

# 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.*

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# Table of Contents

Curriculum Preface .....	1
Curriculum Details .....	6
Integration Chart.....	9
Unit 1: The End of the Western Roman Empire (2 lessons) .....	13
<i>Son of Charlemagne</i> .....	334
Unit 2: The Fall of Rome (3 lessons).....	21
Unit 3: The Middle Ages Begin and Justinian Reigns (1 lesson).....	33
Unit 4: The Church Becomes Powerful (1 lesson) .....	38
Unit 5: Islam’s Rise and Medieval Africa (2 lessons) .....	42
Unit 6: Charlemagne’s Kingdom (3 lessons) .....	54
Unit 7: The Vikings (4 lessons) .....	67
<i>The Stories of Beowulf</i> .....	338
Unit 8: The Feudal System (1 lesson) .....	87
Unit 9: William the Conqueror (3 lessons).....	94
Unit 10: The Church in the Middle Ages (2 lessons).....	106
Unit 11: The Holy Roman Empire (2 lessons) .....	113
<i>Otto of the Silver Hand</i> .....	342
Unit 12: The Crusades, Part One (3 lessons) .....	122
Unit 13: The Crusades, Part Two (4 lessons).....	136
Unit 14: Life and Culture in the Middle Ages, Part One (2 lessons) .....	153

Unit 15: Life and Culture in the Middle Ages, Part Two (4 lessons) .....	163
Unit 16: The Far East in the Middle Ages (2 lessons).....	180
Unit 17: Britain in the Later Middle Ages, Part One (2 lessons) .....	190
<i>Adam of the Road</i> .....	346
Unit 18: Britain in the Later Middle Ages, Part Two (4 lessons) .....	199
Unit 19: Europe in the Later Middle Ages (2 lessons).....	224
Unit 20: The Hundred Years' War and the Wars of the Roses (2 lessons) .....	235
Unit 21: Medieval Spain (2 lessons).....	249
<i>The Shakespeare Stealer</i> .....	349
Unit 22: Beginnings of Church Reform (2 lessons).....	260
Unit 23: Russia and Switzerland in the Middle Ages (2 lessons).....	271
Unit 24: The Fall of Constantinople and the Rise of the Ottomans (2 lessons).....	280
Unit 25: Rebirth of Art and Science (3 lessons) .....	288
<i>Master Cornhill</i> .....	352
Unit 26: The Age of Exploration (2 lessons).....	302
Unit 27: Beginning of the Reformation (2 lessons).....	314
Unit 28: The Reformation Starts Spreading (1 lesson) .....	323
Introduction to Language Arts Curriculum For Parents .....	330
Appendix: Videos & Websites For Suggested Assignments .....	357

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

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

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

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

# The Artios Home Companion Series

## Unit 15: Life and Culture in the Middle Ages, Part Two

### Teacher Overview

IN THIS UNIT we will look at the lifestyles of the peasants who dwelt in the villages, as well as at the merchants and craftsmen who dwelt in the cities and towns. Then we will visit the monasteries and see what daily life was like for the monks and nuns who devoted their lives to the service and praise of God.



February scene from the 15<sup>th</sup> century illuminated manuscript *Très Riches Heures du Duc de Berry* (*Very Rich Hours of Duke du Berry*, a book of prayers to be said at certain hours throughout the day). An enclosure surrounds a farm comprising a sheep pen and, on the right, four beehives and a dovecote. Inside the house, a woman and a couple of young man and young woman warm themselves in front of the fire. Outside, a man chops down a tree with an axe, bundles of sticks at his feet, while another gets ready to go inside while blowing on his hands to warm them. Further away, a third drives a donkey, loaded with wood, toward the neighboring village.

### 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 **life in monasteries, villages, and towns, during the Middle Ages**.
- 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.
- Choose and complete a project portraying an aspect of life in a monastery.
- Visit their **HCS Class pages** to check for additional resources.

### Key People, Places, and Events

Benedict of Nursia



## Vocabulary

### Lesson 1:

peasant  
serf  
apprentice

### Lesson 2:

*none*

### Lesson 3:

dismay  
solitude  
habit  
abbot  
found

### Lesson 4:

*none*

## Leading Idea

### Godly rulers are a blessing to the people.

*When one rules justly over men, ruling in the fear of God, he dawns on them like the morning light, like the sun shining forth on a cloudless morning, like rain that makes grass to sprout from the earth.*

– 2 Samuel 23:3-4



A Medieval scholar making precise measurements in a 14<sup>th</sup> century manuscript illustration

## Lesson One

### History Overview and Assignments Life in a Medieval Village and Town

ONE THING ABOUT the life of the knights and squires has not yet been explained—that is, how they were supported. They neither cultivated the fields, nor manufactured articles for sale, nor engaged in commerce. How, then, were they fed and clothed, and furnished with their expensive armor and horses? How, in short, was all this life of the castle kept up, with its great buildings, constant wars, costly festivals, and idleness?



Artistic representation of women in the Middle Ages

## Reading and Suggested Assignments

- Read the article: *Life of the Village and Town*.
- Watch the videos found on your **HCS Class pages** for this lesson.
- Continue exploring the websites found on your HCS Class pages for this lesson.
- After reading the article and exploring the website, summarize what you have read by either:
  - Retelling it out loud to your teacher or parent.
  - OR
  - Completing an appropriate notebook page.Either way, be sure to thoroughly describe the life of a town in your narration.
- 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** to check for additional resources.

## Vocabulary

peasant

serf

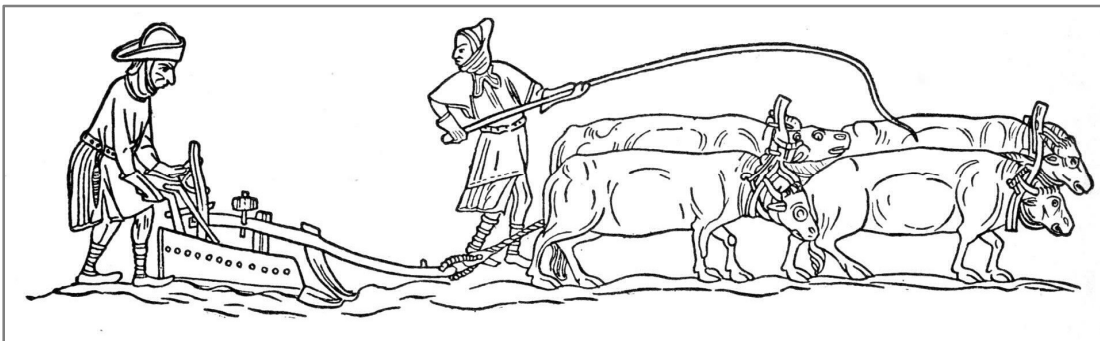
apprentice

*Adapted for Elementary School from the book:*

### *The Story of the Middle Ages*

*by Samuel Bannister Harding*

#### *Life of the Village and Town*



A four-ox Medieval plowing team. Such a team could plow about one acre a day.

### **Feudal Farming**

One part of the life of the knights and squires that hasn't been explained is how they were able to support themselves. These men did not grow or farm anything. They also did not buy or sell any goods. But they were still fed, given clothes to wear, and had horses and armor that cost a lot of money. How was it possible for the knights to have such nice things? Who paid to build the

castles and prepare all the feasts?

In the Middle Ages people were divided into three classes. There were the *priests* whose job was to pray and serve God, the *knights* who were supposed to protect everyone, and the **peasants** who were required to farm and work to support the other classes.

The peasants were called **serfs** or *villeins*. The lord of a castle owned the land

all around it for several miles. He got this land from his king. He did not want to farm the land himself, so he rented the land to peasants. The peasants kept the land as long as they lived and then passed it on to their children. As long as the peasants did what they were required to do and gave what money they owed to their lord, then they were allowed to stay and live on the land.

The lord kept part of the land around the castle for his own use. There were also areas that were kept for all the peasants to use as common land for their cows and sheep. The woods around the castle were usually common land, too. The peasants could keep pigs out there. The farming land was usually divided into three large fields, with no fences or walls between them. The peasants would grow seasonal crops in each field. They were very good at farming, even though they didn't know as much about fertilizers and farming methods (such as rotating crops) as farmers do today.

Each peasant had from ten to forty acres that they farmed. Part of their land was in each of the three fields. Also, each peasant's land was divided up into different areas. This did not make much sense because the peasant would waste time traveling from one piece of his land to another. It would have made more sense if each farmer's land was all in one place. But for some reason they did not do it that way, and it was done in this confusing way throughout all of Europe during the Middle Ages.

### Peasant Life

The lord allowed the peasants to live on his land, and that meant that the peasants owed their lord money and other services. Peasants paid certain amounts of money at different times during the year. If the lord got married, or his son was knighted, or his oldest daughter got married, or if he went out on a crusade or was taken prisoner in war, then the peasants would have to pay extra money. The peasants also brought gifts to the lord on holidays. This was a lot

of money for each peasant to pay, and it was often very hard for them.



Peasants preparing the fields for the winter with a harrow and sowing for the winter grain, from *Très Riches Heures du Duc de Berry*

The services that the peasants had to perform for their lord were sometimes even worse than all of the money they had to pay him. In addition to farming their own land, they also had to farm the lord's land. It was very hard work to plow the land, sow it, weed it, and gather all the crops from the land. When all of the hard work had been done, all of the grains and other crops belonged completely to the lord. The peasants spent two days a week doing that work for the lord. In addition, if there was construction work to be done the peasants had to help do that work, too. After the lord had gotten everything he wanted from the peasants, the Church was next. The peasants were required to give one tenth of everything they farmed, made, or their livestock produced, to the Church as a *tithe*.

The peasants did not live spread out like the farmers of today. They were all in one village near the castle and the church. They lived in houses that were mostly just wood

or stone huts. The huts were dark and unhealthy to live in. In the Middle Ages, only castles had chimneys. In the peasants' small huts the smoke just went out the doorways. The doors were usually made so that the top half could be left open to let the smoke out. The peasants would usually house their cows in the same hut as their family. There was plenty of room, because there was very little furniture in their houses.



A group of peasants sharing a simple meal of bread and drink

The food and clothing of a peasant was very simple and plain. It met their needs to keep them clothed and fed, but that was about all. Sometimes a war or bad crop seasons would cause a great shortage of food to certain areas. The roads between regions were very bad, and communication was so difficult that it was very hard to send for food and help in those hard times. The peasants suffered the most during a famine and were forced to eat roots and the bark of trees. Sometimes even that little bit of food was very hard to find, and the peasants would die by the hundreds.

The life of the peasant was very important to the world of the lords and kings. No one else would do what they did and work like they worked. But often they were unappreciated. The peasant was not as bad off as a slave in the Greek or Roman days, but their lives were similar. Usually a peasant could not leave the lord's land without permission. If he did leave without

asking, the lord could go get him and bring him back. But if he was able to make it to a free town and live there for over a year without being taken back to his lord, then he became free and could live wherever he wished.

The condition of things during the early Middle Ages stayed the same while the nobles fought against invaders from other empires. After the wars for land control ended, people could travel without always being afraid of robbers and murderers on the roads. Making and trading goods became a much bigger job. This meant the lower class was making more money than before. With money comes power. Money and power made the peasants want to free themselves from their lord's rule.

### **The Rise of Towns**

All over Europe, during the eleventh, twelfth, and thirteenth centuries (after the end of the Crusades), new towns were built and old ones gained the right to rule themselves. In Italy the towns gained power first, followed by southern France and then northern France. Slowly the people in more and more regions either bought their freedom from their lords or fought for it in battles against their lords. Sometimes the nobles and church leaders were smart and joined up with these townsmen to share in the benefits brought by the towns. But other times they foolishly fought against these newly powerful peasants, in long and bitter battles.

In different ways and at different times, the towns of Medieval Europe grew and matured. In Italy there were big free cities such as Venice, Florence, Pisa, and Genoa. Many educated people and talented artists lived in Italy, and they brought greater learning and art to the rest of Europe. Great explorers and seamen came out of that area, too. They would be the ones to discover the New World later on. The people of France showed their skills by building beautiful cathedrals. People of towns in Germany and

Holland invented and developed the art of printing. They made it possible for learning and education to progress. The people of modern times owe a lot to these early towns and what they created.

Life in towns was very different than life in feudal villages. Residents only had to pay a small amount of rent on their land and a tax when they sold goods. The townsmen no longer had to go to war for their lord. Their land was their own, and they could sell it without permission from their lord. They could gather wood from the lord's forests for fuel to use in the town's oven, which they could use without cost.

In some towns, townsmen had the right to elect their own judges, while in other towns the people were allowed to elect all their officers. The lord had very little control in the towns where the people elected all their officials. These towns were sometimes called *communes*. In some places in Italy these communes became independent and had as much power as the lords themselves. They made laws, coined money, and went to war just like the lords did.

One big difference between towns still under lords and the more independent communes was the rights belonging to the people in communes. These rights allowed participation in what was decided in the town. Citizens were learning how to govern themselves. The world was being prepared for a time when there would be governments like America's, "of the people, by the people, and for the people."

Not everything was perfect in these new towns, however. The townsmen could be just as cruel and selfish as the feudal lords. When they became rich they would pick on the poorer townspeople, and fights would sometimes break out between the people with power and the ones without power. Sometimes fights would break out between wealthy and powerful family groups. These often went on for generations and became so violent in towns that the townsmen might bring in an outsider to rule over them for a

while. The citizens in such towns were so divided that the communes everywhere gradually lost their independence. They came under either their king or the lord's control again.

Towns were made up differently than the villages. A town would have had walls built around it with a drawbridge and portcullises, like the entrance to a castle. Inside there were narrow streets with rows of tall houses, each with their own private garden. In the business part of the town, shops of the gold workers, tanners, cloth salesmen, butchers, armor makers, and money changers would be separated on different streets. The shops themselves were on the bottom floors of the buildings, where shopkeepers could display their goods in open windows.



A Medieval baker with an apprentice

### Apprenticeship

To learn a trade and become a worker in one of these shops, or to someday own his own, a boy had to start out as an **apprentice**. He would be taught by a master of the trade, and he would practice with the master for a very long time. During that time the apprentice would stay in the master's house, and the master would make sure that he was clothed, fed, and well cared for. The master would punish the apprentice if he misbehaved and would go get the young man and bring him back if he ran away. When he finished his apprenticeship he would become a full member of the *guild*, or group of craftsmen, of his trade. He could work for whomever he

wished after his apprenticeship was over. Lots of boys would travel around from city to city working for different masters. Some young men did not want to work for other people their whole lives. They wanted to save up their money and start a business of their own. Then they would become masters and have men working for them and apprentices of their own.

### **Town Hall**

Towns had churches, chapels, and sometimes grand cathedrals. But the real center of life in a town was the town hall. The town hall had a strong, square tower where the townspeople would hide and fight from if an invading army was able to get inside the city walls. The top of the tower had a large bell. There was always a man on watch there, and he rang the bell if there was a fire or danger of any kind. The bell also

had more peaceful purposes. It was rung every morning to start the workday and every night to end the workday. The bell also called people to public meetings.

The town hall tower also contained the dungeons for prisoners and meeting rooms for rulers of the city. Money was kept in the tower, too, but the most important thing kept in the tower was the town's charter or document showing the people's rights and freedoms.

Several times a year towns would have festivals. Merchants would come from faraway places to sell their goods, and people would line up to buy things that they did or did not need. These were very busy times for the townspeople. Everyone participated in the festivals. It was an exciting time that showed that the towns were growing and moving toward a more exciting and free future.



Reconstruction of an early medieval peasant village in Bavaria

(CC BY-SA 3.0 by owner Barbara Brunner : [https://commons.wikimedia.org/wiki/File:Fr%C3%BChmittelalterliches\\_Dorf.jpg](https://commons.wikimedia.org/wiki/File:Fr%C3%BChmittelalterliches_Dorf.jpg))

## Lesson Two

# History Overview and Assignments

## Life in a Monastery

WE HAVE STUDIED the life of the castle and the village. Now we will turn and see what life was like in a monastery. It was the inhabitants of monasteries that were largely responsible for the preservation of art and books. They served God by taking a vow of poverty, chastity, and obedience. In this lesson we will look at the jobs, duties, and life that existed within a monastery.



Grande Chartreuse, the head monastery of the Carthusian order, is situated in a remote mountain valley in France.

### Discussion Questions

1. What was a day typically like in the life of a monk?
2. How did the monks get their food?
3. What three promises did a monk usually make when he became a monk?
4. What was one great thing monks did for the world?

### Key People, Places, and Events

Benedict of Nursia

### Reading and Suggested Assignments

- Read the article: *Life of the Monastery*.
  - 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.
  - Be sure to visit your **HCS Class pages** to check for additional resources.



Ebstorf Abbey, a Lutheran convent of nuns located near the Lower Saxon town of Uelzen, in Germany, originally founded as a monastery in 1160



Adapted for Elementary School from the book:

## *The Story of the Middle Ages*

by Samuel Bannister Harding

### *Life of the Monastery*

In the Middle Ages, people thought that storms, famine, sickness, and other bad things were always signs from God showing them how angry He was with them. Many wanted to escape the unpleasant world that they lived in. Many men ran away from their sinful lives to become monks. As a result, many monasteries were built on church land.

A famous monk named **Benedict of Nursia** made rules that he and the other monks in his monastery lived by. It didn't take very long until all of the monasteries in Western Europe were put under "the Benedictine rule." The Benedictine monks wore black, wool gowns with hoods for head covering, so they were called "black monks." They each wore a cord around their waists to keep their robe in place. When new groups of monks were founded, they came up with their own rules that were usually similar to the rules that St. Benedict had made.



Benedict of Nursia delivering his rule to the monks of his order, Monastery of St. Gilles, Nimes, France, 1129

Monks who lived more in the world where everyone else lived were called "friars." They lived in the world preaching,

teaching, and taking care of sick people. They were called "black friars," "gray friars," or "white friars," depending on what color their gowns were. There were also orders for women. These women were called "nuns," and in some areas there were almost as many nunneries as monasteries.

One of St. Benedict's rules was that the monasteries should have everything in them that the monks should ever need. That way, they would have no need to go outside of the monastery's land. This meant that a monastery was a whole settlement by itself and had several buildings. Each monastery would have sleeping areas, kitchens, a church, a grain mill, and workshops. They had hospitals to take care of the sick, and rooms for guests to stay in. To protect the monks from robbers and shut out the outside world, the monasteries were surrounded by strong walls. The monks' farming land was outside of the wall. The monks either did the farming themselves, or the local peasants did it for them. There were also gardens to grow herbs, fruits, and vegetables. Finally, there were the pasture and stables where the farm animals grazed, and the woods where the pigs lived.

The monks began their worship very, very early in the mornings. During the day there were seven services. As soon as the monks got up they would meet in the church to say their prayers, read from the Bible, and sing songs. They did all of those things at each service. At night they sang at least twelve songs of the Old Testament. Latin was the only language used in churches in the Middle Ages. Thus, all of the services at the monasteries were of course done in Latin.

Besides their church services, there were many other things that the monks needed to

do during their day. St. Benedict did not think the monks should always be busy. Some monks spent a few hours each day working in their gardens and farms. Others spent time working on their trades, making things for the shops in the monastery. The monks were supposed to always stay humble. If a monk got too good at his job and started to brag about how good he was, then he was made to work at something else. The monks were supposed to be modest at all times, no matter what they were doing.



Pages from a breviary, a liturgical book used for praying the canonical hours, used in the Swedish Diocese of Strängnäs in the 15<sup>th</sup> century A.D.

At certain times during the day and especially on Sundays, the monks had to read and study. In the Middle Ages there were no printing machines, and all books were copied by hand, letter by letter. One of the hardest but most important jobs that the monks had was writing and copying books. In each monastery there was a writing room where some of the monks worked on copying books. It was a very complicated process and usually very slow.

In copying books, the monks were doing a great thing for the world. It meant that the written word in the form of books would make it through the Dark Ages, when the love of learning was almost completely lost. During this time the monks were the only ones who knew how to record, or who even wanted to record the history. They wrote down the important events of every year.

There were no schools in this Medieval time except the ones that were provided by the Church. The monks taught young boys to read and write so that there would always be learned men who could work for the Church.



*The Funeral of Raymond Diocrès, by the Limbourg Brothers*

The history that the monks wrote down was not very good, and the schools were not very good either. But they were better than none at all. The only thing that a certain monk wrote about the year 807 was that Grimoald, Duke of Beneventum, died, a great sickness killed many young brothers in the monastery of St. Boniface, and the boys in the monastery school hurt their teacher and ran away. That is all the history said. There were no details about any of the stories. That is the way it was with many things in the Middle Ages. However, most of what is known about the Middle Ages came from the writings of the monks.



Bernard of Clairvaux (1090–1153), a French abbot known for his piety, and for revitalizing Benedictine monasticism, featured in a 13<sup>th</sup> century illuminated manuscript

### Vows

There were three things that the monks usually took a vow to live by. They were not allowed to have any property of their own. They could not get married, and they had to obey the church leaders. Benedict said that they were not allowed to have a single thing that belonged to them. Everything that they used was the property of the monastery. If their friends or relatives sent gifts to them, they had to give them to the monastery for all the monks to use. When a monk was told to do something by his leader or the Church, then the monk was expected to obey. If what

he was asked to do was impossible, then the monk was still expected to attempt it. The rule regarding marriage was very strict. In some monasteries it was thought of as a sin to even look at a woman. St. Benedict also ordered that the monks read holy books out loud during meals, which were very plain and simple.

The rules were obviously quite strict, and sometimes it was hard for the leaders to keep the monks following all the rules, especially after the monasteries became so rich and powerful. Even though the monks were not allowed to have their own things, they still enjoyed the richness of the whole monastery. When this happened there was usually a group who went off and created new orders that had much stricter rules. This happened over and over again, until the end of the Middle Ages when most of the monasteries were closed.

When someone wanted to become a monk, he had to go through a trial first. He lived in a monastery for a year and followed all of the rules. After a year if he still wanted to become a monk, then he took the vows of Poverty, Chastity, and Obedience. When the monasteries became rich and less strict, there were many men who became monks to live the easy life there. However, most men became monks because they thought it was the best way to serve God.



The Sumela Monastery, south of Trabzon in Eastern Turkey. Built in 4<sup>th</sup> century (estimated 386 A.D.).  
(CC BY-SA 3.0 by Bjørn Christian Tørrissen : [https://commons.wikimedia.org/wiki/File:Sumela\\_From\\_Across\\_Valley.JPG](https://commons.wikimedia.org/wiki/File:Sumela_From_Across_Valley.JPG))

## Lesson Three

### History Overview and Assignments Benedict of Nursia

*“The teachings of the Benedictine rule spread throughout Europe. While the Germanic tribes worked destruction, Benedictine monks worked tirelessly in many different monasteries, copying the Bible and other Christian texts, and sharing the Christian message to the pagan world around them. When the disorder began to calm, their work and prayer allowed them to help restore Christian civilization.”*

– from the article below



*Saint Benedict of Nursia Writing the Benedictine Rule,*  
by Herman Nieg (1926)

#### Vocabulary

dismay	abbot
solitude	found
habit	

#### Discussion Questions

1. Why did Benedict go off to live by himself in a cave?
2. What made him decide to found a monastery?
3. Describe the ways Benedictine monks helped Christian civilization recover after the Germanic invasions of the Roman Empire.

#### Reading and Suggested Assignments

- Read the article: *Benedict of Nursia*.
- 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.

## *Benedict of Nursia*

*by Mary E. Hall*

For more than fifteen hundred years, Benedictine monks have lived their lives according to a set of rules. Where did these rules come from? They were developed by a godly Christian monk named **Benedict of Nursia**.

### **Benedict's Early Life**

Around the year 480, during the time of upheaval when the Roman Empire was being overrun by Germanic tribes, a set of twins were born to a noble family in Nursia, which is now Norcia, in central Italy. The boy was named Benedict, and the girl was named Scholastica.

After receiving some schooling in Nursia, Benedict was sent to Rome to learn literature and law. Benedict, who had a deep love for God, was filled with **dismay** at the sinfulness he saw in the lives of the students and other people around him. He decided to live with a group of priests in a nearby town that is now called Affile. While he was there it is said that he worked a miracle, restoring a broken earthenware wheat sifter to perfect condition. People heard about this and came flocking to see him. But Benedict did not want fame. He wanted **solitude**.

### **Benedict Becomes a Hermit**

Near the town was a cave in the side of a mountain overlooking a clear, blue lake. Benedict met a monk named Romanus, who lived in a monastery higher up on the mountain. Romanus advised Benedict to become a hermit. Benedict followed this advice and moved into the cave, where he lived by himself for three years. The only food he had was bread lowered down by his

friend Romanus on a rope, and all he wore was a simple monk's outfit called a **habit**.

Benedict matured in his faith and his love for God, praying and battling temptation, during his years in the cave. Some shepherds became his friends, and they began to follow his teachings. Soon some monks nearby learned about Benedict the hermit, and they invited him to become the **abbot**, or leader, of their monastery. Benedict warned the monks that his leadership would be very strict, but they still wanted him to come.



Benedict of Nursia (c.480–543). Detail from a fresco by Fra Angelico (c.1400–1455) in the Friary of San Marco Florence

### **Murder Attempts**

Benedict became the abbot of the Vicovaro monastery, but over time he proved to be much stricter than the monks liked, and they tried to poison him. A legend tells that Benedict prayed a blessing over

the poisoned cup of wine, and the cup shattered, revealing the murder attempt.

Benedict left the monastery and returned to the solitude of his cave, but a nearby priest also tried to poison him, this time with poisoned bread. According to the story, when Benedict prayed a blessing over the bread, a raven flew in and carried the loaf away. Benedict finally decided to leave the cave.

### Founding of Monasteries

He felt a desire to share Christ's love with others, so he **founded** a new monastery nearby. Then he founded another. Over time he founded twelve monasteries in the area. Then he founded a thirteenth, on a rocky hill called Monte Cassino, on the ruins of an old fortress town. The purpose of this monastery was to train men who wanted to become monks. Where the altar of Apollo used to be, he built a chapel. Where the Roman temple used to be, he built a place for the monks to develop their teaching skills. It was at Monte Cassino that he wrote the collection of instructions that became known as the *Benedictine Rule*, and Monte Cassino became the most famous monastery in Europe.



Benedict depicted on a Jubilee Saint Benedict Medal for the 1400<sup>th</sup> anniversary of his birth in 1880

Benedict lived a very busy life at Monte Cassino, directing the building process as well as life in the monastery, and sharing God's love with the people who lived nearby. Legend says that he performed many miracles, even correctly predicting the future and death of a Gothic king named

Totila who had tried to trick him in order to test his prophetic abilities.

At the bottom of the hill, Benedict's sister Scholastica founded the first Benedictine community for women.

Invading Lombards sacked the monastery around the year 570, but Benedict, guided by a vision from God, was able to save all the monks.

At the age of 67 Benedict was struck with a fever. According to tradition, he had a vision of his coming death. He summoned his monks, who held his arms up for one final prayer before he passed from life.



*Saint Scholastica*, by Andrea Mantegna.  
According to tradition, she was the twin sister of Saint Benedict.

### Benedictine Teachings Spread

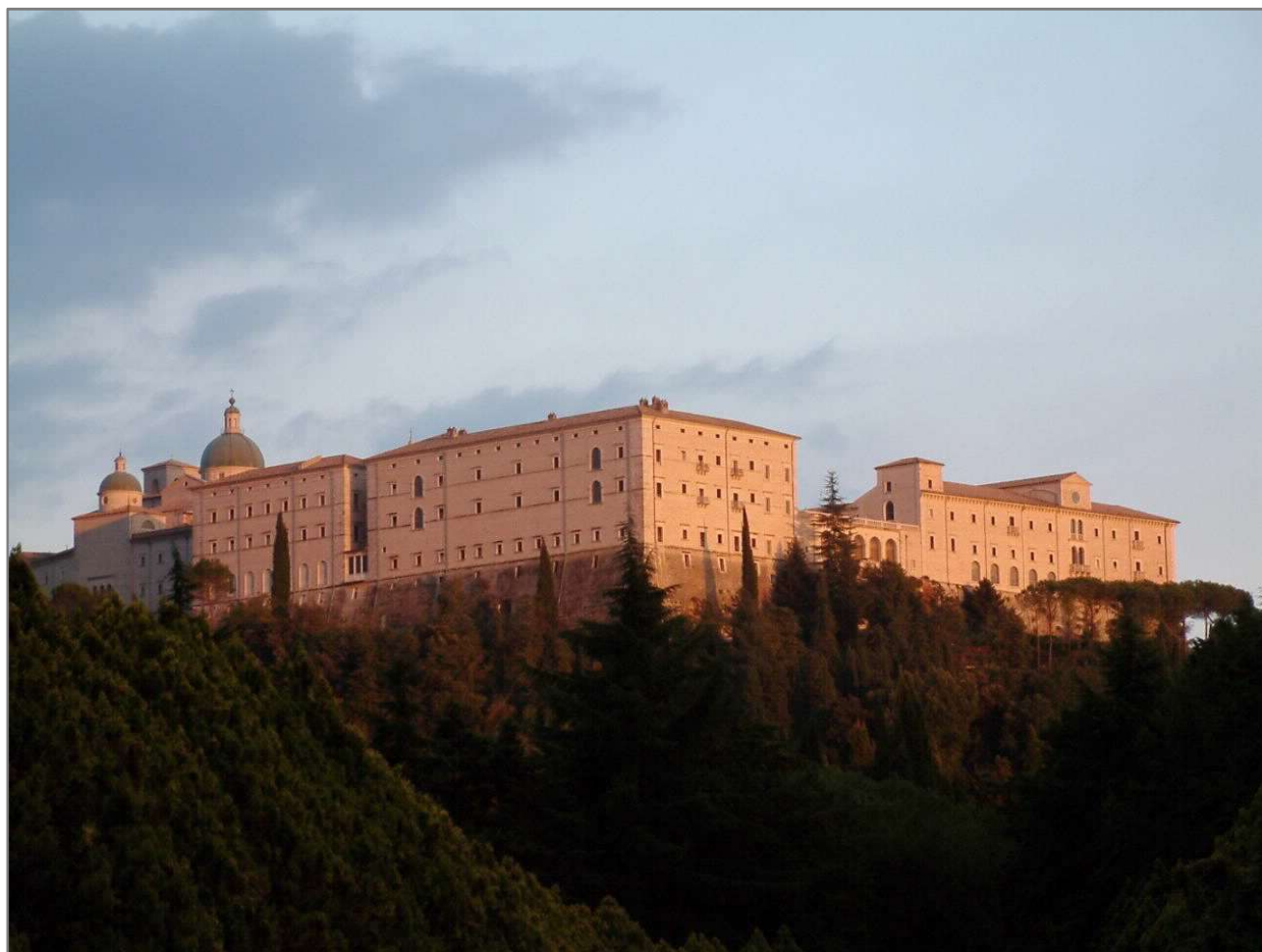
The teachings of the Benedictine rule spread throughout Europe. While the Germanic tribes worked destruction,

Benedictine monks worked tirelessly in many different monasteries, copying the Bible and other Christian texts, and sharing the Christian message to the pagan world around them. When the disorder began to calm, their work and prayer allowed them to help restore Christian civilization.

Today Benedict is regarded as the father of Christian monasticism. For more than fifteen hundred years, monks have continued the work that he started, seeking to live in such a way, as Benedict taught, that “in all things God may be glorified.”



*Totila and Saint Benedict, by Spinello Aretino*

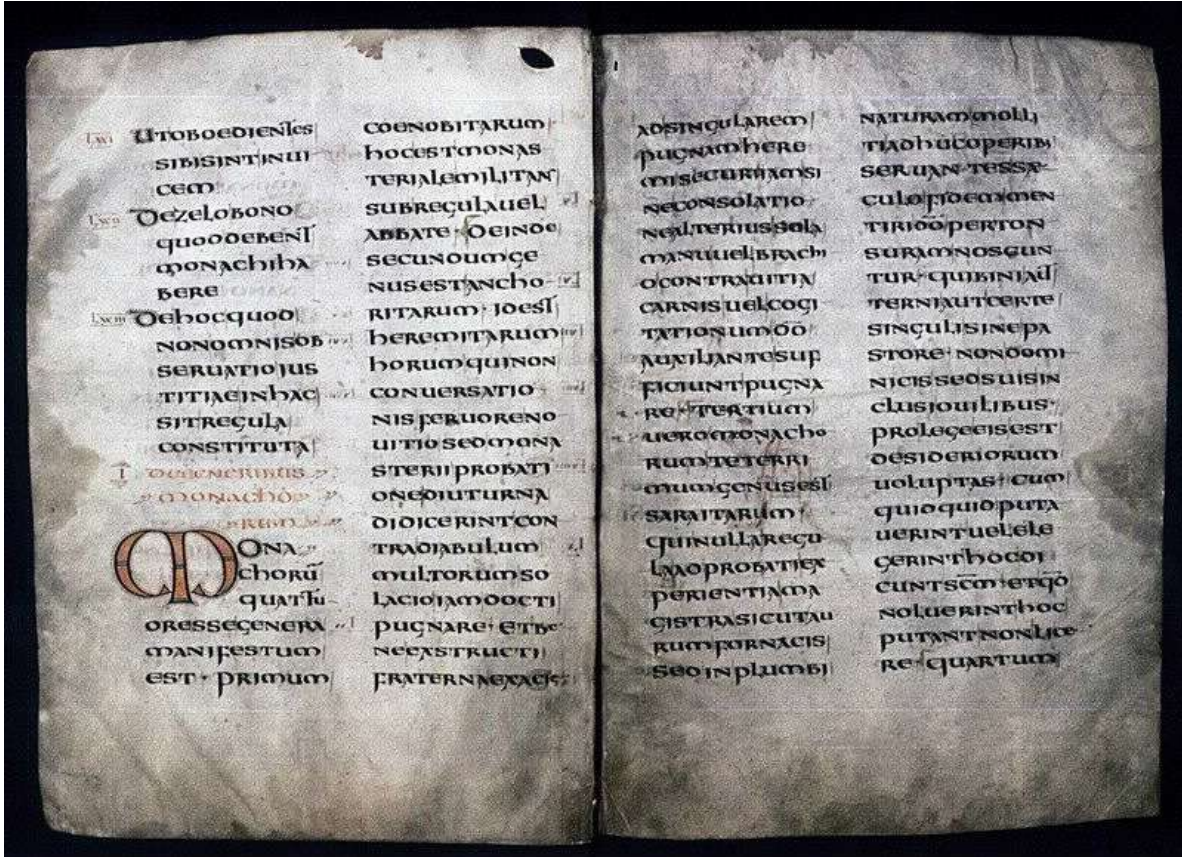


Abbey of Monte Cassino, originally built by Saint Benedict, shown here as rebuilt after World War II

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## Lesson Four

### History Overview and Assignments On Your Own



An 8<sup>th</sup> century copy of the Rule of Saint Benedict

### Reading and Suggested Assignments

- To further explore what life was like in a monastery, watch the videos and visit the websites on your **HCS Class pages** for this unit and find some additional information on monastic life to write in your notebook. Then choose and complete ONE of the following projects. Helpful links for this can also be found on the class pages.
  - Make a porridge similar to the one described in the “What Was Life Like?” video (adding ingredients as desired for taste), and write in your notebook how you made it. Then invent and demonstrate for your class a set of eight sign language “words” used to describe the process of making your porridge.
  - Use Medieval-style calligraphy to write out a favorite Bible verse or passage. Be sure to begin your verse with a creative illustrated letter!
  - Design a monastic garden by making either a drawing or a model, using the “Tiny Edens” website for information. Be sure to include the three types of fountains mentioned, as well as sacred herbs, medicinal herbs, herbs your family likes to use for cooking, and grass.



