der Weyden (between 1445 and 1450)

Reading and Suggested Assignments

- Read the article: *The Medieval Church*.
- Define the vocabulary words in the context of the reading. Write the words and their definitions in the vocabulary section of your history notebook.

- 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 answer to the discussion question and an overview of the facts you learn about the Medieval Christian Church from the article. Also include at least one unique fact from each of the websites found on your **HCS Class pages** for this lesson.
- Watch the videos found on your **HCS Class pages** for this lesson.
- Explore the websites found on your **HCS Class pages** for this lesson.
- Be sure to visit your **HCS Class pages** to check for additional resources.

Vocabulary

prominent
population
clergy

Discussion Questions

1. Discuss the Church during the Medieval time period in light of today's reading and your family's beliefs.
2. In what ways did the Church have power over people in the Middle Ages?
3. What was one way the Church could punish people?



Saint Ambrose Barring Theodosius I From Milan Cathedral, by Anthony van Dyck

(Ambrose was a bishop of the Roman Catholic Archdiocese of Milan, and Theodosius was a Roman Emperor.)

Adapted for Elementary School from the book:

Essentials in Medieval and Modern History

by Samuel Bannister Harding

The Medieval Church

In the Middle Ages, the Church was mostly Roman Catholic, though in Eastern Europe the Greek Church was still fairly **prominent**. Many different things caused a break between the churches. These things included different languages, political issues, and the rise of popes' power. Also some smaller issues included the time when Easter is celebrated and differences in wording of church papers and beliefs.

The most important difference was that the Greeks would not accept the Pope's ultimate control over their church. Because of the fighting over all of these issues, the Pope and the Patriarch of Constantinople, the leader of the Eastern Church, banned each other from the Church in 1054. After that happened, the two churches each thought of the other church as made up of *heretics*. A heretic is someone who believes something that is not accepted by his or her people. Over time many people have tried to heal the break between the two churches. But today the churches are still separate.

It is hard for us today to imagine the power that the Church had over people during the Middle Ages. All of Western Europe had one church that was ruled over by the Pope in Rome. The Church was almost like a kingdom itself, which included all of Christendom in the West. It had its own laws and prisons. The church laws did not always line up with the laws of the countries where the churches were. Once you were baptized into the Church, you belonged to the Church. If people tried to leave, they would be punished or killed. People of the Church were required by church law to pay a tithe and taxes.

The whole Christian **population** was supposed to belong to the Church. The Church made their money through

donations made to the Church by rich members, the taxes on the members of the Church, and the monks' selling of the products that they made. The Church quickly became the richest group and owned the most land in Europe.



The traditional social stratification of the Occident in the 15th century

The church law and the church courts decided matters like marriages, divorces, what people received from their loved ones after they died, and contracts. They also said that they would deal with any problems the people had with their church leaders. No matter what crime the church leaders committed, the Church would handle it. The church courts also took care of any crimes dealing with students, crusaders, widows, and orphans.

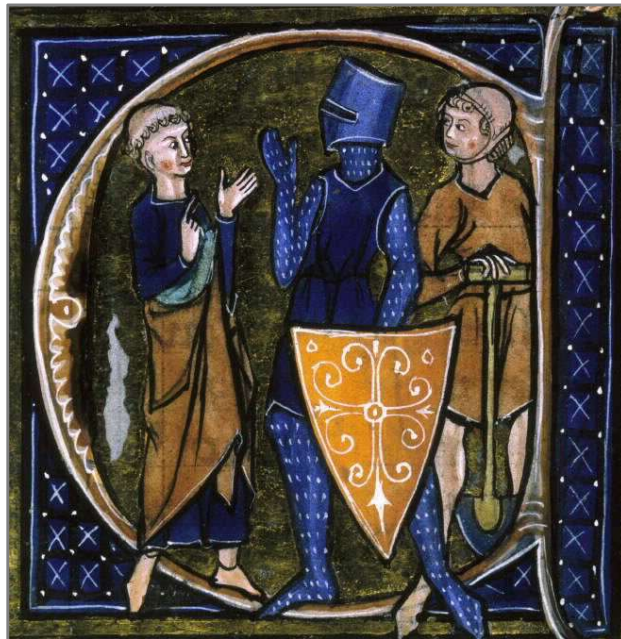
Often times the Church would punish people by excommunicating them. This would ban them from the Church, which cut them off from fellowship in the Church. The people were taught to believe that this meant they would not get into heaven. These people would become outlaws in the community. No other Christians were allowed to talk to them anymore, and usually they would lose their home and land because the Church owned those, too.

The power over the church members was expressed by the church leaders and officers of the Church. The rest of the Christian community was called the *laity*, made up of *lay* people. The church leaders and officers were known as the **clergy**. The clergy was responsible for all the worship, discipline and rules, and religious acts. The *tonsure* ceremony was the means by which men would enter into the clergy. In the Greek Church the heads of the new clergymen would be shaved. In the Roman or Latin Catholic Church just the tops of their heads would be shaved. The clergy were supposed to keep their hair this way and wear special clothes to show that they

were religious men and not like everyone else.

The men of the clergy were also not allowed to get married. The Church declared this because they felt that this would be less distracting for godly men, allowing them to do their jobs better. In the Greek Church only the monks were not allowed to get married. In order to free the clergy to do all of their religious jobs, they did not have to follow the laws that the rest of the people had to follow. This meant they only had to follow church or *canon* laws. In general this was a good practice, but some men tried to become clergymen so that they could do bad things and not get in as much trouble.

The real power of the leaders of the Church was that they were thought of as the middlemen between the lay people and God. The clergy were the teachers of faith and the way the people should live their lives. Without forgiveness of their sins, people could not get to heaven, and they could be forever punished in hell. They believed that only the clergy could act for God and provide them with forgiveness of their sins.



Medieval French manuscript illustration of the three classes of medieval society: those who prayed—the clergy, those who fought—the knights, and those who worked—the peasantry

Lesson Two

History Overview and Assignments On Your Own



The Cathedral of Notre Dame in the 15th century, illuminated by the Master of Anthony of Burgundy

Reading and Assignments

- Do some additional research, and then draw or construct a Medieval church or cathedral. Watch the videos on your **HCS Class pages** for ideas and information. *Be sure to have help from an adult for any construction project that requires the use of sharp or dangerous tools.*

The Artios Home Companion Series

Unit 11: The Holy Roman Empire

Teacher Overview

THIS UNIT WILL COVER the restoration of Charlemagne's Holy Roman Empire under Otto I, and a conflict between the Holy Roman Empire and the Catholic Church. In this week's readings, we see the stress and conflict of the church and state relationship.



Double-headed eagle with coats of arms of individual states, symbol of the Holy Roman Empire's rule, by Hans Burgkmair dem Älteren (1510). The double-headed eagle symbolizes imperial rule.

Reading and Suggested 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 **the Saxon emperors** and **the struggle between pope and emperor**.
- Define vocabulary words.
- Watch the videos found on their **HCS Class pages** for this unit.
- Visit their **HCS Class pages** to check for additional resources.

Leading Ideas

God orders all things for the ultimate good of His people.

And we know that for those who love God all things work together for good, for those who are called according to his purpose.

– Romans 8:28

God has a plan, and in the end He will be exalted.

Be still, and know that I am God. I will be exalted among the nations, I will be exalted in the earth!

– Psalm 46:10

Pray for those who lead us.

First of all, then, I urge that supplications, prayers, intercessions, and thanksgivings be made for all people, for kings and all who are in high positions, that we may lead a peaceful and quiet life, godly and dignified in every way.

– 1 Timothy 2:1-2

Vocabulary

Lesson 1:
independent

Lesson 2:
ultimate

Key People, Places, and Events

Otto I
Henry III
Henry IV

Gregory VII
Henry V
Concordat of Worms



An illustration from *Schedelsche Weltchronik (Schedel's World History)* (1493) depicting the structure of the Reich: The Holy Roman Emperor is sitting; on his right are three ecclesiastics; on his left are four secular Electors.

Lesson One

History Overview and Assignments The Saxon Emperors

AFTER THE FALL of Charlemagne's empire, there was a period of great confusion and disorder in Europe, especially in Germany, where a new race of people, the Hungarians, began to invade. Because of the weakness of the central government in Germany following the demise of the Carolingian Empire, the need for defense against the Hungarians fell on the local nobles. To save Germany from being overrun by the Hungarians, the German nobles consolidated power around a new King, Otto I.



The Imperial Crown of the Holy Roman Empire. Otto was crowned emperor on February 2, 962, by Pope John XII.

Vocabulary

independent

Key People, Places, and Events

Otto I

Discussion Questions

1. Why do you think the author takes so much time explaining the lineage of these kings?
2. What important lineage does the Bible record?
3. Why is this lineage important?

Reading and Suggested Assignments

- Read the article: *The Holy Roman Empire—The Saxon Emperors*.
- Define the vocabulary word in the context of the reading. Write the word and its definition in the vocabulary section of your history notebook.
- After reading the article, answer the discussion questions, then summarize the story you read by drawing out a chart of the rulers discussed.
- Watch the videos found on your **HCS Class pages** for this lesson.
- Be sure to visit your **HCS Class pages** to check for additional resources.

The Story of Europe

by Henrietta Elizabeth Marshall

The Holy Roman Empire—The Saxon Emperors

The fate of each of the three countries that came out of the empire of Charlemagne was very different. France struggled but slowly joined all of its people together into one nation. Germany was not joined together and was still made up of **independent** states. Germany was not focused on peace and just becoming a whole nation, however. They wanted to take over the world and thought they had the right to control Italy. Germany's claim brought an evil time to Italy and to Germany, too. It caused endless wars with the Church, and Italy was not able to become a whole nation for nine hundred years!



King Conrad, from the *Spiegel Historiae* of Jacob van Maerlant (c.1330)

Last of the Carolingians' Weakness

The family of Charlemagne died out because of their weakness. In Germany, the last ruler was Louis “the Child,” who died in the year 911 A.D. In France, the last Charlemagne family ruler was Louis “the *Fainéant*” (which means “the Lazy King”), who died in 987. After each death, both France and Germany chose new leaders.

The position of power in France became hereditary (passed through the family from one generation to the next). In Germany they chose to vote on who would lead them.

When Louis the Child died, the Germans chose Conrad of Franconia as their ruler. Conrad was supposed to rule, but the leaders of each state in Germany fought with each other and acted like each of them was in charge. Even though he had very little real power, Conrad was able to keep the empire from breaking apart. When he was dying, Conrad said that the Germans should choose Henry of Saxony, known as Henry “the Fowler” because of the sport he loved, as their next ruler.

The Saxon Emperors

The Germans took Conrad's advice and made Henry of Saxony Emperor of Germany. Saxon emperors would control Germany for over one hundred years, from 918-1024. Even though the Germans were supposed to vote on who would lead, most of the time the crown was passed on from father to son.

Conrad had kept the empire together, but Henry was able to bring everyone together, and there was peace in Germany. He made all the leaders of the states understand that he was really the one in charge, not them. Henry did many great things for Germany. He was able to quiet the Hungarians who were always trying to threaten the German states. He built towns, helped businesses, promoted farming, and settled many areas of Germany that nobody had lived in before. He did not worry about controlling Italy or taking over the world. Henry spent his life helping to improve life in Germany. When he felt that he had done all he could for Germany, he decided he

would go to Italy to gain its crown too, but he died before he could accomplish that.

Henry's 24-year-old son, **Otto I**, came to power after Henry died. But the important people who had accepted Henry as king did not accept Otto I as their leader. This caused a civil war. Many of Otto's own family did not want him to rule Germany. His time as emperor was full of wars at home in Germany and with other empires. However, he ended up winning everywhere. He fought and took control of the Bohemians and the Danes. He was able to win enough against the Hungarians that they finally went away for good.



A legend tells that Henry the Fowler was mending his birding nets when messengers arrived to inform him that he was to become king.
After a painting by Hermann Vogel

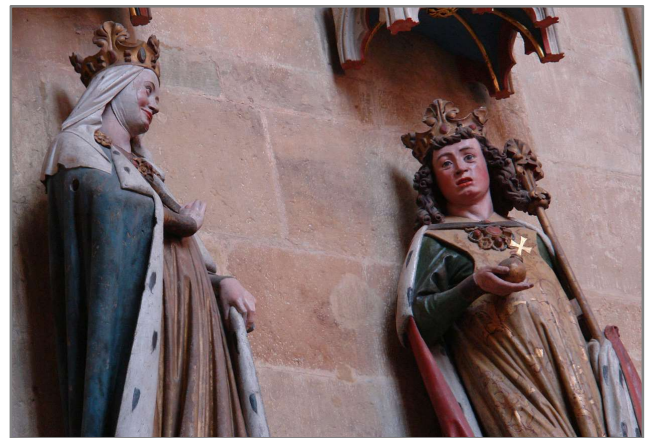
Otto I Dreams of Controlling the World

Through all the wars Otto I fought, Germany became the most powerful state in Europe. But Otto's dreams of power were much bigger than that. He dreamed of taking over the world.