# The Artios Home Companion Series

## Unit 16: The Far East in the Middle Ages

### Teacher Overview

THE CULTURES OF the Far East developed very differently from those of Europe. Advanced in many ways while slower in others, the East Asian countries and people were intriguing and mysterious to Europeans. Marco Polo was the most well-known European explorer of the Orient during the Middle Ages. Much was gained from Marco Polo's interaction with the Far East in the areas of culture, government, and communication.



A painting of Shizu, better known as Kublai Khan, as he would have appeared in the 1260s (although this painting was made shortly after his death in February of 1294, by a Nepalese artist and astronomer named Anige). The painting is done in the Chinese portrait style.

### Key People, Places, and Events

Maffeo Polo  
Niccolò Polo  
Kublai Khan  
Marco Polo  
Kofun period  
Asuka period  
Warring States period  
Ashikaga



Detail of chariots on a Chinese bronze mirror sent to Japan during the Kofun period

### 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 Far East during the Middle Ages**.

- Watch the videos found on their **HCS Class pages** for this unit.
- Visit their **HCS Class pages** to check for additional resources.

## Leading Ideas

### Godly rulers are a blessing to the people.

*When one rules justly over men, ruling in the fear of God, he dawns on them like the morning light, like the sun shining forth on a cloudless morning, like rain that makes grass to sprout from the earth.*

– 2 Samuel 23:3-4

### Seek godly leaders to represent you.

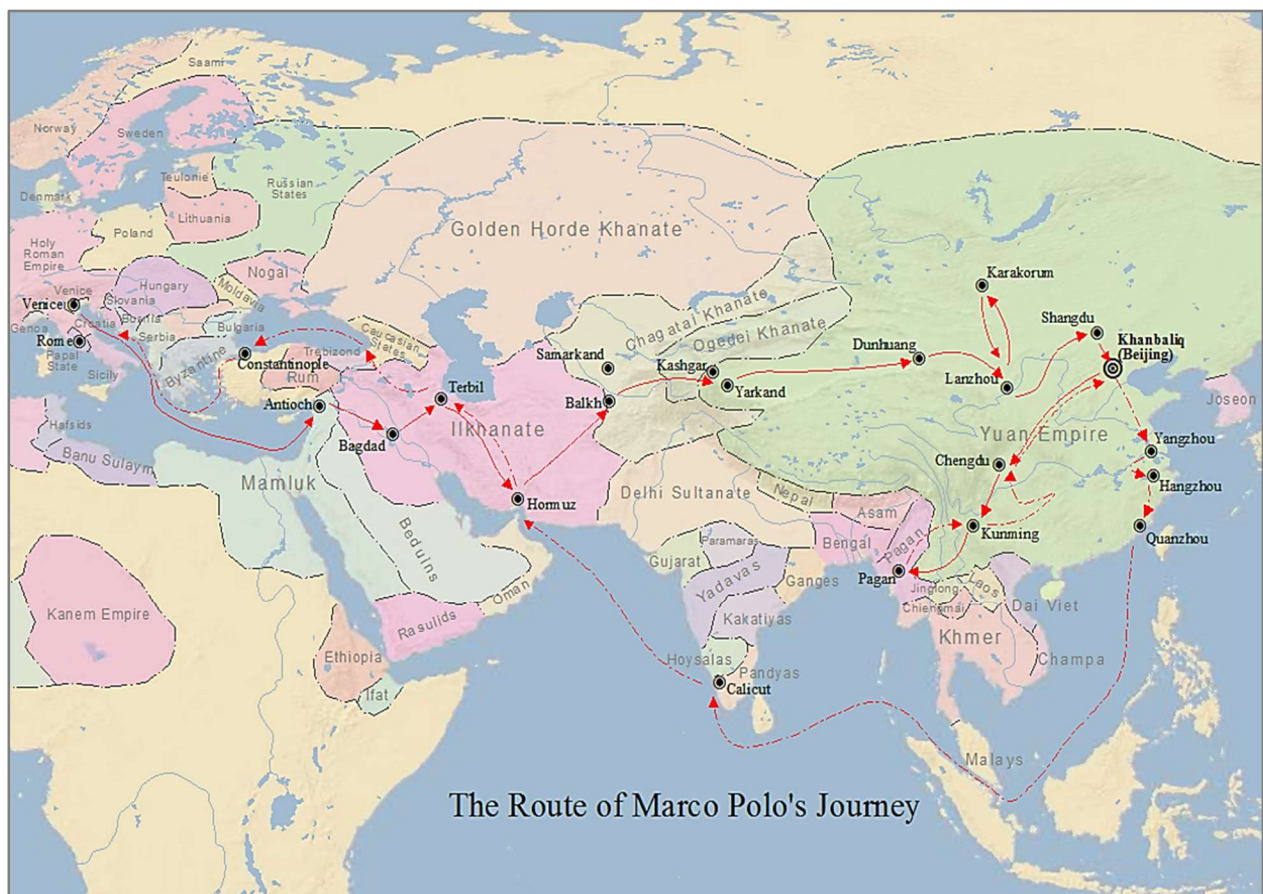
*Look for able men from all the people, men who fear God, who are trustworthy and hate a bribe, and place such men over the people as chiefs of thousands, of hundreds, of fifties, and of tens. And let them judge the people at all times.*

– Exodus 18:21-22

### Beware of jealousy and selfish ambition in yourself and in leaders you select.

*For where jealousy and selfish ambition exist, there will be disorder and every vile practice.*

– James 3:16



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[https://commons.wikimedia.org/wiki/File:Route\\_of\\_Marco\\_Polo.png](https://commons.wikimedia.org/wiki/File:Route_of_Marco_Polo.png))

## Lesson One

# History Overview and Assignments

## The Far East in the Middle Ages

MARCO POLO'S TIME spent in the service of Kublai Khan in East Asia allowed him to explore distant lands including China, Japan, Tibet, regions from Canton to Bengal, and the archipelago of India. His stories about his travels were later written down, and they make up the earliest written account in Europe of what the lands and people were like in the Far East.



Marco Polo wearing a Tatar outfit

### Reading and Suggested Assignments

- Read the article: *Marco Polo*.
  - After reading the article, summarize what you have 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.
  - Be sure to visit your **HCS Class pages** to check for additional resources.

### Key People, Places, and Events

Maffeo Polo  
Niccolò Polo  
Kublai Khan  
Marco Polo

## *A Book of Discovery*

by M.B. Synge

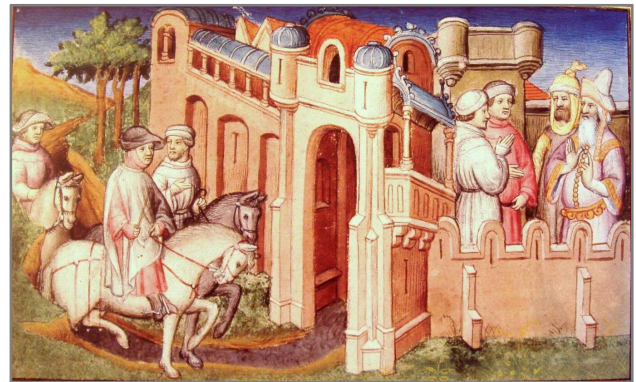
### *Marco Polo*

Two brothers were merchants in Venice. Their names were **Maffeo** and **Niccolò Polo**. They heard about Europeans who had traveled to the Far East, where there were many riches. But the path from Europe to these eastern lands went through wilderness and deserts, and it was said to be very difficult to travel.

#### **The Polo Brothers' First Journey**

The Polo brothers made plans to go east to purchase exotic goods to sell in Venice. First, they went to Constantinople, where they lived for several years and sold some goods to earn money for their trip. Then they traveled on to Bukhara. They met a nobleman there who asked if they would like to travel with him. He said they would get to see the court of the Great *Khan*, or ruler. The brothers went with the nobleman through the mountains. Heavy snows and swollen rivers slowed them down, but they finally reached Peking in China, which was then called *Cathay*. The Great Khan welcomed the Polo brothers and asked about their home. They answered him in the Tatar language, which they had learned on the trip.

This ruler was named **Kublai Khan**. His people called him “the Lord of All the Earth.” He wanted to send a message to the Pope, to ask for wise men to come teach him about Christianity. He chose the Polo brothers for his messengers. The Polo brothers soon left for Rome. Later, they returned to Venice. It had been fifteen years since they had gone to China. Niccolò’s wife had died shortly after he had left. He had a son named Marco, who was now fifteen. Marco Polo would grow up to be a famous traveler.



Niccolò and Maffeo in Bukhara, where they stayed for three years. They were invited by an envoy of Hulagu (right) to travel east to visit Kublai Khan.

#### **The Polos' Second Journey, With Marco**

**Marco Polo**'s father and uncle told him stories about the Far East. They told him about the court of the greatest emperor on earth. Marco was excited and wanted to see it. The Polo brothers left on a second trip to China in 1271, and this time Marco went with them. Two preaching friars went along, too. The friars would teach Christianity to Kublai Khan, as he had asked.

They traveled through Armenia and the old city of Nineveh to Baghdad, where the last caliph there had been killed by Tatars. They entered Persia as traders, and then passed to Ormuz. Their plan was to take a ship to China. They discovered that was not possible, so they continued on foot to the northeast.

Young Marco became sick with a fever—probably malaria—so they stopped. After a year, they continued on their trip “in high spirits.” They crossed the highlands of the Pamirs. This was called the “roof of the world.” From there, they went down to Hotan and came to the great Gobi Desert. It

took them thirty days to cross it. When they came to a city in Tibet, they were met by messengers of the Khan. They reached the court of Kublai Khan in May of 1275. Their trip had lasted “one thousand days.” By then, the preaching friars had returned home. They had become alarmed at the dangers, but the three brave Polos made it. They brought the Pope’s message to the ruler of the Mongol Empire. He warmly welcomed the Polos. Then he asked about the young man who was with them.

“My lord,” replied Niccolò, “he is my son and your servant.”

“Then,” said the Khan, “he is welcome. I am much pleased with him.”

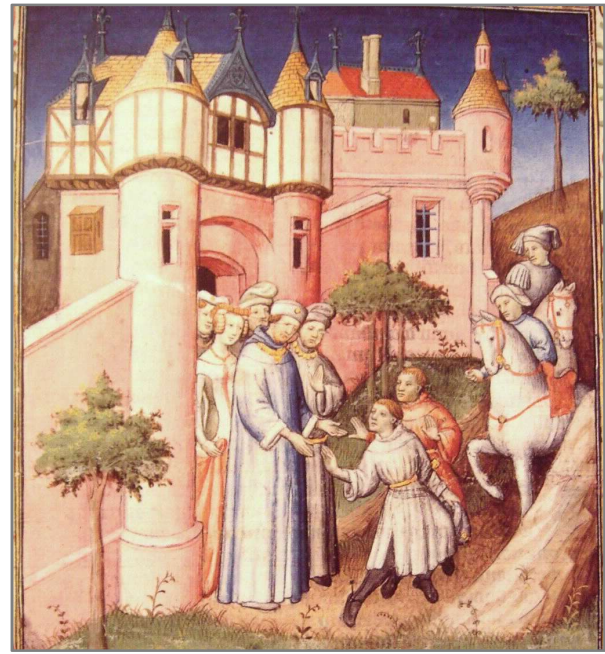
The three Venetians stayed at the court of Kublai Khan. His summer palace was at Shang-tu, which was called “Xanadu” by the poet Coleridge:

*In Xanadu did Kubla Khan  
A stately pleasure-dome decree:  
Where Alph, the sacred river, ran  
Through caverns measureless to man  
Down to a sunless sea.*

*So twice five miles of fertile ground  
With walls and towers were girdled  
round;  
And there were gardens bright with  
sinuous rills,  
Where blossomed many an incense-  
bearing tree;  
And here were forests ancient as the  
hills,  
Enfolding sunny spots of greenery.*

The three Venetians lived seventeen years at the court. Young Marco was very smart. The Khan sent him on a six months’ journey. When he returned, he described everything to the Khan. The Khan gave him honors and riches. Here is what Marco later said of the Khan:

“The Great Khan, lord of lords, named Kublai, is of middle stature, neither too full nor too short: he has a beautiful fresh complexion, his color is fair, his eyes dark.”



The Polo brothers setting out from Constantinople with their nephew Marco. From a miniature painting in the 14<sup>th</sup> century *Livre des Merveilles* (Book of Marvels)

Peking was the empire’s capital. It was two days’ journey from the sea, and was where the Khan’s court lived in the winter months. The Polos loved it. It had been rebuilt and was a regular square—six miles on each side. Walls of earth surrounded it. It had twelve gates.

“The streets are so broad and so straight,” said Marco, “that from one gate another can be seen. It contains many beautiful houses and palaces, and a very large one in the middle, containing a steeple with a large bell. At night the bell rings three times. After this, nobody can leave the city. At each gate a thousand men keep guard. They are not afraid of enemies, and do this out of respect of the Khan, and to prevent injury by robbers.”

All travelers note this square form of Peking. They also note the great width of the straight streets. They tell of the bell sounding the closing of the gates. The bell was the largest in the world.

The city of Hangzhou was greater. It was called the City of Heaven. It was in the south of China. Kublai Khan had just won it in war.

“And now I will tell you all its nobleness,” said Marco, “for it is the largest city in the world. The city is one hundred miles around and has twelve thousand stone bridges. A large ship can pass beneath most of these. The reason there are so many bridges is that the city is completely on water and surrounded by it, like Venice. The merchants are so many and so rich that their wealth can neither be told nor believed. They and their ladies do nothing with their own hands, but live as delicately as if they were kings. These females also are of most angelic beauty and live in the most elegant manner. The people are idol worshipers, subject to the Great Khan, and use paper money. They eat the flesh of dogs and other beasts, such as no Christian would touch for the world. There are four thousand baths in this city where men and women both go to stay clean. They are the largest and most beautiful baths in the world, where one hundred of either men or women may bathe in them at one time. Twenty-five miles away is the ocean, and there is a city (Ningbo) which has a very fine port, with large ships and much merchandise of great value from India and other countries.”



Mosaic of Marco Polo displayed in the Palazzo Doria-Tursi, in Genoa, Italy, by Salviati (1867)

Marco told about the cities in great detail. Then he returns to the Great Khan. He tells about the rich festivals. At these

festivals, the Emperor sat higher than everyone else. He always faced south. His children sat with their heads at the level of his feet. Some forty thousand people were there. The Khan was served by great barons. Their mouths were wrapped in towels. The towels were sewn in gold and silver. That way they could not breathe on the plates. The Khan received great gifts. At one festival, he received five thousand camels, one hundred thousand horses and five thousand elephants covered with gold and silver cloth.



Painting of Kublai Khan on a hunting expedition, by Chinese court artist Liu Guandao

“And now I will tell about a wonderful thing,” said Marco. “A large lion is led in for the Khan. When it sees him, it drops down and makes a sign of deep lowliness, seeing him as its lord and moving about without any chain.”

Twelve barons lived at Peking, and they ruled the kingdom. There were thirty-four districts. The Khan had a large message system.

“Messengers are sent to all over,” wrote Marco, “and on all the roads there is an inn set every twenty-five miles, where they are received. Each has a large building with a bed covered with silk and everything useful for a traveler. There are four hundred horses there. The prince has ordered these

horses to always be ready to take them along the main roads. . . . They are able to go through districts finding inns and horses ready for them. Between these inns, at every three miles there are villages of about forty houses where there are foot-runners for taking messages. They wear large belts with bells on them, which can be heard a long ways off. When given a letter or packet, one runs as fast as they can to the next village. When his approach is sounded by the bells, another is ready to start and proceed to the next, and so on. By these foot-runners the Khan receives news in one day and night from places ten days' journey away. He receives news in two days from those twenty days away, and in ten from those a hundred days' journey distant. Thus, he sends messengers through all his kingdom and districts to find out if any of his subjects have had their crops injured through bad weather; and, if any such injury has happened, he cancels their payment to him for that season—and gives them corn to live on."

This is the first European record of China. "Throughout the whole province of Cathay," said Marco, "are a kind of black stones cut from the mountains in veins, which burn like logs. They maintain the fire better than wood. If you light them in the evening, they will stay lit the whole night, and be found burning in the morning. Throughout the whole of Cathay, this fuel is used. They have also wood, but the stones cost less."

Marco told of a wonderful stone bridge. It had twenty-four arches of pure marble. It crossed a broad river. "The most magnificent object in the whole world," it could be crossed by ten horsemen riding beside each other. There was the Yellow River (the Yangtze). It was "so large and broad that it cannot be crossed by a bridge, and flows on even to the ocean." There were large numbers of mulberry trees. Silkworms lived on them. China was famous for her silk.

Some people made fine china. They were famous. "Great quantities of porcelain earth were collected into heaps, and in this way exposed to the action of the atmosphere for some forty years, during which time it was never disturbed. By this process it became refined and fitted for manufacture." Marco talked about chinaware only once, and he was silent about tea.

Marco was the first to tell about Japan. These islands were hundreds of miles from the China coast. After his journey, Japan was added to world charts.

"Cipangu," wrote Marco, "is an island situated at a distance from the mainland. The people are fair and well-mannered—they own precious metals in great amounts. The people are white, of gentle manners, idol worshipers in religion under a king of their own. These folk were attacked by the fleet of Kublai Khan in 1264 for their gold. The King used it to cover his house, windows, and floors, but the King did not allow it to be sent anywhere else."

Marco barely recorded the presence of this land. Nobody in Europe knew at that time that it existed. It was denied by Ptolemy. Others had denied it, too. He told the Khan about the eight districts of Tibet. He told him about all of Southeast Asia. He told him about India. His records tell us of Tibet: "conquered and wasted by the Khan for the space of twenty days' journey"—a great wilderness without people, but full of wild beasts. Tibetan dogs were big as donkeys. Marco went to Bangal, "which is next to India." He was glad to return home to China, "the richest and most famous country of all the East."

The Polo family tired of living in the Khan's court and wished to return to Venice, but the Khan did not want them to leave. Their chance came when the ruler of Persia wanted to marry a princess of Kublai Khan. The Khan chose to send her by sea. He wanted her protected by the Polos.

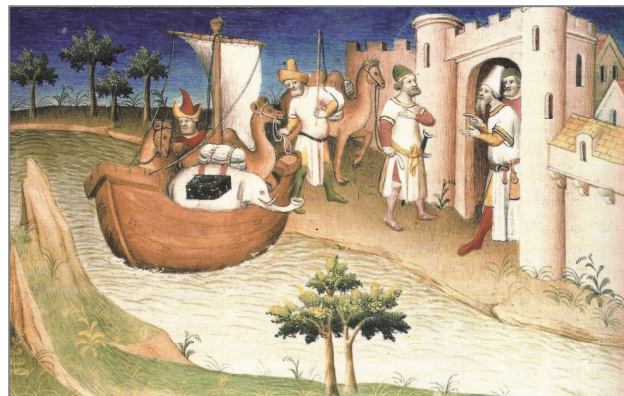
The Polos said goodbye to Kublai Khan in 1292. They went with the seventeen-year

old princess and her guard. They sailed with fourteen ships for India. They passed many islands “with much gold and trade.” They reached Java after three months. Java was thought to be the greatest island in the world. It was three thousand miles around. Weather kept them at Sumatra for five months. They came to the Bay of Bengal, then Ceylon. Ceylon was “the finest island in the world,” wrote Marco. They reached Persia two years after they started. Six hundred sailors had died. The ruler of Persia was dead, but they gave the princess to his son.

This is a strange part of the story. When they finally returned home to Venice, their friends and family no longer knew them. They told their friends and family that they were the Polos—father, son, and uncle. They had left Venice twenty-four years ago. It did not matter what they said. No one believed them. So, this is what they did. They held a great feast. They invited all their friends and family. They wore crimson satin robes. Marco left the room. He returned with three coarse, dirty outfits. They tore out the seams

and lining. A large amount of rubies, sapphires, diamonds, and emeralds fell out. The guests were amazed, and soon the people of Venice honored the famous Polos.

Marco was called “Marco of the Millions.” He always told stories of his travels, and they were later written down. He loved to talk about Kublai Khan. He told how the great emperor combined the “rude magnificence of the desert with the pomp and elegance of the most civilized empire in the Old World.”



Marco Polo traveling, miniature from the book *The Travels of Marco Polo* (“*Il Milione*”), originally published during Polo’s lifetime



The glaciers of the Tanggula Mountains, the traditional source of the Yangtze River, Qinghai province, southern China



## Lesson Two

### History Overview and Assignments Feudal Japan



Iron helmet and armor with gilt bronze decoration,  
Kofun era, 5<sup>th</sup> century. Tokyo National Museum

#### Reading and Suggested Assignments

- Read the article:  
*Feudal Japan: The Age of the Warrior.*
- After reading the article, summarize what you have 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.
- Visit your **HCS class pages** to check for additional resources.

#### Key People, Places, and Events

Kofun period  
Asuka period

Warring States period  
Ashikaga

*Adapted for Elementary School from the book:*

### *Ancient Civilizations*

*source: ushistory.org*

### *Feudal Japan: The Age of the Warrior*

Being a warrior in feudal Japan was more than just a job. It was a way of life.

During the **Kofun period** the major clans of Japan were united into a single kingdom, ruled by a line of emperors which

continues to the present day. This is the longest dynasty of any country in world history. This unity was achieved through battles and offers of high-ranking social positions. Increased trade and exchange of

ideas with China and Korea fueled inventions and other advances.

This period was followed by the **Asuka period**, in which Buddhism was introduced from Korea, and then other periods in which rival clans vied for power.



Although elegant and refined in appearance, Japanese castles were used as military buildings. The wood used in their construction allowed these castles to withstand Japan's many earthquakes, but made them vulnerable to fire at the same time.

Eventually Japan shifted into a new age of chaos—called the **Warring States period**, in which military strength decided who governed.

The *samurai* warriors took as their creed what later became known as the “Way of the Warrior, a rigid value system of discipline and honor that required them to live and die in the service of their lords.

If commanded, true samurai were expected to give their lives. Any form of disgrace—cowardice, dishonor, defeat—reflected poorly on the lord and was reason enough for a samurai kill himself. In return, the lord provided protection, financial security, and high social status.

The samurai swore unwavering loyalty to their masters in the chain of command. But this wasn't always easy. Frequently,

switched loyalties and shifting alliances forced the samurai to decide between obeying the *daimyo* (feudal lord) and following their own master.

### Shogun Power

The *daimyo* reported to the *shogun* (a higher ranking feudal lord). The shogun became the most dominant feudal lord by subduing the other *daimyo*.

When Mongol invaders tried to land in western Japan, they were repelled with the help of powerful storms thought to be of divine origin.

The next to rise to power were the **Ashikaga**. The third Ashikaga shogun was a patron of the arts and oversaw great cultural achievements. The downfall of the Ashikaga came about with the rise of the first of three “Great Unifiers.” Oda Nobunaga was a minor *daimyo* who embarked on a ruthless campaign for control that ended in the removal of the last Ashikaga shogun.



Portrait of Ashikaga Takauji, who was the founder and first shogun of the Ashikaga shogunate

# The Artios Home Companion Series

## Unit 17: Britain in the Later Middle Ages, Part One

### Teacher Overview

WITH THE SIGNING of the Magna Carta, the foundation was laid for modern day constitutional government, by which those in charge of government are required to follow written laws for the protection and well-being of their people.



An imaginary 19<sup>th</sup> century recreation of King John signing the Magna Carta, by James William Edmund Doyle

### Key People, Places, and Events

John of England  
Stephen Langton  
Magna Carta  
Henry III  
Simon de Montfort  
Edward

### Vocabulary

**Lesson 1:**  
ally  
interdict

**Lesson 2:**  
*none*

### 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 Magna Carta** and **the Barons' Wars against Henry III**.
- 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

### **Godly rulers are a blessing to the people.**

*When one rules justly over men, ruling in the fear of God, he dawns on them like the morning light, like the sun shining forth on a cloudless morning, like rain that makes grass to sprout from the earth.*

– 2 Samuel 23:3-4

### **Seek godly leaders to represent you.**

*Look for able men from all the people, men who fear God, who are trustworthy and hate a bribe, and place such men over the people as chiefs of thousands, of hundreds, of fifties, and of tens. And let them judge the people at all times.*

– Exodus 18:21-22

### **Beware of jealousy and selfish ambition in yourself and in leaders you select.**

*For where jealousy and selfish ambition exist, there will be disorder and every vile practice.*

– James 3:16



The Magna Carta display in the Crypt of the United States Capitol features a replica of the English document whose principles underlie much of the Constitution of the United States. The entire display was made in England by the artist Louis Osman and was presented to the United States as a gift from the British government to celebrate the Bicentennial of American independence.

# Lesson One

## History Overview and Assignments The Magna Carta

THE PEOPLE OF ENGLAND regretted choosing John as King of England after the death of his brother Richard the Lionheart. John was a terrible king. He was not only cruel, but he was lazy and cared only for himself. Although forced by the nobles to sign the Magna Carta, King John had no intention of living up to his agreement, and once again, war broke out. For a time it appeared that King John would win, but he became ill and died in the fall of 1216. Upon his death, his young son became King Henry III, and the movement toward individual rights and freedoms continued.



*King John, by a British school*

### Reading and Suggested Assignments

- Read the article:  
*King John and the Great Charter.*
- 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

ally  
interdict

### Key People, Places, and Events

John of England  
Stephen Langton

Magna Carta  
Henry III

## Discussion Questions

1. What kind of leader was King John?
2. Did King John want to sign the Magna Carta? Why or why not?
3. Did King John intend to keep the promises made in the Magna Carta?
4. Based on what you read in the article and saw on the video, why was the Magna Carta so important?

Adapted for Elementary School from the book:

### *The Story of England*

by Samuel Bannister Harding

#### *King John and the Great Charter*

Richard the Lionheart had a younger brother. His name was **John**, and he became the **King of England** when Richard died. Another brother was named Geoffrey. He was older than John, but he had died. He had a son named Arthur. Arthur was ten years old at the time Richard died. Royal rules said that Arthur should be king before John. But John was an adult, so he was chosen to be king instead of Arthur.

The people of England soon regretted that choice, for John was one of the worst kings England had ever had. He was cruel. He was lazy. He cared only about himself. People from every class united against him. The English people worked hard to make sure there would not be another king like him.



King John of England, 1167-1216, scanned from the book *The National Portrait Gallery History of the Kings and Queens of England*, by David Williamson

John lost most of England's French lands by the time he had been king for only five years. Normandy was one of the places he lost. Normandy was the homeland of William the Conqueror!

The Norman dukes had ruled England for many years, ever since William. The kings of France did not like this and tried to make trouble for them. Philip II was King of France during this time. He helped Arthur go against his uncle. Arthur wanted to take the French territories from John. John also made some French enemies on his own. He captured one vassal's fiancée and married her! That vassal told King Philip about what John had done. Philip called John to his court to defend himself. John refused to come. The court judged against him, and he legally lost his possessions in France. Then King Philip started to take over those lands.

During this war Arthur was captured and put in prison. He soon disappeared. It is believed that he was killed. Some say that John did it himself. John lost many **allies**, and Philip began to win the war. But John was prideful. He said, "Whatever he takes, I shall retake it in a single day."

This was not an easy task. The "Saucy Castle" (*Château Gaillard*) that was built by King Richard was taken by Philip. Normandy now belonged to the French, but the area called Aquitaine still belonged to the English. The nobles in Aquitaine were

afraid to lose their land if they became French again. They were also loyal to John's mother, Eleanor. Eleanor had come from the Aquitaine region.

The English people felt that losing Normandy was a great disaster. We can see now that it was a good thing for England. It was also good for France. The King of England now had to concentrate on England. His attention was no longer divided. He had a lot of support in his focus on England. But the people in England and the nobles in Normandy were bound together. They all considered themselves Englishmen. They were ready to work together for the good of their country.

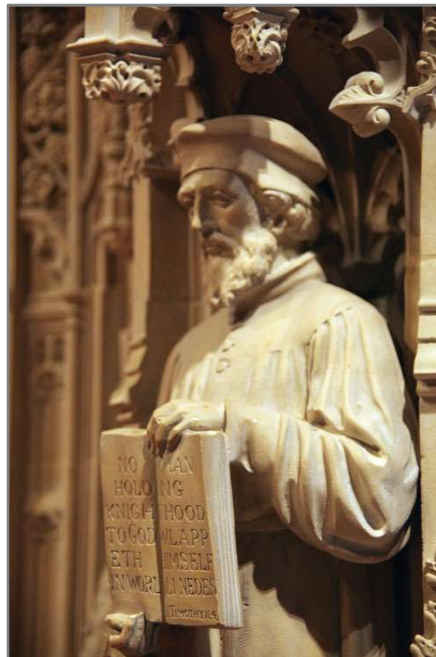
John returned to England. Soon after that the Archbishop of Canterbury died. John and the Pope fought over who should replace him. The fight went on for eight years.

The monks of Canterbury had the right to choose a new archbishop, but for many years the King had been telling the monks whom they should choose. This time the monks chose without talking to John. They sent him to Rome to be confirmed by the Pope. John found out, and he forced the monks to choose another man. The new man was one of John's favorites. He was also sent to Rome. The Pope thought for a year about what to do. He decided that neither man had been rightly chosen, and he chose a different man named **Stephen Langton**. Langton was a clergyman who had been born in England.

Langton was a good choice, but King John was enraged at the Pope and did not let Langton into England. He took the lands and money from the archbishop. The Pope fought back. He put an "**interdict**" on the whole kingdom. This meant that no church services were allowed. Only baptisms of infants and anointing of the dying were allowed. No church opened its doors.

John did not change his mind. He made the bishops leave England. He took their lands. The Pope then "excommunicated"

the King. He said the King was cut off from the Church and could not go to heaven. John still stood firm. At last the Pope dethroned John and told the English people that they were no longer John's subjects. He gave Philip of France the right to the English throne.



Close-up of the Langton figure on the Canterbury Pulpit at Washington National Cathedral

Philip would have to fight King John to enact that right, though, so he got ready to invade England. John got his troops ready also. Right before the war began, John gave in to the Pope, and Stephen Langton was made archbishop. John promised to give back the land and money he had taken from the Church. He also surrendered his kingdom to the Pope. He took it back as a fief and paid the Pope a yearly fee. He became a vassal of the Pope. The interdict and excommunication were removed. Philip was no longer allowed to seek the throne.

John soon was in a new struggle with his barons. They were upset with his ruling style. John demanded a lot of the nobles and the people. He asked them to do things they did not think they should have to do. He also charged taxes without any agreement.

Sometimes he put men into prison unlawfully. Sometimes he took people's land and property. King John made many people angry because he violated many of their rights. People of all classes were ready to rebel.

The barons turned to Archbishop Langton for help. He reminded them that Henry I had once written a charter promising reforms. He said they should ask John to do something similar.

John was away at war at this time, trying to win back the French lands he had lost. While he was gone the head barons met. They secretly made plans to force the King to write a new charter. They wanted him to promise to bring back the freedoms they had lost.

When John returned they offered their demands, but John was furious and refused to write the charter. He would not make such promises. He fought back and tried to resist, but it did not work. The rebels marched on London. The citizens were happy to open the city gates to let them in.

On June 15, 1215, John met with the barons near the river Thames. He was forced to sign the Great Charter. It was called the **Magna Carta** in Latin. It established that all people had rights. This included churchmen, nobles and townspeople.

The Charter has been confirmed many times since then. It is now part of the foundation of English law, and its main beliefs have become part of the constitution of every English-speaking nation. These two points are among the most important:

1. "No free man shall be taken, or imprisoned, or dispossessed, or outlawed, or banished, or in any way destroyed, nor will we go upon him, nor will we send upon him, except by lawful judgment of his peers, and by the law of the land."
2. "To no one will we sell—to no one will we deny—right or justice."

By signing this charter, the King agreed that he could not put people in prison for no reason. He also could not take someone's property just because he wanted to.

John signed the charter, but he did not intend to keep his promises. Soon another war began between the barons and the King. John hired troops from France and had a little help from the Pope. The barons asked Louis to help them. Louis was the son of King Philip of France. The barons said Louis could become King of England. Louis came with a large army. The barons were winning the war for a while.

Then John's troops began to do well, and it looked like John would win. But during a trip over the sea, his army ran into trouble. The tide washed his royal treasure away. In a few days John became very sick with a fever, and he died a few days later. It was the fall of 1216.

John's son was nine years old when he became King **Henry III**. Prince Louis soon called his army back to France. The barons' fight was against John. They did not want to fight against young Henry III.



A 13<sup>th</sup>-century depiction of Henry III's coronation



## Lesson Two

### History Overview and Assignments The Barons' Wars Against Henry III

HENRY III was a better man than King John, his father. He was a good Christian husband and father. But he was a poor king, and the people revolted once again.



Henry III, from *Cassell's History of England* (c.1902)

#### Key People, Places, and Events

Simon de Montfort  
Edward

#### Discussion Questions

1. What kind of ruler was Henry III?
2. Who led the fight against Henry III? How was this man related to the King?
3. Who ruled as king while Henry III was being held prisoner?
4. What type of ruler was this man?
5. Who overthrew this man, and how was he overthrown?

#### Reading and Suggested Assignments

- Read the article: *The Barons' Wars Against Henry III*.
- 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.
- Memorize the song lyrics about the death of Simon de Montfort.
- 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.

Adapted for Elementary School from the book:

## *The Story of England*

by Samuel Bannister Harding

### *The Barons' Wars Against Henry III*

Henry III was king for fifty-six years, reigning from 1216 to 1272. He was not like his father at all. He was religious and was a good husband and father. But he was not a good king, and the people once again revolted.