Princess Adelaide of Italy asked Otto I to come save her from King Berenger, who

wanted to force her to marry his son. Otto went as soon as he could. Just like in a fairy tale, he fought and won against Berenger, married Princess Adelaide, and became King of Italy. Then he marched to Rome and was given the crown by the highest religious leader, the Pope. This meant that he was king of all of the kings in Europe. No German leader had held this position for over sixty years. Before Otto I, many of the men who had been crowned emperor had not done anything great. Otto I was already a great leader, and he made the imperial crown great again. This renewed the Holy Roman Empire.

Otto I remade the Empire of Charlemagne. It was smaller than before, but was still tremendous. However, when he did this it joined the power and wealth of Germany and Italy. This was a very bad thing for him to do. The German leaders wanted to have control over the Italian people, and this split everyone up. Otto I ruled the empire very strictly. He even controlled the Church. He used his power to get rid of the popes and other church leaders he disliked and replace them with the ones he thought to be right for the position. The Church was under his control, and for a time the popes had to obey everything the Emperor wanted.



Statues of Otto I, right, and Adelaide in Meissen Cathedral. Otto and Adelaide were married after his annexation of Italy.

(By User: Kolossos - Own work, CC BY-SA 3.0,
<https://commons.wikimedia.org/w/index.php?curid=2447069>)

Lesson Two

History Overview and Assignments The Struggle Between Pope and Emperor

OTTO I TRIED TO INCREASE his power by building up the power of the churchmen. This allowed for unworthy church officials to rise in the ranks of the Church, thus setting the stage for a great struggle called the “Investiture Conflict.” A reform movement in the Church sought to take power from the governments and place it back into the realm of the Church. If we were to boil the theme of this lesson down to one phrase, it would be the separation of church and state.



Henry IV begging forgiveness of Pope Gregory VII at Canossa, the castle of the Countess Matilda, 1077, by Carlo Emanuele

Reading and Suggested Assignments

- Read the article: *The Struggle Between Pope and Emperor*.
 - Define the vocabulary word in the context of the reading. Write the word and its definition in the vocabulary section of your history notebook.
 - 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, places, dates, and events in your summary.
- Extend the chart you began in Lesson One to include the rulers who reigned after Otto I.
 - Be sure to visit your **HCS Class pages** to check for additional resources.

Vocabulary

ultimate

Key People, Places, and Events

Henry III
Henry IV
Gregory VII

Henry V
Concordat of Worms

Discussion Questions

1. Describe the conflict between Henry IV and Gregory VII.
2. What part did pride play in that conflict?
3. What was decided at the Concordat of Worms?

The Story of Europe

by Henrietta Elizabeth Marshall

The Struggle Between Pope and Emperor

Three Saxon emperors ruled after Otto I, then the Frankish dynasty (from Franconia) came to power for the next hundred years. **Henry III** was one of these Frankish emperors. He was one of the best and strongest leaders of the Middle Ages. Henry united the empire more than ever before. One of the greatest things he did was to stop the fighting between the states in Germany. He declared peace between all German people. Under this peace, Germany was very successful.

Henry III and the Church

While Otto I was bringing Germany back to greatness, the Church had sunk back down and was now struggling. There were three popes striving for the throne of the Church. Henry came in and showed his power by removing those three popes and putting a German pope in power. During his time as emperor, Henry set four German popes in charge of the Church. This helped the Church by making it much stronger.

By spending so much time fixing the Church and being in Italy, Henry lost some of his following in Germany. This worried him during the last few years of his life. He died, and this meant his son was supposed to take his place, but his son was only six years old.

With a child ruling the empire, the power of the crown declined. This meant that each state's leader's power got much greater. They fought against each other while trying to fight against the Emperor, **Henry IV**. The whole land was soon engaged in a violent disagreement.

Henry IV and Gregory VII

While the empire was so weak, a monk who was very powerful in the Church was

made pope. He chose the name **Gregory VII**, and he became even more powerful. This caused a struggle for **ultimate** power between Henry IV and Gregory VI.



Henry IV requests mediation from Matilda of Tuscany and abbot Hugh of Cluny.

Two years after he became pope, Gregory declared that high ranking church leaders would not be chosen by the Emperor or anyone else except the Church itself. For a very long time, many emperors had tried to strengthen the Church to make noblemen less powerful. Because of that, the Church had a very large amount of land. If church leaders could be chosen only by the Pope, all of that land would really be in his control. This would make the Emperor's power decrease.

At this time, Henry IV was only twenty-five years old. He was easily excited, a little unstable sometimes, and not ready to deal with this powerful pope. Henry did not want to give up any of his power, so he removed

the Pope from his position of power. But Gregory was not a German pope, ready to do whatever a German king said. He decided to excommunicate Henry. This meant that Henry was not a member of the Church anymore. Gregory also threatened to remove Henry from power if he kept giving the Church trouble.

No pope had ever acted that way toward an emperor. If Henry had more loyal followers, and if Germany had united, he might have been able to ignore the threats of the Pope. But Germany was weak because of their dream of taking over the world.

Every leader in Germany was always looking for a chance to become an independent ruler. Many of them saw this as their chance to rebel because the Pope had taken most of Henry's power. In order to regain his control over Germany, Henry had to give in to the Pope.

In the middle of winter he took a very long, hard trip across the mountains to Canossa, where the Pope was. He showed up dressed like a person who was very sorry for his actions. He had on no shoes and no hat. He knocked and begged to get in. For several days, Henry waited outside in the cold for the Pope to let him in and forgive him. Finally Gregory gave in and forgave him. This showed the Christian world that the Pope had the authority to judge great kings. He claimed this to show that without any fighting or an army to back him, the little gray-haired priest had won power over "the lord of the world."

The Pope's pride and boasting made Henry very angry. As soon as he felt strong enough, he went against the Pope again. Again the Pope removed Henry from the Church, and Henry removed the Pope from power. This time Henry marched to Rome with his troops and surrounded the city, hoping to capture Gregory. After three years of attacking Rome, Henry went into the city and was crowned emperor by his own chosen pope, Clement III. Gregory's time in power was over, and he ran away to Salerno.

Before he died, Gregory would not forgive Henry, and that meant Henry was still banned by the Church.

Henry's last days were filled with war and people fighting against his rule. His son, who became Henry V, forced him to leave the throne and imprisoned him. The Pope's ban on Henry continued even after he died. It took five years for the ban to be taken away so he could be buried in holy ground.

The Concordat of Worms

Gregory VII was dead, Henry IV was also dead, but the fight for power continued. The popes that came after Gregory wanted to keep the power he had claimed they could have. The emperors who came after Henry kept resisting the idea that they could not have complete power over the Church.

Henry V became Holy Roman Emperor after his father Henry IV had died. Henry V had fought against his father when he was younger and the new pope, Paschal II, had hoped Henry V would be willing to follow under his rule. But he was wrong. Henry was strong, and the struggle for power continued.



Emperor Henry V visits his father in prison. Unknown artist, workshop of Diebold Lauber (c.1450)

After a long time, Henry and a different Pope, Callixtus II, came to an agreement at the **Concordat of Worms**. They agreed that the Pope would choose popes and other church leaders with the approval of the Emperor. The popes would also respect the Emperor's power over the Church's land.



Pope Callixtus II

After fifty years, the struggle between the Church and state was finally over. The Pope really came out the winner, with more power and more respect from the people. The battle over who would choose new church leaders was over, but the battle for ultimate power of ruling the world kept going. The popes kept trying harder and harder to show that they weren't just leaders of the highest church, but the highest leaders of all Christianity.

England

The popes were treated very differently by Henry of Germany and William of England. King William of England was the chief leader of both church and state. In England only the people could approve a new king or take the crown away, and the King chose new church leaders without asking the Pope. The Church wanted to take England's land. To do this they had supported William during the Norman Conquest, when he'd gone to take England from Harold of Saxony. But even though

William was a loyal church member, he planned on ruling England alone. Gregory VII also wanted the Church to rule England alone. There were a few small battles, and William did not give up any land or power. Pope Gregory sent a message demanding loyalty from King William.



The original version of the popular 1620 painting of William the Conqueror, by unknown artist (c.1580)

William sent him a message back saying he would not give up his power to the Pope. The kings of England before him had not promised loyalty to the Pope, and he would not either. He would keep giving money, but not loyalty. William respected the Pope and would give him what was lawfully due to the Church. He also retained the right to choose church leaders. It was never talked about or argued about like between the Emperor and the Pope in Rome. Pope Gregory was too busy to put up a fight against King William. He had to get an army together to fight against the new emperor.

The popes were much more successful in Germany at getting their way. After Henry V, Lothaire the Saxon ruled Germany. During his rule the Church's power became much greater. Lothaire was very weak and scared of making the Pope angry. He even gave the Church land in Italy that he normally would have kept for himself.

The Artios Home Companion Series

Unit 12: The Crusades, Part One

Teacher Overview

DURING THE MIDDLE AGES, Christians from Europe went to Jerusalem for holy journeys called pilgrimages. Just when these pilgrimages were reaching their height, the Muslim Turkish conquests in Syria made these journeys difficult for the pilgrims. Western Christendom was soon filled with tales of horrible deeds committed upon the Christians and their shrines. When news of these acts reached the West, there was outrage that the holy lands should be in possession of people who did not follow the Christian religion. Soon Europeans became enamored with the idea of expelling the Muslims.



The Crusaders built the Temple Mount again,
from a manuscript from the 15th century

Reading and Suggested 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 three lessons in which they will learn about **pilgrimages to the Holy Land, the founding of the Great Orders of Knighthood, and Peter the Hermit.**
- Define vocabulary words.
- Watch the videos found on their **HCS Class pages** for this unit.
- Visit their **HCS Class pages** to check for additional resources.

Key People, Places, and Events

Peter “the Hermit”
First Crusade
Godfrey of Bouillon

Knights Hospitaller
Knights Templar
Teutonic Order

Vocabulary

Lesson 1:
arduous
pilgrimage
hostile

Lesson 2:
none

Lesson 3:
none

Leading Ideas

God orders all things for the ultimate good of His people.

And we know that for those who love God all things work together for good, for those who are called according to his purpose.

– Romans 8:28

God has a plan, and in the end He will be exalted.

Be still, and know that I am God. I will be exalted among the nations, I will be exalted in the earth!

– Psalm 46:10

Pray for those who lead us.

First of all, then, I urge that supplications, prayers, intercessions, and thanksgivings be made for all people, for kings and all who are in high positions, that we may lead a peaceful and quiet life, godly and dignified in every way.

– 1 Timothy 2:1-2



14th-century miniature from William of Tyre's *Histoire d'Outremer* of a battle during the Second Crusade, National Library of France, Department of Manuscripts, French 22495 fol. 154

Lesson One

History Overview and Assignments The Beginning of the Crusades

BEFORE WE STUDY the key figures and battles of the Crusades, we must first understand the reasons why the Crusades began. This lesson will focus on the launching of the early Crusades.



Pope Urban II preaching at the Council of Clermont, by Jean Colombe (c.1474)
Illustration from Sébastien Mamerot's *Livre des Passages d'Outre-mer*

Reading and Suggested Assignments

- Read the article: *The Beginning of the Crusades*.
- 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, places, dates, and events in your summary.
- Define the vocabulary words in the context of the reading. Write the words and their definitions in the vocabulary section of your history notebook.
- Watch the videos found on your **HCS Class pages** for this lesson.
- Be sure to visit your **HCS Class pages** to check for additional resources.

Key People, Places, and Events

Peter “the Hermit”
First Crusade

Vocabulary

arduous
pilgrimage
hostile

Discussion Questions

1. Discuss the first sentence in the third paragraph of this article with your parents.
2. How does the Bible address this subject?
3. Describe the events that led to the start of the First Crusade.

Adapted for Elementary School from the book:

The Story of Europe

by Henrietta Elizabeth Marshall

The Beginning of the Crusades

Pilgrimages to the Holy Land

To people who are familiar with the story of Christ, it is hard to imagine the strong effect the story had on the uncivilized people of Europe. They were unfriendly and untamed people. When the people came and told them about a kind Christ who gave His life for them, their troubled hearts were amazed. They also wanted to visit the place where the story of Christ had taken place. Even though the trip was long and **arduous**, people from all over Europe traveled to the Holy Land that their Christian teachers had told them about.