Henry began his rule as a child. While he was growing up, the country was run by other men. These men had been trained by Henry's grandfather, Henry II. They were good men, and they did well leading the country. But when Henry III came to power, things went poorly. A main problem area dealt with money.

Henry III loved to show off his riches. He had great feasts and gave lavish gifts to friends. He wasted money. This made the people of England angry. Henry III also let the men who worked for the Pope raise money in England. This money did not remain in England but was sent to Rome. The English clergy and people complained loudly about this. Henry also started a war in France to try to win back the lands his father had lost. It was an expensive war. Henry spent even more money when he got involved in a fight between the Emperor and the Pope. He went further into debt. He had to ask Parliament for new taxes. The barons finally had enough, and they decided to step in.

The leader of the barons was **Simon de Montfort**. He was a strong and serious knight. He had been born in France and became earl of Leicester. Simon was married to Henry's sister, but he did not always get along with Henry. The English barons weren't sure they could trust him. They did not like that he was French. Henry sent him to rule Aquitaine. He was harsh and violent. Many of the French lords complained about him to the King. Henry

sided against Simon. Simon gave up and returned to England. He soon became the leader of those who wanted to revolt against the King.



*Simon de Montfort*, by Élisée Reclus

The barons and Simon made the King promise to make changes. In 1285 a group of barons came together. They wanted to take charge of the government, but they did not take over for the King. Their job was to watch him and make sure he did his job correctly. Henry went along with this for five years, but then he said he would not do it anymore.

The barons finally understood that there was only one way to get Henry to rule fairly. They had to force him.

Simon led the fight. He believed in his cause. He felt that he was fighting for "the honor of Holy Church, and the welfare of the kingdom."



A silver groat (Medieval European coin) from the reign of Edward I of England (1272–1307)

The King had his son, twenty-five-year-old Prince **Edward**, helping him. Edward had a good relationship with Simon. He also wanted changes in the government. But he could not go against his father.

There was an important battle fought at Lewes, in the southern part of England. The barons won the battle. The King and the prince were captured and had to surrender.



Second Barons War in England, the Royals (Henry III) on the left vs. the Barons (Montfort) on the right

Simon acted as king for a while after conquering Henry. He ruled wisely, and the people liked him. But things changed when the prince escaped.

Prince Edward escaped one day while riding with his guards. He said they should race. They did race the horses until the horses were tired. The prince suddenly

hopped on a fresh horse nearby and easily escaped from them.

At this time many nobles were tired of Simon's harsh ways. Edward soon gathered a large army. He wanted to fight to rescue and restore the King. The Battle of Evesham was fought in 1265. It was in the west of England. Prince Edward was a skilled fighter, and he organized his troops well.

Simon and his barons fought well, but they were beaten. Simon continued to fight longer than most of his troops, but he was finally killed after taking many blows. The people of England were saddened by his death. A song from the time is still sung today:

*In my song my grief shall find relief  
Sad is my verse and rude;  
I sing in tears our gentle peers  
Who fell for England's good.*

*Our peace they sought, for us they fought,  
For us they dared to die;  
And where they sleep a mangled heap  
Their wounds for vengeance cry.*

*On Evesham's plain is Montfort slain,  
Well skilled our war to guide.  
Where streams his gore, shall all deplore  
Fair England's flower and pride.*

Simon de Montfort is mostly remembered for a change he made in Parliament. After the battle of Lewes, he had the barons and church leaders come. He also called two knights from each shire and two men from each of the towns who would support him. This was an important move. It was the first time that people from towns were included in the parliamentary system. It continued in the next king's reign.

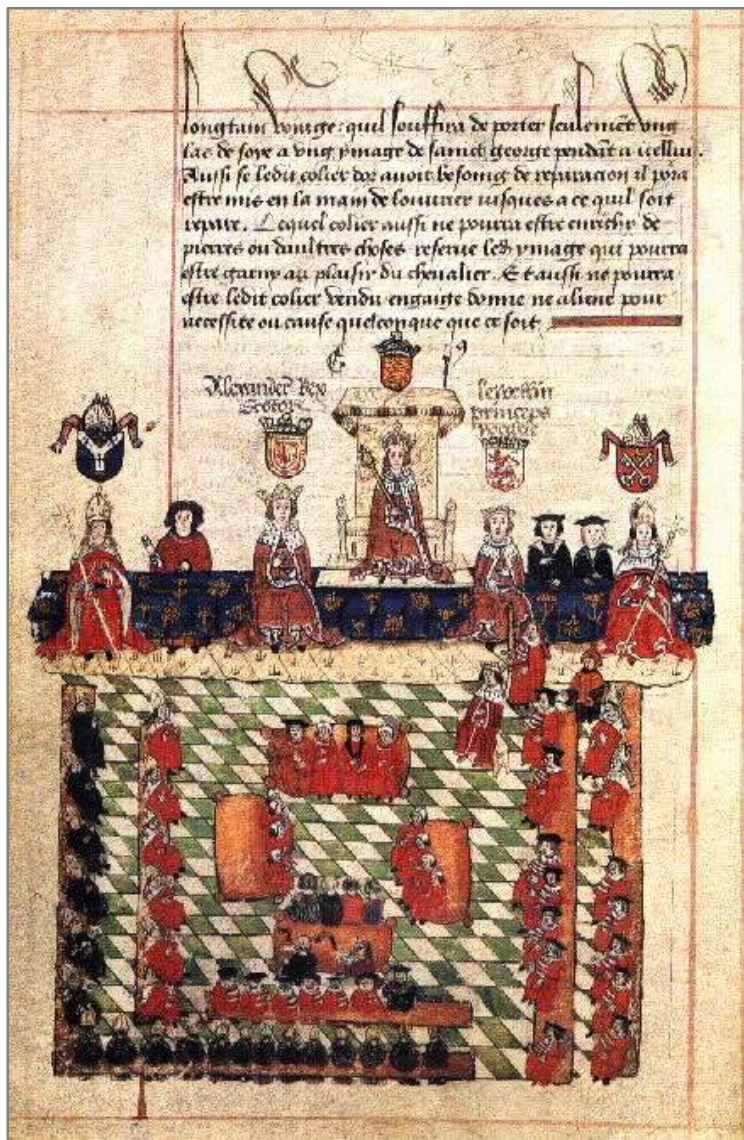
Simon de Montfort has been honored through history, for he was stern but also just and true, and he would not stand for unfair government. Some think he tried to go too far with his changes, but there was a wise prince ready to continue Simon's reforms.

# The Artios Home Companion Series

## Unit 18: Britain in the Later Middle Ages, Part Two

### Teacher Overview

ENGLAND'S HISTORY during the later Middle Ages was no less full of turmoil than in the early Medieval days. Edward I, who began to rule England while his father was still living, made many good changes for the English people. He also engaged in brutal warfare, seeking to take over the countries of Wales and Scotland. After his death, his son Edward II brought more misery than good upon England. In time he was removed from power and then killed by his own lords. Meanwhile, the people kept demanding more rights, and this brought about the rise of Parliament.



16<sup>th</sup> century illustration of Edward I presiding over Parliament. The scene shows Alexander III of Scotland and Llywelyn "the Last" of Wales on either side of Edward; an episode that never actually occurred.

### 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 first two Edwards**, Scotland's heroes **William Wallace** and **Robert the Bruce**, and **the rise of Parliament**.
- Watch the videos found on their **HCS Class pages** for this unit.
- Explore the websites found on their **HCS Class pages** for this unit.
- Write a notebook page on **William Wallace**.
- Visit their **HCS Class pages** to check for additional resources.

## Key People, Places, and Events

Edward I, “Longshanks”  
William Wallace  
Robert I, “the Bruce”  
Edward II  
William Wallace  
Edward I  
Battle of Stirling Bridge  
Battle of Falkirk  
Edward I  
John Comyn  
Castle of Edinburgh  
Edward II  
Battle of Bannockburn  
Parliament

## Leading Ideas

### **Godly rulers are a blessing to the people.**

*When one rules justly over men, ruling in the fear of God, he dawns on them like the morning light, like the sun shining forth on a cloudless morning, like rain that makes grass to sprout from the earth.*

– 2 Samuel 23:3-4

### **Seek godly leaders to represent you.**

*Look for able men from all the people, men who fear God, who are trustworthy and hate a bribe, and place such men over the people as chiefs of thousands, of hundreds, of fifties, and of tens. And let them judge the people at all times.*

– Exodus 18:21-22

### **Beware of jealousy and selfish ambition in yourself and in leaders you select.**

*For where jealousy and selfish ambition exist, there will be disorder and every vile practice.*

– James 3:16



Harlech Castle, located in Harlech, Gwynedd, Wales, is a Medieval fortification, constructed atop a spur of rock close to the Irish Sea. It was built by Edward I during his invasion of Wales between 1282 and 1289, at the substantial cost of £8,190.

# Lesson One

## History Overview and Assignments The First Two Edwards

KING EDWARD I did many good things during his rule as King of England. Most importantly, he furthered progress toward individual rights and freedoms. He made many good laws strengthening the people's right to bear arms and the right to own property. He was also known as a brutal invader, though, battling with the Scots and the Welsh for their lands and obedience.



Portrait in Westminster Abbey,  
thought to be of Edward I

### Key People, Places, and Events

Edward I, “Longshanks”  
William Wallace  
Robert I, “the Bruce”  
Edward II

### Reading and Suggested Assignments

- Read the article:  
*The First Two Edwards*.
  - 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.

### Discussion Questions

1. Why was Edward I nicknamed “Longshanks”?
2. What type of ruler was Edward to the English?
3. What kinds of improvements did he make to English law?
4. What did Edward try to do in Wales and Scotland? Did he succeed in each?
5. Who was William Wallace?
6. Who was Robert Bruce?
7. What kind of ruler was Edward II?
8. What happened to him?

## **The Story of England**

by Samuel Bannister Harding and William Fletcher Harding

### **The First Two Edwards**

After the death of Simon de Montfort, the people looked to Prince Edward, rather than to his father, Henry III, for leadership. The people trusted Edward. He was young, but he wanted the government to be just and organized. King Henry lived for seven more years, and the kingdom was peaceful. It was a prosperous time.

Prince Edward also became involved in the Crusades. This was fitting work for him, because he was good at military tournaments, and he was one of the most famous knights in Europe. He was also religious. He helped with the Crusades when he was not needed at home.

There had been many Crusades since the time of Richard I, but the Turks still held Palestine. They also still held Jerusalem. In 1270 Prince Edward set out for Syria. He took a small army, and they fought very well for about a year. Even so, they were unable to make much progress, and they could not drive out the Turks.

Prince Edward nearly lost his life during this time. The Muslims plotted to kill him. One of them came to his tent while he was resting. The man said he was a messenger with a letter from the leader of a Muslim group. This group's capital was on Mount Lebanon. They were called "Assassins." This name meant "drunk with hashish." Hashish is a drink made from hemp. The "Assassins" were ready to kill anyone their master ordered. Prince Edward read the letter. While he was reading, the assassin stabbed him with a poisoned knife. He stabbed him in the arm, so it was not fatal. The assassin was captured and killed at once. Edward's arm healed, and he headed back to England.

### **Edward Becomes King**

When Prince Edward reached Sicily, he heard that his father Henry III was dead. **Edward I** was now the King, but he did not hurry home to be crowned. He stayed in Gascony in France for a while, because he had to settle some business there. Again he almost died in Châlons during a tournament. It started as a friendly match but turned deadly. Many knights were killed. Edward was in great danger, but in the end the Englishmen won.

Edward was very active. He was strong and brave. He was tall and muscular. He had dark eyes and long brown hair. He was called "**Longshanks**" because of his long arms and legs. Edward was good at sword fighting, riding, and speaking. He had an English name and was the first king in many years who spoke English as his native language. Other kings who had been in power since the Norman Conquest spoke French. While he was still a prince, the people had loved him. As the King, he wisely protected his people and cared for them. He ruled from 1272 to 1307.

Edward is best known for the changes he made to English laws.

The countries of Europe were mostly set by now. There was not as much shifting as there once was. The Crusades were over. Strong governments were more common, and there was a need to revise old laws.

Edward I did this in England. He revised old laws and made many new laws. He became known as a great "law-giver." The roots of today's English law go back to Edward I.

Edward punished his own officers and judges for abusing their powers. He also made laws to curb the power of feudal lords.



King Edward I of England, also known as *Malleus Scotorum* (“Hammer of the Scots”)

Another law he put into action was called the “Statute of Mortmain.” This law said that no land could be given or sold to the Church without the King’s consent. This especially applied to monasteries. Monasteries were “corporations.” They would always be there no matter how many times the people there changed. Land that belonged to the monasteries was called land in “mortmain.” This means in a “dead hand.” The “dead hand” never relaxed. It would always hold the land. A good deal of England’s land was already owned by the Church, as much as one-third. The King could not tax the Church’s lands as much as other land. Therefore, the King did not want the Church land to be increased.

Prince Edward also made a law that said every free man should have weapons and armor if he so chose. Those who were too poor to have armor could have bows and arrows. Soon the English people became famous for their archery skills. Other parts of the law said that people should take turns watching over their towns at night to discourage crime. If the watchmen saw

something unlawful, all of the people of the town were to join in “hue and cry” after the criminal until he was caught.

Edward was involved in many wars with the Welsh and the Scots. He tried to bring all the parts of Great Britain under the rule of the English king.

### **Invasion of Wales**

Edward first conquered the Welsh. The Welsh lived in the western part of Great Britain. They were courageous and bold. Their descendants had been pushed west by the Anglo-Saxons. During the time of the Normans, lords had lived along the Welsh borders. They were called “lords of the Marches.” The Welsh attacked these lords over and over. They lost most of the time, but kept trying to defeat them.

When Edward became king, the ruler of Wales would not pay homage to him, so Edward invaded Wales. The Welsh were driven into the mountains. They were cold and hungry, and they soon surrendered. Their ruler was killed a few years later. Wales was then placed under English rule.

Wales has been under English rule ever since. The title “Prince of Wales” has been held by the eldest son of England’s ruler since this time. Edward gave Wales an English system of government.

### **Battles in Scotland**

Edward I also fought long and hard with Scotland. He wanted very badly to bring the Scots under English rule. He handled the situation very badly, however, and by the time he died, the Scots hated the English more than ever.

Scotland has a long history. It is only possible to tell part of it here. Long ago one of the Scottish rulers became the vassal of an Anglo-Saxon king. Two hundred years later, another ruler yielded to Henry II. Therefore, the kings of England thought they had a right to rule over Scotland. In Edward I’s time there was a fight over the Scottish crown, and the Scottish lords asked



Edward to choose who should become king. Edward chose John Balliol, who was then crowned King of Scotland.

Edward began to use some of his power over Scotland. Balliol did not like this, and a war began. The Scottish war lasted the rest of Edward's life, but Balliol was forced off the throne, and an English guardian watched over the country. A fiery Scottish leader rose up named **William Wallace**. He defeated the English at Stirling Bridge. It was a great victory.

But King Edward won an even bigger battle, defeating Wallace at Falkirk.

A few years later, Wallace was captured and cruelly put to death. The Scots rebelled again under **Robert I, "the Bruce,"** who was crowned King of Scots by the Scottish people. Robert was beaten many times and almost gave up. But Edward died in 1307. After his death, Robert conquered nearly all of Scotland. Only the castle of Stirling was still held by the English.



Edward II shown receiving the English crown in a contemporary illustration

**Edward II** was the son of Edward I. He was not a great leader. He took a large army into Scotland. A battle was fought at Bannockburn. The English were not led well, but Robert the Bruce was a good general for the Scots. The Scottish army

won in a great victory. Edward I's plans to conquer Scotland had come to nothing. The Scots were still independent.



Statue of William Wallace in Aberdeen, Scotland



Statue of King Robert "the Bruce" in front of Marischal College, Aberdeen, Scotland

Edward II was king for only twenty years, ruling from 1307 to 1327. His time as king was a failure. His father had worked hard to train him well, but Edward II was worthless. He thought only of himself. He spent most of his time with a friend named Piers Gaveston, who did many foolish things. Gaveston called great nobles names like "The Actor" and "The Black Dog," and he was known for going around the law to get what he wanted. He was sent out of England three times, but each time he came back. The third time the barons found him. They surrounded the castle where he was

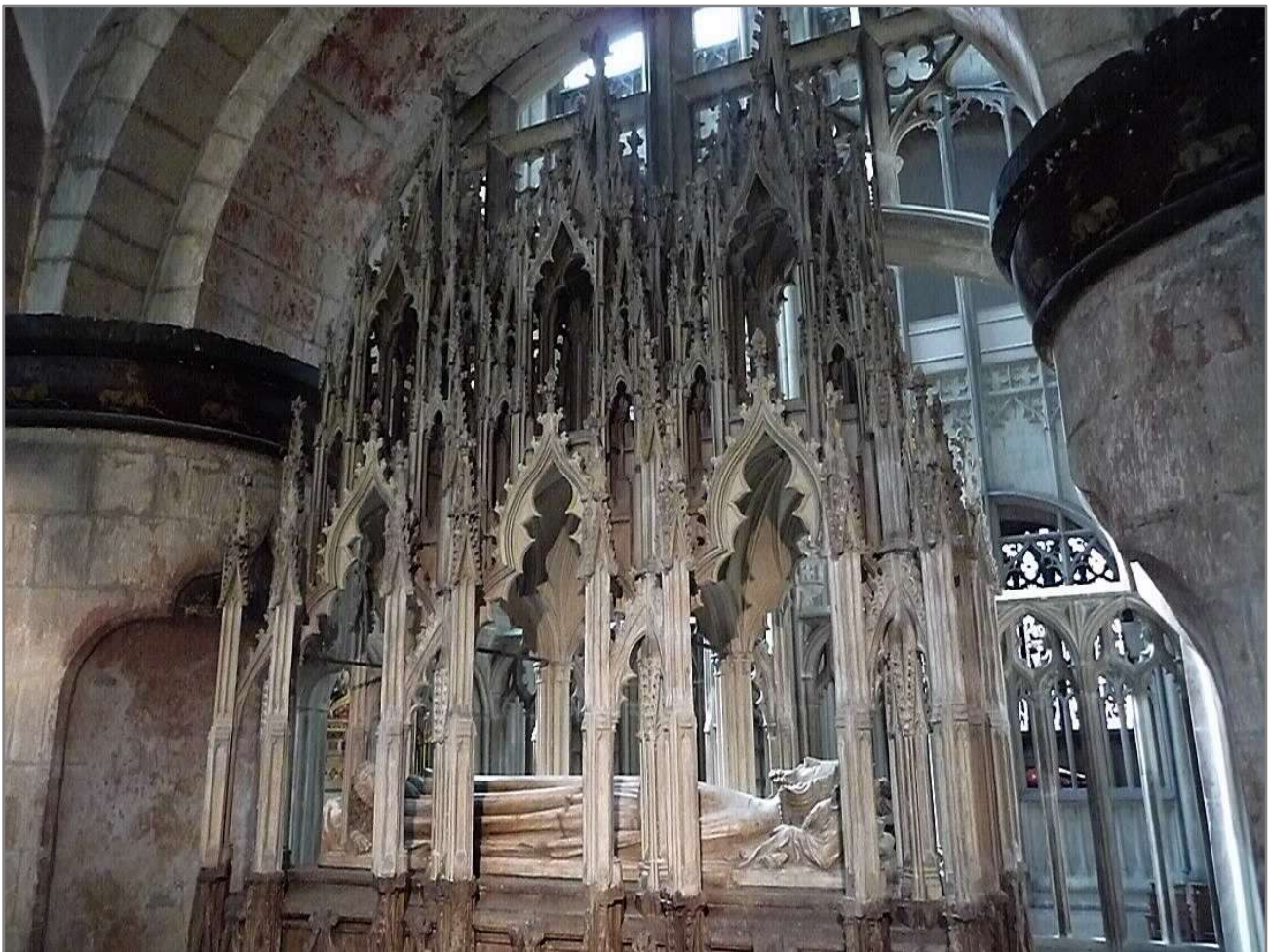
hiding, and he was caught. The baron he called “The Black Dog” had him put to death.

Again the barons turned against the King. This time their reasons were more selfish than when they had risen up against Henry III. Partly because of this, Edward II was able to rule as long as he did.

At last, a plan was made against him by bishops and nobles. Even his wife and fourteen-year-old son joined in the scheme. First the King’s ministers were murdered. Then his new favorites were caught and

killed. Edward II was alone. He tried to escape to Ireland, but he did not succeed and fell into the hands of his enemies. In 1327 Parliament was in session. They decided overwhelmingly that Edward II was unfit to rule. He was removed from the throne. This was the first time since the Norman Conquest that Parliament had forced a king off the throne.

Edward’s enemies were worried that he would regain his power, so a few months later, he was murdered.



Edward II's tomb at Gloucester Cathedral

(By Chris Gunns, CC BY-SA 2.0, <https://commons.wikimedia.org/w/index.php?curid=14423320>)

## Lesson Two

# History Overview and Assignments Wallace the Brave

*"I have brought you to the ring, now dance as best you can!"*

– shouted by Sir William Wallace, rallying his Scottish army at the Battle of Falkirk, as the English cavalry began to charge



"Hold you, hold you, Brave Wallace! The English have hanged all your best men like dogs." A woman informs Wallace that a trap has been set for him.

### Key People, Places, and Events

William Wallace	Battle of Stirling Bridge
Edward I	Battle of Falkirk

### Discussion Questions

1. Tell what William Wallace was like in his youth.
2. Why didn't many Scottish lords want to help Wallace fight for Scotland's freedom from England?
3. How did Wallace's army defeat the English at Stirling Bridge?
4. What was the outcome at Falkirk?
5. How was Wallace finally caught by the English?

### Reading and Suggested Assignments

- Review the discussion questions, then read the article: *Sir William Wallace*.
- 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.
- Write a notebook page on the life of **William Wallace**.
- Be sure to visit your **HCS Class pages** to check for additional resources.

Adapted for Elementary School from the book:

## Scotland's Story

by Henrietta Elizabeth Marshall

*Sir William Wallace*

The years under England's rule were sad ones for Scotland. The people seemed crushed and almost in despair, but they were still unconquered. They had no king, no leader. But in this dark hour a man arose who became their leader, and although he never wore the crown, he was the King of every true Scotsman's heart. This man was **Sir William Wallace**.

Wallace was not one of the great nobles. He was only the younger son of a country gentleman. But he loved Scotland with all his heart and soul, and he hated the English who had brought so much sorrow and trouble on his dear land.

At the time when John Baliol was driven from the throne, Wallace was very young. He was indeed little more than a boy, but he was far taller than most men, and was very strong and handsome. He had a great deal of brown, wavy hair, and his eyes were bright and clear. Far and wide he was known as a gallant fighter, and there were few who could stand against the blows of his sword. Yet although he was so big, and strong, and fierce in battle, he was very kind and generous. He gave nearly all his money to poor people, and those who were in need never came to him in vain.

When everyone else was in despair, when everyone else had yielded to King **Edward I** of England, Wallace would not yield. His heart was full of hot anger against the English, and he longed to free his country from them.

Wallace had hated the English all his life, and a story tells that he had his first fight with them when he was quite a boy. One day he had been out fishing and had caught a good many fish. On his way home he met some Englishmen.

"What have you in that basket?" asked one of them.

"Fish," replied Wallace.

"Fish? Where did you get them?"

"I caught them."

"Give them to me," said one of the Englishmen. "What need have beggarly Scotsmen of fish?"

"No," said Wallace, "I will give you some if you ask nicely, but I won't give them all to you."

"What insolence," cried the Englishman, drawing his sword. "Give them to me at once!"

Wallace had only his fishing rod with which to defend himself, but he was very strong, and with it he gave the Englishman such a blow on the head that he fell dead. Wallace then seized the dead man's sword, and he used it so well that the others soon ran away. Then Wallace went home quietly with his fish.

The English governor was very angry when he heard of what young Wallace had done. He sent soldiers to take him prisoner. But kind friends warned Wallace, and he escaped into the mountains. There he lived until the matter was forgotten and it was safe to return home again.

Wallace had many adventures with the English, and as he always got the best of the fighting, they soon began to fear him.

In May of 1297 Wallace killed the English sheriff of the town of Lanark. A famous poem tells that the sheriff had killed Wallace's wife. It's not known for sure whether that part of the story is true, but the news of the sheriff's death spread fast, and very soon the whole town was in a stir. The English fought fiercely to avenge their master, but the people of the town rose to

help Wallace. When morning dawned hundreds of Englishmen lay dead in the streets, and Wallace was master of the town.

After this many people gathered round Wallace, so that he was soon at the head of an army of men all eager to drive the English out of Scotland. These men were nearly all common people, for most of the great lords were too proud to follow a leader who was only a poor gentleman. Besides, many of the great lords had lands both in England and in Scotland, and they stood to lose their English lands if they defied Edward of England.

Wallace was clever as well as brave, and in a short time he had driven almost all the English out of the south of Scotland. The people loved him, and men, and women too, were ready to fight and die for him.

### **The Battle of Stirling Bridge**

Day by day the army of Wallace grew. From castle after castle he drove the English. And because he had not soldiers enough to guard these castles, he pulled many of them down.

At last King Edward, hearing of all that Wallace was doing, sent a great army to conquer him. Wallace was then laying siege to the castle of Dunbar. Dunbar was now the only fortress in the north which still remained in the hands of the English, although it was but a year since Edward had gone home thinking that he had conquered Scotland.

As soon as Wallace heard that the English were coming, he left Dunbar and marched to meet them. The two armies came in sight of each other near the River Forth. That night they camped one on each side of the river, not far from the town of Stirling.

Wallace had many men, but the English had three times more, and he knew that it would take both skill and bravery to win the day. So he had chosen his position well and carefully. He had encamped on high ground above the Forth, and in such a position that

most of his men could not be seen by the English, and therefore they could not tell how many men he had.

The river was swift and deep, and crossed only by one narrow wooden bridge. So narrow indeed was the bridge that only two men could walk abreast. To take a whole army across this narrow bridge was very dangerous. Yet it was the only way of reaching the Scots, who lay securely awaiting the enemy on the opposite side.

The English leader felt it to be so dangerous that in the morning he sent two friars to Wallace, asking him to make peace, and promising him pardon if he would lay down his arms.

“Go back,” replied Wallace proudly. “Tell your commander that we are not here to make peace but to do battle, defend ourselves and liberate our kingdom. Let them come on, and we shall prove this on their very beards!”

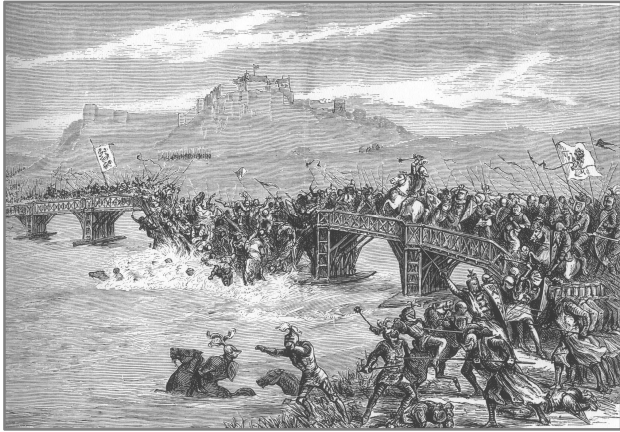
The friars went back, and the English general was so angry at this bold answer that he resolved to attack at once, cost what it might. So two by two his men marched across the narrow bridge. On and on they came, yet the Scots moved not hand or foot. But, when a good part of the English army had passed over, a company of Scots stole quickly round the hill, and taking possession of the end of the bridge, they cut off those of the English who had already crossed from those who were still on the other side.

Then, as soon as Wallace saw that the English army was thus cut in two, he thundered down the hill upon them. The English had had no time to form in proper order after crossing the bridge, and now, when the Scots dashed down upon them, they were thrown into utter confusion.

Fearful bloodshed followed. Hundreds fell beneath the long spears and broadswords of the Scots. Hundreds more were drowned in the river. Men and horses struggled together in wild disordered masses, and the bridge collapsed. Of all who

crossed that narrow bridge, only three returned alive.

When the soldiers on the other side saw what was happening they turned and fled, their leader with them. He who had been sent to subdue Scotland galloped madly southward, never stopping until he had reached Berwick. Then, after a few hours' rest, he fled still further, far into England.



A Victorian depiction of the Battle at Stirling Bridge

Half the English army lay dead upon the field. Scotland rang with shouts of joy. The power of the English king was broken once more.

But the land was wasted, barren and desolate. The fields lay untilled. The people starved, and there was not even bread for the army. So Wallace led his men into England. There they found bread enough and to spare. There for three months they lived, fighting, ravaging, and carrying off great spoil from the English.

Wallace was now made Guardian of Scotland. But although the people chose Wallace to be their leader, the lords and barons were not pleased. They were jealous of the great love and fame which Wallace had won by his bravery, and they were so proud that they could not bear to think of being ruled by a man who was only a simple gentleman and not a great lord. But this simple gentleman had shown that he was the one man who could break the power of England, and he was the best ruler for Scotland at the time. Much sorrow might

have been spared the land if those proud nobles had put away their foolish jealousies and had thought, not of themselves, but only of their country.

### **The Battle of Falkirk**

During this time King Edward had been in a far-off land called Flanders. Now he returned, and full of anger against Wallace, gathered an army and once more marched to Scotland. "Had I been in England," he said, "Wallace would not have dared such cruelties against my people."

It was a great and mighty army that now marched into Scotland, this time with King Edward at its head. Horsemen and footmen, great lords and barons, and all the proudest and best warriors of England were there. Wallace, too, had a large army, but his were mostly foot soldiers, since most of the nobles with their arms and horses still would not follow him.

Wallace knew that it was best not to try to fight a battle against the whole strength of Edward's army. He hoped rather to weaken the English by hunger and weariness. So he laid waste the country through which they would have to pass. And when Edward came, he found only a desolate, deserted land, with no food for his men to eat, and no enemy for them to fight.

But Wallace and his army were never far off. Whenever they saw a chance of attacking a small company of the English, they rushed out of their hiding place and fell upon them. Having killed as many as they could, they would dash away again and wait for another chance.

Thus with many little fights, or skirmishes as they are called, along the way, Edward marched far into Scotland without fighting any great battle, or even finding out where Wallace and his men were hiding out.

At last Edward grew tired of marching through a barren land, in search of an enemy who would not fight an open battle. He had given orders to his men to turn and march home again, when a sad thing for

Scotland happened. Two of the jealous Scottish nobles came to Edward and told him where the Scottish army lay. They were not far off, in a forest, near a town called Falkirk. These wicked nobles not only told Edward where the Scottish army lay, but they also told what plans Wallace had made.

Not a moment was lost. The order to advance was given, and the long-looked-for enemy was soon in sight.

It was but a little army compared with the English. But Wallace was not afraid. He divided his men into four companies of pikemen and placed them to the best advantage. "I have brought you to the ring" he said, "now dance as best you can!" meaning, "I have brought you to the battlefield, let me see how you will fight."

And bravely and well did these Scottish pikemen fight, in tight circles that looked like hedgehogs bristling with spears.

But the famous English archers showered arrows from a new type of weapon, the longbow, on the Scottish pikemen. So true was their aim that it was said that every archer carried four-and-twenty Scottish lives beneath his belt. Which meant that he carried twenty-four arrows in his quiver, and with every arrow he killed a man.

The English horsemen, splendid in glittering steel armor, charged the sturdy Scottish archers. Armed only with their bows and arrows and short daggers, they would not yield. To a man they fell where they stood. So gallant and brave were they that even their enemies praised them.

But no bravery could stand against such numbers and such skill. Wallace, seeing that the battle was hopelessly lost, finally commanded his men to retreat. With his best knights round him he fought bravely to the last, keeping the enemy off until his soldiers had found shelter in the forest behind.

Nearly fifteen thousand Scotsmen were slain upon the field. Thus Wallace lost the

battle, and in spite of his brave struggles it seemed as if he would lose his country. He gave up his post of Guardian of Scotland. The happiness of his country was all he longed for. He saw that it was useless to struggle against the jealousy of the barons. They would never consent to be ruled by him. So Wallace once more became a simple country gentleman.

Edward now marched through Scotland, but he found only a deserted country. Burned towns and ruined castles met him everywhere, for the people had destroyed their homes rather than let them fall into the hands of the English king. His soldiers began to starve, and at last, angry and sullen, he was forced to march back to England, leaving the north still unconquered.

Hardly had he left the country when messengers came to him, telling him that the southern Scots had again risen and were driving out every English soldier whom he had left to guard his conquests. So again he gathered a new, stronger army and marched back to Scotland, and for seven long years the struggle lasted. Five times during those years did Edward's army ravage Scotland. Broken, crushed, but still unconquered, the people fought on. Had they only been united under some strong leader, the struggle might not have lasted so long. But since Wallace had given up in despair, no great leader had arisen.

### **The Turning of a Loaf**

Nearly every lord in all of broad Scotland bowed to Edward, and owned him as his master. From every castle the flag of England floated. Every battlement was manned by English soldiers. Yet Edward was not content, for the common people would not yield, and Wallace was still free. Among the mountains and the woods he lived with his faithful band of followers. Outlawed and hunted, with a price upon his head, he still was free. For he was so brave

and skillful that he could not be taken by fair means, and the people loved him and would not betray him for all of King Edward's gold.

But at length, alas! a man, called Sir John of Menteith, was found who was wicked enough to consent to betray Wallace for a large sum of money. Shame it is to say this man was a Scotsman, and greater shame still, he had been one of Wallace's trusted friends.

Sir John laid his plans and waited. He had not long to wait. One night Wallace lay down to sleep, attended only by two of his men. One of them was Sir John Menteith's nephew. Wallace and his other friend slept, while Sir John's nephew kept watch. But he was in league with his wicked uncle. As soon as Wallace was fast asleep he stole his sword and dagger, and then crept quietly away. Menteith and his soldiers were sitting at supper, waiting for news of Wallace, when his nephew arrived. He went to the table and turned a loaf upside down. It was the signal agreed upon. By that the soldiers and Sir John knew that all was ready, and that it was time to march out and take Wallace.

Wallace was sleeping soundly, when he was suddenly awakened by the sound of armed men. He started up, and felt for his sword. It was gone. Gone, too, his dagger, and even his bow and arrows.

Seizing a stool, he defended himself as well as he could, and succeeded in killing two men with it, before the soldiers closed in upon him. He was so big and strong that it took many of them to seize and bind him. But at last they succeeded.