Today the journey is easy and fast for

travelers. Back then the trip would take months or even years. Many people never made it there or never made it back. The people that did make it back to their homes were treated like holy people. They were considered special because they had stood on the ground where Jesus Christ had stood and had seen the places from the holy stories. Most people who made the trip would keep the clothes they'd worn when they arrived at Jerusalem. They kept them so that they could be buried in them.

After a while, it was taught that a **pilgrimage** to the Holy Land was a way for people to clean away their sins, no matter

how bad their sins might have been. So year after year, more and more people began making the journey to Holy Land in Palestine. Even kings, emperors, princes, and princesses traveled there, too. They built beautiful Christian churches in Jerusalem. A chief church leader was chosen, and many Christians moved there to live.

The Christian travelers were able to come and go unbothered until the Muslims conquered the area in the seventh century. After that, Christians were still permitted to visit, but they were not allowed to build any more churches and had to remove any crosses from the churches already built. They were also not allowed to ring the church bells, carry guns, or ride horses. They had to wear different clothes than everybody else. If they did these and certain other things, they were allowed to worship in the way they chose.

For more than 350 years, Muslims ruled Palestine, but many Christian travelers still went there. It could be a dangerous trip, because there were often robbers and other troublemakers along the way. Sometimes the Christians were treated wrongly and ruled over unfairly in the Holy Land, but mostly they came and went in peace.

Captured by the Turks

At the beginning of the eleventh century, a new and more **hostile** enemy invaded from the East. They were the Turks. They were an angry and forceful people who had been converted to Islam. Their goal was to take over in order to spread their faith. With big armies the Turks came through Persia, took over, and made one of their leaders king in that area. Soon they also gained control of Palestine. They killed many Christians, ruined and laughed at all the holy places, and dragged the highest church leader through the street by his hair. Then the Turks put him in prison until the people were able to pay enough money for his freedom. The Christians who were not killed

or put in prison ran back to Europe. When they got there, the Christians told everyone about the horrible invaders that had done such horrible things to the Holy Land.

Peter the Hermit and Urban II

Among the people who were outraged was a man named **Peter “the Hermit.”** He was a small, thin man who was a great speaker. He rode through Europe on a donkey, wearing rough, worn clothes, and carrying a cross in his hand. People crowded around to hear him speak wherever he went.

His words encouraged people to fight for Christianity, and many people started treating him like a saint. People would be happy if they touched his clothes or the donkey on which he rode. They followed him from place to place listening to him preach and weeping at the stories of the horrible things that were happening to the faithful Christians in the Holy Land. Peter was able to incite people to action— indeed, he did later lead a fighting force to Jerusalem—but the Crusades needed a greater power to be successful. Also, the invading Turks had damaged the Eastern Empire and the Emperor, Alexius Comnenus, needed help so he sent a message to Pope Urban II.



Urban II, by Francisco de Zurbarán (1630)

The Pope was very willing to help because he also wanted the Turks to go back to Asia where they'd come from. He called the people together to a meeting at Piacenza in Italy. Even though many people came, no one could decide what to do. The Pope decided that the first move needed to take place in France, so he crossed the mountains to hold a meeting at Clermont.

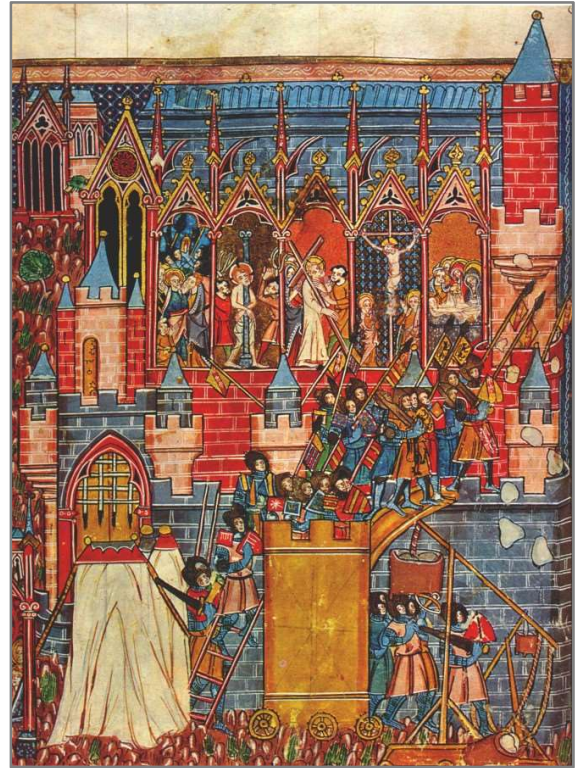
Meeting at Clermont

The town of Clermont overflowed with people for the meeting, and even though it was winter people camped out in tents all over. There was not a building big enough to hold the huge meeting of so many people. The Pope wore beautiful robes and sat on a throne built in the middle of town with all of the church leaders around him. He spoke to the crowds in French so that everyone could understand him. As the Pope spoke, people were so moved that they wept. Their hearts were filled with encouragement to go out and fight for their beliefs. He told them to stop fighting between themselves and turn their anger against the people who had ruined the holy places. The Pope told them to take the journey with a strong desire for the reward of glory forever in heaven. The people cried out, "God wills it! God wills it!"

The eager people gathered around the Pope and received a cross badge to mark them as soldiers of Christ. The battles would last over two hundred years, greatly change Europe, and become known as the Crusades. Now any strong, exciting battle against evil is called a crusade.

The Crusades brought God into war. The people who joined the cause felt that they were soldiers for God, and many even believed reclaiming the Holy Land from the unbelieving invaders would help speed the Second Coming of Christ. This brought a great purpose to war. Before, men had fought wars for selfish reasons and for what they could personally get from it. The Crusaders did not fight for more land. They fought so that Christians could visit the

Holy Land in peace. The Crusades also added the idea of freedom to war. These people were fighting because they wanted to, not because the people who owned their land were making them fight.



The Siege of Jerusalem,
as depicted in a Medieval manuscript

Of course there were some men who went to fight just for the adventure and some who went hoping to make money along the way. The Pope declared that debtors (people who owed money) would be freed of the debts they owed if they fought for the Crusades. Criminals fought to run away from the law. Even though not everyone went for the Cross, most did and their loyalty to the cause was very great.

The Early Crusades

The crusaders were not really an army. They were mostly large groups of armed and unarmed bands that traveled together toward the Holy Land. They came from all over Western Europe. Most came from France, because the stories of adventure were very attractive to the French people.

Even though France could gain much from the war, their king took no part in the war. There were no kings at all in Europe who supported the **First Crusade**.

At the time of the First Crusade, Philip I was King of France. Just like the kings who had come before him, Philip had little power and did not like adventures. In England William II, called “the Red,” was ruler but he was not a religious man at all. Henry IV was Emperor of Germany at the time of the first Crusades, and he was banned from the

Church. None felt any reason to get involved in the Crusades at that time.

The soldiers from all the different countries did not fight under a national leader. There was no one person in charge. There were really no rules in their war or between all of the troops. Their faith was what held them together and pushed them forward. The Crusades ended up failing. However, their effect on Europe no matter whether they won or lost was huge. It shaped Europe’s history.



Taking of Jerusalem by the Crusaders, 15th July 1099, by Émile Signol (1847)

Lesson Two

History Overview and Assignments Crusaders in Jerusalem

AFTER THE FIRST Crusade army reached Jerusalem, the city fell. The Crusades established a monarchy with a Christian kingdom in Jerusalem. We also see the knightly orders and such as the Knights Templars founded during this time.



After the successful siege of Jerusalem in 1099, Godfrey of Bouillon, leader of the First Crusade, became the first ruler of the Kingdom of Jerusalem.

Discussion Questions

1. Describe the vows, lifestyle, works, and dress of the Knights Hospitaller.
2. Describe the vows, lifestyle, works, and dress of the Knights Templar.
3. Describe the Teutonic Order of Knights.

Reading and Suggested Assignments

- Read the article: *The Crusades: The Christian Kingdom of Jerusalem*.
- 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, places, dates, and events in your summary.
- Watch the videos found on your **HCS Class pages** for this lesson.
- Be sure to visit your **HCS Class pages** to check for additional resources.

Key People, Places, and Events

Godfrey of Bouillon

Knights Hospitaller

Knights Templar

Teutonic Order

The Story of Europe

by Henrietta Elizabeth Marshall

The Crusades: The Christian Kingdom of Jerusalem

The Founding of the Great Orders of Knighthood

The First Crusade army set out in the fall of 1096. It took them almost three years to get to Jerusalem in June of 1099. Of course, Peter the Hermit and his group had gotten there first. But they had been unarmed and many did not make it because they died of hunger and sickness, or were killed by the enemy before they got to Palestine.

Jerusalem quickly surrendered to the crusaders. The knights, or armored soldiers, killed many of the people who were not Christians. When they were done killing, they took off their armor. They dressed in white robes, carried palm branches, and marched to the special, holy church to thank God for their victory.



Depiction of Crusaders
from a 1922 edition of *Petit Larousse*

Kingdom of Jerusalem

One of the bravest and smartest crusaders, **Godfrey of Bouillon**, was chosen to be King of Jerusalem. But he would not wear a crown or take the royal title in the same city that the Savior of the

world had worn the crown of thorns. He thought of himself as a humble soldier of the Church.

The crusaders had taken control and set up their king. They left a few hundred knights to protect the land, and then most of the crusaders left to go back home. They were very brave to set up a kingdom surrounded by enemies with Christian help so far away. But as long as the Crusades lasted, the Christian kingdom continued. It was almost always being attacked. Even though the crusaders were able to fend off the Turks, they were never able to keep a large enough army to keep the kingdom safe all the time. The Christian kingdom had to depend on two powerful knighthoods, the Knights of St. John and the Knights Templar.

Knights of St. John, or Hospitallers

The Crusades offered opportunity for knighthood to develop. Most of the soldiers were very smart and highly regarded men who had great loyalty to their Christian kingdom. This faithfulness showed in a new way and brought another new feature to war. They had respect for the men who were hurt in the war. Before, no one had really thought about helping people during war. The knight's job was just to fight. But now they were expected to give their lives to help the sick and hurt.

Many years before the crusaders had taken over Jerusalem, an Italian shop owner had built a hospital for the poor and sick people traveling to and from the Holy Land. It was not like today's hospitals, but more like a house where people could rest and get better.

A large number of crusaders took shelter in that hospital. One of the first things that

Godfrey did after being chosen to lead the Christian kingdom was to visit that hospital. He was so happy with the good work that was going on there that he gave the hospital lots of money and land. Many of his knights also gave, and joined the people helping at the hospital. The man in charge there decided they should make an organized group. That is how the **Knights Hospitaller**, also known as the Knights of Saint John, was started.



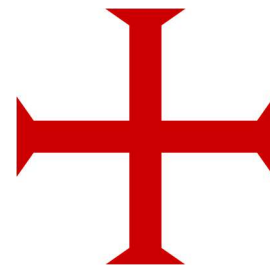
Grand Master and senior Knights Hospitaller
in the 14th century

The members of the Knights of St. John promised to obey, be poor, and not get married. Their lives were not about the Crusade anymore. Theirs was a peaceful life dedicated to helping the hurt. They wore black robes with a white cross marked on them. It did not take very long for this peaceful group to turn to a more military way. These men had been fighters all of their lives. It was hard for them to change into caring nurses. So they made a new promise to defend their faith no matter what, even if it meant giving up their lives. But they were not allowed to fight for any other reasons. The group divided into three classes. The nobles were the men in charge,

the clergy were the church leaders, and those helping others were the serving brothers.

Men could be in the noble class only if their families had been noble for more than two generations. The most important people in the kingdom sent their sons to the Hospital of St. John to be trained to become knights. Even though they became more like an army, the knights still focused on helping the wounded. All over the world, they founded these places of refuge called Hospitals. Hospitality means to be friendly and giving to guests. That was their mission.

The knighthood became rich very quickly. All of the rich men who became Knights of St. John had to promise to be poor and not have money of their own. This meant they gave up their money to the knighthood. Many other people who had been helped by the knights gave money and land to them. With all of this money, the order built more hospitals everywhere the crusaders and people traveling to the Holy Lands would be. They bought fleets of ships, owned whole towns, and after a while they were so powerful that kings started to feel threatened by them. The kings were jealous of the knights' wealth and power.



Templar Cross

Knights Templar

A little while after the Knights of St. John were started, another group of more peaceful knights was started. They called themselves the **Knights Templar**. They started out not helping the sick but protecting the people on their travels to the Holy Land. They were known at first as the Poor Soldiers of Christ. But after they were given a house to live in near the Temple of

Solomon, they became known as the Knights of the Temple or the Knights Templar. They took the same peaceful vows as the Hospitallers but wore robes marked with a red cross. Then people started calling them Red Cross Knights.