The false Menteith then swore to Wallace that his life was safe, and that he would only be kept as an honorable prisoner of war. And Wallace, knowing that Menteith had been his friend, believed him. But Menteith lied.

They led Wallace southward by lonely ways for they dared not take him through towns and villages lest the people should rise and rescue him. On they went till they crossed the border. There, Wallace turned

to take a last long look at the hills of his dear land, which he was never more to see.

On and on they went, right through England, and at last they reached London. The fame of Wallace was so great, and such crowds came to look upon him, that it was difficult to pass through the streets. Men and women pressed, and crushed, and almost trod on each other, in order to catch a glimpse of him.

For a short time Wallace was kept prisoner. Then, crowned in mockery with a wreath of laurel, he was led to Westminster. There he was tried for treason, for having invaded England, and for many other crimes.

He was no traitor, for he had never sworn to obey Edward. He was a patriot and a hero. That he loved his country was his only crime.



Wallace's trial in Westminster Hall, by Daniel Maclise

But Edward intended that his great enemy should die. For as long as Wallace lived and was free, he could never hope really to conquer Scotland. So Wallace the brave was condemned to die. Those were fierce, wild times, and Edward's anger was cruel. Wallace's death was made as horrible as possible, and his dead body was treated with all dishonor. But the cruel triumph of the Englishmen over his dead body could matter little to Wallace. He had fought his fight, he had done his work, and after his life of struggle and hardship he rested well.



## Lesson Three

### History Overview and Assignments Robert the Bruce

*“Cheer after cheer rose from the Scottish ranks, and the generals gathered round their king. They were glad that he was safe, yet vexed that he should so have endangered his life. ‘Bethink you, sire, the fate of all Scotland rests upon you,’ they said.”*

– from the adapted article below



Bruce reading stories to his followers. Illustration from *Scotland's Story*, by Henrietta Elizabeth Marshall

#### Key People, Places, and Events

Edward I  
John Comyn  
Castle of Edinburgh  
Edward II  
Battle of Bannockburn

#### Reading and Suggested Assignments

- Read the article:  
*Robert the Bruce, Scotland's Hero.*
- 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.

#### Discussion Questions

1. Why did Robert the Bruce kill John Comyn?
2. How was he encouraged by a spider?
3. How did King Robert prepare the land before the Battle of Bannockburn?
4. How was he nearly killed before that battle?
5. Why was his heart nicknamed “Braveheart” after his death?

## Scotland's Story

by Henrietta Elizabeth Marshall

### *Robert the Bruce, Scotland's Hero*

#### **Spurs and Silver Pennies**

Wallace was dead. After a struggle of fifteen years England's King **Edward I** had triumphed, Scotland had reached her darkest hour, and English tyranny made the life of Scotsmen a daily burden and misery. But not for long. Scarcely six months after the death of Wallace, the Scottish people had chosen and crowned a king who was to utterly break down the power of England.

John Baliol had a nephew called **John Comyn**. He now claimed the throne. Robert the Bruce also claimed the throne, for the Bruces had always thought that they had the better right, even when Edward of England had chosen in favor of Baliol. So Bruce and Comyn hated each other, and they quarreled bitterly. In those days great nobles quarreled and fought among themselves very often, and it was these quarrels that had helped Edward many times to defeat the Scots. Bruce, like many other Scottish lords, was an English as well as a Scottish noble, and at one time he had fought for Edward. But now he made up his mind to fight for Scotland, and for Scotland only, and he determined to make friends with John Comyn. This Robert was the grandson of a Bruce who had been among the dozen who claimed the throne when Edward was brought in to decide among them.

One day as they were riding from Stirling together Bruce began to talk to Comyn. "We must no longer quarrel," he said, "we must work together. Help me to get the crown, and I will give you all my land in return. Or, if you wish to be king, give me your land and I will help you to win the crown."

"I do not want to be king," replied

Comyn, "if you will really give me your lands and possessions I will help you."

So it was agreed between them. Then they wrote down what they had agreed to do. Each signed and sealed the paper, and each kept a copy of it.

Bruce then went back to the English court, for his plans were not yet ready, and he did not wish for Edward to find out what he was doing. But John Comyn did not mean to help Bruce. He still hoped to win the crown for himself. So, no sooner had Bruce gone back to England than Comyn sent the paper which they had written, with a letter, to Edward.

When Edward read the letter and the paper he became very angry, but he wished to make quite sure of catching Bruce and all the people who were helping him. So, although he was planning how he might seize Bruce and his friends, and put them all to death, he was kind and pleasant to them as usual, pretending that he knew nothing of what they meant to do.

But one of Bruce's friends discovered the King's plan by accident. He dared not write a letter to warn Bruce lest it should fall into King Edward's hands. So, instead of writing, he sent a pair of sharp spurs and twelve silver pennies to Bruce.

Bruce was clever enough to understand what this message meant. It meant, "You are in danger. Mount upon your horse and ride away as fast as you can. Here are spurs; here is money for the journey." That was how Bruce read this strange letter.

The snow lay thick upon the ground. Few people traveled in the wintry weather, and Bruce knew it would be very easy to trace which way he had gone by his horse's hoof marks in the snow. So he sent his

horse, and those of two faithful servants, to a blacksmith, telling him to take off all the shoes and put them on the wrong way round. In this way the horses' hoof marks looked as if someone had been galloping towards, and not away from London.

By midnight all was ready, and in the darkness three men rode quietly out of the town. As soon as they were beyond the houses they set spurs to their horses, and galloped swiftly northward. The night was cold and clear, but as they rode, the snow again began to fall, so that the hoof marks of the horses became more and more indistinct.

In the morning a breathless messenger came to King Edward. "My liege," he cried, "Robert the Bruce has fled in the night."

Edward was furious at the escape of his enemy, and sent horsemen in all directions in search of him. But it was in vain; no trace of him was to be seen.

Meanwhile Bruce spared neither spurs nor money. So fast did he ride that in five days he had reached the border. Still on he went, and presently he met one of John Comyn's servants riding southward.

Robert the Bruce stopped him. "Where are you going?" he asked.

"To the King of England with letters from my master," replied the servant.

"Show them to me," said Robert sternly. And the servant, knowing Bruce to be a great lord, gave them to him.

Without more ado Robert the Bruce broke the seals and read the letters. As he did so his face grew dark with anger. "The foul traitor," he cried, crushing the letters in his hand. "Where is your master, villain?" he then demanded, turning to the servant.

"He is at the convent of Dumfries, my lord," replied the man, trembling, for he saw how angry Bruce was.

Turning his horse, Bruce rode towards Dumfries. His heart was hot with anger, for John Comyn had written to King Edward that if Robert the Bruce were not speedily

slain there would be great trouble in Scotland.

Robert the Bruce had a fierce, passionate temper, but as he rode, his anger cooled, and he made up his mind to reason with John Comyn and be calm.

In a quiet church, in the little town of Dumfries, the two men met. As the fashion in those days was, they kissed each other on the cheek and together they walked up the aisle, talking earnestly. But Bruce could not long control his temper, and with bitter words he accused John Comyn of having betrayed him to the King of England.

"You lie!" cried Comyn.

The two men were now close to the altar steps; the face of Christ looked down upon them, seeming to say, "A new commandment I give unto you, that ye love one another." But Bruce, blind and speechless with rage, drew his dagger, and struck at John Comyn. He fell, and the steps of the altar were stained with his blood.

Bruce had had no thought of murder. In the blind passion of a moment, he had slain a man. He had slain him too in the church, and before the holy altar.



John Comyn is killed by Robert Bruce and Roger de Kirkpatrick before the high altar of the Greyfriars Church in Dumfries, 10 February 1306.

Bruce was excommunicated by the Pope, but the bishops of Scotland granted him forgiveness, and he was crowned King of Scots on Palm Sunday of 1306. His wife,

Elizabeth, said she felt like she had only become “Queen of the May” at a children’s game.

King Edward, enraged at the news that Bruce had been crowned king, ordered his forces to defeat him with no mercy. While Bruce’s small army was at camp the night before an expected battle, the English troops fell upon them in a surprise attack. After a fierce fight, King Robert and his men broke free and fled.

The Scottish king sent his wife and daughter to his brother’s castle for safety and then went into hiding on a lonely Irish island for the winter.

### King Robert and the Spider

*“On the lonely island of Rachrin, off the Irish coast, stood a mean and miserable hut. The chill wind of winter rattled its wooden door, demanding to be let in, sending icy fingers in through cracks and knotholes in the flimsy wooden walls. Inside, a man, his cloak wrapped close about him, lay on a straw pallet set against the wall opposite the door. A fire smoked in the centre of the rough earthen floor, and the remains of a frugal meal lay on a small wooden table.*

*“The man was no other than Robert Bruce, crowned king of Scotland, made an outlaw in his own country by Edward I, king of England. Edward I, better known as Edward Longshanks because of his long legs, had defeated Robert and harried him and hunted him, forcing him at last to leave the lochs and craggy mountains of his native land. He had left behind his queen in Kildrummie, his only remaining castle, in charge of his brave and valiant younger brother Nigel. But alas, Kildrummie had been taken by the English, his brother executed, and his queen held captive.*

*“Robert was close to despair: was the freedom of Scotland worth the great price that he was paying? Was it worth the lives of all those slain in battle, worth the misery of their wives and orphaned children? And what of all the men that he himself had killed, one at least not in the heat of battle, but*

*in cold blood? . . . Yet, how could he abandon Scotland, while there was still a hope, a chance, however slender, of success?*

*“The wind howled louder; the fire had died down. Robert lay still and silent on his mean straw bed, oblivious of the cold and discomfort of his surroundings, troubled and disturbed by his thoughts. Suddenly his eye was caught by a spider—the creature was hanging by a long silvery thread from one of the wooden beams above his head, and trying to swing itself to another beam. The spider tried again and again, failing every time. Six times, counted Robert, the spider tried and failed. ‘Six times,’ thought Robert to himself, ‘have I fought against the English and failed.’*

*“Robert looked at the spider more intently. ‘Now if this spider fails again on the seventh attempt, I too shall give up the fight for Scotland. But if it succeeds, I shall try again.’ The spider, as though aware of Robert’s thought, swung itself again with all its tiny strength—and finally, on the seventh attempt, it succeeded. It swung on to the beam it had been trying to reach, and fastened its thread, thus stretching the first line of the web it was trying to weave. Robert Bruce smiled, and sat up. He threw off his despair and grief, and determined to set out for Scotland again and continue his fight against the English.”*

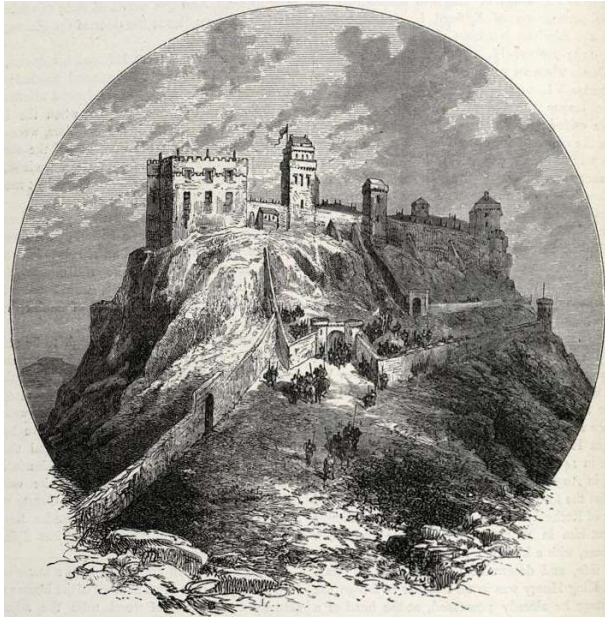
– source:

<https://www.scotclans.com/scotland/scottish-myths/royal-legends/bruce-spider/>

### How the Castle of Edinburgh Was Taken

The **Castle of Edinburgh** stands upon a high, steep rock, up which it is almost impossible to clamber. Randolph, Earl of Moray, who was now fighting valiantly for King Robert, was very anxious to get possession of this castle. But he did not know how. At length a gentleman named William Francis came to tell him that he knew of a way. Many years before Francis had been a soldier in Edinburgh castle. He had loved a lady who lived in the town, and because he was not allowed to visit her

openly, he had found a way by which he could clamber up and down the steep rock in secret. He still remembered the path, and he offered to lead Randolph and his men by it. It was a very dangerous plan, for only one could go at a time, and should the sentry see them every man would certainly be killed. Still, it was worth trying, and Randolph resolved to try.



Edinburgh Castle as it may have looked

So one dark, moonless night, a little band of thirty brave Scotsmen gathered at the foot of the castle hill. Francis led the way, and one by one they followed him up the rocky path. It was a fearful climb and besides being fully armed, they had to carry ladders with them, with which to scale the walls. On and on they went in silence, gripping the rock with hands and knees, clambering round boulders or up the face of cliffs, where there was scarcely the smallest foothold. Not a word was spoken. If a stone slipped or a twig crackled, their hearts seemed to stand still. On and on they went, till hot and breathless, but unseen and unheard, they neared the top.

When they were almost at the top they heard the English watchmen going their rounds on the wall above. As they clanked along so close above, each man pressed

himself against the face of the rock, keeping as still as possible, scarcely daring even to breathe.

Suddenly the guards stopped and looked over the wall. One of them, thinking to have a jest with his comrades, picked up a loose stone, and throwing it over the cliff, cried out, "Aha, I see you well!"

For one horrible moment, Randolph believed himself to be discovered, but not a man moved. The stone crashed down and down, bounding from rock to rock, till it reached the bottom far below. Then all was still again, and with a laugh the sentry moved on. He had had his jest, he had frightened his companions for a moment. But he little knew how fast he had made thirty hearts beat. He little knew that just below him thirty men clung motionless to the rock, every moment expecting discovery and death.

As soon as the sentries moved away, the men began their climb again, and a few minutes later the top was reached. The ladders were quickly fixed, and the men sprang over the wall. Except for the watchmen, the whole garrison was asleep, and before they had time to rise and arm themselves, the castle was taken.

Thus in one way or another, castle after castle fell into the hands of Robert Bruce. From town after town the English were driven out, until hardly one remained to them, except Stirling, and that was under siege by Robert's brother Edward.

### **Battle of Bannockburn**

At last the English governor of Stirling, seeing that he could not hold out much longer, made a bargain with Edward. He promised to yield the castle, if by midsummer King **Edward II** of England did not come to his aid.

To this Edward Bruce agreed. But King Robert was angry when he heard what bargain his brother had made. To fight a great battle against the whole force of the English army was just what he did not want

to do, and to give Edward of England nearly a year in which to make ready seemed to Bruce, true knight though he was, to allow the enemy too great an advantage.

“Let King Edward bring every man he has,” said Edward Bruce, “and we will fight them, aye even if they were more.”

“So be it, brother,” said King Robert. “Since so we must, we will manfully abide battle, and let us gather all who love us and greatly care for the freedom of Scotland, to come and fight against Edward.”

Edward II was a weak and changeable king, not wise and brave as his father had been. How changeable he was, you may know from the fact that he appointed six different governors for Scotland in one year—not that it was much use appointing governors at all over a country which refused to acknowledge them.

Edward II was weak, and he was easily led by favorites. He often quarreled with his barons and nobles, but now they and their men gladly joined him against Scotland. Never, even in the gallant days of Edward I had such a knightly army poured over the border. From all his dominions Edward called his followers—from France, from Wales, from Ireland.

On they marched through a deserted country, watched only by sad-eyed women, who, as they saw the mighty host roll on, prayed and trembled for their husbands and brothers and sons who were gathered at Stirling to oppose the foe.

On Sunday the 23<sup>rd</sup> of June, 1314, the day before the Governor of Stirling had promised to give up the castle, the two armies came in sight of each other. King Robert’s army was much smaller than that of the English. But in Bruce the Scots had a brave and gallant leader. He knew how much depended upon this battle, and he had taken every care to make the best of his men, and the best of his position. Courage alone he knew could not beat the mighty

host that was coming against him, so he had thought and planned carefully.



An early 14<sup>th</sup>-century English depiction of a Biblical battle, giving an impression of how soldiers were equipped at Bannockburn. The image of a king wielding a battle axe in the top half has led some historians to link this image to Bannockburn. From Folio 40 of the Holkham Bible in the British Library

He’d chosen a very strong position. It was a plain guarded in front by bogs and marshes. At one side flowed a little river called the Bannock, with steep rocky banks; on the other rose the castle rock. In front, wherever the land was firm, Bruce had made his men dig trenches a few feet deep. These holes were then filled with branches and twigs of gorse, over which the turf was again lightly placed. From a distance the plain looked firm and solid; really it was filled with pits. Besides digging these holes, Bruce made his men stick iron spikes into the field.

Having finished his preparations, King Robert sent all the servants, camp followers, and untrained men out of the army, and made them go behind a hill. This hill was

afterwards called the Gillies' Hill, that is, the servants' hill.

When Bruce heard that the English were near, he drew his soldiers up in line and made a speech to them. He reminded them of all they had suffered, of what they had won, of what they might so easily again lose if they were not brave and determined; he invited every man who was not ready to fight to the death to leave the army.

The King, mounted upon a light, fast horse, rode up and down in front of the lines, making sure that all was ready.

The English host swept on, their armor and weapons glittering in the June sunshine, their banners fluttering in the breeze. On they came, with sound of music and trumpets, till the hills echoed and re-echoed.

A young, hotheaded English knight, called Sir Henry de Bohun, had seen the King of Scotland as he rode in front of the line, and saying to himself that he would win great fame and settle the battle at one stroke, set spurs to his horse and dashed furiously upon Bruce.

Fully armed, riding upon his great heavy war-horse, the English knight came thundering on. Bruce, on his smaller horse, could have no chance against him. There was a dreadful moment of suspense. The two armies watched breathlessly. Bruce waited calmly, and when Bohun was almost upon him, he suddenly turned his mount aside. Bohun dashed on. As he passed, the King, rising high in his stirrups, brought his battle-axe crashing down upon the knight's head. The steel helmet was shattered by the mighty blow, Bohun fell to the ground dead, and his frightened horse dashed riderless away.

Cheer after cheer rose from the Scottish ranks, and the generals gathered round their king. They were glad that he was safe, yet vexed that he should so have endangered his life. "Bethink you, sire, the fate of all Scotland rests upon you," they said.

But the King answered them never a word. "I have broken my good axe," was all he said. "I have broken my good axe."



A depiction of the clash between the Bruce and de Bohun on the first day of the Battle of Bannockburn, from H.E. Marshall's *Scotland's Story*, published in 1906

After the death of Bohun there was no more fighting that day. All night long the two armies lay opposite each other, and very early next morning both were astir. The trumpets were sounded, and the battle began in right good earnest.

The English arrows fell fast and thick till one would have said it snowed. But Bruce knew these deadly arrows and was prepared for them. He sent a body of horses to attack the archers, and they, having no weapons except their bows and arrows, were soon scattered in flight. As the English cavalry advanced, the horses tumbled into the pits prepared for them, stuck fast in the bogs, or were lamed by the sharp iron spikes with which the field had been sown.

Soon all was terrible confusion. The English began to waver. "On them, on them, they fail!" shouted the Scots, and charged more fiercely than before.

At this moment, when the English were beginning to feel themselves beaten, they saw what they thought was a fresh army come over the Gillies' Hill. Then they lost all heart. The confusion became complete, and they fled.

This new army was, however, no army, but only the servants and camp followers. With sticks for weapons, and with sheets tied upon tent poles for banners, they raced down the hill to join the fight.

The slaughter now became terrible, and the noise terrific. Banners were trailed in the dust, while maddened, riderless horses rushed wildly through the flying ranks; broken armor and weapons strewn the ground. The groans of the wounded and the dying mingled with the clang of arms and the shouts of victory.

Many were slain upon the field, many fell over the rocky banks of the Bannockburn, and others were drowned trying to cross the river Forth. Thirty thousand English perished that day.

The English left so much spoil behind them that it was said if the chariots, wagons, and wheeled carriages which were laden with stores and spoil could have been drawn up in a line, they would have reached for twenty leagues.

The Scots too made many prisoners. Bruce was far kinder to these prisoners than was usually the case in those wild days. Few, if any, were put to death, and those of them who had friends were soon bought back. For it was the custom then to ransom prisoners, that is, to buy their freedom. As numbers of the prisoners were knights and nobles, their friends paid such great sums of money for them that it was said Scotland grew rich in one day.

To the noble dead, Bruce gave honorable burial instead of chopping their limbs in pieces and placing them on the gateways and walls of castles throughout the kingdom, as was too often the fashion.

Now, too, Bruce was able to exchange for English prisoners his wife, daughter, and

sisters, and the other noble ladies who had been kept in English prisons for eight years. So at last the Queen was queen indeed, and not a mere Queen of the May as she had said so long before.

By the Battle of Bannockburn English power over Scotland was completely broken. Scotland was free at last. Robert the Bruce was seated firmly upon the throne. Although dark days came again, although the kings of England again and again revived the old foolish claim of being Scotland's "over-lord," the freedom of the country was never more in real danger. So it is right that we should remember and honor the name of Bruce, as the name of Wallace. They stand together as the preservers of Scottish freedom.

A few years later a peace was made between the two countries, and a treaty was signed at Northampton. By this treaty the English King gave up all claim to Scotland and agreed that Robert the Bruce was Scotland's rightful king. It was also arranged that Edward's young sister should marry Bruce's son. And so at last the land had rest.

### **The Brave Heart of the King**

King Robert did not live long to enjoy the peace which at last had come to the land. He was not an old man, but he had lived such a hard life that he seemed older than he was. Now he became so ill that he knew he could not live long.

When he felt that he was dying, he called all his nobles and wise men to him. As they stood round him, Bruce told them that he must soon die, and bade them honor his little son David as their king.

With tears of sorrow the nobles promised to do as the King asked.

Bruce then turned to the good Lord James. "My dearest and best friend," he said, "you know how hard I have had to fight for my kingdom. At the time when I was sorest pressed, I made a vow that when God should grant me peace, I should go to the



Holy Land to fight for the Sepulchre of Christ. But now that I have peace, my body is feeble, and I cannot fulfil my heart's desire. Yet I would fain send my heart whither my body cannot go. There is no knight so gallant as you, my dear and special friend. Therefore I pray you, when I am dead take my heart from my body, carry it to the Holy Land, and there bury it."

At first Douglas could not speak for tears. After a few minutes he said, "Gallant and noble King, I thank you a thousand times for the honor you do me. Your command shall be obeyed."

"Dear friend, I thank you. You give me your promise?" said the Bruce.

"Most willingly. Upon my knighthood I swear it."

"Thanks be to God. Now I die in peace, since I know that the bravest knight in all my kingdom will do for me what I cannot do for myself," said the King, as he lay back content.

Not many days after this the great King died. From all the land there arose a cry of mourning and sorrow. With tears and sobs, with the sound of sad music and wailing, the people followed their King to his last resting place in Dunfermline Abbey.

Wrapped in a robe of cloth of gold the great King was laid to rest, and a beautiful tomb of white marble was raised over his grave. Long ago the tomb disappeared, but the place where Robert the Bruce lies is still pointed out in the Abbey of Dunfermline.

True to his promise, the Douglas ordered the heart of Bruce to be taken from his body after he was dead. The heart was then embalmed. That is, it was prepared with sweet-smelling spices and other things to keep it from decay. Douglas enclosed the heart in a beautiful box of silver and enamel, which he hung round his neck by a chain of

silk and gold. Then, with a noble company of knights and squires, he set sail for Palestine.

On his way he passed through Spain. There he heard that the King of Spain was fighting against the Saracens. The Saracens were the people who had possession of Palestine. They were unkind to the Christians, and insulted their religion. Douglas therefore thought that he would be doing right to help the King of Spain, before passing on to the Holy Land.

The armies met, and there was a great battle. The Scots charged so furiously that the Saracens fled before them. But thinking that the Spaniards were following to help them, the Scots chased the fleeing foe too far. Too late, Douglas found that he and his little band were cut off from their friends, and entirely surrounded by the fierce, dark faces of the enemy.

There was no escape. All that was left to do was to die fighting. Taking the silver box containing King Robert's heart from his neck, Douglas threw it into the thickest of the fight, crying, "On, gallant heart, as thou wert ever wont, the Douglas will follow thee or die." Then springing after it, he fiercely fought until he fell, pierced with many wounds. Round him fell most of the brave company of nobles who had set sail with him.

When the battle was over, the few who remained sought for their leader. They found him lying dead above the heart of Bruce. They had now no wish to go on to the Holy Land, so they turned home, taking the body of Douglas and the heart of Bruce with them. Douglas was buried in his own church at Castle Douglas, and the heart of Bruce, which in after days became known as "Braveheart," in the Abbey of Melrose.

## Lesson Four

### History Overview and Assignments The Rise of Parliament

A PARLIAMENT IS a representative group which makes laws, made up of people who are elected. “Representative” means they act for other people. The English Parliament has two “houses.” One is called the House of Lords. The other is the House of Commons. Today’s Parliament is a result of the development of older government groups known as the Great Council and the Witan.



Simon de Montfort, in a drawing of a stained glass window found at Chartres Cathedral.

(Do you remember *why* we are using a picture of de Montfort on a lesson about Parliament?)

#### Reading and Suggested Assignments

- Read the article:  
*The Rise of Parliament.*
- After reading the article, discuss with your parent or teacher the differences between the English Parliament and the structure of the American government.
- 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

Parliament

*Adapted for Elementary School from the book:*

### *The Story of England*

*by Samuel Bannister Harding*

### *The Rise of Parliament*

The kingdom of England has always had a group to help the King rule. When the Anglo-Saxons were in power, the group was called the *Witan*. This meant “the assembly of wise men.” It was made up of bishops and abbots. Other officers also served. This

group helped King Aelfred make his laws. It later picked Harold and then William to be king.

After the Norman Conquest, the kings would call their feudal lords together to ask for advice. This group was much like the one

before. The officers were the King's vassals. The bishops and abbots held their land by feudal law. This Great Council would help make decisions. It decided who should have the crown when there was a dispute. This group also helped Henry II make changes in the law. The Great Council only helped the King. It did not control him.

There are a few differences between this earlier group and what is now called **Parliament**. The growth of Parliament is the most important part of this time in history.

Parliament is a "representative" group. It is made up of people who are elected. They act for other people. Also, Parliament has two "houses." One is the House of Lords. The other is the House of Commons. Parliament has more power than the older groups had.

Using representatives was a change for the Great Council. Adding churchmen and barons was also an important change.

Representatives were first used in the local government. In Anglo-Saxon times, each town sent four people to big meetings. Henry II created the jury trial, which used representatives from the community. The people were used to the idea of being represented by others.

Representatives were added to the Great Council because of a need for money. The kings needed more money to do government work, which had to come from taxes. The ones who paid taxes were the people of the towns, so the towns were asked to send people, who then met with the Great Council. The people could then discuss and agree on the new taxes.

There were two kinds of representatives. One was called the "knights of the shire." They represented lesser nobles and country gentlemen. The other type of representative was the "borough representatives." They came from cities and towns. They represented working people.

The knights of the shire were the first to be added to Parliament. They were asked to

meet with the Great Council in 1213. The kings asked them to come and discuss the business of the kingdom. At first they were asked only occasionally. Later they became permanent members. The landowners of their county elected them, and two were sent from each county. The size of the county did not matter.

Simon de Montfort first called representatives of the towns to the assembly in 1265. Edward I had called a meeting, where he made a rule that in Parliament there should be representatives of the counties and the towns. This was called the "Model Parliament." Each town that took part sent two people.

At first the Parliament was one big group. The townspeople sat with the barons and churchmen. In 1340 Parliament was split into two groups. These groups were called "houses." The Upper House became the House of Lords. Great barons were included in this group. They had titles like "Duke," "Marquis," "Earl," "Viscount," and "Baron." Archbishops and bishops were in this group, as well as abbots.

The Lower House was later called the House of Commons. It became the most important part of Parliament. It voted on new taxes. The King needed taxes to run the government.

The towns and counties did not like to be part of Parliament. They saw it as a burden. But as time passed, the people began to vote "no" on new taxes. The King and his ministers had to pay attention. They promised to fix problems. They had to do what the people wanted so they could get the votes. The people realized they had great power in voting on taxes. It was valuable. The people did not complain about going to Parliament anymore.

At first the leaders were not sure if the Commons should be included in making the laws. The leaders considered allowing them to vote only on taxes. But Edward I said "What concerns all should be approved by all." This was made official twenty-seven

years later. The law said that all issues that affected the kingdom “shall be established in Parliament, by the King, and by the consent of the Lords and the Commons of the realm.” The power of the Commons grew. It is now much more powerful than the House of Lords.

But the early Parliaments did not have as much power as Parliament has today. The monarch was much more powerful. If the king wanted to make new laws or create new taxes, Parliament had to agree. In other

matters he had full power. He could make war or agree to peace. He asked Parliament for advice. But the king could make his own decisions, and his ministers still reported only to him. Many centuries passed before Parliament gained most of the power in the government.

At the time when Edward III was in power, the Parliament did not have full power. But the framework of Parliament was put in place.



Palace of Westminster, meeting place of the Parliament of the United Kingdom, seen from across Westminster Bridge, London (photo by Mike Gimelfarb)

# The Artios Home Companion Series

## Unit 19: Europe in the Later Middle Ages

### Teacher Overview

DURING THE 13<sup>th</sup> century, the Pope's power was supreme. As head of the Church, the Pope claimed authority over the actions of the rulers of all Christian nations, as well as over spiritual matters. But the nations of Europe were restless and wanted change. Rulers sought independence from the overbearing grip of the Church, and gradually their power grew. And as their power grew, so did their abuses and conflicts, both with each other and with their people. The conflicts strengthened, leading to a war that would last for more than a hundred years. This unit will first look at the decline of the Holy Roman Empire. Then it will turn to the line of French kings through the later Middle Ages, along with their conflicts with other nations and the papacy, all of which paved the way for the Hundred Years' War.



Abbey of Cluny, a Benedictine monastery, was the center of monastic revival in the Middle Ages and marked an important step in the cultural rebirth following the Dark Ages.

## 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 decline of the Holy Roman Empire** and **the empire's strife with the popes**.
- 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

Frederick I, Barbarossa  
Otto IV  
Frederick II  
Hanseatic League  
Philip IV  
Boniface VIII  
Avignon Papacy  
Edward III  
Hundred Years' War  
Flanders

### 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

**Speak truly, seeking to make peace.**

*Speak the truth to one another; render in your gates judgments that are true and make for peace.*

– Zechariah 8:16



The Papal Palace in Avignon, France

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## Lesson One

### History Overview and Assignments Strife With the Popes

*“If the emperors had been content to forget their wild dream of world dominion, and advance their country in the ways of peace, the fate of the Empire might have been very different*

*. – from the adapted article below*



Frederick II's troops paid with leather coins during the sieges of Brescia and Faenza, Nuova Cronica (c. 1348).

### Reading and Suggested Assignments

- Review the discussion questions and vocabulary, then read the article: *The Holy Roman Empire—Strife With the Popes—Commercial Progress.*
- Narrate about today's reading using the appropriate notebook page. Be sure to answer the discussion questions and include key people, events, and dates within the narration.
- 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

Frederick I, Barbarossa  
Otto IV

Frederick II  
Hanseatic League

## Discussion Questions

1. What was Frederick Barbarossa like as a ruler?
2. Why did he argue with the popes?
3. How did Frederick die?
4. What legend lives on about Frederick?
5. How did the Hanseatic League develop?

*Adapted for Elementary School from the book:*

### *The Story of Europe*

by Henrietta Elizabeth Marshall

#### *The Holy Roman Empire – Strife With the Popes – Commercial Progress*

The Saxon line of Holy Roman emperors had come to an end in the twelfth century with Emperor Henry V. Under the next dynasty, the Hohenstaufens, the bitter struggle between popes and emperors continued. Emperors, too, still fought for world dominion, while their power over Germany was yet unstable.

At length both Germany and Italy became divided into two great parties. One supported the Pope, while the other supported the Emperor.



A golden bust of Frederick I, given to his godfather Count Otto of Cappenberg in 1171. It was used as a reliquary in Cappenberg Abbey and is said in the deed of the gift to have been made “in the likeness of the emperor.”

#### **Frederick I, Barbarossa**

In the huge struggle between pope and emperor, the empire would eventually lose, but for a time the end was held off by the genius of a great man. **Frederick I, “Barbarossa”** (“Red Beard”) came to power in 1155. Strong and just, a great statesman and a great soldier, he was, perhaps, the best emperor who has ever ruled over Germany.

Under him once again the warring states were united. Even he could not entirely put down private warfare between nobles, but he reduced it, and during the time of peace the country became more prosperous and united than ever before. It would have been good for Germany if Frederick Barbarossa had been content with his work there. But once again the desire for world dominion brought ruin.

The Normans by this time had control of Italy, and the southern regions were practically lost to the empire. In the north the great cities had grown powerful, and taking advantage of the quarrels between pope and emperor, had pulled themselves free and formed republics. The emperors’ quarrels with the Pope were bitter and frequent, and in these struggles the popes sometimes sought help from the Normans, sometimes from the Lombard cities. They used their church powers against the Emperor too, and like some of his predecessors, Barbarossa was excommunicated.





Statue of Frederick I Barbarossa, in front of the Imperial Palace in Goslar, sculpted by Robert Toberentz

But the punishment of the Church did not affect him as it had affected Henry IV. For Barbarossa ruled Germany with a strong hand, and the German bishops were emperor's men rather than pope's men. They paid homage to the Emperor for their fiefs and rode with his army. Had the German people remained true to the Emperor, the fate of the German Empire might have been different than it was.

### Italy and the Empire

Soon after his coronation, Frederick entered Italy, and in several campaigns he made the Lombard cities submit. It was done with much cruelty, and Milan was destroyed. Frederick placed German rulers over the cities and provinces, and he laid upon the people such a burden of taxes that the record of them was called *The Book of Pain and Mourning*.

Frederick's first papal quarrel was with Adrian IV, the only Englishman who ever sat upon the papal throne. It began over a very small matter. Pope Adrian wrote a letter to Frederick in which he seemed to claim that the empire was a benefit granted by him (the Pope) and the Emperor was merely his vassal. At this assumption, the imperial wrath blazed. The Pope was roused to equal fury, and only his death saved the Emperor from excommunication.

But his death, far from ending the quarrel, only added more fury to it. For two popes were now elected, the Emperor's party choosing one man; the Pope's party, another. Each pope, as soon as he was enthroned, excommunicated the other, and the Pope's party also excommunicated Emperor Frederick.