Just like the Hospitallers, the Knights Templar became rich very quickly. The money made them want more and more money. They forgot about their promises to serve and focused more on being the proudest and richest knights. Long after the Crusades were over, the knightly orders were still around. They kept getting richer and richer.



Drawing of two knights on a horse (emphasizing poverty), the emblem of the Knights Templar, from the *Chronica Majora* of Matthew Paris.

Early in the fourteenth century, the Knights Templar were charged with the crimes of defying the Church and having evil ways. Philip IV of France destroyed them. The Hospitallers lasted much longer. They kept their knightly order until Napoleon broke them apart in 1798. Over time people have tried to get the order back together. The St. John Ambulance Association came

out of one of those attempts. They focused on taking care of men hurt during war, and they tried to be like the knights of history who lived more than eight hundred years before them.

The Teutonic Order

The third Crusade was made up of mostly Germans, so they were called the **Teutonic Order**. Members of the order wore a white robe marked with a black cross. Like the Knights of St. John, this order was started in a hospital founded by German shop owners.

The Teutonic Order quickly became a great military and trading group. They had groups of ships, lots of land, and almost royal power. But the German knights were not truly dedicated to helping the Crusades restore the Holy Land. They were focused on expanding Germany.



Herman von Salza, Grand Master of the Teutonic Order

Lesson Three

History Overview and Assignments Peter the Hermit

PETER THE HERMIT was one of the leaders of the People's Crusade. He preached all over Europe, inciting people to join Pope Urban II's call to reclaim the Holy Land.



Peter the Hermit shows the crusaders the way to Jerusalem. Illuminated manuscript on parchment

Reading and Suggested Assignments

- Read the article: *Peter the Hermit*.
- 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 an overview of key people, places, dates, and events in your summary.
- Be sure to visit your **HCS Class pages** to check for additional resources.

Adapted for Elementary School from the book:

Famous Men of the Middle Ages

by John Henry Haaren

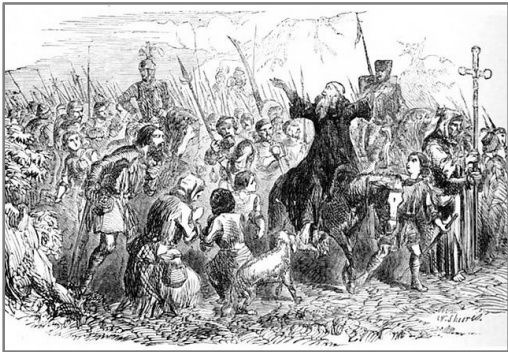
Peter the Hermit

About 1095, there was a religious man living in Amiens, France named Peter the Hermit. Peter was in Clermont when the Pope encouraged the Christian people to go and take back the Holy Lands. He told them it was God's will for them to go to war. Peter listened very carefully. As soon as the

meeting in Clermont was over, he went out and started preaching that waging war against the Turks was the right thing to do. Dressed very plainly, with no shoes or hat, he went from city to city in Italy riding on a donkey. He preached in churches and on the streets to anyone who would listen to him.

He was able to get people from all over Europe to join the movement and become “champions of the Cross.”

This started the first of many wars known as the Crusades, or “Wars of the Cross,” carried out to rescue the Holy Land from the Muslims. It is said that more than one hundred thousand men, women, and even children went out on this early Crusade. Each of them wore a symbol of the Cross on his right shoulder.



Peter the Hermit and his army

Peter was in charge of a very large group of crusaders which became known as the “People’s Crusade.” His followers started their trip shouting with joy and praise. But they did not have enough supplies. So when they were traveling through Hungary they tried to force the local farmers help them. This made the Hungarians very angry. They attacked the crusaders and killed many of them. After many setbacks, only about seven thousand of those who had started on the Crusade made it to Constantinople. They were still just as excited as they had been when they first started following Peter. They shouted, “It is God’s will!”

When the crusaders left Constantinople, they headed east to the land of the Turks. They were met by a very powerful Turkish army. They fought very long and hard, but in the end the Christians were badly beaten in the war. Only a few survived to go back to Constantinople. Peter had left the crusaders before the battle and returned to Constantinople. Later he joined the army of Godfrey of Bouillon.

Godfrey’s army was very well organized and supplied. It was well controlled and large, with about half a million men. He had formed his army just a few weeks after Peter the Hermit had gathered his group. Peter’s group was much too disorganized and uncontrolled to be thought of as a real army. Godfrey’s men were really the first crusading army.

After a long trip, Godfrey and his troops reached Antioch. They attacked the city and took control over it. It was not easy, though. Antioch was a very large Muslim fortress and the Muslims fought back very hard against the crusaders. It took seven months for them to surrender to the Christians.



Peter the Hermit showing the way

Then something very unexpected happened. An army of two hundred thousand Persians showed up to help the Muslims. They attacked the city and shut the crusaders inside the walls of Antioch for weeks. However, after many battles and many lives lost, the Christians were able to drive away the Turks and Persians for good.

The path was now open to Jerusalem. But only fifty thousand crusaders were left out of the five hundred thousand that had left Europe. They had won, but it had cost them greatly. The Christians kept bravely pushing forward.



The alleged "sword of Godfrey of Bouillon" displayed at the Church of the Holy Sepulcher in Jerusalem since 1808

On a bright, summer morning they finally saw the Holy City far ahead. For two whole years they had marched, battled, and suffered in the hope of getting to Jerusalem.

The battle for the Holy Land took more than five weeks. Finally, on the 15th of July in 1099, the Turks surrendered. The Muslim flag was taken down, and the banner of the Cross at last flew over the Holy City. Godfrey became the first ruler of the Christian Kingdom of Jerusalem. He refused to take the title of "king," however, and refused to wear a crown, saying, "I will not wear a golden crown in a city where my King has been crowned only with thorns."



Peter the Hermit Preaching the First Crusade, from the painting by James Archer from Cassell's *History of England*, Vol. I published in 1865—anonymous author and artists

The Artios Home Companion Series

Unit 13: The Crusades, Part Two

Teacher Overview

IN THIS UNIT we will continue our study of the Crusades. We will read about Richard the Lion Heart, Philip Augustus of France, the Holy Roman Emperor Frederick Barbarossa, and Saladin, the conqueror of Jerusalem. We will also see the results of the Crusades and their effects on Europe and the Middle East.



Richard Coeur de Lion, a bronze equestrian statue depicting Richard I of England, outside the Houses of Parliament, London, England, sculpted in 1860 by Carlo Marochetti

Reading and Suggested 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 four lessons in which they will learn about **the later Crusades, how Saladin took Jerusalem, and Richard the Lion Heart, and the effects of the Crusades.**
- Watch the videos found on their **HCS Class pages** for this unit.
- Visit their **HCS Class pages** to check for additional resources.

Leading Ideas

God orders all things for the ultimate good of His people.

And we know that for those who love God all things work together for good, for those who are called according to his purpose.

– Romans 8:28

God has a plan, and in the end He will be exalted.

Be still, and know that I am God. I will be exalted among the nations, I will be exalted in the earth!

– Psalm 46:10

Pray for those who lead us.

First of all, then, I urge that supplications, prayers, intercessions, and thanksgivings be made for all people, for kings and all who are in high positions, that we may lead a peaceful and quiet life, godly and dignified in every way.

– 1 Timothy 2:1-2

Choose leaders who seek to honor God.

The kings of the earth set themselves, and the rulers take counsel together, against the Lord and against his Anointed, saying, “Let us burst their bonds apart and cast away their cords from us.” He who sits in the heavens laughs; the Lord holds them in derision.

– Psalm 2:2-4



Richard I the Lionheart, King of England,
by Merry-Joseph Blondel (1841)

Key People, Places, and Events

Second Crusade
Saladin
Third Crusade
Richard I, the “Lion Heart”
Philip II, “Augustus”
Fourth Crusade
Fifth Crusade
Raynald
Raymond III
Duke Leopold V of Austria
John
Ottoman Turks

Lesson One

History Overview and Assignments The Crusades Continue

“The Second Crusade set out about fifty years after the first. Since Pope Urban had preached the first enthusiasm for the Holy War had spread so that even sovereign rulers had become infected by it, and now Louis VII, king of France, and Conrad III, emperor of Germany, became the leaders of the new venture. But this Crusade accomplished nothing.”

– from the adapted article below



*Capture of Constantinople During the Fourth Crusade in 1204,
by Palma Le Jeune*

Key People, Places, and Events

Second Crusade
Saladin
Third Crusade
Richard I, the “Lion
Heart”
Philip II, “Augustus”
Fourth Crusade
Fifth Crusade

Reading and Suggested Assignments

- Read the article: *The Crusades: The Latin Empire of Constantinople*.
- 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 an overview of key people, places, dates, and events in your summary.
- Watch the videos found on their **HCS Class pages** for this unit.
- Be sure to visit your **HCS Class pages** to check for additional resources.

The Story of Europe

by Henrietta Elizabeth Marshall

The Crusades: The Latin Empire of Constantinople

The Second Crusade

The **Second Crusade** set off about fifty years after the first, doing so because part of the Kingdom of Jerusalem had been conquered. By now enthusiasm for the Holy War had spread so that even sovereign rulers had become infected by it, and now Louis VII, King of France, and Conrad III, Emperor of Germany, became the leaders of the new venture. But this crusade accomplished nothing in the Holy Land.



Philip II of France arriving in Palestine

The Third Crusade

Reports soon reached Europe of a great Muslim leader threatening Palestine. This was **Saladin**, one of the strongest rulers the Muslims ever had. He was wise in counsel, brave in battle, and as noble in conduct and sincere in his faith as the best of his Christian foes. In July of 1187 Saladin captured the King of Jerusalem. Three months later Jerusalem itself fell into his hands. The way which the Christian inhabitants were then treated was much more humane than the fearful slaughter of the crusaders' capture of the city ninety years before. The Christian states afterward were reduced to a few fortified towns near the coast.

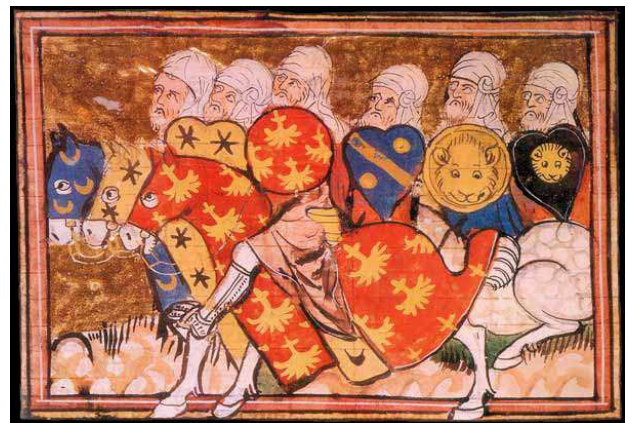
The **Third Crusade** set out to regain control of Jerusalem and Acre from Saladin and his Turks. It was led by King **Richard I**, the "**Lion Heart**" of England,

King **Philip II**, "**Augustus**" of France, and Germany's emperor, Frederick I. Frederick ended up dying before they made it to the Holy Land, but Philip and Richard kept going. Their troops battled Muslims for almost two years and were able to take the city of Acre. Then Philip and Richard argued with each other, and Philip took his army and went home.

Richard remained in Palestine and tried to gain control of Jerusalem. After a long time, he stopped fighting and signed a treaty with Saladin. Then he and his army headed back toward England.

On his way there, Richard was imprisoned by the Duke of Austria, who was a personal enemy. Richard gained his freedom only after two years of captivity and payment of a large ransom.

The remainder of his life was spent warring with Philip of France.



Saladin's troops, French manuscript, 1337

The Fourth Crusade

The **Fourth Crusade** was not about taking back the Holy Land. It was about taking over Constantinople.

Constantinople was the capital of the Latin Empire. Its emperor, Isaac II, was a weak ruler. His evil brother Alexios took the throne from him and crowned himself

Alexios III. Isaac's son was also named Alexios. He was twelve years old when his ruthless uncle became emperor. Alexios escaped to Italy and traveled all over Europe asking for help to take back Constantinople. He got his help from the crusaders to fight for the city of God.

The crusaders had just finished helping the people of Venice regain their city of Zara from the control of Hungary. The people of Zara had rebelled against the Republic of Venice, so the Pope had ordered that no one help them. The crusaders did anyway.

By the time Zara had been won back, it was wintertime and too late for the crusaders to try to go on to Palestine. So they decided to spend the winter in Italy. That is where Alexios asked for their help. In return he promised to pay a large sum of money, and in his own and his father's name, he swore to put an end to the division between the Greek and the Roman Church, which would bring the whole Eastern Empire under the authority of the Pope. The crusaders decided that helping would be the right thing to do. Even though not all of them agreed, they promised to help Alexios.

In April of 1203, the crusaders started their trip. People from Venice came with them to fight. They attacked Constantinople on land and from the sea. The great city that usually was very good at defending against attacks fell to the Christian army. Alexios III, the evil emperor, ran away and Isaac was restored as emperor. He was now blind, and his son Alexios was made his co-emperor.

Those two emperors were not very good at running an empire during tough times. Isaac was very old and blind, while Alexios was too young and not serious enough. When Alexios tried to bring the empire together under the Pope, the people rebelled against him. Both Isaac and Alexios were killed in the fights during the rebellion. Alexios was emperor for only six months.

A new emperor, Alexios V, took charge of the Latin Empire. The crusaders fought

against him when he refused to pay them as Alexios IV had agreed. Alexios V ran away because he was afraid he would be killed. The crusaders chose a new emperor from one of them. He was Baldwin, Count of Flanders.



The Entry of the Crusaders Into Constantinople,
by Eugène Delacroix (1840)

In the Eastern Empire, the emperors were used to being very harsh rulers. Their way of ruling was not like the feudal systems in Western Europe, where there were many noblemen under the kings. After the crusaders of the West took control of the Latin Empire, they tried to put the feudal system in place there. The empire was divided up between many of them, and the Emperor's power was very limited. The Greek Church's leaders were forced away, and priests and monks from Rome were brought in to convert the people. Even though the Greeks were Christians, they did not agree that the Pope in Rome was the head of the Church.

The crusaders tried very hard, but the Greeks would not accept the feudal system and the efforts to change the way they worshiped. They grew very tired of their new Western rulers. The Greeks were more advanced in many ways than the crusaders. But still for fifty-seven years the Latin Empire struggled on. Then one day, with a very small army, a Greek general surprised

and retook Constantinople. The crusaders' emperor ran away, and a Greek emperor became ruler again.



The Capture of Damietta,
by Cornelis Claesz van Wieringen (c.1625)

The Fifth Crusade

The **Fifth Crusade** finally got the crusaders back to the Holy Land. It was led by Frederick II of Germany. He had been excluded from the Church, and that meant the Pope did not bless the mission. A man who had been removed from the Church was going to fight to take back the Holy

Lands. Many thought this was disrespectful and were angry about it. But Frederick and his army were more successful than were the ones who had tried before. He did not fight very much. Instead he went and talked with the leaders there. The Sultan agreed to allow pilgrims to travel safely for ten years through Palestine to the Holy Places.

Other crusades followed, but none of them were able to do much for the Christian cause. When the First Crusade had begun many years before, the crusaders were very excited and had been encouraged by their church leaders to go. Now they were not as excited about their journeys. They were discouraged. Even after they took control of cities, the cities were taken back by the Turks very quickly. Eventually Acre, the last Christian town, was taken back by the Muslims in 1291, and the Christian Kingdom of Jerusalem ended.



Conquest of Constantinople by the Crusaders In 1204, by David Aubert (15th century)

Lesson Two

History Overview and Assignments How Saladin Took Jerusalem

SALADIN was a great Muslim warrior. It was under his leadership that forces defeated the crusaders at the Battle of Hattin, leading the way for him to recapture Jerusalem. Although the Kingdom of Jerusalem would exist for a period, this battle marked the turning point in its existence. The story *How Saladin Took Jerusalem* by Alfred J. Church gives the reader insight into this man who would take Jerusalem out of Christian hands.



Saladin and Guy de Lusignan After the Battle of Hattin in 1187, by Said Tahsine (1954)

Reading and Suggested Assignments

- Read the article: *How Saladin Took Jerusalem*.
- 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, places, dates, and events in your summary.
- Watch the videos found on their **HCS Class pages** for this unit.
- Be sure to visit your **HCS Class pages** to check for additional resources.

Key People, Places, and Events

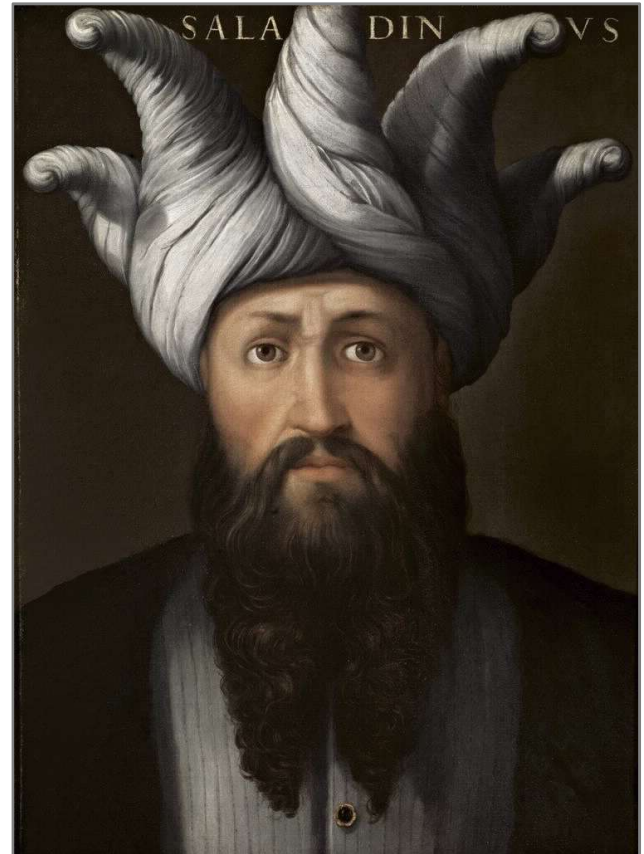
Saladin
Raynald
Raymond III

Discussion Questions

1. What was Saladin seeking to do?
2. What did Raynald seek to do?
3. What did Saladin ask Raynald to say, and what was Raynald's response?
4. Describe how Saladin overcame his enemies and took back Jerusalem.



Depiction of a victorious Saladin,
by Gustave Doré (19th century)



Saladin

Adapted for Elementary School from the book:

The Crusaders

by Alfred J. Church

How Saladin Took Jerusalem

In the mountains near the Tigris River lived the Kurdish people, who were great warriors. Their land in the mountains was not good for farming, so they were poor. The Kurds made a living by being paid warriors.

One of these men was named Ayub. He had a son named **Saladin**.

Saladin grew up and became an important man in that area. He was a very religious and humble man. He did not wear

fine outfits but instead wore very plain woolen clothes. He spent hours praying to his god. Also as a part of his Muslim religion, Saladin spent days fasting. Fasting is going without eating for certain amounts of time. As a soldier he would not wear any of the decorative things that soldiers were supposed to wear. He also carried the Quran, his religion's book, into battle with him. The chief ruler of Egypt liked Saladin very much and made him his chief minister. Eventually Saladin became Sultan of Egypt, and he sought to restore to Muslim control the lands that the Christian crusaders had won.



Coronation of Guy of Lusignan, by his wife, Sybilla of Jerusalem, who was proclaimed queen with Raynald's assistance

There was a certain French nobleman named **Raynald**, who had joined the Second Crusade and then become Prince of Antioch by marrying the princess. Raynald was the only Christian leader who sought to oppose Saladin. Raynald set up a camp to raid and rob the caravans who had goods to trade and people going to see Saladin with gifts. Raynald and his men were firm supporters of the Christian King of Jerusalem, who was also a French knight.

Saladin sent a message to King Guy of Jerusalem telling him of Raynald's raids, and telling him of how upset it made him and his people. The King sent the messengers away without a reply. This

made Saladin very angry, and so he gathered together an army to march to Palestine.

The first city he took control of along the way was Tiberias. The leader of Tiberias was **Raymond III**, Count of Tripoli. It is said that Raymond opposed King Guy's kingship of Jerusalem, so he welcomed Saladin's help to remove the King from power. It was a bloody battle when the armies met. Almost thirty thousand Christians were killed. No man in those days, and for years after, spoke the name of this Raymond without scorn and curses.

King Guy and Raynald, who had first caused the war, were both taken prisoner. They were taken to Saladin's tent and were both so tired and thirsty from the war that they fainted. Saladin told Raynald that he was a robber and should be put to death right away. But he also told him that his god Allah was a merciful god, and so Saladin would forgive him of his sins. He would spare his life if he confessed that there was one god and that his prophet was Mohammed. Raynald would not say it. He replied that there is one true God whose Son was Jesus Christ, and Mohammed was the father of lies. Saladin killed him right then. King Guy was treated fairly while he was a prisoner of war, and after a while his people were able to buy his freedom.



Saladin executes Raynald of Châtillon



Saladin and Guy of Lusignan after Battle of Hattin in 1187, by Said Tahseen (1954)

Saladin and his army were able to take control of Jerusalem fairly easily, because it was not well guarded. There had been many chiefs in charge of various parts of the city,

and they did not work well together. So, they were not united as one when Saladin attacked, and they lost control to him very quickly. Even though Saladin had come to Jerusalem to kill as many as he could and take the city, he decided to let many of the Christians live and stay in their homes. If they had been born there, they could stay and live in peace. But if they were from other countries, then they had to leave within forty days. Saladin also promised that those people would not be harmed during their journeys away from Jerusalem. Both the people that he let live unharmed and the ones he let stay all had to pay for their freedom. If they could not buy their freedom then they would be slaves forever.

So, the city of Jerusalem was once again taken from the Christians.



Equestrian statue of Saladin in the Citadel, Damascus, Syria

(This file is licensed under the Creative Commons Attribution 2.0 Generic license by Graham van der Wielen.
https://commons.wikimedia.org/wiki/File:Statue_of_Saladin_Damascus_Syria.jpg)

Lesson Three

History Overview and Assignments Richard the Lion Heart



A 17th century portrait of Richard the Lion Heart

Reading and Suggested Assignments

- Read the article: *Richard, the Lion Hearted King*.
- 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, places, dates, and events in your summary.
- Watch the videos found on their **HCS Class pages** for this unit.
- Be sure to visit your **HCS Class pages** to check for additional resources.

Key People, Places, and Events

Richard I, the “Lion Heart”
Philip II, “Augustus”
Saladin

Duke Leopold V of Austria
John

Discussion Questions

1. How did Richard become King of England even though he was not the oldest son?
2. Where did Richard go soon after he became King of England? Why?
3. Did his army free Jerusalem from Saladin's control?
4. What happened to King Richard on his way back to England?
5. Who tried to steal his crown while he was away?
6. What did he spend the rest of his life doing?

Richard, the Lion Hearted King

by Mary E. Hall

Richard I, who became known as the “Lion Heart,” was born in 1157 in England, the third of five sons of King Henry II and Queen Eleanor, who was also Duchess of Aquitaine in France. Their first son had died while still an infant.



12th-century depiction of Henry and Eleanor holding court

While Richard was still a youth, his father made him duke and commander of his army in Aquitaine, where he led the army well in controlling his father's barons. Well educated and handsome, Richard showed early on that he was gifted in military and political skills. He was also a skilled musician, singer, and songwriter.

Revolts and Coronation

In 1173, Prince Richard joined two of his brothers in a revolt against their father, in order to gain control of their inheritances early. Although they had the support of the French crown and many noblemen, the brothers were defeated and had to beg their father's forgiveness.

Richard's older brother died a few years later. In 1189 Richard joined **Philip II, "Augustus"** of France in a new war against King Henry. This war was successful, and Richard was declared King Henry's heir. Henry died two days later, so Richard became King of England and Duke of Normandy.



13th-century representation of Richard Lion Heart and Philip Augustus

The Third Crusade

A few months later King Richard and his friend King Philip II of France set off to join the Third Crusade to try to free Jerusalem from **Saladin**.

After stopping to settle a dispute on the island of Sicily, Richard sailed on, but he was blown off course to land at Cyprus. There he found that his mother, sister, and future bride had been shipwrecked and captured by the island's ruler. After defeating the ruler and conquering Cyprus, he freed the women and held a grand wedding in a city on the island's southern coast.

Not remaining long, Richard's fleet pressed on, arriving at the city of Acre in the Holy Land in early June. There he gave his support to King Guy of Jerusalem, who was being challenged for his crown by Conrad of Montferrat. Richard's ally Philip II, along with **Duke Leopold V of Austria**, supported Conrad, so the crusading leaders quarreled. Richard became very sick with an illness called scurvy, but he kept on fighting the battle, at one point reportedly shooting at Acre's wall guards from his stretcher with a crossbow.