Barbarossa worried little about the thunders of the Church. But this pope, named Alexander III, was a powerful foe. Against such a pope the Emperor needed all his strength, and soon his plan was endangered by the death of his own pope. But he simply elected another. Then, marching on Rome, he took the city and proudly enthroned his pope there, while Alexander fled in dismay.

The Emperor had conquered; but in the very moment of his triumph, disaster struck. Illness wasted his army, and the Lombard cities, joining with Pope Alexander, rose in revolt. Frederick sent to Germany for help; but they refused and he was defeated by the Lombards.



Frederick Barbarossa as a crusader, miniature from a copy of the *Historia Hierosolymitana*

This battle was a turning point in Frederick's reign. After it, he saw that it was useless to struggle against the growing spirit of freedom which had grown up among the cities of Italy. So he made peace with the Lombards, keeping only a vague lordship over them. He also gave up the cause of the rival pope and made peace with Alexander, who removed the ban of excommunication from him. Even after this, however, his dealings with the popes were never smooth.

A few years later Frederick made peace with Sicily too, and he arranged a marriage between his son Henry and Constance, the heiress of Sicily. Thus, Sicily soon became a fief of the empire. The Pope, however, was not pleased with this last stroke of policy on Frederick's part. For with Sicily a fief of the empire, he lost an ally in his struggles with the Emperor. Yet, angry although he was, he did not renew the ban of the Church.

Three years later Barbarossa set out with the Third Crusade, and he died somewhere in Asia Minor. But he had impressed himself so thoroughly on the German people that they did not believe the news of his death! So a legend arose that he was only resting after his great labors and that he would come again. He sits, it is said, within a cave in the heart of the Kyffhauser Mountains, waiting till his country has need of him.

The emperors who followed Barbarossa were all involved in the same old round of struggle—with angry popes, rebellious German states, and rebelling cities in northern Italy—and to all was added the struggle to conquer Sicily securely for the empire. At length, under the weight of all these evils, the empire was crushed to the dust.

In the days of **Otto IV**, the land was filled with strife. First Otto disputed the crown with another nobleman, and after he was accepted as emperor, Frederick II of Hohenstaufen, King of Sicily, appeared as his rival. In this quarrel other nations also became involved, King John of England

allying himself with Otto, and Philip of France allying himself with Frederick. This was the first international war in the history of Europe. It ended in the triumph of France.



Otto IV and Pope Innocent III shake hands

## Frederick II

Otto rode from the field a fallen emperor, and **Frederick II** took his place in 1194. He was soon involved in quarrels with the Pope. During his reign four popes ruled in Rome, but his bitterest quarrels were with the last two. He was excommunicated more than once, but he was stubborn. To prove his scorn for the Pope's authority, he boldly set off on the Fifth Crusade while still under the ban of the Church. Yet this was the only one of the later Crusades which produced the result for which it was started.

Frederick II was brilliant and educated, a lover of science and art, and his ideas of statesmanship were far ahead of his times. But he was more a Sicilian than a German, and during his long reign of thirty-five years, although he ruled Sicily well, he neglected Germany and spent little of his

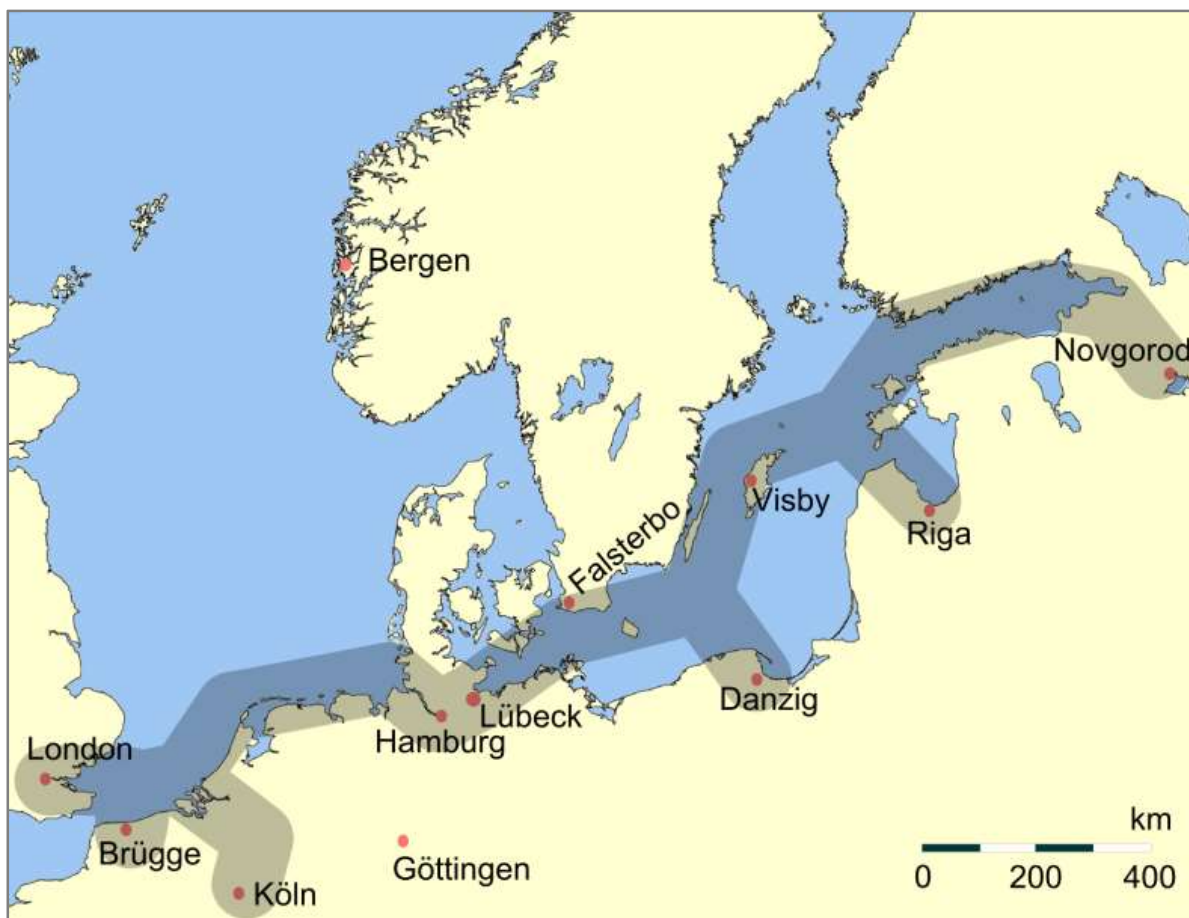
time there. Indeed, during the last thirteen years of his reign, he never crossed its borders. The German nobles, taking advantage of this neglect once more, quarreled with each other, and the land was filled with private wars and bloodshed. Yet, out of this time of confusion a great trade organization arose, called the **Hanseatic League**.

### **The Hanseatic League**

During his reign, Frederick Barbarossa had strongly encouraged the towns in their trade and commerce, and had made many of them free cities who gave loyalty to none but the Emperor. These towns had no mind to now lose their freedoms. So, for protection they banded themselves into leagues, and the Hanseatic League soon became the chief. It grew to such

importance that all the trade of the Baltic, and most of the trade of the North Sea, was soon in its hands. It owned armies and fleets, and even kings were forced to bow to its power.

Much of the trade of England was carried on by the Hanseatic merchants. Thus, early the German people, as distinct from the German nobles, showed their skill in peaceful commerce. And once again history seems to show that if the emperors had been content to forget their wild dream of world dominion and advance their country in the ways of peace, the fate of the empire might have been very different. As it was, because of this dream and the wars with the popes, both the House of Hohenstaufen and the empire were brought to ruin.



Main trading routes of the Hanseatic League

## Lesson Two

# History Overview and Assignments

## Strife With the Popes

AFTER THE CRUSADES ended, there was a conflict over the right to the throne of France. This dispute sparked further conflict, which finally erupted into the Hundred Years' War. One of the most significant and devastating occurrences during the Medieval period in Europe, this war ravaged both England and France for more than a century.



Map of the city of Rome, showing a figure of Rome as a widow in black mourning the Avignon Papacy

### Key People, Places, and Events

Philip IV	Edward III
Boniface VIII	Hundred Years' War
Avignon Papacy	Flanders

### Reading and Suggested Assignments

- Read the article: *France: The Captivity of the Popes—The Beginning of the Hundred Years' War*.
- 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.

### Discussion Questions

1. Why do you think the captivity of the popes was named the “Babylonian Captivity”? To what Bible story do you think historians were referring? Why do you think the historians used that title?
2. Whose claim to the throne was used as a reason for launching the Hundred Years War?

Adapted for Elementary School from the book:

## *The Story of Europe*

by Henrietta Elizabeth Marshall

### *France: The Captivity of the Popes— The Beginning of the Hundred Years' War*

The power of the Pope was widespread during the 13<sup>th</sup> century. The Pope was the spiritual head of the Church. He was also leader over world leaders, and supreme head in Italy. Pope Innocent III greatly interfered in the worldly affairs of Europe. That was the accepted custom of the time. King John of England allowed this, and King **Philip IV** of France, at first, heeded the Pope's will.

The Pope did not have to use force. He had no army. He didn't need a sword. He could rule by old laws that said he was supreme. These laws claimed he ruled in place of Christ on earth.



Pope Boniface VIII

#### **Boniface VIII and Philip IV**

The countries of Europe wanted change. They wanted independence from the Church. Pope **Boniface VIII** did not understand this. He was more like an emperor than a pope. He was proud and claimed great power. He argued with Philip

of France over the money sent to the Church.

Meanwhile, the King was growing in power, and he needed money for his own purposes. Since there was no regular system of taxation set up, kings often obtained money through vile means.

Philip IV decided to tax the priests, and the Pope thought this was wrong. He ordered the priests to not pay taxes without his permission, but Philip fought back. He did not send gold to Rome. No money would go to the Pope.

The Pope gave in to Philip's wishes, and there was peace for a while. Then they fought again. The Pope threatened to excommunicate Philip. Philip was not an emperor of Germany, which was known as the Holy Roman Empire, so he was not afraid of the Pope. He burned the Pope's written order and sent him a rude answer.

This was an important step toward freedom. Philip's actions gathered strength among the people. He gathered the strength of the nobles and clergy by calling them together, and then he called for representatives of the towns to come and support him too.

Because Philip was the King, he had full power over France, and he wanted the Pope to see that. He wanted the Pope to see that the people were on the side of the King. He needed the people's support. He did not want to lose like the emperors of other lands. But he did not foresee how giving strength to the people would affect the future. He did not see that by doing what he did in calling representatives together to speak for the people, he would set the stage for the fall of the monarchy.

### Avignon Papacy

The people gave their support to King Philip, and Philip sent men to Italy, who launched an attack on the papal palace and captured the Pope. Boniface became ill and died.

Next, Philip put a Frenchman on the papal throne. He was Clement V. Philip ruled this pope, and he forced him to live in France.



*Clement V of Avignon, France,*  
by Henri Segur (19<sup>th</sup> century)

The Pope stayed in Avignon, in France, from 1309 to 1376. Rome owned Avignon, but it was controlled by France. Thus, France could control the Church while the Pope was in France. This was called the **Avignon Papacy**, and was also known as the “Babylonian Captivity of the Papacy.” During this time, the popes began to lose their hold on Europe. The Pope also began to lose respect. The world was shocked to see a pope controlled by someone else, but people did not like the Pope to control the government, either. The people began to listen to their kings in matters of law, and the kings grew more powerful. Thus, the

kings and princes began to legally lead the people in matters of government, while the Pope remained supreme only in spiritual matters.

### The Later Capetians

After Philip IV died, Philip’s oldest son became king. He was king for only eighteen months, and then he died. He left a daughter to be queen. The French did not want a queen to rule their nation. They were afraid she would marry a foreign prince. That would make him king, and his country would rule their country. They did not want to lose their freedom again.

The leaders met to talk this over, and they found an old law from the early days of French history. This law said women could not own land. They used that law to declare that a woman could not sit on the throne and rule. This was called the Salic Law. This law allowed Philip V, the second son of Philip IV, to become king in 1316. Thus, the rules regarding the way people became rulers in France were changed.

This family line, the Capets, had ruled well. They had done a lot for France. They had united the kingdom, which put an end to feudal wars and power, and Paris had become the capital of France. But a new government now began.



King Edward III, by unknown artist (c.1597-1618)

After the death of Philip V, his younger brother Charles IV became king. He was followed by Philip of Valois, who was Philip IV's nephew. He was cousin to the last three kings. Those kings had a sister named Isabella, who had married Edward II, King of England. She had a son, who was **Edward III**. He claimed the right to be King of France as well as of England, because he was a grandson of Philip IV, while Philip of Valois was merely a nephew.



*Edward III Counting the Dead on the Battlefield of Crécy, by Jean Froissart (c.1410)*

### The Hundred Years' War

This conflict over the right to the French throne was one of the causes of the **Hundred Years' War**. This war actually lasted a hundred and seventeen years and affected both England and France. It is known as one of the great events of the Middle Ages. It lasted through five French kings and five English kings.

Edward III's claim to the French throne did not cause the war, but it was an excuse. England's real concern was with **commerce** and trade.

One thing that helped England greatly in the war was the support of an area called **Flanders**. Today part of Belgium, Flanders was once a fief of France but was outside of French rule. The Flemish had grown rich by their own work. They had many liberties and many towns. Those towns were practically republics. The King of France tried to control Flanders, and he forced a war. The war involved the freedom-loving Flemish weavers and wool merchants.

But the Flemish people had no common interests with France. Their interests bound them more with England, since they used English wool and England depended on the Flemish to buy their wool.

A French victory would hurt English trade, and England saw the French war for Flanders as a threat against them.

At first the Flemish stayed neutral. Then they became loyal to Edward. This helped the English, because they were able to enter France through Flanders and begin fighting the war.



Homage of Edward I of England (kneeling) to Philip IV of France (seated), 1286. As Duke of Aquitaine, Edward was also a vassal to the French King. Illumination by Jean Fouquet from the *Grandes Chroniques de France* in the Bibliothèque Nationale de France, Paris

# The Artios Home Companion Series

## Unit 20: The Hundred Years' War and the Wars of the Roses

### Teacher Overview

THE HUNDRED YEARS' WAR signaled the end of the Middle Ages. This was a long war between France and England which lasted from 1337 to 1453. A number of different conflicts led to the outbreak of the war, but its biggest cause was a dispute over the right to the throne of France. This type of dispute was common during this time. Many stories of great valor come from this war, none more inspiring than that of the famous Joan of Arc.



Collage of paintings representing battles of the Hundred Years' War. Clockwise, from top left: La Rochelle, Agincourt, Patay, Orléans (By Blaue Max - Own work, CC BY-SA 4.0, <https://commons.wikimedia.org/w/index.php?curid=46032762>)



## 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 Hundred Years' War** and **Joan of Arc**.
- Complete a biography notebook page on **Joan of Arc**.
- Explore the websites found on their HCS Class pages for this unit.
- Watch the video(s) 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

### **Speak truly, seeking to make peace.**

*Speak the truth to one another; render in your gates judgments that are true and make for peace.*

– Zechariah 8:16

### **Believers are called to set a good example for others.**

*Let no one despise you for your youth, but set the believers an example in speech, in conduct, in love, in faith, in purity.*

– 1 Timothy 4:12

## Key People, Places, and Events

Hundred Years' War  
Edward III  
Philip VI  
Edward, the "Black Prince"  
Black Death  
Henry V  
Charles VII  
Joan of Arc  
Siege of Orléans  
Battle of Orléans  
Wars of the Roses



Citizens of Tournai bury plague victims

## Lesson One

### History Overview and Assignments The Hundred Years' War

THE HUNDRED YEARS' War was a tumultuous time in Europe. While the war was mainly caused by disagreement over who had the right to be the King of France, the nations of England and France fought over many other issues as well. These two nations fought in very different ways, which caused much bloodshed. If that wasn't enough, the "Black Death" plague began during the war, killing half of England's people and almost as many in France.



The first Western image of a battle using cannon: the Siege of Orléans in 1428-29, artist unknown

### Reading and Suggested Assignments

- Read the article: *The Hundred Years' War*.
- 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.
- Explore the websites found on your HCS Class pages for this lesson.
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## Key People, Places, and Events

Hundred Years' War

Edward III

Philip VI

Edward, the "Black Prince"

Black Death

Battle of Poitiers

Henry V

Charles VII

Joan of Arc

Siege of Orléans

Wars of the Roses

## Discussion Questions

1. Which were the two main countries involved in the Hundred Years' War?
2. How did the French and English armies fight differently?
3. What terrible disease halted the war for a time?
4. Who was captured in the Battle of Poitiers?
5. Did anything good result from the war for the countries involved? If so, what?
6. Why did the Wars of the Roses start in England?
7. Who was King of England by the end of the war?

*Adapted for Elementary School from the book:*

### *New Medieval and Modern History*

*by Samuel Bannister Harding in consultation with Albert Bushnell Hart*

### *The Hundred Years' War*

The **Hundred Years' War** marked the end of the Middle Ages. This war was a long war between France and England which lasted from 1337 to 1453.

The way the war came about was this: When William the Conqueror became King of England, he did not stop being Duke of Normandy. In fact, the power of the English kings in France increased. It increased until William's successors ruled all the western part of that land. They held all this land as fiefs of the kings of France, while they were also independent kings of England. This made them stronger than their overlords, and this led to frequent wars. Finally, the English kings lost all their land in France except the region called Aquitaine.

These wars did not really concern the people of France or England. People in France or England did not yet feel that they were part of a nation, so they did not have the love of country we do today. In the land

of Aquitaine, the people didn't even feel that they were French. They even preferred the kings of England over their French kings. All of this changed during the Hundred Years' War.

The fighting caused the people of France and of England to begin to feel that they *were* French and English. The people of Aquitaine began to feel love for France and hatred for England. In fighting the French, the descendants of the old Saxons and Normans came to feel that they were all Englishmen. The war was long and terrible. But, it brought some good to both countries. In each country, patriotism was born, and each country became a nation.

Many things led to the Hundred Years' War. The biggest cause was the fact that the French king who died in 1328 had left no son to take his throne. A cousin of the dead king, Phillip, and the King's nephew, **Edward III** of England, both claimed the

right to the throne. The French nobles chose Duke Philip. He became king as **Philip VI**. Edward did not like this decision, but he accepted it for a time. After nine years, though, war broke out because of other reasons, and Edward used the conflict to claim the throne as his right.



*Battle of Crécy Between the English and French in the Hundred Years' War, by Jean Froissart (15<sup>th</sup> century)*

### **The Battle of Crécy**

The English won an important battle at sea. But neither country gained any great advantage during the first eight years of the war. In the ninth year the English gained their first great victory on land.

This battle took place at Crécy. This town was in the northernmost part of France. It was about one hundred miles from Paris.

The French army at the Battle of Crécy was twice as large as the English. It was made up mainly of mounted knights. These knights were armed with lances and swords. They wore the heavy armor of the Middle Ages. The English army, on the other hand, was made up chiefly of archers on foot. In England, by law, boys of six or seven were trained with the bow and arrow. As the boys grew older, stronger and stronger bows were given them. Finally, they could use the great longbows of their fathers. On holidays grown men as well as boys might be seen practicing shooting in the village commons.

This training helped the English become the best archers in Europe. Their bows would often pierce armor or slay a knight's horse at a hundred yards.

So even though the French army was much greater in size, it did not have as big an advantage as it appeared. King Edward placed his men very carefully, while the French managed their forces very badly. Edward placed his archers at the top of a sloping hillside and put his knights behind. He put his fifteen-year-old son **Edward**, called the "**Black Prince**" (possibly because his shield was black) in command of the first line. The King then took a position on a little windmill hill in the rear. The French had a large number of crossbowmen with them. But, the crossbowmen could not shoot as rapidly as the English archers. The crossbow had to be rested on the ground for each shot, then it had to be wound up again before the next shot so that it could shoot a long distance. Unluckily, it rained, and the strings of the French crossbows became wet. The English were able to protect their bows and keep the strings dry. So, when the French king ordered the crossbowmen to advance, they went unwillingly. When the English archers moved forward and shot their bows, the French crossbowmen turned and fled.



*Battle of Crécy, as envisaged 80 years after the battle, by Workshop of the Boucicaut Master (c.1415)*

This made King Philip very angry. He thought his soldiers fled because they were cowards. He cried: "Slay me those rascals!" At this command, the French knights killed many of their own men for cowardice. While they were killing their own men, the English continued to shoot their arrows. Many horses, and knights, as well as archers, were slain.

Finally the French knights charged the English lines. Some of the knights feared for the young prince. They sent word to the King, urging him to send assistance.

"Is my son dead," asked the King, "or so wounded that he cannot help himself?"

"No, Sire, please God," answered the messenger, "but he is in a hard passage of arms, and much needs your help."

"Then," said King Edward, "return to them that sent you, and tell them not to send to me again so long as my son lives. I command them to let the boy win his spurs. If God be pleased, I will that the honor of this day shall be his."

The blind old King of Bohemia was fighting on the side of the French. When the fighting began, he said to those about him:

"You are my vassals and friends. I pray you to lead me so far into the battle that I may strike at least one good stroke with my sword!"

Two of his attendants got on either side of him. They tied the bridles of their horses together, and they rode into the fight. The old blind king fought valiantly. When the battle was over, the bodies of all three were found, with their horses still tied together.

The victory of the English was complete. Thousands of the French were slain. King Philip was obliged to flee to escape capture. But though the Black Prince fought bravely, the chief credit for the victory was due to the English archers.

It was many years after this before the next great battle was fought. This was because of a terrible sickness that came upon all Western Europe, called the "**Black Death**." It started in Asia, where cholera

and plagues often arise. Whole villages were attacked at the same time by the disease. For two years the disease raged everywhere. Finally, it died out, but half of the population of England was gone. France had suffered almost as terribly.

Ten years after the Battle of Crécy (in 1356), the war broke out again. At head of the English army, the Black Prince marched into the heart of France. But he found his retreat cut off by the new French king, named John. King John had an army six or seven times the size of the English army. The situation for the English was very bad. The Black Prince offered to give up all the prisoners, castles, and towns which his army had taken during this expedition. He promised not to fight against France again for seven years, if the French king would grant them a free retreat. King John of France felt sure of victory, so he refused these terms. Then the Battle of Poitiers began.



*Battle of Poitiers to Nouaillé-Maupertuis in 1356,  
by Loyset Liédet (c.1470-1480)*

### **The Battle of Poitiers and the Capture of the French King**

The English were placed on a little hill. They depended, as usual, chiefly on their archers. They shot their arrows as the French advanced. Soon there was a lot of confusion. Many of the French lay wounded or dead. Many of their horses reared wildly

and flung their riders to the ground. Once a knight fell from his horse, he could not get back on his horse, because his armor was too heavy.

In a short time this part of the French army was overthrown. Then a second, and finally a third division met the same fate. To the French war cries, “Mountjoy! Saint Denis!” the English replied with shouts of “St. George! Guyenne!” The air was filled with the ringing of spearheads upon shields, the noise of breaking lances, and the clash of hostile swords and battle-axes. At last the French were defeated or ran away except in one area of the field. There King John, with a few of his bravest knights, fought valiantly on foot. He swung his heavy battle-ax. His son Philip—a brave boy of thirteen years—cried unceasingly: “Father, guard right! Father, guard left!”

At last even the King had to surrender. He and his son Philip were taken prisoners. They were taken to the tent of the English prince, where they were courteously entertained. The Black Prince himself waited on them. They were held prisoners for several years, while the English demanded a ransom for their release.

The Battle of Poitiers was a bad blow to France. Hundreds of French knights were killed. All sorts of disorder arose during the captivity of her king. The peasants rose in rebellion against their masters. Civil war broke out. After four years of comfortable captivity, King John was set free—but he had to pay a heavy ransom and surrender to the English. Soon after this, “Good King John” died. His kingdom was in great disarray. He was a good knight and a brave man, but he was a poor general and a weak king. His eldest son, Charles, who was called Charles V, or Charles the Wise, now became king. He was very different from his father. He was not nearly so knightly a warrior, but he proved a much better king. He improved the government and the army. When the war with the English began again, he became successful.

The English Black Prince was now broken in health. He died in the year 1376. The old English king, Edward III, died the next year. After that, Richard II, the twelve-year-old son of the Black Prince, became King of England. At the same time, troubles also broke out in England and the English were not able to carry on the war as they had done before. At the same time the French king found a general named Bernard du Guesclin, who proved to be the best general that the Middle Ages ever saw.

One trouble with the French had been that they scorned the “base-born” foot soldiers. They thought that war should be the business of the heavily armed knights alone. The knights also thought it disgraceful to retreat, even when they knew they could not win. With du Geusclin, all this was different. He was willing to use peasants and townsmen if their way of fighting was better than that of the nobles. Also, he did not think it wrong to retreat if he could not win. With the support of wise King Charles, he won victory after victory. Even though no great battles were fought, almost all the English possessions in France returned to the hands of the French.

Then the French successes stopped for a time. Du Guesclin died, and after him, King Charles V. Now it was the French who had a boy king. When this king, Charles VI, grew to be a man, he became insane. His uncles fought with one another and with the King’s brother for the government. Soon the quarrel led to murder, the murder to civil war, and France was again thrown into chaos and misery.

### **Henry V and the Battle of Agincourt**

About this time King **Henry V** came to the throne of England. He was a young and warlike prince. He wished to win glory for himself. He remembered the old claim of Edward III to the French crown. He thought that now was a good time to make that claim good because the French nobles were fighting among themselves.

So, in the year 1415, King Henry landed with an army in France and began again the old, old struggle. After a few months, the English found their retreat cut off by the French army. But King Henry remembered the victories of Crécy and Poitiers and did not give up hope. One of his knights wished that the thousands of warriors back in England were there with them. King Henry exclaimed:

“I would not have a single man more. If God gives us the victory, it will be plain that we owe it to His grace. If not, the fewer we are, the less loss to England.”



*King Henry V at the Battle of Agincourt, 1415,*  
by John Gilbert (19<sup>th</sup> century)

At the Battle of Agincourt there was a narrow field between woods and no sheltering hedge to protect the English archers. So, King Henry ordered each man to provide himself with tall stakes, sharpened at each end. They planted these stakes slantwise in the ground as a protection against the French horsemen. Most of the English force was again made up of archers with the longbow. Most of the French were knights in full armor.

The French, indeed, seemed to have forgotten all that du Guesclin and Charles V had taught them. To make matters worse, the French knights had to dismount and march upon the English position on foot. The field they had to pass through had just been plowed, and it was wet. As they marched, heavy-armed knights sank knee deep in mud at every step.

For a third time the English victory was

complete. Eleven thousand Frenchmen were left dead upon the field. More than a hundred great lords and princes were dead. In after years Englishmen sang of the wonderful victory in these words:

*Agincourt, Agincourt!  
Know ye not Agincourt?  
When English slew and hurt  
All their French foemen?  
With our pikes and bills brown  
How the French were beat down,  
Shot by our bowmen.*

*Agincourt, Agincourt!  
Know ye not Agincourt?  
English of every sort,  
High men and low men,  
Fought that day wondrous well, as  
All our old stories tell us,  
Thanks to our bowmen.*

*Agincourt, Agincourt!  
Know ye not Agincourt?  
When our fifth Harry taught  
Frenchmen to know men,  
And when the day was done  
Thousands then fell to one  
Good English Bowman.*

### **Aftermath**

Even this terrible defeat could not make the French princes end their quarrels, though. The leader of one party was murdered by the follower of another. The followers of the dead prince became so bitter that they were willing to join the English against the other party. The Burgundians, as the one party was called, entered into a treaty with Henry of England against the Armagnacs, as the other party was called. It was agreed that Henry should marry Catherine, the daughter of the insane king, and Henry should become King of France when the old king died. No one seemed to care about the *dauphin* Charles

(the French king's son) except the Armagnacs. They were opposed to all the Burgundians did.

Both Henry V of England and poor old Charles VI of France died within two years after this treaty was signed. Henry had married Catharine as agreed. Their son, Henry VI, was a mere baby, only nine months old. He now became king of both England and France, but his reign was not to be a happy or a peaceful one. In England the little king's relatives fought about the government once again. When he grew up, he became insane like his grandfather. At the same time the English found their strength over France weakening.

### **Joan of Arc and the Siege of Orléans**

Only the Armagnacs at first recognized **Charles VII** (the former dauphin) as king. For seven years after the death of his father he had great difficulty in keeping any part of France from the hands of the English, and the battles continued. In 1429, a great change took place. A young peasant girl named **Joan of Arc** appeared at the royal court. She inspired and guided the French. The French began to gain. The English and Burgundians began to lose ground.

Joan's home was in the far northeastern part of France. She had been brought up in the cottage of her father with her brothers and sisters. She helped to herd the sheep and helped her mother in household tasks. She learned to spin and to sew, but she never learned to read and write. Joan was a sweet, good girl, and she was very religious. Even in her far-off village the people suffered from the evils of the wars. Joan's heart was moved by the distress she saw about her. When she was thirteen, she said she began to hear voices of saints and angels—of Saint Catherine and Saint Margaret, and of the angel Gabriel. When she was eighteen she said these voices told her that she must go to aid the uncrowned King Charles and cause him to be crowned king at Rheims.

Support for Charles was very low at this time. The English were besieging the city of Orléans. If that city were taken, all of France would be lost. The first work of Joan must be to stop the **Siege of Orléans**. She finally succeeded in reaching Charles. When she came into the room, she picked him out from among all the others. But, she had never seen him, and many of the courtiers were more richly dressed than he was. After a long wait, she convinced his counselors that her voices were from God, and not the evil one. Then she was given a suit of armor, and she mounted a white horse. She had a sword at her side and a standard in her hand, and she rode at the head of the uncrowned king's troops to Orléans.

When Joan reached Orléans, she inspired the citizens. Eight days later, following French victories over English fortresses, the English were forced to stop the siege of Orléans and return home. The French believed this was a miracle. The English thought Joan as a witch or sorceress. After this miracle, Joan was called "the Maid of Orléans." Within a few months, the King was crowned as Charles VII, the true King of France. Many joined his cause.

Joan's work was now almost done. She was wounded twice in battle. Finally, she was taken prisoner by a party of Burgundians and was turned over to the English. She was put on trial for heresy and sorcery. She showed much courage and skill before her judges, but she was condemned and sentenced to be burned to death at the stake. The next day the sentence was carried out.

She was brave, kind, and womanly until the very end. The nobility and purity of her character impressed even her enemies. "We are lost; we have burned a saint!" were the words of an Englishman who witnessed her execution.

The English burned the Maid and threw her ashes in the river Seine; but they could not undo her work. The French continued to



gain victory after victory. Soon the old breach between the Armagnacs and Burgundians was healed, and the Burgundians abandoned the English. Paris was regained by the French king. Some years later Normandy was conquered, and finally Aquitaine.

In the year 1453 the long, long war came to an end. The English were left with only one little town in the north of France. The sparks of a civil war—the War of the Roses—were rising in England to prevent them from ever regaining what they had lost. The English kings continued to style themselves kings of France for a time. But, the French now felt themselves to be a nation. This was so due to the Maid of Orléans. She was the real savior of France and remains its greatest national hero.

### The Wars of the Roses

In the meantime, a long series of battles began in England, called the **Wars of the Roses**, over the question of who should rule the country.



*Plucking the Red and White Roses in the Old Temple Gardens* after the original 1910 fresco painting by Henry Albert Payne (British, 1868-1940), based upon a scene in Shakespeare's *Henry VI*, the original in the Palace of Westminster, and a later similar painting by Payne in the Birmingham Museum and Art Gallery

### The Wars of the Roses

*The close of the Hundred Years' War was followed in England by the Wars of the Roses, between the rival families Lancaster and York (both descended from Edward III), which engaged in a great struggle for the crown after Henry V died, leaving an infant son, who became insane when he grew up.*

*The badge of the House of Lancaster (Henry's family) was a red rose, and that of the House of York (the challenging family) was a white one. Each party was supported by a group of wealthy and powerful nobles whose conspiracies, treasons, murders, and executions fill the annals of England during this disturbed period of her history.*

*The Wars of the Roses were finally brought to an end when Henry VII, a descendant of Edward III on his mother's side, seized the throne in 1485. He was the first of the House of Tudor, from which he and his successors get their name, Tudors. A great part of the nobility, whom the kings had formerly feared, had perished in war or been executed by their enemies. This left the monarch far more powerful than ever before. Henry managed to control Parliament; and for a century or more after his rise to the throne, the Tudor kings exercised too much control. England ceased for a time to enjoy the free government for which the foundations had been laid under the Edwards*

– adapted from *A General History of Europe*,  
by James Harvey Robinson



Miniature depicting the Battle of Montiel, 1369 (Castillian Civil War, part of the Hundred Years' War) in Jean Froissart's *Chronicles*

## Lesson Two

# History Overview and Assignments

## Joan of Arc

JOAN OF ARC is known as the Maid of Orléans due to her brave and courageous spirit in leading the army of the people of France to defeat the English. Her efforts to help the uncrowned King of France gain his leadership with the people resulted in a victory for France, but also in a death sentence for herself.



*Joan of Arc at the Coronation of Charles VII, by Jean Auguste Dominique Ingres*

### Key People, Places, and Events

Joan of Arc  
Battle of Orléans



*Joan of Arc, miniature*

## Reading and Suggested Assignments

- Read the article: *Joan of Arc*.
- After reading the article, summarize the story you read by completing a biography notebook page on Joan of Arc. You may also include information from the video and website found on your **HCS Class pages**.
- Be sure to visit your **HCS Class pages** to check for additional resources.

## **Famous Men of the Middle Ages**

by John Henry Haaren

### **Joan of Arc**

There were long wars between the French and English with many heroes, but nobody won such fame as **Joan of Arc**. She was a young French peasant girl, and not even the Black Prince nor King Henry V would gain such fame.

Joan was born in the little village of Domrémy. Her father often told her about what was going on with France. He told her how England owned most of France. He told her the true French king, Charles, could not be crowned.

Joan began to feel sorry for her country. “How I pity my country!” She could not stop worrying about it. She said she began to have visions of angels and heard strange voices. She claimed the voices told her, “Joan, you can deliver the land from the English. Go to the relief of King Charles.”

After a while, the young girl believed she had a mission from God. She determined to try to save France.

She told her parents what she was going to do. They tried to tell her the visions and voices were just dreams. “I tell thee, Joan,” said her father, “it is thy fancy. Thou hadst better have a kind husband to take care of thee, and do some work to employ thy mind.”

“Father, I must do what God has willed, for this is no work of my choosing,” she replied. “Mother, I would far rather sit and spin by your side than take part in war. My mission is no dream. I know that I have been chosen by the Lord to fulfill His purpose, and nothing can prevent me from going where He purposes to send me.”