Duke Leopold V (the virtuous), kneeling on the left, receives his new red-white-red banner from Emperor Heinrich VI after the Battle of Acre. Excerpt from the Babenberg family tree, Klosterneuburg Abbey

The crusaders successfully captured the city of Acre that summer, but insults and arguments increased between the kings and the duke. Richard's soldiers tore down Duke Leopold's banner, and the Duke became angry and left.



The elite garrison of Saladin's armies during the Siege of Acre 1189-1191

Richard's conflict with Philip grew with disagreements over control of Cyprus and Jerusalem. Philip left for France, leaving Richard's army to confront Saladin's forces alone.

Wanting to move on quickly and punish Saladin for failing to fulfill his part of the truce in the agreed time, Richard ordered the deaths of 3,000 Muslim prisoners. Both Muslims and Christians worldwide were outraged by this act.

Advancing south, King Richard's forces defeated Saladin at Arsuf in September, and at the ancient port city of Jaffa (Joppa) in November by invading from the shore. This restored Christian control of the coast.

Knowing he would not be able to keep Jerusalem safe if he won it, he made a three-year peace with Saladin which allowed safe passage for Christian pilgrims.

A Difficult Journey Home

Richard left the Holy Land for England in September, but a storm forced him to

land near Venice, where he was captured by Duke Leopold just before Christmas and imprisoned until March, when he was handed over to the Holy Roman Emperor. King Richard gave such a good defense of his actions that the Emperor, who needed money for an army to fight in Italy, demanded only a ransom, and ordered Richard's chains removed. Richard's mother taxed the English people to pay the ransom, and Richard was released.

The Search For King Richard

While King Richard was in prison, no one in England knew where he was. An old tale says that a traveling singer searched for his king all throughout Europe. On his way home through Austria he received word that there was a closely guarded secret prisoner nearby. Thinking it could be his king, he located a tiny barred window high up on the castle wall which he thought could be a prison cell. Under the window he sang the first verse of a song he and the King had written together, and a voice responded singing the second verse. It was King Richard.

John Tries to Seize Richard's Crown

In England, Richard's younger brother Prince **John**, with the support of Philip Augustus in France, had been raising an army to seize Richard's throne. He was not well supported by the people, though, and upon Richard's return, John's forces surrendered to him. Prince John, meanwhile, fled to France.

War in France

Richard was crowned a second time, and he quickly set off for France to seek revenge upon Philip. Upon landing in Normandy, he

was met by his brother John, who begged his forgiveness. Richard forgave his brother and named him his heir.

Over the next five years Richard waged war on Philip in France, developing alliances and building a costly fortress.



Richard and Philip of France, French manuscript of 1261. Bibliothèque Nationale de France

Richard's Death

After winning several victories, he was hit in the shoulder by a crossbow arrow while attacking a small castle in response to a revolt. A doctor tried to remove the arrow, but the arrowhead broke off in the King's flesh, and he died in his mother's arms a few weeks later.

Legacy

King Richard I has been admired by many historians who saw him as a godly man and crusader, while others have viewed him as a poor commander and ruler. Richard's brother John became king after him.

Lesson Four

History Overview and Assignments Effects of the Crusades

“For two centuries the Crusades had filled Europe with unrest. The lives of millions of men had been sacrificed, and in the end the Holy Land remained in the possession of the unbeliever. The Crusaders had accomplished nothing of what they had set out to do. But they had wrought great changes in Europe. For one thing they had caused a redistribution of wealth and power. They had helped to weaken the power of the great feudal lords, and they had strengthened that of both kings and peoples.”

– from the adapted article below



Painting by the Greek folk painter Theophilus Hatzimihail showing the battle inside the city of Constantinople. Constantine is visible on a white horse (1932).

Key People, Places, and Events

Ottoman Turks

Discussion Questions

1. What were some positive effects of the Crusades?
2. What different types of people participated in the Crusades, and why?

Reading and Suggested Assignments

- Read the article: *The Effect of the Crusades*.
- 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, places, dates, and events in your summary.

- Watch the videos found on their **HCS Class pages** for this unit.
- Be sure to visit your **HCS Class pages** to check for additional resources.

Adapted for Elementary School from the book:

The Story of Europe

by Henrietta Elizabeth Marshall

The Effect of the Crusades

The Crusades lasted over 200 years, and all over Europe people were affected by them. Millions of men were killed in the battles, but at the end the Holy Land was still controlled by the invading enemy. The crusaders had not been able to achieve what they had set out to do.

The Crusades changed Europe's leaders and the way everyone ruled. The wars made the feudal leaders weak and gave the power back to the kings and the people.

When powerful leaders wanted money to go out on a Crusade, they would sell their home, their land, and anything else they owned. Some of their lands were bought by church leaders, and this made the Church much stronger. Other lands were bought by the kings, or the kings took over owning them when their owners did not come back from the Holy Lands. This made the kings stronger.

The people of Europe, though, were the ones who gained the most from the Crusades. They had given money to their leaders to support the Crusades. In return their leaders gave them more freedoms. With those freedoms they were able to build bigger businesses, along with organizations to make them more powerful. Also, the crusaders sailing back and forth across seas meant they needed more ships to be built. New plants and fruits, such as lemons, apricots, Indian corn, and sugar cane were brought back to Europe. This made farming and production much more successful.

Serfs also were able to benefit from the Crusades, since the landowners were away most of the time. They were able to live in peace and have easier lives. Many of the serfs were able to buy their freedom by fighting in the Crusades. This caused the gap between the upper class and the lower

classes to grow smaller. Europe's class structure was coming apart.

The leaders of Western Europe, the nobles, went off to the East to fight. Westerners had thought people of the East to be stupid, but they turned out to be much smarter and more advanced in many ways than those in the West. Their progress in medicine and science was much greater than that of Western Europe. Those involved in the Crusades realized that they had a lot they could learn from the East. The crusaders in turn learned to love art, literature, and other forms of culture.

Just traveling outside of their world made the crusaders smarter. Many men who joined the armies had never even left their towns before. Marching through strange countries made the crusaders aware of how big the world really might be. They heard of places even farther away than Palestine. This made them want to learn more about the world around them. They started learning more about geography, history, and poetry. These changes to the crusaders' way of life happened slowly. They brought their new knowledge back home with them. This spread of knowledge would have happened eventually anyway, but the Crusades made it happen much sooner.

The Ottoman Turks

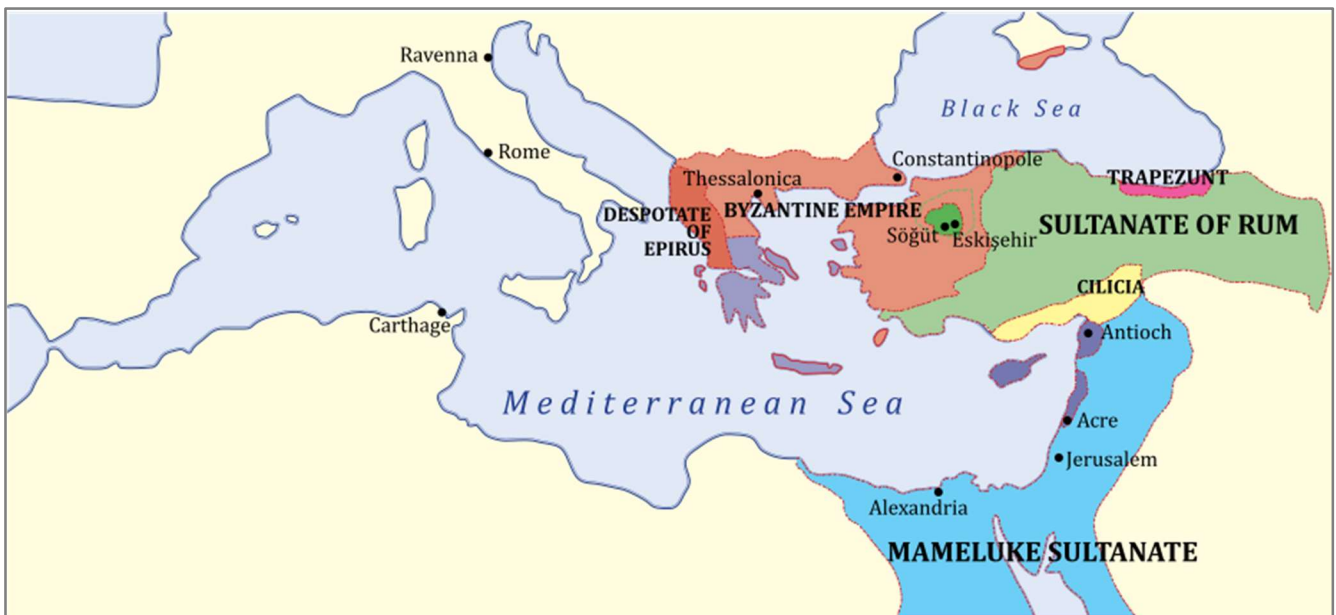
The Turks were too busy protecting their lands in the West from the crusaders to spend any time invading Western Europe. By the time the Crusades ended, the Turks' empire was falling apart. The new empire would be run by the **Ottoman Turks**. They were originally a group of warriors who quickly gained control and power. Before the end of the 13th century they had become very dangerous and were harassing all of the

Eastern Empire. They took all that the Greeks owned in Asia and then moved on to Europe.

The Ottoman Turks slowly moved west. They took over all the land they marched through. All of Christian Europe was afraid of them. The Pope again called upon the Christian warriors to defend the Church of Christ against the invaders. The kings of France, Germany, and Hungary put all of their armies together to defend their countries from the Turks.



Poster showing Sultans of the Ottoman Dynasty



Middle East c.1263. KEY: Dark Green: Ottoman domain by the 1300s, dotted line indicates conquests up to 1326. Purple: Byzantine Empire. Light Green: Turkic lands. Blue: Cilicia. Red/Pink: Latin states

The Artios Home Companion Series

Unit 14: Life and Culture in the Middle Ages, Part One

Teacher Overview

BEFORE WE CONSIDER what influences brought the Middle Ages to a close, we must see more clearly what life was like in that period. In this unit we will study life in Medieval castles, where lordly knights and gentle ladies dwelt, as well as what it was like to become and live as a feudal knight.



Ludlow Castle is a ruined Medieval fortification in the town of Ludlow in the English county of Shropshire, standing on a promontory overlooking the River Teme. Painting by Samuel Scott

Vocabulary

Lesson 1:
portcullis
dungeon
keep
hall
page
chivalry
squire
falconry
watching of the
arms
accolade
lancing

Lesson 2:
rivalry
sturdy
modest

Reading and Suggested 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 **castle life** and **chivalry during the Middle Ages**.
- Define vocabulary words.
- Using the detailed descriptions provided in Lesson One's article, draw a picture of a protective castle. They should include and label the parts discussed in the article.
- Watch the videos found on their **HCS Class pages** for this unit.
- Explore the websites found on their **HCS Class pages** for this unit.
- Visit their **HCS Class pages** to check for additional resources.

Leading Ideas

God orders all things for the ultimate good of His people.

And we know that for those who love God all things work together for good, for those who are called according to his purpose.

– Romans 8:28

God has a plan, and in the end He will be exalted.

Be still, and know that I am God. I will be exalted among the nations, I will be exalted in the earth!

– Psalm 46:10

Pray for those who lead us.

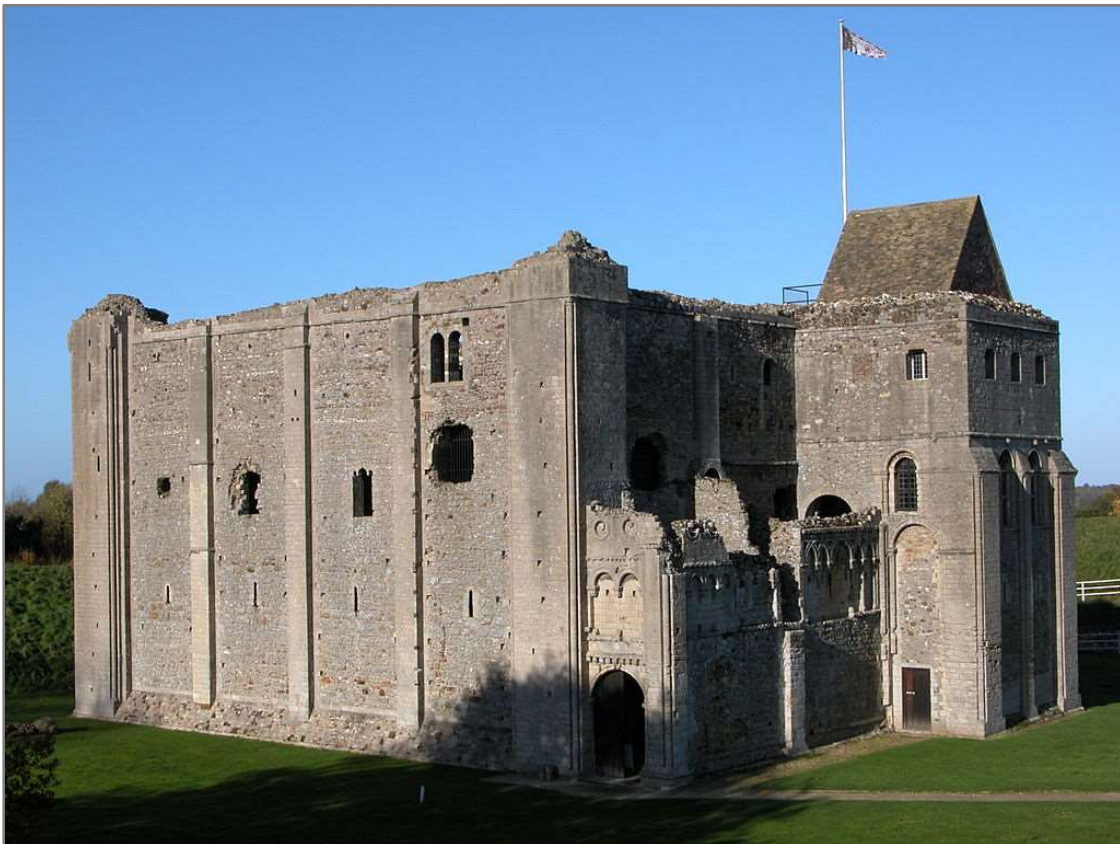
First of all, then, I urge that supplications, prayers, intercessions, and thanksgivings be made for all people, for kings and all who are in high positions, that we may lead a peaceful and quiet life, godly and dignified in every way.

– 1 Timothy 2:1-2

Choose leaders who seek to honor God.

The kings of the earth set themselves, and the rulers take counsel together, against the Lord and against his Anointed, saying, “Let us burst their bonds apart and cast away their cords from us.” He who sits in the heavens laughs; the Lord holds them in derision.

– Psalm 2:2-4



Built in 1138, Castle Rising in England is an example of an elaborate donjon (the fortified main tower of a castle).

(CC BY-SA 3.0 by William M. Connolly : https://commons.wikimedia.org/wiki/File:Castle_rising-castle.JPG)

Lesson One

History Overview and Assignments Life in a Castle

CASTLES ARE HUGE, magnificent buildings, designed both to serve as a symbol of the prestige of the kings or nobles who lived within their walls, and to protect them. Life in a castle was very different than one might expect, and in this lesson we will look at what it must have been like.



Château de Chambord, Loir-et-Cher, Centre, France with a double-helix staircase and sculpted vault on the second floor.

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https://commons.wikimedia.org/wiki/File:Loire_Cher_Chambord2_tango7174.jpg)

Vocabulary

portcullis
dungeon
keep
hall
page
chivalry
squire
falconry
watching of the arms
accolade
lancing

Discussion Questions

1. What were the stages of becoming a knight?
2. Describe the ceremony of knighthood.

Reading and Suggested Assignments

- Read the article: *Life of the Castle*.
 - Define the vocabulary words in the context of the reading. Write the words and their definitions in the vocabulary section of your history notebook.
 - 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, places, dates, and events in your summary.
- Watch the videos found on your **HCS Class pages** for this lesson.
 - Explore the websites found on your **HCS Class pages** for this lesson.
 - Using the detailed descriptions provided in Lesson One's article, draw a picture of a protective castle. Be sure to include and label the parts discussed in the article.
 - Be sure to visit your **HCS class page** on to check for additional resources.

Adapted for Elementary School from the book:

The Story of the Middle Ages

by Samuel Bannister Harding

Life of the Castle

Castle Life

In France, Germany, and other European countries today, there are ruins of huge stone castles everywhere. Most of these castles are now broken down and covered in moss and ivy. Not many people want to live in these dark, drafty homes. But in the Middle Ages those castles were the safest places to live. Even though they were cold and gloomy, the castles were the center of life in Medieval times. The feudal lords ruled their land, as well as the people working for them, from their castles. People also fled to the castles to be protected from attacks of Huns and Vikings. Crusaders set out on their journeys from castles, too. The idea and practices of knights and knighthoods were born in castles. The knights would have tournaments on the castle owner's land where they would test their skills and bravery against each other. Also inside the castles were singers and writers expressing both new ideas and history through the written word and music.



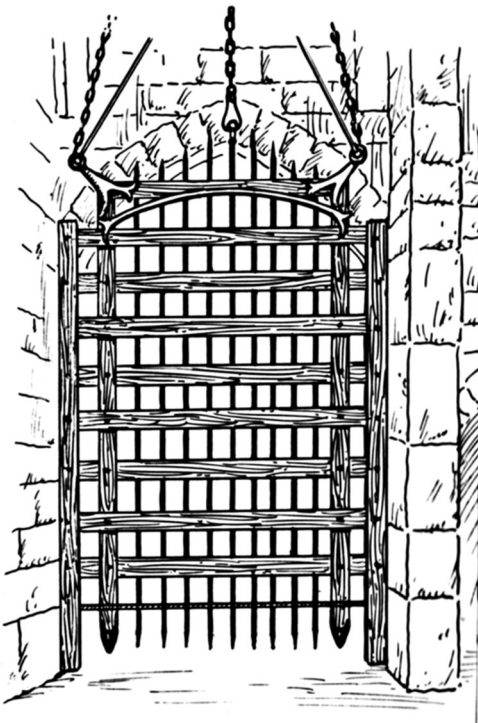
Santa Maria da Feira Castle in Portugal,
with its 15th century pinnacles

Europe was very different during the Middle Ages. Today where you see big towns and settled areas, there were very thick forests. The landscape was much wilder. We will consider one castle in France, built by one of William the Conqueror's vassals.

There were many battles around this castle. It was built in a certain way to help

protect it from unwelcome invaders. It was built on the top of a very steep hill. Outside of the castle there was a moat, or deep ditch full of water, all the way around. Also, around the outside of the moat, there was a strong fence. During times of war, soldiers guarded the fences. Across the moat was a bridge that could be pulled up to prevent people from coming in, which protected the entrance to the castle.

This castle in France, like many others, had a tall outer wall with a very large wooden door between two large towers. This door led to the gateway. The gateway had an iron grating, called a **portcullis**, hanging from the ceiling. Then there was another door in another wall, and another portcullis. This continued several times, and the men in charge of keeping watch at the gates were very busy, sometimes opening and closing these doors and portcullises for people coming in and going out. This made the entrance to the castle very well guarded.



Line art drawing of a portcullis

Once inside the castle, another gate opened to a courtyard, where the horses and

other livestock were kept. It was open all the way to the sky, and the battle posts at the top level of the outer walls could be seen from the courtyard. That courtyard was also where the people of the town came to hide out during wars.

There were many courtyards with buildings for storage of food and other supplies. There would have also been a kitchen in one of the courtyards where all of the food for the castle owner and the other people who lived there was prepared. The food was very simple, usually meats cooked over a fire. Most castles also had a small church where the people who lived there could worship.

At the end of the courtyards there was an entrance to the basement where the **dungeons** were. The dungeons were where the traitors and enemies who had been captured were kept in prison. The dungeons were the safest place to be if the castle was being attacked. The attackers had to get through every single one of the castle's defenses to reach the dungeon. They would have to get through the fences protected by guards, the deep moat, the drawbridges, the several doors and portcullises, through the courtyards filled with livestock and people, and then down to the basement. Usually the lord of the castle and his army would wait down in the dungeons and be ready to fight when the tired and bruised enemy finally got there.

The stone walls of the large building over the basement, called the **keep**, were eight to ten feet thick. When attackers got to the keep they were met by a very strong army who sent arrows flying at them and charging them from hidden walls and around corners. The attackers would have had to come with a great force to take control of the castle. It would be a very long battle. If all hope was gone, the castle residents could escape through underground paths that led outside the moat. This way, the lord and his surviving followers could escape to the woods.

During peaceful times, the lord of the castle and his family lived in the upper stories of the basement. But sometimes it was too dark and dreary down there, so lords would have **halls** built in the courtyards for them to live in. Those halls became the center of castle life. The halls would be big enough for all the people living in the castle to gather together. The hall was where the lord ate and slept, and where he held his feasts. It was where the vassals would come and bring the lord money. He also played games with his friends there, and everyone got together in the hall to listen to songs and stories from traveling entertainers.

Many people of the town had jobs inside the castle. The lord had people to take care of his horses, to cook, and to act as servants and other workers. There were also many guards protecting and watching over the castle and the people living and working there.



Alof de Wignacourt and his page,
by Caravaggio (c.1608)

Knighthood

Young boys who were too rich to be servants and too young to be warriors also lived in the castle, where they trained to become knights. These would be sons of the lord of the castle and sons of other lords. The training to become a knight took a very

long time and was very hard. When these boys turned seven years old they were usually sent away from their mothers to start their training.

From the start of their training until they turned fourteen, the boys were each called a **page** or *varlet*, which meant “little vassal.” The page would be a servant to the lord and lady of the castle where he was training. They taught him about honor, bravery, love, and the code a knight should live by, which was called **chivalry**. The most important thing the young knights in training learned was how to ride and handle a horse.

At the age of fourteen or fifteen, the young men would be made into **squires**. They were then taught to get on and off a horse with heavy armor on, to wield the battle axe, and practice jousting with a spear. However, a squire’s main job was to take care of the lord’s horses and weapons. The horses had to be brushed and washed every morning. Also, the horse’s shoes had to be checked to make sure that they were clean and properly set.

A young squire was also in charge of making sure that the lord’s weapons and armor were kept clean and shining. When there was a war to be fought, the squire went with his lord into battle. He rode next to him carrying his shield and lance while leading an extra horse in case the lord needed one. After the squire did that for his lord for a few years he might be allowed to fight with the lord or go out to fight on his own. Through his job as a helper to the lord and learning to fight on his own, the squire was able to learn what would be expected of him as a knight.

When the long days of work and fighting were done, the squires would have time to relax and talk with each other. They would play board games like chess and backgammon. The squires might also discuss which one of them was better at sports such as training falcons for hunting—a sport called **falconry**, or whose hunting dog was the best at hunting wild pigs.



Detail of two falconers.

Illustration from *De Arte Venandi cum Avibus* (*On the Art of Hunting with Birds*), a treatise on falconry written in the 1240s by Holy Roman Emperor Frederick II for his son, Manfred

By the time the young squires were twenty or twenty-one, they would have proven their bravery and skills. Then their lord would make them knights. This was a very detailed process. First the squire was bathed to become pure. Then he put on clothes that were red, white, and black. The color *red* represented that he was willing to bleed to defend the Church. The color *white* meant that his mind was pure and clean. The color *black* was to remind the squire of death, and that eventually he would die.

The next thing the squires had to do to become knights was the **watching of the arms**. The squires had to stay awake all night at the church's altar, praying and fasting. They could stand or kneel down but could not sit or lie down. In the morning the priest would come, and they would take turns confessing their sins to him. Then they would hear mass and take Holy Communion. The priest might also preach a sermon to them about the duties of a knight and what they would need to do for God and the Church.

Finally the squires would be gathered in the castle courtyard or somewhere else on the lord's land. A big festival was held, and

many knights and ladies would come and watch. Each squire's family and friends would help him put on his armor and sword. Next came the most important part, his father or his lord gave him the **acolade**. He would lay the flat face of a sword on the squire's shoulder and say, "In the name of God, and St. Michael, and St. George, I dub thee knight! Be brave and loyal!"



God Speed! by Edmund Blair Leighton (1900), shows a lady giving a "favor" to a knight about to do battle.

The squire was officially a knight after the acolade was given, but the festival was not yet over. The new knights had to show everyone their skills in handling their horses and **lancing** (piercing with a very long dart called a lance) targets that were set up for their use. Then the knights showed their skills with their swords against each other. The day would end with a huge meal, music, and gifts for the new knights. When everyone had left, the knights would go to bed to dream about battles that needed to be fought in the Holy Land, killing dragons, and fighting evil knights. But mostly the young knights would probably dream about beautiful young ladies to be rescued and loved.

Lesson Two

History Overview and Assignments

Chivalry

“The knight’s real work, and greatest joy, was fighting for someone who needed his help.”
– from the adapted article below



Renaissance-era depiction of a joust in traditional or “high” armor, based on then-historical late Medieval armor (Paulus Hector Mair, *De Arte Athletica*, 1540s)

Reading and Suggested Assignments

- Review the discussion questions and vocabulary, then read the combined article: *Preface to Heroes and Heroines of Chivalry* and *King Arthur and His Knights, Introduction*.
- Answer the discussion questions below.
- Define the vocabulary words in the context of the reading. Write the words and their definitions in the vocabulary section of your history notebook.
- Watch the videos found on your **HCS Class pages** for this lesson.
- Explore the websites found on your **HCS Class pages** for this lesson.
- Be sure to visit your **HCS Class pages** to check for additional resources.