Everyone tried to stop her. The village priest, her friends, the governor of the town tried. Nobody could.

She said to the governor, “I must do the work my Lord has laid out for me.”

The people began to believe in her mission. Everyone finally stopped trying to stop her. Some who had money helped her to make the journey to Chinon, where Charles, the uncrowned king, was living.



Joan of Arc depicted on horseback in an illustration from a 1505 manuscript

### **The Siege of Orléans**

Joan arrived at Chinon. A force of French soldiers was preparing to go to the south of France, where the city of Orléans was besieged by the English.

Charles received Joan. He was kind and listened to what she said. The girl spoke modestly, with a calm belief that she was right.

“Gracious King,” she said, “my name is Joan. God has sent me to deliver France from her enemies. You shall shortly be crowned in the cathedral of Rheims. I am to lead the soldiers you are about to send for the relief of Orléans. So God has directed, and under my guidance victory will be theirs.”

Charles talked to his nobles. They decided to let Joan lead an army of about five thousand men against the English at Orléans.

She was eighteen when she left Chinon at the head of her soldiers in April, 1429. She rode a fine war horse and wore white armor from head to foot. She rode past cheering crowds. She seemed, “rather of heaven than earth.” She carried an old sword she had found near a saint’s tomb. She carried a white standard embroidered with lilies.

Rough soldiers near her stopped their oaths and coarse manners. They carefully guarded her. She talked about her visions and inspired the whole army with courage and faith.

She arrived at the besieged city of Orléans. She rode fearlessly around its walls. The English soldiers were surprised. They could not stop her from entering Orléans.



*Jeanne d'Arc at the Siege of Orléans,*  
by Jules Eugène Lenepveu (1886–1890).

The painting is a highly romanticized representation. Jeanne did not wear plate mail.

She lifted the people’s spirits with her cheerful, confident words. She led her soldiers to battle against the English. They won. The English forts were taken.

Soon only Orléans remained. Joan was slightly wounded while leading the attacking force. She was carried out of **Battle of Orléans** to a surgeon. Her soldiers began to retreat. “Wait,” she commanded, “eat and drink and rest. As soon as I recover, I will touch the walls with my banner and you shall enter the fort.” She soon mounted her horse, rode to the fort and touched it with her banner. Her soldiers instantly won it. The next day the enemy’s troops were forced to leave. The siege was ended.

The French soldiers were happy. They called Joan the “Maid of Orléans.” She is known by that name in history. Her fame spread. The English and French thought she had more than human power.

She led the French into other battles. They won over and over again.

The French drove the English to the north of France. Joan urged Charles to go to Rheims with twelve thousand soldiers. He was crowned King Charles VII there. Joan stood near the King holding her white banner.

After the ceremony, she reportedly knelt at his feet and said, “O King, the will of God is done and my mission is over! Let me now go home to my parents.”

The King urged her to stay longer. France was not yet freed from the English. Joan agreed, but she said, “I hear the heavenly voices no more, and I am afraid.”

She took part in an attack on the army of the Duke of Burgundy. She was taken prisoner by him. The duke gave her to the English for a large amount of money. They put her in prison in Rouen. She was in prison for a year, where she was charged with sorcery and brought to trial. She was accused of being under the influence of the Evil One. She told the judges she was innocent of the charge and said, “God has

always been my guide in all that I have done. The devil has never had power over me.”

She had a long and tiring trial. In the end she was condemned to be burned at the stake.

She was fastened to a stake surrounded by a great pile of wood in the marketplace at Rouen.



*Joan of Arc's Death at the Stake,*  
by Hermann Anton Stilke (1843)

A soldier put a rough cross into her hands. He had made it from a stick he held. She thanked him and pressed it to her chest. A good priest read to her the prayers for the dying. Another climbed on the wood and held a crucifix to her. She held it with both

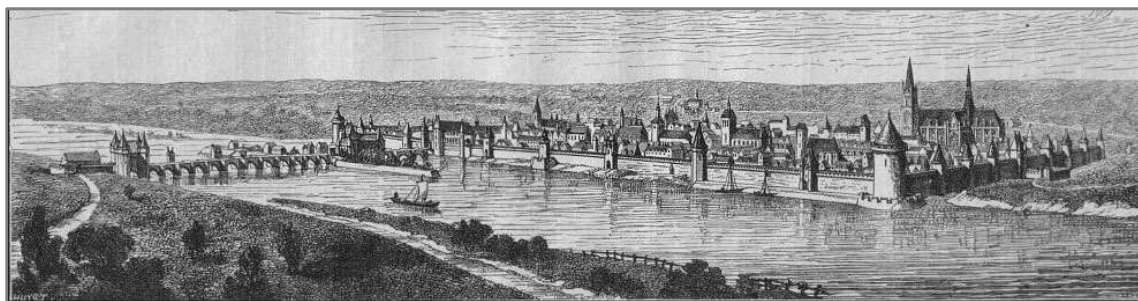
hands and kissed it. The noble girl uttered the word “Jesus,” when the cruel flames burst around her. Then she died.

A statue of her stands on the spot where she suffered.

None did nobler work than Joan during her time. So we put the story of her life among the stories of the lives of great *men* of the Middle Ages.



Gilded bronze equestrian statue of Joan of Arc  
at the Place des Pyramides in Paris,  
by Emmanuel Frémiet (1874)



Orléans in 1428–9, the time of the siege

# The Artios Home Companion Series

## Unit 21: Medieval Spain

### Teacher Overview

DURING THE LATE Middle Ages, the country of Spain began gaining power and recognition under the rule of King Ferdinand and Queen Isabella.



King Ferdinand and Queen Isabella of Spain

### Key People, Places, and Events

Isabella of Castile  
Ferdinand II of Aragon  
Spanish Inquisition

### Vocabulary

**Lesson 1:**  
*none*

**Lesson 2:**  
pious  
expel

### 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 Spain** and **King Ferdinand and Queen Isabella**.

- 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

### **Speak truly, seeking to make peace.**

*Speak the truth to one another; render in your gates judgments that are true and make for peace.*

– Zechariah 8:16

### **Believers are called to set a good example for others.**

*Let no one despise you for your youth, but set the believers an example in speech, in conduct, in love, in faith, in purity.*

– 1 Timothy 4:12

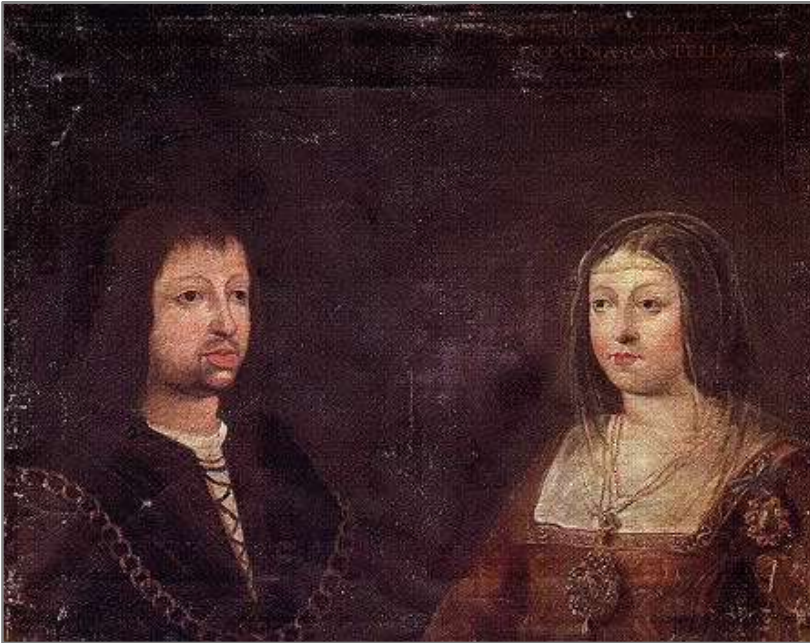


Tomb of Holy Roman Emperor Ludwig (Louis) IV the Bavarian, Frauenkirche, Munich

# Lesson One

## History Overview and Assignments The Rise of Spain

ONCE SPAIN FINALLY drove out the Arab Moors after eight hundred years of fighting, King Ferdinand and Queen Isabella wanted all of Spain to be united. They believed they could unify the country through a national religion. To achieve that unity, they launched a war against the Muslims, and an investigation to root out enemies of the Christian faith. This investigation was called the Spanish Inquisition, and it became one of the bloodiest times in Spain's history.



Wedding portrait of King Ferdinand II of Aragón and Queen Isabella of Castile, who married in 1469, Artist unknown (15<sup>th</sup> century)

### Reading and Suggested Assignments

- Read the article: *The Moors Driven Out of Spain*.
- 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.

### Discussion Questions

1. What were the roadblocks Spain faced in becoming a unified nation?
2. What did Ferdinand and Isabella believe would unite all the people of Spain?
3. What institution was established to accomplish that goal? Do you think this was the right way to share Christianity with the people of Spain?

### Key People, Places, and Events

Isabella of Castile  
Ferdinand II of Aragon  
Spanish Inquisition



Adapted for Elementary School from the book:

## *The Story of Europe*

by Henrietta Elizabeth Marshall

### *The Moors Driven Out of Spain*

#### **Driving Out the Moors**

Arab Muslims called Moors had invaded Spain in the 8<sup>th</sup> century, and they took over almost all of it. The Moors did not force the people to become Muslim like other Arabs did, though. They mainly wanted the Christians' gold. The Moors let Christians remain Christian if they paid a tax. Nearly all the nobles paid this. Many of the common people became Muslim too, especially the slaves, for if a slave became Muslim, he was freed.

Although the Moors took over most of Spain, a small group in the northeast mountains held out against the Arabs. Mountains have always been a shelter for people in hiding, and the Moors could not pry them out. As time passed, they grew strong and drove the Moors southward, beginning what became known as the *Reconquista*, or "Reconquest."

Over time the Spanish formed small kingdoms like Navarre, Leon, Aragon, and Castile. Castile got its name from the castles that were built for protection.

The kingdoms were small, and they often battled each other. In time members of the royal families married each other, and soon some of the kingdoms joined together. The Kingdom of Aragon was formed in the 12<sup>th</sup> century. Eight little states joined to form the Kingdom of Leon and Castile in the 13<sup>th</sup> century.

Portugal became a kingdom in the 12<sup>th</sup> century. It was much smaller than it is now. King Alfonso I and others who came after fought against the Moors. Alfonso III won the south part of Portugal in 1250.

Small Spanish states joined into kingdoms. They began to beat the Moors and win back their land. They did this very quickly. By 1265 the Moors only had

Granada in the south. It was not a free kingdom, though. The King of Castile ruled over the King of Granada.



Castilian ambassadors in Spain attempting to convince a Moorish king to join their alliance

The kings of Aragon and of Castile ruled together. They did that for over two hundred years, but there was no real unity. The two kings sometimes fought each other. Their kingdoms were only small states. People did not speak the same language, and they had different ways of doing things. It was hard to make them into one country.

#### **The Spanish Inquisition**

Queen **Isabella of Castile** married King **Ferdinand II of Aragon** in 1469. The two crowns joined, but this was not enough. Ferdinand and Isabella wanted all Spain to be united, and they wanted the country to have one religion.

Queen Isabella established a court of justice called the **Spanish Inquisition** for the Catholic Church. It was formed to seek out *heretics* (people who did not believe what the Church proclaimed) and remove them. It grew, and it became brutal. But the

world did not think it was cruel, because it used methods that were considered proper at that time. This court was used to judge those who were accused of believing wrong teachings or of doing harm to the Church or its members. There had to be strong proof against them, but the court was not perfect and made many mistakes. People were questioned and could either argue their innocence or confess what they had done.

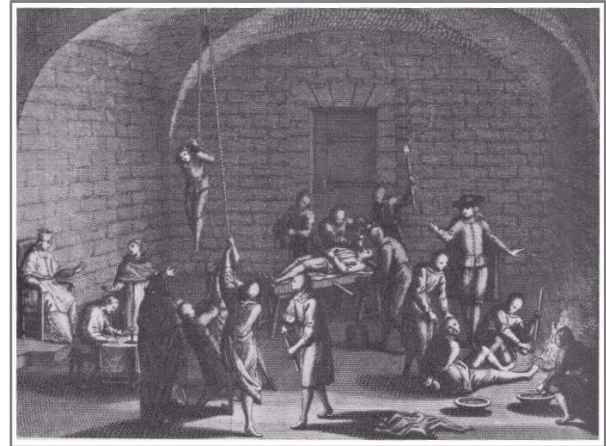


*Queen Isabel I of Castile, by Luis de Madrazo*

Sometimes the court was sure the person had done wrong and tried to get the person to confess. In those cases, government would step in and use torture. That was considered acceptable at that time. Fines and prison, trips to holy places, or wearing shameful or humble clothing were penance punishments given to people who had done wrong, but a lot of people were burned to death or terribly tortured.

The Spanish rulers were excited about their faith. They became so excited that they wanted nothing more than for their whole country to be Christian. They told the Jews they could become Christian, and if they did

not want to do that, they had to leave Spain. The Muslims who were still in the country had to do the same. Most of the Jews and Muslims decided to leave. This proved to be a great loss to Spain, because many of them were smart and were hard workers. They controlled much of the trade and making of products. This made things hard for a while.



*Inquisition Torture Chamber, by Bernard Picard*

Queen Isabella was a great and wise ruler. But much later, people would think she did wrong. She was a ruler of the 15<sup>th</sup> century, and all of Europe was strong in support of Christianity. Persecution of heretics was seen as a glorious work for Christ. So for the glory of God, Isabella did what she had been taught was right for a good ruler and a good Christian.

This persecution lasted hundreds of years, and torture was still in use as part of it early in the 18<sup>th</sup> century.

### **Spain as a Part of Europe**

Spain had been at war for nearly eight hundred years. It had not done much with Europe and was not touched by things that had happened in Europe. It did not have a feudal system and was never a part of the Crusades because it had been busy fighting the Moors within its own country. So it had not been influenced by the changes in religion that had taken place in other countries.

But Spain finally became important in Europe during the time of Ferdinand and

Isabella. They financed the voyages of Christopher Columbus across the Atlantic Ocean, and the royal family joined with other countries of Europe through marriage. King Ferdinand sent representatives to live at the courts of other

states. This helped build friendships with other countries and built trade. Arguments that used to lead to war were resolved by talking. This was a step toward international understanding and decrease of wars.



*The Surrender of Granada in 1492, by Francisco Pradilla Ortiz: Muhammad XII before Ferdinand and Isabella*

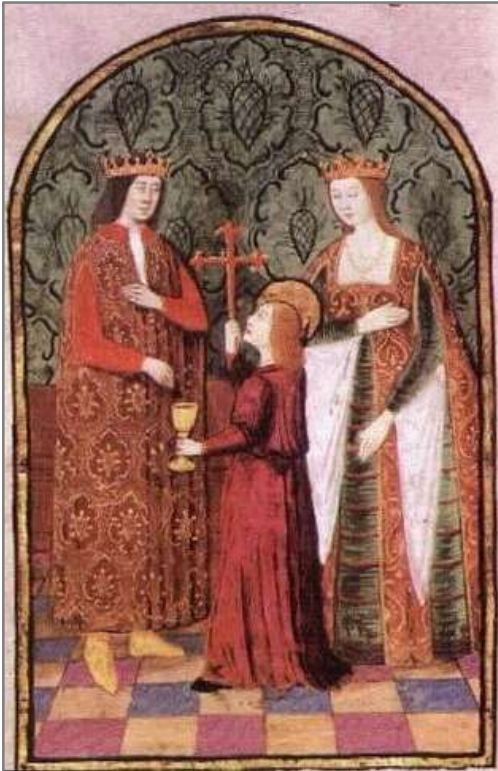
## Lesson Two

# History Overview and Assignments

## Ferdinand and Isabella

*“I will assume the undertaking for my own crown of Castile, and am ready to pawn my jewels to defray the expenses of it, if the funds in the treasury should be found inadequate.”*

– believed to have been spoken by Queen Isabella about funding the voyage of Christopher Columbus



King Ferdinand and Queen Isabella of Spain

### Key People, Places, and Events

Isabella of Castile      Ferdinand II of Aragon  
Black Death              Christopher Columbus

### Vocabulary

pious                      expel

### Discussion Questions

1. What were some unhappy things about Isabella's childhood?
2. Why did royal children become engaged at a young age during this time?
3. What was Queen Isabella known especially for during the war with Granada?
4. What did she do in 1492 that made Christopher Columbus very happy?
5. Who was Ferdinand and Isabella's heir? What was said about his kingdoms?

### Reading and Suggested Assignments

- Read the article: *Ferdinand and Isabella of Spain*.
  - 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.

## Ferdinand and Isabella of Spain

by Mary E. Hall

### Isabella

In the mountainous region of Spain that was once called the Kingdom of Castile, a girl named **Isabella** was born to the royal family in April of the year 1451. She was called an *infanta*, because that was the name for princesses in that kingdom. Isabella had two older half-sisters and a half-brother, and soon she had a younger brother too, named Alfonso.

Isabella did not have a very happy childhood, though, partly because many of her family members died while she was growing up. Some died from the terrible plague called the **Black Death** that killed many people of Europe during the fourteenth and fifteenth centuries. Her father, King John II, died when Isabella was only three. Her older sisters had both already died too, so her older half-brother Henry became the King.



Around the middle of the 14<sup>th</sup> century, the Black Death ravaged Germany and Europe. Illustration from the *Dance of Death*, by Michael Wolgemut (1493)

Another reason Isabella's childhood was unhappy was that King Henry wanted to keep the family fortunes for himself, so he didn't provide much for his younger siblings. Isabella's mother took her, along with her little brother Alfonso, away to live

in another castle, in a little town called Arévalo. This castle was not very pretty, and Isabella's mother did not have much money, but she made sure Isabella received good schooling and was well trained in the teachings of Christianity. Some of the things Princess Isabella was taught included reading, mathematics, history, music, dancing, chess, and embroidery. She was a smart and capable student, and she learned well. One of the things she was carefully taught was that a royal lady must keep from showing any sadness or fear. This might have been hard for young Isabella, but it became important in her life later on.

When King Henry's wife had a daughter, Isabella and Alfonso were brought back to the royal palace in Segovia. This was done by the King's orders, partly so that his family would have other family members in the royal household, and partly so he could watch over them, because he had many enemies and wondered all the time who might be plotting against him.

At the palace the young prince and princess finished their schooling. Although Isabella was now surrounded by dazzling luxury, she remembered her early lessons well and continued to honor God.

Isabella was promised in marriage at a very young age, as was the custom at that time for royal princesses, to a prince named Ferdinand from a nearby kingdom. He was a young cousin of hers. But King Henry broke his promise a few years later, promising Isabella to a different nobleman so he could make an alliance with him. This nobleman died, and a new agreement was made, promising her this time to the King of Portugal. Isabella was thirteen by this time, and she refused to marry such an older man. A different match was arranged when she was sixteen, but this suitor was such a vile and wicked man that Isabella refused to eat or come out of her rooms. Thankfully for the

**pious** infanta, the dreaded suitor fell sick and died on his way to meet her.

King Henry was not well liked as a ruler, and his subjects often rose in arms against him. Isabella left the palace for the shelter of a monastery. The nobles who did not like King Henry offered to fight for Isabella if she wished to seize the crown, but she refused. She did agree to become King Henry's heir, though, when her younger brother Alfonso died.



Isabella in the *Rimado de la Conquista de Granada*, from 1482, by Pedro Marcuello

### **Ferdinand**

A year younger than Isabella, **Ferdinand** grew up in the royal family of the Kingdom of Aragon, to the east of Castile. Not much is known about his childhood, but as heir to the throne he was schooled on the art of government by his father and carefully selected teachers.

Young Ferdinand greatly enjoyed music, and he later became a patron of the arts. He was not known to be very friendly, but he was wise and courageous. He, like Isabella, was taught to always show strength, and never sorrow or fear.



Ferdinand, by an unknown painter, c.1520s

### **The Catholic Rulers**

Once Isabella became heir to Castile's crown, many noblemen suddenly wanted to marry her, but Isabella chose her very first betrothed, her cousin Ferdinand, and she made a secret agreement with his father to marry him. Fearing that her brother would oppose her wishes, she set out on a journey, saying that she wanted to visit her brother Alfonso's tomb in Ávila. Meanwhile, Ferdinand came over from Aragon dressed as a servant, and the two were married in October of 1469. It was a good match for both of their kingdoms, but they also loved each other very much.

Five years later, King Henry died, and Ferdinand and Isabella were declared King and Queen of Castile. Others made claim to the throne, though, and a war had to be

fought before Isabella was officially accepted as Castile's queen. Four years after Henry's death, Ferdinand also became King of Aragon. He and Isabella agreed to rule their kingdoms with equal power, and together they put many reforms into place.



Fernando and Isabel, the Catholic Monarchs. The youth to their right almost certainly is their son Don Juan, Prince of Asturias. The girls to their left are more of a mystery, but it could be the three infantas (princesses), although their ages are not correctly depicted.

Now most of Spain was united, but the Muslim Moors still ruled over the rest. The King and Queen launched the brutal Spanish Inquisition to root out heretics, but they wanted even more to rid Spain of the Muslims.

### War Against the Muslims and Expulsion of the Jews

In 1481, Ferdinand and Isabella's armies went to war against the Moors of Granada. They wanted to reclaim the land the Muslims had taken and believed that it would honor God to make all the country Christian again. After ten years and many fierce battles, all of Spain finally came under Christian rule in 1492, and Ferdinand and Isabella became known as the Catholic Rulers of Spain. Taking over the Muslim lands brought riches to the Spanish rulers.

During the war, Isabella was often seen with the armies, rallying them on and giving support. She is known especially for setting up the first army camp hospitals with

surgeons on hand to treat wounded soldiers.

Queen Isabella's priest, a man named Torquemada, was glad that the Muslims had been conquered or driven out, and he wanted very badly to **expel** the Jews from the country as well. They were a hardworking and wealthy people, and they were hated by the Spanish Christians because they refused to honor Christ as Lord.

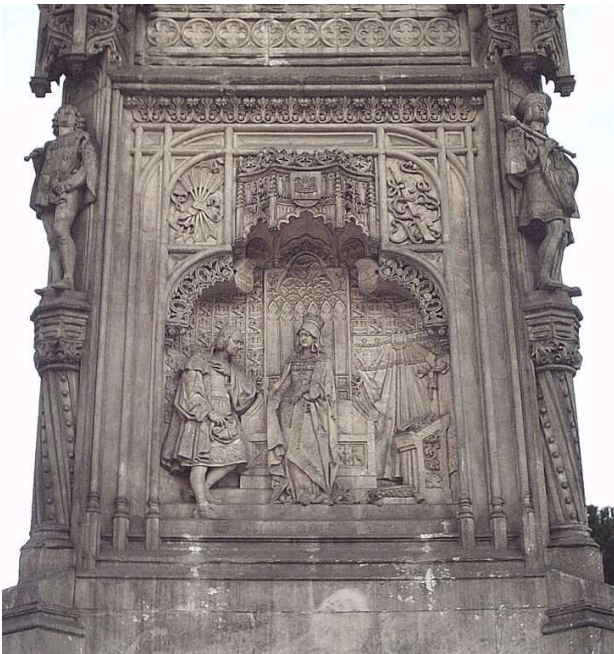
When the Jews offered thirty thousand ducats to be allowed to stay, Torquemada burst into the room, pulled a crucifix from his robe and exclaimed, "Judas Iscariot sold his Master for thirty pieces of silver. Your Highnesses would sell him anew for thirty thousand. Here He is. Take him, and barter Him away!" So finishing his fiery speech, he threw the crucifix down onto a table and stormed out of the room. The King and Queen, overawed, signed the expulsion edict. The order drove out more than 40,000 practicing Jews from Spain, and the rulers became even richer than they were before by taking over their lands and possessions.



A Jewish service in a Spanish synagogue, from the *Sister Haggadah* (c. 1350). The Alhambra Decree brought Spanish Jewish life to a sudden end.

## Agreement With Christopher Columbus

Just three months after conquering Granada in January of 1492, Isabella decided to use some of Castile's new riches to send **Christopher Columbus** on his voyage to reach Asia by sailing west across the Atlantic Ocean. After many years of seeking support from one ruler after another, Columbus was overjoyed. His voyages brought fame and more riches to the Catholic rulers, but Isabella would not allow him to bring natives from the Americas to become slaves in Spain.



Monument to Columbus, statue commemorating New World discoveries, Isabella at the center, Columbus on the left, a cross on her right. The emblems of Ferdinand and Isabella, the yoke and sheaf of arrows, are those of the Catholic Monarchs. Plaza de Colón, Madrid, Spain, built between 1881–1885 (CC BY-SA 3.0 by Luis García (Zaqarbal) : [https://en.wikipedia.org/wiki/Catholic\\_Monarchs\\_of\\_Spain#/media/File:Monumento\\_a\\_Col%C3%B3n\\_\(Madrid\)\\_02.jpg](https://en.wikipedia.org/wiki/Catholic_Monarchs_of_Spain#/media/File:Monumento_a_Col%C3%B3n_(Madrid)_02.jpg))

## Legacy

Ferdinand and Isabella had seven children. Only five of them lived to grow up, but they married royalty throughout Europe, providing many alliances for Spain. When Isabella died in 1504, she was mourned with great sorrow by her people.

Ferdinand lived for eight more years. During this time he remarried and had a son, but the child died soon after being born.

Ferdinand and Isabella's heir was their grandson, who became Holy Roman Emperor Charles V, whose vast holdings in both Europe and the Americas was the first group of kingdoms called "the empire on which the sun never sets."



Isabella and Ferdinand with their daughter Joanna, unknown artist (c.1482)

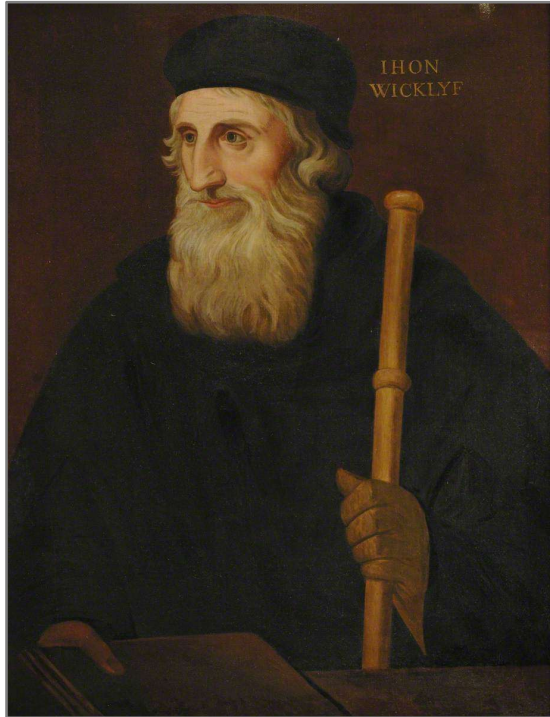


# The Artios Home Companion Series

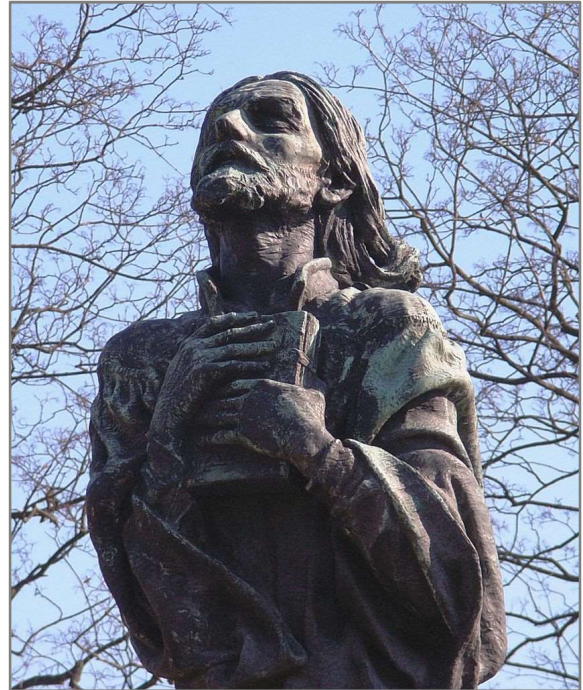
## Unit 22: Beginnings of Church Reform

### Teacher Overview

THE PROTESTANT REFORMATION swept through Europe during the 16<sup>th</sup> century, but the seeds were sown much earlier than that by determined Christians such as John Wycliffe and John Hus. These men struggled against great resistance to lay the foundation for important changes to the rules which govern how Christians live and practice their faith.



Portrait of John Wycliffe, by Thomas Kirby (c.1828)



Monument of John Hus, by sculptor František Bílek

### 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 **John Wycliffe** and **John Hus**.
- Watch the videos found on their **HCS Class pages** for this unit.
- Write a biography notebook page on **John Hus**.
- Visit their **HCS Class pages** to check for additional resources.

### Key People, Places, and Events

John Wycliffe

John Hus

## 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

### **Speak truly, seeking to make peace.**

*Speak the truth to one another; render in your gates judgments that are true and make for peace.*

– Zechariah 8:16

### **Believers are called to set a good example for others.**

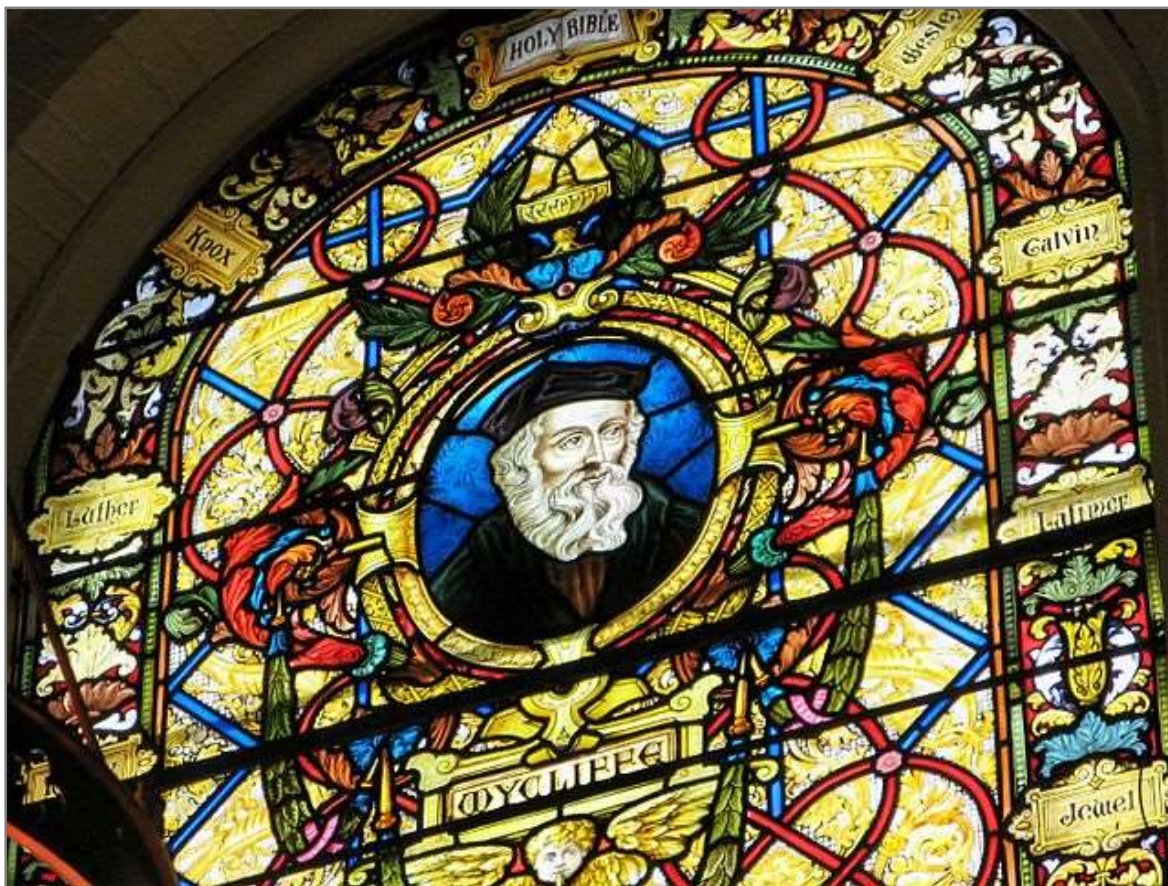
*Let no one despise you for your youth, but set the believers an example in speech, in conduct, in love, in faith, in purity.*

– 1 Timothy 4:12

### **God does not always call the equipped, He equips those He calls.**

*But God chose what is foolish in the world to shame the wise; God chose what is weak in the world to shame the strong.*

– 1 Corinthians 1:27



*Wycliffe and the Other Great Reformers, Wycliffe College Chapel, Toronto, by Randy OHC from West Park, New York, USA - Wycliffe and the other Great Reformers, (CC BY 2.0, <https://commons.wikimedia.org/w/index.php?curid=6952143>)*

## Lesson One

### History Overview and Assignments John Wycliffe

JOHN WYCLIFFE was instrumental in getting God's Word into the hands of the common man in England. He translated the Bible from Latin into the common speech of the English people. The Church of that day did not approve of this activity and persecuted Wycliffe. In spite of this, God used his teachings to begin the English Reformation.



In this 19<sup>th</sup> century illustration, John Wycliffe is giving the Bible translation that bore his name to his Lollard followers, by William Frederick Yeames

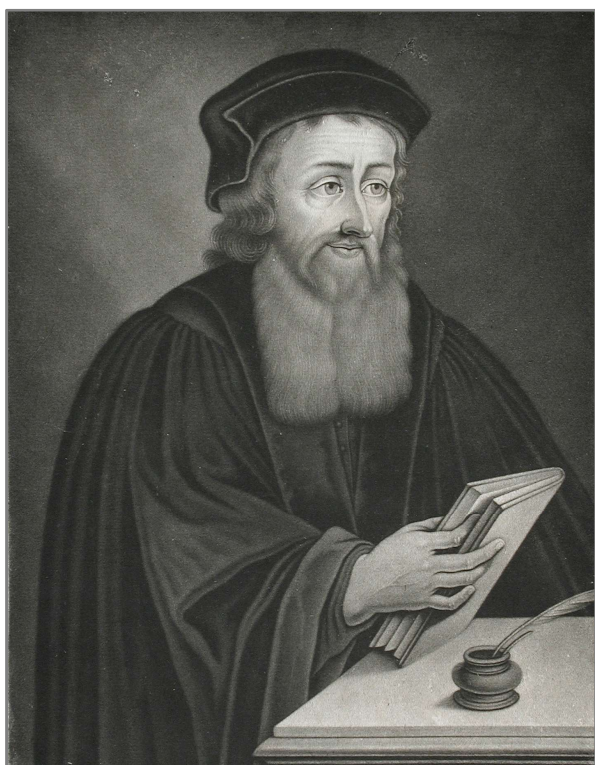
### Reading and Suggested Assignments

- Read the article: *Wycliffe*.
- After reading the article, summarize the story you read by completing a biography notebook page for **John Wycliffe**.
- 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.

## *Saints and Heroes to the End of the Middle Ages*

by George Hodges

### *Wycliffe*



*John Wycliffe, by Johann Simon Negges (1760)*

**John Wycliffe** was a teacher at the University of Oxford during the 14<sup>th</sup> century. He was the greatest scholar and preacher at that time. He wrote in Latin for learned men and proved his points by complex logic. The scholars enjoyed that. When he preached, he spoke in English, directly to the hearts of those who heard him. He said things that caught England's attention.

Wycliffe attacked the Church and said it was too rich and privileged. He said the temptations that go with wealth and power were growing within the Church. These were things that earlier wise Christians had taught against. The Church was piling up treasure and gaining land. The Dominicans and Franciscans were building splendid monasteries and gathering gold like a farmer gathers fruit. No friar owned

anything, but the orders grew rich and the "little brothers of the poor" lived in palaces. The people despised them for their wealth. The Benedictine, Cluniac, and Cisterian monks had great houses. The Church was said to own a third of England's land and wealth at that time.

It was thought in those days that the Church's chief purpose was to deal with God on behalf of men.

In those days God was seen as being far away on a vast gold throne, where He could only be approached like a king, by His courtiers. Whoever wanted anything from God was told that he had to approach God through the Church. Those who wished to get God on their side tried to do so by being friends of the Church. They gave gifts to the clergy, like businessmen gave gifts to rulers.



*Wyclif Giving 'The Poor Priests' His Translation of the Bible, by William Frederick Yeames*

The Church was believed to have the power to sway God from punishing people for sin. A great picture of the Last Judgment was painted on the wall of almost every church. Michelangelo's *Last Judgment* in the Sistine Chapel in Rome is an example. The pictures showed people suffering in hell. The Church taught that there was an

escape and that it alone could save men. People were told they had to confess their sins to a priest, and that the priest could forgive them in the name of God. The priest usually told the sinner that he must do a *penance*, or special deed, to be forgiven. The Church also taught that forgiveness could also be given to those who had already died, because the priests' prayers were believed to be powerful enough.

Men and women sought forgiveness for themselves and for their family members and friends. They gave lands, and they built churches. They paid money as they could. They did all those things to save themselves and those they loved from punishment for sin after death. The people thought the purpose of the Church was to help people get to heaven, not in helping people become more like Christ. This encouraged some men to sin. The main job of a religious man—priest, monk, or friar—was to pray. The Church's purpose didn't seem to be to change men's hearts. It did not seem to make them live better. Instead, the Church acted as a go-between between man and God. The Church spent the great wealth it received on itself, but the people got nothing back but prayers.



*The Last Judgment*, by Michelangelo (painted in the Sistine Chapel during the Renaissance) 1536-1541

Wycliffe went to trial for speaking out against this. He felt that the Church was harmed by its wealth. Like earlier well-known Christians such as Dominic and Francis, he felt poverty was important to religion. A Church that gained everything and gave nothing couldn't do its true work in the world. Wycliffe wanted the Church to give up its property. He thought that would fix things. Lord Percy and Duke John of Gaunt agreed with him, but they did not care whether it helped the Church or not. They were hoping to gain a large share of it for themselves.



*Richard II Meeting With the Rebels of the Peasants' Revolt of 1381*, by Jean Froissart (between 1401 & 1500)

The Peasant's Revolt of 1381, sparked partly by Wycliffe's preaching, stopped him for a time. The poor rose up against the rich. Times were hard, and people were hungry. There was a long war with France, and this made things even worse. The King began to tax the land. Peasants burned castles and attacked London. They attacked rich towns and monasteries, and they killed the Archbishop of Canterbury. They wanted to kill John of Gaunt too, but they could not catch him. All riches owned by anyone were in danger. This included the wealth of regular people as well as of the Church.

Wycliffe turned his attack on the Church to its doctrine. He decided there was a

mistake in the teaching about the Lord's Supper. This teaching was the basis of the Church's power. It taught that certain words said by a priest brought Christ to the altar, that the bread of the Supper changed into Christ's body, and the wine changed into Christ's blood. The priest was said to bring God down from heaven. This showed that the priest had power with God, and that he could turn this power for or against men. He could save men from punishment for their sins, or he could condemn them. His blessing was heaven's blessing, and his curse was hell's curse.



An illustration of the priest John Ball on a horse encouraging Wat Tyler's rebels of 1381, from a manuscript of Jean Froissart's (c.1470) *Chronicles* in the British Library. There are two flags of England (St. George's cross flags) and two banners of the Plantagenet royal coat of arms of England, and an implausible number of unmounted soldiers wearing full plate armor among the rebels.

Wycliffe said this doctrine was wrong. He showed his pupils at Oxford that it was not found in Scripture or by reason. The bread was still bread, and the wine was still wine. Christ's presence was spiritual. Excommunications by the Church were meant only for when people did wrong and would not repent. Every man may approach God without a priest.

This new teaching surprised the country. John of Gaunt hurried to Oxford. He told Wycliffe he would not be protected from the court for his ideas. The Pope sent word that

Wycliffe should be silenced. Wycliffe told John of Gaunt he would follow truth wherever it might lead and he told the Pope that the Latin Church could do without a pope like the Greek Church did.

There was a council against Wycliffe in London, and his teachings were condemned. While the churchmen were busy pointing out his errors, there was an earthquake. The house they sat in was shaken, church steeples fell, and castle towers were destroyed. This strengthened Wycliffe's fame.

He was dismissed from Oxford and retired to his parish at Lutterworth. But he continued to write and preach.

His parish became the center of his teaching. Wycliffe did Dominic and Francis' work. Dominic had tried to save the Church by preaching truth. Dominicans had reasoned with those who didn't believe the truth, but his plan failed and did not get men to accept the truth with reason. So the Dominicans turned to torture. Francis tried to save the Church through a life of love. His example was followed for a little while, but Franciscans who wanted to live like Francis were looked down on by other Franciscans. The other Franciscans wanted to live in comfort.

Wycliffe sent men out from Lutterworth to save the Church. They attacked things that made the Church a strong organization but a weak power for good. These men were clad in russet-colored gowns and called Lollards, and they carried with them pages of the English Bible.

Wycliffe rewrote the Bible. He took it from Latin to the common speech of the people. That speech would sound strange to us because English speech wasn't in the form we have today.

At this same time, Chaucer was writing the *Canterbury Tales*. Chaucer's pages show how his English was similar to today's in some ways but yet very different. Because that was how men spoke at that time, they also understood the Bible in those words,

and that was what Wycliffe wanted. He believed that the Church needed to return to the spirit of the Bible to be saved. “Here,” cried the Lollards in the marketplace, “here is God’s truth in God’s book. Where are the priests, where are the penances, where are the images of the saints, where are the prayers for the dead, where is the ritual of the sacrament of the altar, where is the Pope, in God’s book?”

Wycliffe died in his church, in peace, during the middle of a church service. His enemies dug up his body fifty years later and burned it. They cast the ashes on the surface of the little river Swift. His friends said the Swift bore them to the Severn. The Severn bore them to the sea. This was a symbol of the spread of Wycliffe’s teaching, which started the English Reformation.



*Burning Wycliffe's Bones, from Foxe's Book of Martyrs (1563)*

## Lesson Two

### History Overview and Assignments John Hus

*“Like Wycliffe, John Hus was also instrumental in the start of the Reformation. He spoke out against the Church. There are two ways to deal with evil. One way is to attack it in general, without naming people. The other way is to attack people by name, picking out certain offenders and blaming them. The first way is easy and safe. The second way is full of danger. Hus took the second way.”*

– from the adapted article below



*John Hus at the Council of Constance, by Carl Friedrich Lessing (1842)*

### Reading and Suggested Assignments

- Read the article: *Hus*.
- After reading the article, summarize the story you read by completing a biography notebook page for **John Hus**.
- Watch the video(s) found on their HCS Class pages for this unit.
- Be sure to visit your **HCS Class pages** to check for additional resources.



## *Saints and Heroes to the End of the Middle Ages*

by George Hodges

### *Hus*

Great Christians of early days hoped the bishop of Rome would make the bad world good. It didn't happen. They dreamed of a great pope, a pope who would teach and help the nations like a pastor should. A pope who corrected the wrong and supported the right. A pope who had moral power over kings. A pope who made peace in place of war. They felt Europe needed the control of a strong, wise, and good man.

For three hundred years there was no strong, wise, or good pope. This was from the beginning of the 13<sup>th</sup> century to the beginning of the 16<sup>th</sup>. Some of them bargained with kings for money and power. Some meant well but were weak. Some led wicked lives. They were robbers and killers.

The Pope moved from Italy to France at the beginning of the 14<sup>th</sup> century, from the city of Rome to Avignon, where he lived under the control of the French king. At the next papal election, cardinals chose an Italian. This was at the end of the 14<sup>th</sup> century. This new pope went to live in Rome, and he proved to be a bad pope. He was so corrupt that they chose another. The new pope went to live in Avignon, so now there were two popes. Part of the Church held with one pope, and another part supported the other. The two men excommunicated each other. Wycliffe compared them to two dogs fighting over a bone. This went on for nearly forty years.

A council was held. The council said that a general conference of Christian men representing the Church was above all popes. They tried to get both popes to stop being pope. This was for the good of the Church, but the popes refused. The council put them both out, and they chose Alexander V. But he died in a short while, and John XXIII became pope. Some people

thought he had poisoned Alexander V. The shame of the papal court at Avignon, and the shame of the papal division were amended; but a worst shame was still there. The Pope was still a wicked man.

The Pope sold *Indulgences*, or promises of forgiveness of sin. This issue surrounding Indulgences would cause the start of the Reformation. The Pope sold them to get money. He sent agents all over Europe who promised to forgive sinners if the sinners paid for Indulgences. Some Church leaders were still good Christians. They lived good lives. They tried to help people do right. But a lot of other leaders lived wicked lives.

This was what Wycliffe stood against. He wanted to fix this problem. Many agreed when he said the Church's trouble was its wealth and power, but they did not agree when he wanted the Church to give up its riches. They also did not agree when he said the teaching of the miracle of the Body and Blood was wrong. They wouldn't agree with John Hus, either.



John Hus engraving, by Christopher Murer, (1587)

**John Hus** taught at Charles University in Prague, in Bohemia. He was the greatest preacher in that part of the country. He had been born on a farm and had begged on the street to get his education. He made himself a scholar and leader. He lived a good life and spoke plainly. He saw the evils in the Church, and he made it his life's business to put an end to them. He read the books of Wycliffe and liked them.

There are two ways to deal with evil. One way is to attack it in general, without naming people. The other way is to attack people by name, picking out certain offenders and blaming them. The first way is usually easy and safe. The second way is full of danger. Hus took the second way.

For example, at the town of Wilsnack, priests of a church said there was a miracle. They said pieces of the bread of the Lord's Supper had shed blood on the altar and that this Holy Blood began to heal people. People came from all over, bringing their sick. Hus went to look into what was happening, and he found it was all a lie. People stopped going there. This caused the Wilsnack clergy to hate Hus.

Other clergy hated him as well because Hus spoke out too much. He was not careful with what he said. He didn't care whether his words were gracious or not. He didn't care about what people thought about him. He made enemies every day.

The most disliked name in Europe at that time was John Wycliffe. He was even more disliked than the popes, but Hus liked him. He did not like all the attacks Wycliffe made on church teaching, but he did agree with every word Wycliffe said about the wicked lives of churchmen, and he openly said so. When bishops were burning Wycliffe's books, Hus was reading and praising them. He was saying in Prague what Wycliffe was saying at Oxford.

Hus was called by his enemies, and he had to go before the council called to meet at Constance. Emperor Sigismund was to oversee this council. Hus agreed to appear

before the council. He knew he was not against anything in the Church except its sins. The Emperor gave him a safe-conduct. A safe-conduct was a paper that promised Hus would be safe from harm during his travel to the council. If needed, he would be brought back from the council to his home by the Emperor's own guard. So Hus went.



*Sigismund, Holy Roman Emperor,  
by a Bohemian artist (1433)*

The council put Hus in prison. They paid no attention to the safe-conduct of the Emperor, and the Emperor did not do anything about this. Any man accused of false teaching was believed to be a heretic until he proved himself innocent. No legal protection was to be given to heretics. All promises made, safeguards given, and oaths sworn meant nothing.

Hus was put in prison before his trial. Then he was moved to another prison. He was chained by the arms during the day and by the arms and legs at night. These were some of the gentler actions of the Inquisition.

He was brought before the council, but the crowd would not let him speak. Charges were read against him. Words were taken from his books and from Wycliffe's books. They were said to be against the faith and the Church. Some things he was accused of

saying he did not say. Hus told the council that he would change his words if anybody could show they were not true. He held that belief is a matter of personal thought and conviction and could not be forced. Nobody could convince him that was wrong.

Hus won the hatred of the Church by his free speech about the sins of churchmen. He was condemned and sentenced.

The council condemned him to be burned. That was their answer to the man who tried to bring the Church back to plain rightness of true religion. They agreed that the Church needed reforming. They had

gathered to reform it, but they did not like John Hus's way.

They put him in priest's garments. They placed a chalice and bread plate in his hand, and then took them away with curses.

"We commit thy soul," they said, "to the devil."

"And I commit it," he answered, "to the most sacred Lord Jesus Christ."

They put a paper cap on his head. It had writing on it that said he died for falsehood. He was taken out and tied to a stake with a chain about his neck. Wood was piled up about him, and he was burned to death.



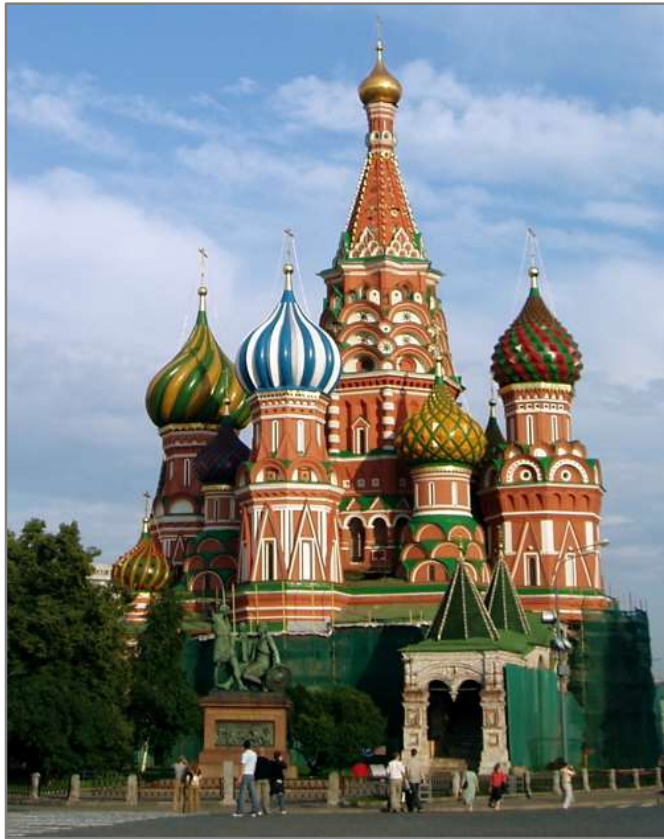
*Burning of Jan Hus at the Stake at the Council of Constance, by Carl Gustaf Hellqvist (1415)*

# The Artios Home Companion Series

## Unit 23: Russia and Switzerland in the Middle Ages

### Teacher Overview

RUSSIA AND Switzerland are often overlooked during the study of the Medieval and Renaissance time periods. However, the foundational histories of those countries reach into modern times and affect us today.



St. Basil's Cathedral is a monument to the Russian conquest of Kazan in 1552.  
(By David Crawshaw - Own work, CC BY-SA 3.0,  
<https://commons.wikimedia.org/w/index.php?curid=64458>)

### Key People, Places, and Events

Ivan IV, "the Terrible"  
William Tell  
Arnold von Winkelried



Detail from the Statue of William Tell and his son in Altdorf, by Richard Kissling, (1895)

### 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 **Russia and Switzerland during the Middle Ages**.
- 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

### **Speak truly, seeking to make peace.**

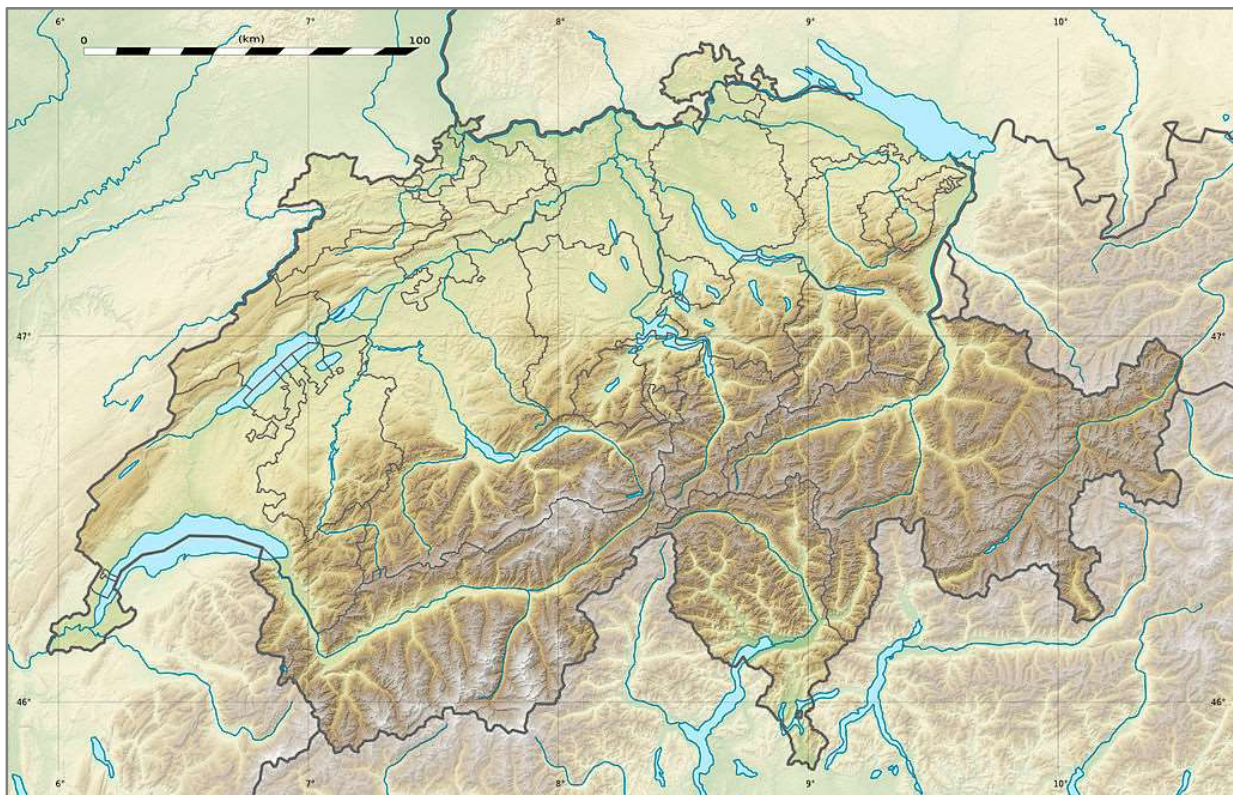
*Speak the truth to one another; render in your gates judgments that are true and make for peace.*

– Zechariah 8:16

### **Believers are called to set a good example for others.**

*Let no one despise you for your youth, but set the believers an example in speech, in conduct, in love, in faith, in purity.*

– 1 Timothy 4:12



Relief Location map of Switzerland

(By Eric Gaba (Sting - fr:Sting) and NordNordWest - Background relief map (relief, lakes and rivers): own work by uploaderSource of data: NASA SRTM3v2 (public domain)All other data (rivers, lakes and boundaries) taken from File:Switzerland\_location\_map.svg created by NordNordWest under CC-BY-SA-3.0United States National Imagery and Mapping Agency dataWorld Data Base II dataBundesamt für Umwelt BAFU, CC BY-SA 3.0, <https://commons.wikimedia.org/w/index.php?curid=8670093>)

# Lesson One

## History Overview and Assignments Russia

RUSSIA, ONCE RULED by descendants of Norsemen, was overrun by Turkic Tatars in the thirteenth century and separated from the activity and trade of the rest of Europe. Once the invaders' rule was overthrown, Russia sought to expand relations with the rest of the European world, but was hindered by the lack of a seaboard harbor by which to send out ships of trade.

### Key People, Places, and Events

Ivan IV, "the Terrible"

### Discussion Questions

1. Why wasn't Russia well known in Europe by the height of the Middle Ages?
2. Describe Ivan the Terrible's early life.
3. What was the biggest problem Ivan faced because of the location of Russia?
4. How did Ivan try to fix that problem?



Czar Ivan the Terrible, by Viktor Mikhailovich Vasnetsov (1897)

### Reading and Suggested Assignments

- Read the article: *The Progress of Russia*.
- 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.

## *The Story of Europe*

by Henrietta Elizabeth Marshall

### *The Progress of Russia*

Europe was expanding and very active during the height of the Middle Ages, but there were three nations that did not do much with the rest of the Continent. They were Russia, Italy, and Germany. Italy and Germany were busy with their wars, and Russia was not involved simply because it was not well known.

Norsemen lived in Russia, but the region was invaded in the thirteenth century by Turkic Tatars who had come into Europe from Asia. They ruled Russia for more than two hundred years. The Russian princes, who were proud heirs of a famous Northman named Rurick, were forced to pay the Tatars money to ensure peace. The Tatars eventually became weak, and the Russians began to fight them. After a long war, they were free.

The princes of Moscow broke first from the Tatars, and Moscow became the capital. The princes of Moscow wanted to unite Russia. This was accomplished by Ivan III the Great, his son Basil III, and his grandson **Ivan IV**, who became known as “**the Terrible**.” Their rule lasted for more than a century.

Ivan the Great worked to unite Russia. He was called Binder of the Russian Lands. He united Russia by killing lesser rulers. He was very cruel. He could have been called Terrible like his grandson.

Basil III came after Ivan. He was not as smart as his father. He was not as brutal, either, although he did throw people in prison and cut off the heads of anyone who questioned him. He joined his lands and added to them. When he died, his son was only three.

#### **Ivan the Terrible**

The great nobles fought for power, while

the young future ruler was neglected and forsaken. He was clothed like a beggar. He felt hunger. He was cold and lonely. He learned to read, though, and his favorite books were the Bible and books about history. He read about Jewish kings, the rulers of Babylon and Egypt, and the emperors of Rome and Greece. All of those rulers were called *czar* (from “Caesar”) in his language. Little Ivan decided he would become a czar. So he read and thought and waited. When he was seventeen, he ordered the people to crown him. He was crowned Czar of All Russia.



*Ivan the Terrible Next to the Body of the Son He Has Killed, by Vyacheslav Schwarz (1864)*

Czar Ivan began to rule his large lands, but Russia had one great flaw. It was surrounded by land and had no seaport harbor from which to trade goods by ship except for the Arctic Ocean, which was usually frozen. The Baltic shores were controlled by the Swedes, Poles, and a German army called the Brothers of the Sword. The original aim of the Brothers of the Sword was to bring the Baltic heathen to Christianity, but they fought frequently with Russia. They extended Germany to the east. Russia was shut off from the Black Sea and

the Caspian Sea in the south by Mongols. This is why Russia was not involved in the seafaring discoveries of Western Europe. Russia was fenced in on all sides from the sea by her enemies. Russia was also working toward unity and had no time to explore. As a result the region was shut out from Europe and was hardly a European country at all.

### **Struggles For a Seaboard**

Ivan IV wanted to join Europe's activity. He saw this could make his country great. He knew to do that he needed a seaboard. So he fought the Mongols on his southern borders and opened up a trade route to Persia and the East. But he could not win a Baltic port. Poland and Sweden controlled the Baltic shores. A greater czar than Ivan would win the Baltic seaboard for Russia a hundred and fifty years later.

The Russians did have a seaboard to the north, inside the Arctic Circle, but it was closed by ice for many months every year. English sailors were looking for new ways to the East. They found Russia while looking for a northeast route to China.

The English began to trade with Russia on this icy northern route. Dutch, Spanish, Italian, and French traders came after them, but the English had been first and kept most of the trade.

Russia would have grown faster if the Germans, Poles, and Swedes had not tried to stop it. They were afraid Russia would become powerful. They wanted to keep Russia out of trade, learning, and industry. They wanted to keep Russia away from Western European weapons of war. It was said that the King of Sweden told the English sailors he would kill them if they traded with Russia. So Russia had a hard time establishing trade among the other countries, and for a long time it remained a rather isolated Asiatic empire.

Ivan IV was able to leave his empire stronger and more advanced than he had found it, because he was both savage and smart. As a statesman he was ahead of his times. He knew the needs of his kingdom better than any man. But he was also cruel and vicious and had a horrible temper. He ruled well and wisely for the first fourteen years he was king, but later he became cruel and bloody. He earned the name of "Terrible" because he destroyed the great nobles by killing them and their families, laying waste the land with brutal fighting.

After Ivan died, Russia had more trouble, and his family soon died out. The people rose up in 1613, and Michael Romanov, a descendant of Rurick the Northman, was chosen as the new czar. He did not have much talent or ability, but his house would rule Russia until 1917, when his descendant Nicholas II was forced to give up the throne.



Michael Romanov



## Lesson Two

### History Overview and Assignments The Rise of the Swiss Confederation

SWITZERLAND, a scenic region of mountainous land in the middle of Europe, was fought for by the dukes of Austria, but the robust Swiss mountain men defeated the Austrian knights by joining their forces together to fend them off. Glorious stories, both true and legendary, come down to our time of the heroic efforts made by men like William Tell and Arnold von Winkelried to drive the usurpers out and protect their beloved homeland.



#### Reading and Suggested Assignments

- Read the article: *The Rise of Switzerland*.
- 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 your **HCS Class pages** for this lesson.
- Be sure to visit your **HCS Class pages** for additional resources.

#### Key People, Places, and Events

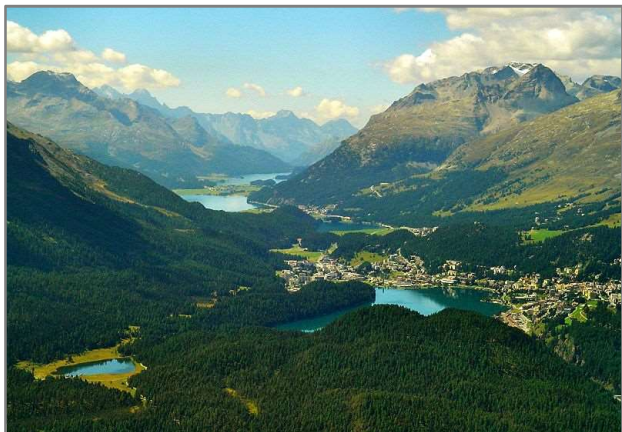
William Tell  
Arnold von Winkelried

Adapted for Elementary School from the book:

## *The Story of Europe*

by Henrietta Elizabeth Marshall

### *The Rise of Switzerland*



Switzerland

The Swiss fight for freedom began during the war between Louis IV, “the Bavarian” and Frederick “the Fair.” Switzerland had been part of the Holy Roman Empire since the eleventh century. It was not a nation during that time but was divided into sections called *cantons*. One of the cantons was called *Schwyz*. That name would later be given to the whole country.

The mountaineers who lived in the cantons were brave and loved freedom. Hapsburg dukes of Austria tried to take possession of the cantons and make themselves overlords, but the Swiss fought against them. Three forest cantons, Schwyz, Uri, and Unterwarden, united into a league for protection and defense.

### **William Tell**

This fight began at the start of the fourteenth century, when Louis and Frederick were fighting over the right to rule the empire. A legend from this time says that an expert crossbow shooter named **William Tell** killed a Hapsburg nobleman after the nobleman forced William to shoot an apple from his son’s head. Nobody today knows whether this story is true, but it

shows how furious the Swiss were. They did not like living as servants and wanted to throw off the Austrian overlords.



A depiction of William Tell’s famous shot, in the Schweizerisches Landesmuseum, Zurich (1782)

The first great battle was fought at Morgarten, between the Swiss League and the Austrians. The year was 1315, and the Duke of Austria was named Leopold. He fought in support of his brother, Frederick the Fair. His army was made up of the best Austrian knights, but the untrained Swiss mountaineers defeated them. This triumph caused two things. It put an end to the rule of Austria over the three forest states, and it bound them closer together.

Louis IV, the other emperor, was happy the House of Austria had lost. He liked the League. It grew stronger while he ruled. The

Swiss did not fight to break from the empire. They fought only to break from the House of Austria. But the dukes of Austria did not want to lose their power over the mountaineers and cow keepers, so they remained at war with the Swiss.

This war did not help Austria at all, though. The Swiss Confederation kept on growing stronger. The Austrians lost again at the Battle of Sempach, 72 years after Morgarten.



Romantic painting *Winkelried at Sempach: Arnold von Winkelried's deed in the Battle of Sempach*, by Konrad Grob (19<sup>th</sup> century)

### **Arnold von Winkelried**

There was a legendary Swiss hero at this battle named **Arnold von Winkelried**. It is said that he gave his life for his country. The army of Austrian nobles was standing firm and the Swiss could not break through their lines, but Winkelried decided to force a way through.

“Comrades,” he cried, “I will make a way for you.” He spread his arms wide and shouted, “Make way for Liberty!” Then he ran into the spears. He fell to the ground and died, but the wall of steel was broken, and the Swiss marched through to victory.

The Swiss won another battle two years later at Nafels. The power of Austria over the Confederacy was finally broken. The Hapsburgs gave up their claims and signed a peace for seven years. This peace was renewed from time to time. The brave mountaineers were left alone for a long time. They grew stronger as more towns and cantons joined the League.



Sculpture of Arnold von Winkelried (lying and dying) made by Ferdinand Schlöth in Stans, Switzerland  
(CC BY-SA 3.0 by Ikiwaner : [https://commons.wikimedia.org/wiki/File:Stans\\_Winkelrieddenkmal.jpg](https://commons.wikimedia.org/wiki/File:Stans_Winkelrieddenkmal.jpg))

### **Zurich and Austria**

The Swiss had a civil war when the canton of Zurich decided to join with Austria and the empire. The Swiss Confederacy became angry and made war against Zurich. Emperor Frederick, on the Austrian side, turned to France for help, even though France was in the midst of fighting the Hundred Years' War. France gave the empire an army of thirty thousand soldiers, but they were not good soldiers. They were only hungry adventurers, but their army was twice as big as the Swiss army, and they defeated the Swiss at the Battle of St. Jacob's.

The Swiss lost the battle. But they were very brave and put up a good fight, and the battle was seen as one more step to freedom. The war went on. Zurich left Austria five years later and rejoined the Confederacy.

The Swiss became friends with the French king, Louis XI, twenty-six years after the battle of St. Jacob's. He was the one who had defeated them, but he now talked them into going to war against Charles of Burgundy. Charles was an enemy of Louis. The Swiss beat Charles in two great battles, and Charles was killed the next year in a battle near Nancy.

The Swiss Confederates were drawn ever closer by these events. They were now seen as a nation, and they were called the Swiss.

They were still part of the Holy Roman Empire, but they lived largely on their own. They had not fought against the empire, only against the Hapsburg House of Austria. But the emperors were now elected from the Hapsburgs, and they wanted to beat Switzerland. The Swiss fought back once more. They were very strong, while the empire had become very weak. After a number of battles Switzerland finally won

their independence, although this independence was not openly recognized until the Peace of Westphalia in 1648.

By this time the Swiss were famous for being great fighters. The rulers of Europe all wanted to have Swiss soldiers in their armies, and Switzerland became a “market of men.” Swiss soldiers fought in almost every great European war. They could fight on any side they were paid to fight on, but they kept their nationality. Because of this, the little republic has kept itself safe and united.



Location of Switzerland (green) in Europe (green & dark gray)

(By Hayden120 and NuclearVacuum - File:Location European nation states.svg.

This vector image was created with Inkscape., CC BY-SA 3.0, <https://commons.wikimedia.org/w/index.php?curid=8109256>)

# The Artios Home Companion Series

## Unit 24: The Fall of Constantinople and the Rise of the Ottomans

### Teacher Overview

MUSLIM OTTOMAN TURKS conquered Constantinople in 1453. After this conquest, Suleiman the Great marched his Muslim army on into Europe and then out into the Mediterranean. Further south, culture was developing on the continent of Africa.



Hagia Sophia in Istanbul, a former Greek Orthodox Christian church, later an imperial mosque, and now a museum

### 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 fall of Constantinople** and **the reign of Suleiman**.

- Watch the videos found on their **HCS Class pages** for this unit.
- **Optional:** Read suggested supplemental readings from *The World of Columbus and Sons*, by Genevieve Foster.
- Visit their **HCS Class pages** 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

### Speak truly, seeking to make peace.

*Speak the truth to one another; render in your gates judgments that are true and make for peace.*

– Zechariah 8:16

### Believers are called to set a good example for others.

*Let no one despise you for your youth, but set the believers an example in speech, in conduct, in love, in faith, in purity.*

– 1 Timothy 4:12

### God does not always call the equipped, He equips those He calls.

*But God chose what is foolish in the world to shame the wise; God chose what is weak in the world to shame the strong.*

– 1 Corinthians 1:27

## Key People, Places, and Events

Cathedral of St. Sophia

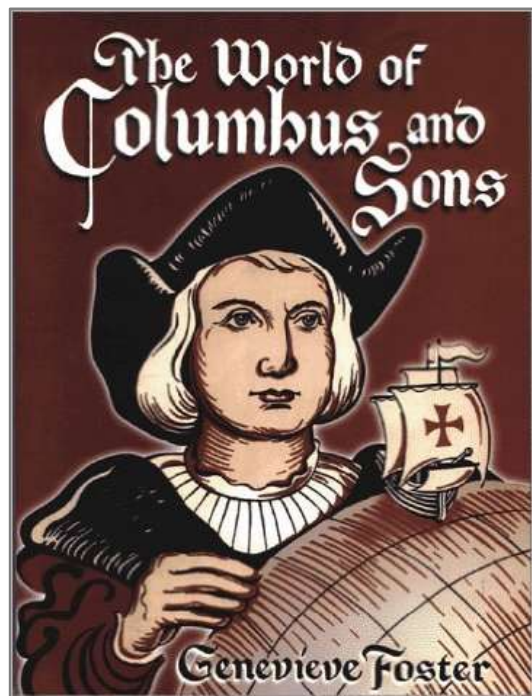
Constantine XI

Mehmed II

Suleiman I

### Additional Material for Parent or Teacher:

From this unit until the end of this time period's curriculum, additional reading will be suggested from the book *The World of Columbus and Sons*, by Genevieve Foster.