Vocabulary

rivalry
sturdy
modest

Discussion Questions

1. What did the Church want to encourage the warriors to do instead of warring against one another?
2. What was a squire taught to do?
3. What was the knight’s real work and greatest joy?

Adapted for Elementary School from the book:

The Age of Chivalry

by Thomas Bulfinch

King Arthur and His Knights,

Introduction

and from the book:

Heroes and Heroines of Chivalry

by William Patten

Preface

The Age of Chivalry

After the fall of Rome, the countries of Europe were left almost without government. Warrior-chiefs spent their time battling one another over land or wealth. In such a state of things the rights of the poor were at the mercy of those who were more powerful. Without some restraint upon the lawless power of the chiefs, society would return to barbarism. Some restraint came from the **rivalry** of the chiefs against one another. Some came from the Church, which wanted to redirect the strength of the warriors toward protection of the weak. And some more came from the inborn sense of right and wrong which God has placed in the heart of man.

From these sources sprang *chivalry*, which presented an ideal picture of a noble hero, combining strength and valor, justice, modesty, loyalty to those he serves, courtesy to equals, compassion to the weak, and devotion to the Church.

The word “chivalry” comes from the French *cheval*, a horse. The word “knight,” which originally meant boy or servant, was given to a young man after he was granted the privilege of bearing weapons and armor. This privilege was given only to youths from lordly families, because the mass of the people were not furnished with weapons. The knight then was a mounted warrior, a man of rank, or in the service of some man of rank. He usually had some means to support himself, but sometimes he relied on those whom he served to supply his needs.



Joust by Walther von Klingen; a depiction of a late 13th century joust in the Codex Manesse

In time of war the knight could be found, with his followers, either in the battle camp of his sovereign, or commanding in the field, or defending some castle for him. In time of peace he was often at his lord's court, enjoying the banquets and tournaments. Or he was riding through the country in search of adventure, defending justice and righting wrongs. Knights were welcome guests in the castles of the lords, where their deeds and charming ways were

valued, and they were received with honor at the abbeys. But if no castle or abbey were at hand, they were **sturdy** enough to lie down, without any supper, at some crossroad, and pass the night.



Konrad von Limpurg as a knight being armed by his lady in the Codex Manesse (early 14th century)

Learning Chivalry

It was not an easy life, that of a boy who wished to become a knight, but it made a man of him. He was taken at an early age, sometimes when only seven years old, to the castle of the king or knight he was to serve. He first became a *page*, and, under the instruction of a governor, was taught to carve meat and wait on the table, to hunt and fish, and was taught to wrestle and ride on horseback. Most pages were taught to dance, and if a boy had talent he was taught to play the harp and sing.

By the time a boy was fourteen he was ready to become a *squire*. His service to the ladies had now reached the point where he picked out a lady to serve loyally. His aim was to please her in all things, so that he might be known as her knight, and wear her glove or scarf as a badge or “favor” when he competed in a joust or tournament.

The knight’s real work, and greatest joy, was fighting for someone who needed his help. Tournaments and jousts gave them chances to show off their skill in public. It

should be remembered that there were no big open-air theatres in those days, such as the Greeks had, no public races or trials of strength such as the Greeks held in the stadiums, nor were there chariot races or fighting gladiators such as the Romans had at an earlier day. Tournaments or jousts were the big public entertainments. There would be a great field of contest laid out, of the magnificent pavilions decorated with flags, surrounded by seating areas on risers, spread with carpets and tapestries for the ladies.

The same qualities that made an honorable man then make one now: to speak the truth, to keep one’s promises, to treat all women with honor and respect, to be simple and **modest** and gentle in heart, to help the weak, and take no unfair advantage of anyone. This was the ideal of the age, and chivalry is the word that expresses that ideal.



The Accolade, by Edmund Blair Leighton (1901), clearly expresses the concept of *Domnei* (chivalrous devotion of a knight to his lady).

Appendix

Videos & Websites For Suggested Assignments

Unit 1: The End of the Western Roman Empire

Lesson 1: The Rise of Constantine the Great

Videos:

How to Read the Bible: Biblical Story (Bible)

https://youtu.be/7_CGP-12AEo

Geography Explorer: Amazing Places & Buildings (Geography)

<https://youtu.be/-9EGLBx5OeI>

Constantine—the Birth of a Legend (History)

<https://youtu.be/oP3R38GbmlM>

Lesson 2: The Fall of the Western Roman Empire

Videos:

Roman Empire (History)

<https://youtu.be/b9bcohqSTGk>

Ancient Roman Architecture (Art History)

https://youtu.be/C3CGK_bipeo

Unit 2: The Fall of Rome

Lesson 1: The Germanic Invasions

Video:

Why Did the Roman Empire Fall? (History)

<https://youtu.be/pcWoR9i-GvA>

Lesson 2: The Rule of the Barbarians

Video:

Geiseric & the Kingdom of the Vandals (History)

<https://youtu.be/qNXfLt2onGo>

Lesson 3: The Rise of the Franks

Video:

Clovis I: The Germanic Tribal Leader Who Created the Kingdom of France (History)

<https://youtu.be/RMNOVlq29Vg>

Unit 3: The Middle Ages Begin and Justinian Reigns

Lesson 1: The Rise and Reign of Justinian the Great

Videos:

Justinian I Biography (History)

<https://youtu.be/8Y2pAGcW51Y>

Justinian's Code (History)

<https://youtu.be/g5qHilT0oY>

Unit 4: The Church Becomes Powerful

Lesson 1: Gregory the Great

Video:

Destination World: Europe (Geography)

https://youtu.be/RNxoakt3_XI

Unit 5: Islam's Rise and Medieval Africa

Lesson 1: The Rise of Mohammed

Video:

How Islam Began (Church History)

<https://youtu.be/BQfmTa18HTo>

Lesson 2: Medieval Africa

Videos:

Medieval West Africa (History/Geography)

<https://youtu.be/YRmv-JSw8pY>

African Kingdoms (History)

<https://youtu.be/sDtnc06woyg>

Unit 6: Charlemagne's Kingdom

Lesson 1: The Early Frankish Kings

Video:

The Middle Ages For Kids: Five Things You Should Know (History):

<https://youtu.be/3zqOXN-cuqI>

Lesson 2: Charlemagne

Video:

Charlemagne For Kids (History)

<https://youtu.be/ygW2TWISrmg>

Lesson 3: On Your Own

Website:

Explore the following website to learn more about Charlemagne and his life (History):

<http://www.mrdowling.com/703-charlemagne.html>

Unit 7: The Vikings

Lesson 1: The Coming of the Norsemen

Videos:

Viking History For Kids (History)

<https://youtu.be/yak4JLMSN4g>

Medieval Europe Geography (Geography)

<https://youtu.be/1rlZVQ2OtEo>

(Unit 7/Lesson 1 continued on next page)

Unit 7: The Vikings — continued

Lesson 1: The Coming of the Norsemen — continued

Websites:

www.pbs.org/wgbh/nova/vikings

<https://www.pbs.org/wgbh/nova/ancient/write-your-name-in-runes.html>

<https://www.pbs.org/wgbh/nova/vikings/ships.html>

<https://www.bbc.co.uk/bitesize/topics/ztyr9j6>

<https://www.bbc.co.uk/bitesize/topics/zxsbcdm/articles/z9tdq6f>

Lesson 2: Alfred the Great

Videos:

King Alfred the Great Video (History)

<https://youtu.be/VK8a3NWWFOA>

What Was Life Like? Anglo-Saxons—Meet an Anglo-Saxon Warrior (History)

https://youtu.be/t-gUVHKR_qI

Websites:

Continue exploring the websites given in Lesson 1.

Lesson 3: Rollo the Viking

Video:

How the Vikings Became the Normans (History)

https://youtu.be/GwMImWeS_Uc

Websites:

Continue exploring the websites given in Lesson 1.

Lesson 4: Leif Erikson

Video:

Leif Eriksson the Famous Viking Explorer (History)

<https://youtu.be/L1oquDhutPA>

Websites:

Continue exploring the websites given in Lesson 1.

Unit 8: The Feudal System

Lesson 1: The Feudal System

Videos:

God’s Kingdom Comes! (Bible)

<https://youtu.be/2oGTCyQp67A>

What Was Feudal System—Middle Ages Feudal System Story For Kids (History)

<https://youtu.be/ekCx4bgXBB8>

How to Joust Like a Medieval Knight (History)

<https://youtu.be/F4ovVbk4hPo>

Clash of Knights—Behind the Scenes (History)

<https://youtu.be/CfDHjKbBdto>

(Unit 8/Lesson 1 continued on next page)

Unit 8: The Feudal System — *continued*

Lesson 1: The Feudal System — *continued*

Websites:

The Middle Ages—the Feudal System (History)

http://www.angelfire.com/hi5/interactive_learning/NormanConquest/the_middle_ages.htm

Britain's Bayeux Tapestry (History/Art History)

<http://www.bayeuxtapestry.org.uk/>

Unit 9: William the Conqueror

Lesson 1: Early Kings of England

Video:

Kings & Queens of England: The Saxons Get the Savagery Started (History)

<https://youtu.be/Ljz8OcOVyJg>

Lesson 2: William the Conqueror

Videos:

Harold vs. William—Whose Crown? (History)

https://youtu.be/ns-oJ_bytOo

What Was Life Like? Meet William the Conqueror and King Harold (History)

<https://youtu.be/TfBZuo2Jcwc>

Lesson 3: The Rule of the Normans

Video:

How the Normans Changed the History of Europe (History)

<https://youtu.be/Owf5Uq4oFps>

Unit 10: The Church in the Middle Ages

Lesson 1: The Medieval Church

Video:

The Catholic Church; Middle Ages (History)

<https://youtu.be/eU3HZvUI5rM>

Websites:

Medieval Cathedrals (History/Art History):

<https://www.historylearningsite.co.uk/medieval-england/medieval-cathedrals/>

Building a Medieval Cathedral (History/Art History):

<https://www.historylearningsite.co.uk/medieval-england/building-a-medieval-cathedral/>

Lesson 2: On Your Own

The following videos can be helpful for the Lesson Two assignment:

How to Draw St. Peter Basilica For Kids (History/Art History)

<https://youtu.be/7QG61Xww8k>

How to Draw Westminster Abbey Step by Step (History/Art History)

<https://youtu.be/DoKd7VcZEMo>

Gothic Cathedrals (History/Art History)

<https://youtu.be/WiX2amY7G-I>

Unit 11: The Holy Roman Empire

Lesson 1: The Saxon Emperors

Video:

The Brief Origins/Downfall of the Holy Roman Empire (History)

<https://youtu.be/eBboEplBDnM>

Lesson 2: The Struggle Between Pope and Emperor

(none)

Unit 12: The Crusades, Part One

Lesson 1: The Beginning of the Crusades

Video:

Pope Urban II Orders the First Crusade (History)

<https://youtu.be/KaqQ9eYB2KE>

Lesson 2: Crusaders in Jerusalem

Video:

The Crusades in Five Minutes (History)

<https://youtu.be/CcGzQ3ga5R8>

Lesson 3: Peter the Hermit

(none)

Unit 13: The Crusades, Part Two

Lesson 1: The Crusades Continue

Video:

The Crusades: A Concise Overview For Students (History)

<https://youtu.be/dBim4MaoQKA>

Lesson 2: How Saladin Took Jerusalem

Video:

Saladin—Sword of Islam (History)

<https://youtu.be/h5Usb2D9viE>

Lesson 3: Richard the Lion Heart

Video:

Richard the Lionheart of France (History)

<https://youtu.be/VwVamZGQkng>

Lesson 4: Effects of the Crusades

Video:

The Impact of the Crusades (History)

<https://youtu.be/C1bssy3zekk>

Unit 14: Life and Culture in the Middle Ages, Part One

Lesson 1: Life in a Castle

Videos:

Castles For Kids: What is a Castle? (History/Art History)

<https://youtu.be/AesgRREuCQI>

Medieval Knight (History)

https://youtu.be/pGodMxybV_8

Website:

Middle Ages For Kids (History)

<http://www.lordsandladies.org>

Lesson 2: Chivalry

Video:

Knights & the Code of Chivalry (History)

<https://youtu.be/I8MkxKl9YZc>

Website:

Continue exploring the website given in Lesson 1.