# Lesson One

## History Overview and Assignments The Fall of Constantinople

AFTER THE FALL OF Constantinople, many Greeks fled the city and took with them rare treasures of the Greek and Roman culture. Most of these treasures were taken to Italy, where they were highly valued and studied. This led to the spread of Greek learning and culture throughout Europe.



*Sultan Mehmed II's Entry Into Constantinople,*  
by Fausto Zonaro

### Reading and Suggested Assignments

- Read the article:  
*The Fall 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 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.
- Suggested Supplemental Reading: *The World of Columbus and Sons*, Introduction through Page 40.
- Be sure to visit your **HCS Class pages** for additional resources.

### Discussion Questions

1. Describe how the city of Constantinople was conquered by the Ottomans.
2. How did the fall of Constantinople help the Greek culture to spread?

### Key People, Places, and Events

Cathedral of St. Sophia  
Constantine XI  
Mehmed II



*Constantine XI Palaiologos, the Last Byzantine Emperor,*  
by unknown Byzantine artist (15<sup>th</sup> century)

Adapted for Elementary School from the book:

## **European Hero Stories**

by Eva March Tappan

### **The Fall of Constantinople**

The Medieval period was a frightening time to be in the part of Europe that's now known as Turkey. The area was part of the Eastern Empire after Rome fell in 476, but the Eastern Empire was hardly Roman. It was all Greek. It was known as the Greek Empire, but it would end up neither Roman nor Greek.

During the Middle Ages, the Muslim Ottoman Turks at its borders had won Asia Minor and the lands south of the Danube, and they had beaten Greece, north of the Isthmus. Then they came against Constantinople (modern Istanbul), the capital of the Eastern Empire, in 1453.



*Mehmet II Conquering Constantinople with a giant bombard, painting by Fausto Zonaro (1903)*

#### **The Attack on Constantinople**

When the great Turkish cannon fired its heavy stone balls, men and women ran into the streets. They beat their chests and cried, "God have mercy upon us!"

The enemy continued to attack. They used arrows, catapults for throwing stones, and a few rifles. They pushed a two-story tower, on wheels and covered with buffalo hides, close to the city. The archers at the top story could shoot at soldiers on the walls.

The Greeks threw their famous Greek fire on the tower and burned it to ashes. Both Greeks and Turks dug tunnels. Some of these were blown up. Sometimes the workers in them could not breathe from smoke or gas, and they died.

The Turks dug a narrow canal five miles long, from the Sea of Marmora to Constantinople. They covered it with greased logs. One morning the Greeks found thirty Turkish ships almost under their walls. The Turks' oxen had dragged them to shore at night. The people became afraid and begged their emperor to run away. He would not do that. "I want to die here with you," he said.

The people saw that the city would fall. Thousands took refuge in the great **Cathedral of St. Sophia** (the *Hagia Sophia*). There was an old prophecy about this church which said the Turks would force their way into the city, but when they reached St. Sophia, an angel would appear with a heavenly sword, and the Turks would flee.



Rumeli Hisari Fortress, Bosphorus, Istanbul, Turkey, built by Sultan Mehmed II between 1451 and 1452

(CC BY-SA 2.0 by archer10 (Dennis) :

<https://commons.wikimedia.org/wiki/File:Turkey-1290.jpg>



The Emperor, **Constantine XI**, prayed for a long time. He received Holy Communion, and he asked the priests and the members of his court to forgive him if he had ever done them wrong. The people's sobs and cries echoed throughout the church.

When Turks entered the city under the command of Sultan **Mehmed II**, no angel stopped them when they reached the church. The Emperor fell. He had his sword with him. He fought for his empire and the Christian faith.

The Turkish commander gave the city to his soldiers. They stole gold, silver, bronze

and jewels. They tied people together, and they took them to sell as slaves. They tore down the cross from beautiful St. Sophia. They replaced it with the Muslim symbol—a crescent.

The Greeks who managed to get away took their treasures and their rare old Greek writings. Most went to Italy, where they were welcomed. Learned Greeks had started moving to Italy a long time before. Italians were delighted by Greek literature. They eagerly read the writings, and they sent copies to their friends. A knowledge of and love for Greek literature spread through Europe.



Map of Constantinople (modern Istanbul), designed in 1422 by Florentine cartographer Cristoforo Buondelmonti, is the oldest surviving map of the city, and the only surviving map which predates the Turkish conquest of Constantinople in 1453.

## Lesson Two

### History Overview and Assignments Suleiman the Sublime

SULEIMAN was an Ottoman conqueror in Europe. He and his armies were feared on land and on sea. Although he was able to make many beneficial laws for his people, he spent so much time fighting those around him that he was stopped short in his reforms.



Suleiman I was the tenth and longest-reigning Sultan of the Ottoman Empire, from 1520 to his death in 1566. He is known in the West as Suleiman the Magnificent, and in the East as the Lawgiver, for his complete reconstruction of the Ottoman legal system.

#### Discussion Questions

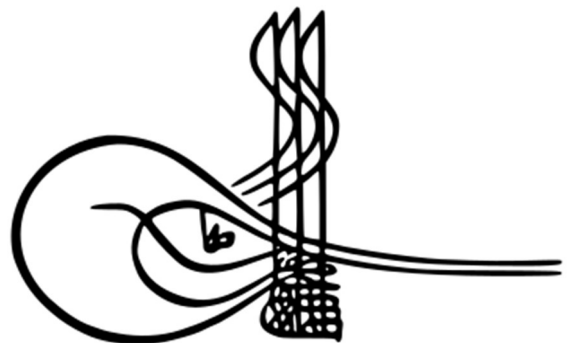
1. What happened to the Cathedral of St. Sophia?
2. How did Suleiman try to expand his empire?

#### Reading and Suggested Assignments

- Read the article:  
*Solyman the Sublime*.
- 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.



Suleiman I's signature

## Famous Men of Modern Times

by John Henry Haaren

### Solyman the Sublime

When Charles V was emperor of Germany, Suleiman (also spelled Solyman) was Turkey's sultan. Suleiman was born about 1494, and was made sultan in 1520. His father was dying. He told Suleiman, "My son, I am dying. You will soon be ruler of Turkey. While I have been sultan, I tried to make my empire a strong power. Promise me that you will carry on the work which I have begun. Try to make the Turkish nation respected and feared."

"Father," replied Suleiman, "I will do all that I can to make my country the equal of any in the world."

Europe had not known about the Ottoman Turks until the time of King Louis IV of France, when a small force of them had invaded from Central Asia. They would win Asia Minor.

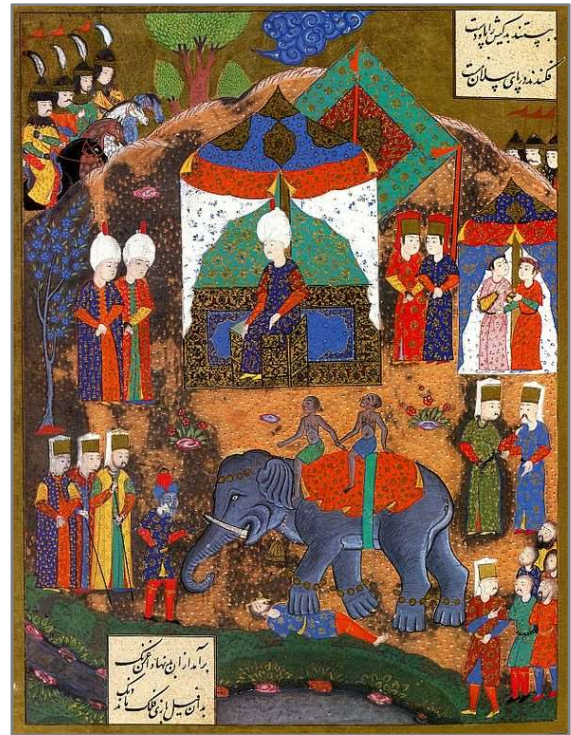
In 1453 the Turks had conquered Constantinople, the same year that Gutenberg printed his first Latin Bible. After his victory, Sultan Mehmed II had thanked Allah at sunset and made the Cathedral of St. Sophia a Muslim place of Muslim worship.

### The Turkish Invasion of Europe

Once the Turks won Constantinople, they were at the edge of Europe. They fought to win the continent, and this war went on for over two hundred years.

In 1521, Mehmed's great-grandson **Suleiman I** entered Serbia and attacked the capital, Belgrade. This was a sturdy city, the defense of eastern Christians, but Suleiman defeated it and made Serbia part of Turkey.

Then he entered Hungary. He fought at the Battle of Mohács in 1526, and he won. Many Hungarian nobles died, and their king, Louis II, also died.



Ottoman miniature from the *Süleymanname* depicting the execution by elephant of defeated enemy in Belgrade, by Matrakci Nasuh (16<sup>th</sup> century)

A large part of the Danube Valley was now Suleiman's. Parts of it remained Turkish for three hundred years.

Some Hungarian nobles elected a king. He was John Zápolya. A prince who had a better right to the throne was Ferdinand, Duke of Austria, who was the brother of Charles V.

Zápolya could not beat Ferdinand, so he asked Suleiman for help. Suleiman agreed. He thought it would help him win all of Hungary. He marched in with a large army. He took the city of Buda, and he stayed there.

Later Suleiman went on to Vienna with almost two hundred thousand men. Vienna was Ferdinand's capital. Suleiman was defeated there, but fighting continued until

it was agreed that John Zápolya would be king of one-half of Hungary. He became a vassal to Suleiman. Suleiman forced Ferdinand to pay money for peace, and all Hungary became part of the Ottoman Empire for over a hundred and fifty years.

All of North Africa belonged at this time to the Muslims. It was easy to attack Christian ships from its shores. Suleiman chose Tunis for his shipping center. Barbarossa was his admiral. All Christian seamen were afraid of him. Suleiman forced nations bordering the Mediterranean to pay money to him. He saw the sea as part of Turkey. No other nation had the right to sail on it.

Emperor Charles decided to capture Algiers, on the northern coast of Africa, in order to stop Christian suffering there. Christians there were prisoners, and some were slaves of the Turks. With an army of over twenty thousand, he landed near Algiers. It seemed he could take the city.

But a storm came up that night, and a huge rain fell. The soldiers had no tents and became wet, and the wind was icy cold. Before morning the Turks attacked the Christians.

Charles got on his horse and cheered his men. They fought bravely, but they could not capture the city. They lost several hundred men. They went back to their ships and sailed back to Spain.

Dragoot was another of Suleiman's captains. He attacked two villages near Naples and took about a thousand prisoners. They were men, women, and children. He told the Christians they could buy back their relatives or friends, and he told the Turks they could buy the Christians as slaves.

Suleiman and his Turks were feared on sea and land. Powerful European nations were afraid of them. Yet, they were not able to go beyond Hungary.

Europe finally stopped Suleiman, and he turned toward Asia. He invaded Persia. The Persians met him in battle, but in the end

their ruler was forced to pay Suleiman for peace. If he had not done that, Suleiman would have won the whole country.

Suleiman kept his promise to his father. He pushed Turkey into Europe. He pushed into Asia, and both continents feared him.

But the end was near. Hungary rebelled in 1566. Suleiman went to stop the rebellion. By now, he was a white-haired man of seventy-six. He was still healthy and active. He rode in front of his men on a favorite black horse. He was cheerful and hopeful. He spoke with his officers.

"I must conquer the Hungarians so well," said he, "that they will never revolt again. Then I will go home and hang up my sword. I am getting too old to bear the hardships of war."

He crossed the river Drave and attacked Szigeth. A small force of Hungarians fought back. They bravely resisted the Turks, but they had to give up after four weeks.

Suleiman did not live to enjoy his win, however, for he died before his victory.

If Suleiman had devoted himself to the advancement of his own people, instead of spending his life conquering, he might have done a great deal of good; for in the first years of his reign he made excellent laws. He tried to do justice to all; and he severely punished any officer of his kingdom who oppressed the people.

He was probably the greatest of all the sultans of Turkey.



Ottoman *sultani* manufactured during the reign of Suleiman the Magnificent. The *sultani* was an Ottoman gold coin. It was first minted during the reign of Mehmed II (r. 1451–1481), weighing about 3.45 grams. The *sultani* is the classic Ottoman gold coin also known generically as *altın* ("gold"). (Classical Numismatic Group, the copyright holder of this work, hereby publishes it under the GNU Free Documentation License, Version 1.2 or any later version published by the Free Software Foundation)

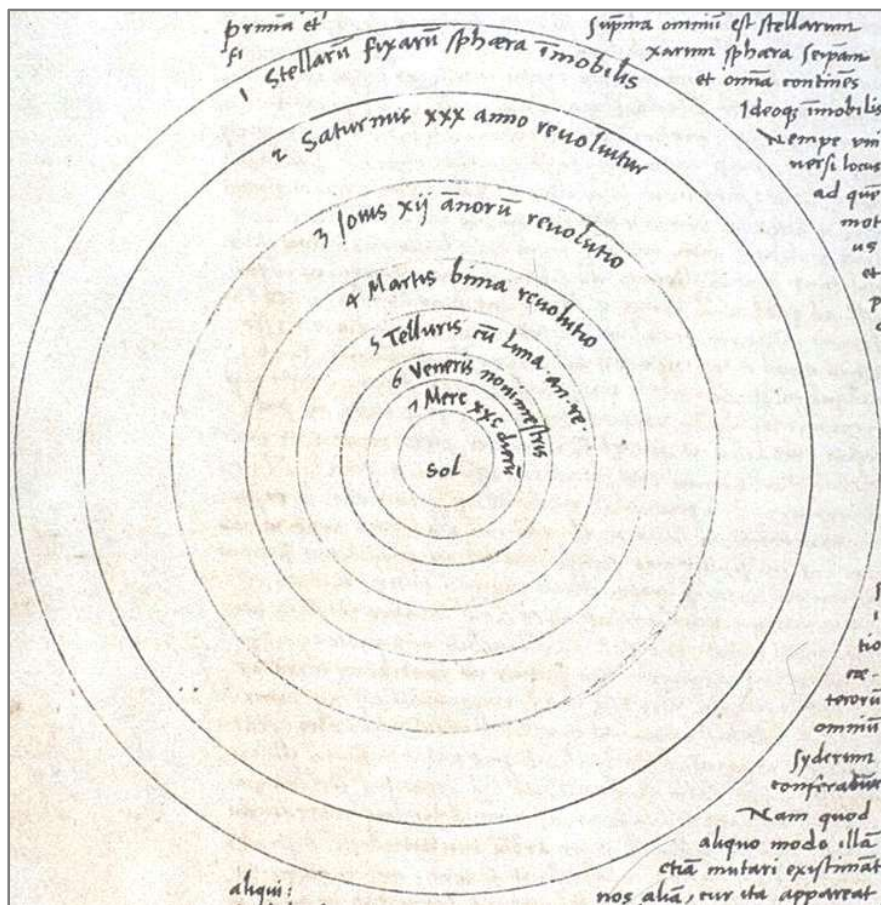
# The Artios Home Companion Series

## Unit 25: Rebirth of Art and Science

### Teacher Overview

THE RENAISSANCE was a time of great advances in science, literature, and the arts. After the fall of Constantinople, masses of Greek people fled the battle-damaged capital of the Eastern Empire and brought their treasures and learning with them to Italy, where they were warmly welcomed. Soon classical Greek learning spread throughout Western Europe, inspiring new ideas and creative efforts everywhere.

The most significant advance of all during these times, the invention of the printing press, allowed new and classical ideas to spread much faster and to more people than ever before. Some of these ideas sparked sharp conflict, and it soon became clear that even greater cultural changes were in store.



Nicolaus Copernicus' diagram of his heliocentric theory of the Solar System, from *De Revolutionibus Orbium Coelestium*

Lorenzo de' Medici's signature

## 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 Renaissance, printing in Europe, and the beginning of the Scientific Revolution.**
- Define a vocabulary word.
- Complete a biographical notebook page on the life of **Johannes Gutenberg.**
- Watch the videos found on their **HCS Class pages** for this unit.
- Read suggested supplemental reading from *The World of Columbus and Sons.*
- Visit their **HCS Class pages** to check for additional resources.

### Vocabulary

**Lesson 1:**  
renaissance

**Lesson 2:**  
none

**Lesson 3:**  
none

### Key People, Places, and Events

Michelangelo  
Leonardo da Vinci  
invention of gunpowder  
Johannes Gutenberg  
Laurens Janszoon Coster  
invention of the printing press  
Nicolaus Copernicus  
Galileo Galilei



*Lorenzo de' Medici, by Andrea del Verrocchio.*

Lorenzo de' Medici, Italian statesman, was one of the most powerful and enthusiastic patrons of the Renaissance.

## Leading Ideas

### **God grants salvation by grace alone, through faith alone.**

*And you were dead in the trespasses and sins in which you once walked, following the course of this world, following the prince of the power of the air, the spirit that is now at work in the sons of disobedience—among whom we all once lived in the passions of our flesh, carrying out the desires of the body and the mind, and were by nature children of wrath, like the rest of mankind. But God, being rich in mercy, because of the great love with which he loved us, even when we were dead in our trespasses, made us alive together with Christ—by grace you have been saved.*

– Ephesians 2:1-5

### **Live as servants of God.**

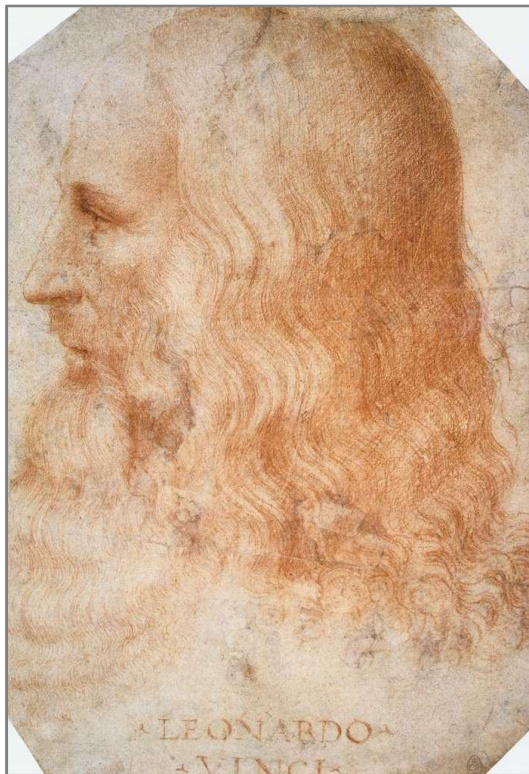
*Live as people who are free, not using your freedom as a cover-up for evil, but living as servants of God.*

– 1 Peter 2:16

### **Be wary so that you are not deceived by the lies of the world.**

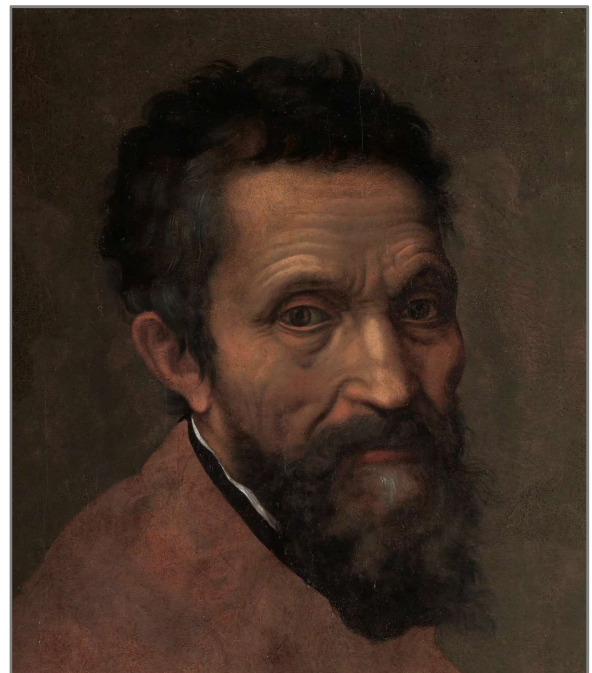
*See to it that no one takes you captive by philosophy and empty deceit, according to human tradition, according to the elemental spirits of the world, and not according to Christ.*

– Colossians 2:8



*Portrait of Leonardo, by Francesco Melzi.*

Leonardo da Vinci was an Italian whose areas of interest included invention, painting, sculpting, architecture, science, music, mathematics, engineering, literature, anatomy, geology, astronomy, botany, writing, history, and cartography.



*Michelangelo, by Miguel Angel*

Michelangelo was an Italian sculptor, painter, architect, poet, and engineer of the High Renaissance.

# Lesson One

## History Overview and Assignments The Beginning of the Renaissance

WHEN THE OTTOMAN Turks invaded Eastern Europe, masses of Greeks fled west, bringing classical thought and culture with them. Their ideas and creativity inspired great changes in the Western world, sparking a cultural revolution that brought Europe out of the Dark Ages and into a new, exciting era called the Renaissance. When we study the events of these times, we can see God's hand working to spread the gospel and prepare the way for the Reformation that was to follow.

### Reading and Suggested Assignments

- Read the article: *The Renaissance*.
- 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.
- Suggested Supplemental Reading: *The World of Columbus and Sons*, pages 41-68.
- Be sure to visit your **HCS Class pages** to check for additional resources.



Pico della Mirandola, who wrote the famous *Oration on the Dignity of Man*, sometimes called the "Manifesto of the Renaissance"

### Vocabulary

renaissance

### Key People, Places, and Events

Michelangelo  
Leonardo da Vinci  
invention of gunpowder

Johannes Gutenberg  
Laurens Janszoon Coster  
invention of the printing press



## Discussion Questions

1. Why did the classics remain unread before the Renaissance?
2. Why did Greek scholars come to Italy?
3. Name three Italian Renaissance artists.
4. How did gunpowder change the world?
5. How did the printing press change the world?
6. In what ways did the discovery of the New World affect people's thinking?

*Adapted for Elementary School from the book:*

### ***The Story of Europe***

*by* Henrietta Elizabeth Marshall

### ***The Renaissance***

The time in history between the Middle Ages and modern times is known as the **Renaissance**. Great cultural change began in Italy near the end of the 14<sup>th</sup> century. This period marked a time when learning revived and began to spread throughout Europe.

During the Renaissance people began to take a new look at morality and learning. They studied the classical writings, and when they looked at their own ways they found they didn't like them. Each man now wanted to think his own thoughts and live his own life. The Renaissance touched and changed all of life.

While the European nations had been growing stronger, life had centered on war and learning was neglected. Greek was forgotten. Plato was not known. Homer and Aristotle were read only in Latin, while the original books lay unopened in libraries because nobody could read them. There were no language books. Classical learning remained only in Constantinople, on the eastern edge of civilization.

#### **Italy and the Humanists**

When the Ottoman Turks entered Greece, masses of Greek scholars left and journeyed to Italy, where their culture and literature were welcomed. Italy was soon on the path to reviving classical learning and thought.

This was a form of revolt against the

Dark Ages, when very little ever changed and creative thought was discouraged.

Classical Greek and Latin writings were studied, and Italians such as Boccaccio and Petrarch developed new writings based on their ideas. These writings became known as the Humanities, and Petrarch is known as the first humanist.



Portrait of Francesco Petrarch,  
Italian poet and humanist, artist and date unknown

Italy loved Greek learning and art. So, when the Greek scholars brought in their books and pictures, they also brought their love of art and learning. Because Italy was ready for this, classical forms of art and literature were revived.

When armies attacked Italy, they could not bring themselves to destroy the country because of its wealth of art and culture. When the soldiers returned to their own lands, they brought this love of learning and creativity to others.



Statue of Filippo Brunelleschi, the oldest amongst the founding fathers of the Renaissance

### High Renaissance Art

Italy spread a new passion for art. **Michelangelo**, Raphael, Filippo Brunelleschi, and **Leonardo da Vinci** are some of her best known artists and architects from this time. The King of France asked them to come to his country, where they designed great castles and churches. Leonardo taught other artists, who became great builders. This architecture soon spread through Europe. Art and learning filled life, and gloomy castles disappeared, their place taken over by beautiful manor homes.

During this time European **gunpowder was invented**, and it changed the world. Nobody knows who first made it, but it

came into use in the middle of the 14<sup>th</sup> century, changing the way wars were fought. Now the armored knight on horseback was useless. Arrows might wound him, but lead bullets killed him.



The invention of gunpowder, anonymous maker, Museum Plantin-Moretus (PK.OPB.0168.004) (CCO : [https://commons.wikimedia.org/wiki/File:De\\_uitvinding\\_van\\_het\\_buskruit,\\_anoniem,\\_Museum\\_Plantin-Moretus,\\_PK\\_OPB\\_0186\\_004.jpg](https://commons.wikimedia.org/wiki/File:De_uitvinding_van_het_buskruit,_anoniem,_Museum_Plantin-Moretus,_PK_OPB_0186_004.jpg))

Castles fell before cannonballs, so they were soon abandoned.

Gunpowder changed things, but printing changed them even more by increasing learning. While it is uncertain whether it was **Johannes Gutenberg** or **Laurens Janszoon Coster** of Holland who actually **invented the** very first European **printing press**, it is known that presses came into use about the middle of the 15<sup>th</sup> century and their use spread quickly. Printing presses were in use in each country by the end of the century.

Printing changed the world because it spread learning. And as man discovered inexpensive ways to make paper, learning grew even more. Soon many people were able to own books.

### The New World

The Old World was changing fast, and Europeans soon found a new world. Christopher Columbus led the way across the Atlantic. Vasco da Gama soon followed, heading around the Cape of Good Hope. Then Ferdinand Magellan's ship sailed

around the world. Many other sailors soon followed. They found out Columbus had not gone to India, but instead had discovered a new land entirely unknown to them.



*The Wedding of the Virgin, Raphael's most sophisticated altarpiece of this period*

All of these trips revealed many things. It confirmed beyond doubt that the world was round and that people lived on the other side. It was also discovered that the world was much larger than previously thought. However, the Church had taught that there was no one on the other side, so to believe otherwise was considered sin. Because the Apostles were commanded to go forth to preach the Gospel to the whole world and had never gone to the other side of the world, it was thought that there could be no such place.

But brave sailors proved that the world was round and that people lived on the other side. This shocked men's ideas about the world, as well as their faith. If the Church was wrong in one area, maybe it was wrong in others. The discovery of the New

World made men want to think even more for themselves. The finding of the New World caused people to question what they had been taught.

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The center of European trade was no longer the Mediterranean. Italians had controlled European trade from the 12<sup>th</sup> and 13<sup>th</sup> centuries. Their rulers included families such as the Lombards and the Medicis. Cities like Venice had grown great on this trade.

But the discovery of America changed all of that. The focus of trade shifted from Italy to other countries on Europe's Atlantic coast. Many Italian ports were abandoned, while others became unimportant.

Countries which had a good location and men who loved adventure gained the most from the New World. Spain, Portugal, England, France, and the Netherlands all had good locations from which to trade.

All started out on an equal footing in the race. But over time, England outdid all the others.



*Saint Peter's Basilica, Rome, the most renowned work of Renaissance architecture*

## Lesson Two

### History Overview and Assignments Printing in Europe

WITHOUT DOUBT the most important development during the Renaissance was the invention of the printing press. In Germany, Johannes Gutenberg persevered in his dream to make books more available until he found a way to make it happen. In Holland, Laurens Janszoon Coster did the same, and soon printed books and pamphlets were spreading both new and classical thought throughout Europe.



Peter Small demonstrating the use of the Gutenberg press at the International Printing Museum

(By vlasta2 - Flickr: PrintMus 038, CC BY 2.0, <https://commons.wikimedia.org/w/index.php?curid=16412858>)

## Reading and Suggested Assignments

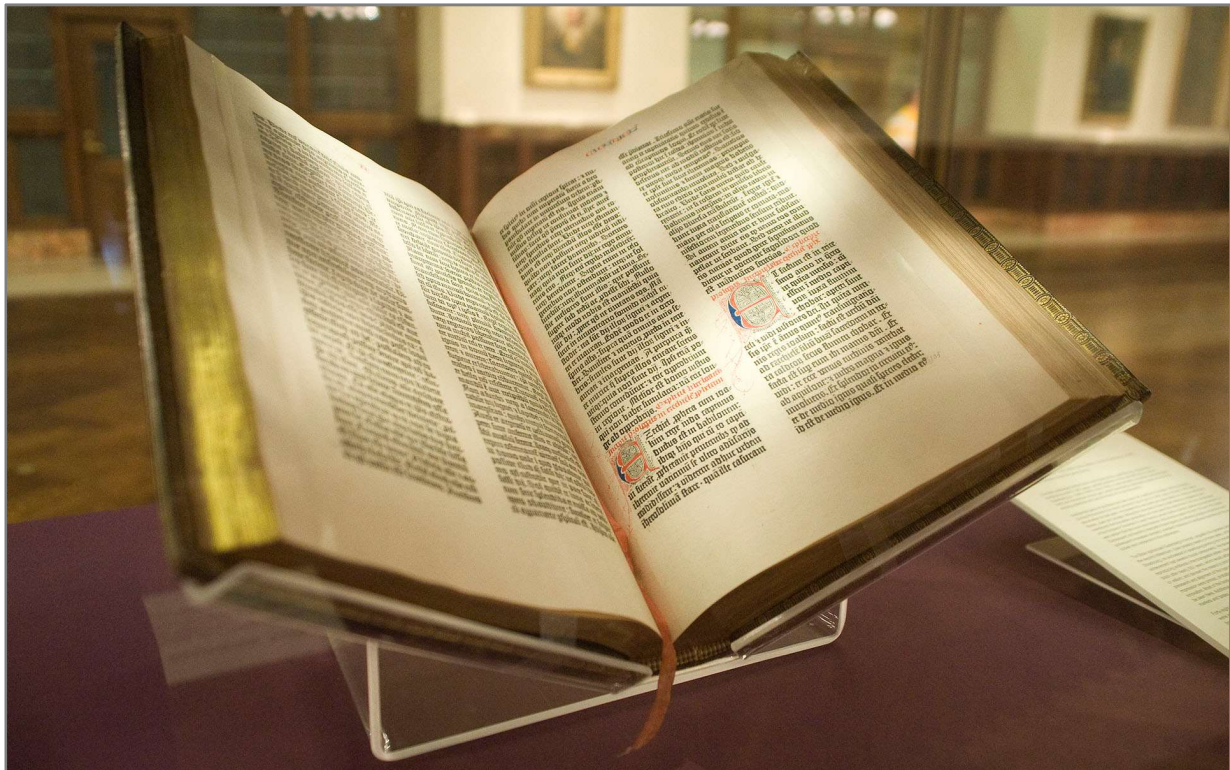
- Read the article: *Gutenberg*.
- After reading the article, summarize the story you read by completing a biographical notebook page on the life of **Johannes Gutenberg**. Be sure you include the answers to the discussion questions.
- Watch the videos found on your **HCS Class pages** for this lesson.
- Be sure to visit your **HCS Class pages** to check for additional resources.

## Key People, Places, and Events

Johannes Gutenberg

## Discussion Questions

1. What were handwritten books called during the Renaissance?
2. Describe Gutenberg's lifelong passion to develop the printing press.



Gutenberg Bible at the New York Public Library.

Bought by James Lenox in 1847, it was the first copy to be acquired by a United States citizen.

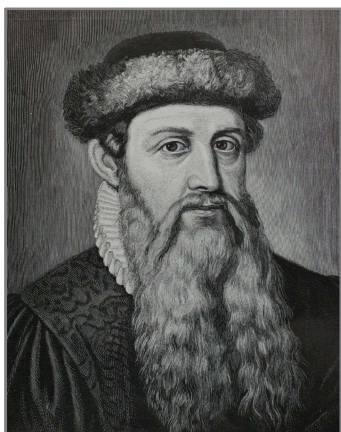
(By NYC Wanderer (Kevin Eng) - originally posted to Flickr as Gutenberg Bible, CC BY-SA 2.0,

<https://commons.wikimedia.org/w/index.php?curid=9914015>)

## Famous Men of the Middle Ages

by John Henry Haaren

### Gutenberg



Johannes Gutenberg,  
artist unknown (made after his death)

While Joan of Arc was rescuing France from England, a man named **Johannes Gutenberg** was busy in Germany.

Gutenberg was born in Mainz, and Germans believe he was the first to invent book printing. Although printing had been done in China for centuries, a good method was not found for it in Europe until this time. There are statues of Gutenberg in Dresden and Mainz celebrating his invention.

His father came from an upper-class family. Johannes learned to read, but the books he learned to read from had all been written by hand. These books are called “manuscripts” (manuscript means “written by hand”).

A new way of making books came into use while Gutenberg was growing up. It was better than copying by hand. It was called block-printing. The printer would cut a block of wood the size of a page. He would cut out every word of a page on the face of his block. He had to do this carefully. The printer had to cut away the wood from the sides of every letter. This left the letters raised, like the symbols in books for the blind.

Once the block was ready to use, the letters were inked. The paper was laid upon them and pressed down.

The new printer could make copies much faster. Making the blocks took a long time, and each block could only print one page at a time.

Gutenberg liked reading manuscripts, and he liked the block books his parents and their wealthy friends had, but he felt sorry for people who could not afford books. So he decided to find an easy and quick way of printing.



Early wooden printing press, depicted in 1568,  
by Jost Amman (1568). Such presses could  
produce up to 240 impressions per hour.

He looked for a workshop. He lived in Strasbourg, and there was a ruined old building in town where monks had once lived. It had one room that needed a little repairing before it could be used, so Gutenberg got the right to repair that room so he could use it as his workshop.

He began his work in secret. He didn't want his neighbors to know what he was doing. But they were curious about what he did from early morning to after dark. Some thought he was a wizard. They thought he met with the devil and that the devil was helping him do strange things.

Gutenberg did not care about what people thought. He tried one experiment after another. He was often discouraged when they did not succeed.

### **Gutenberg at Work**

After a while he had no money left, so he went back to Mainz. There he met a rich goldsmith named Fust.

Gutenberg told Fust about his workshop in Strasbourg. He shared how hard he had worked and how he wanted to make books cheaply, but that he had no more money for his experiments.

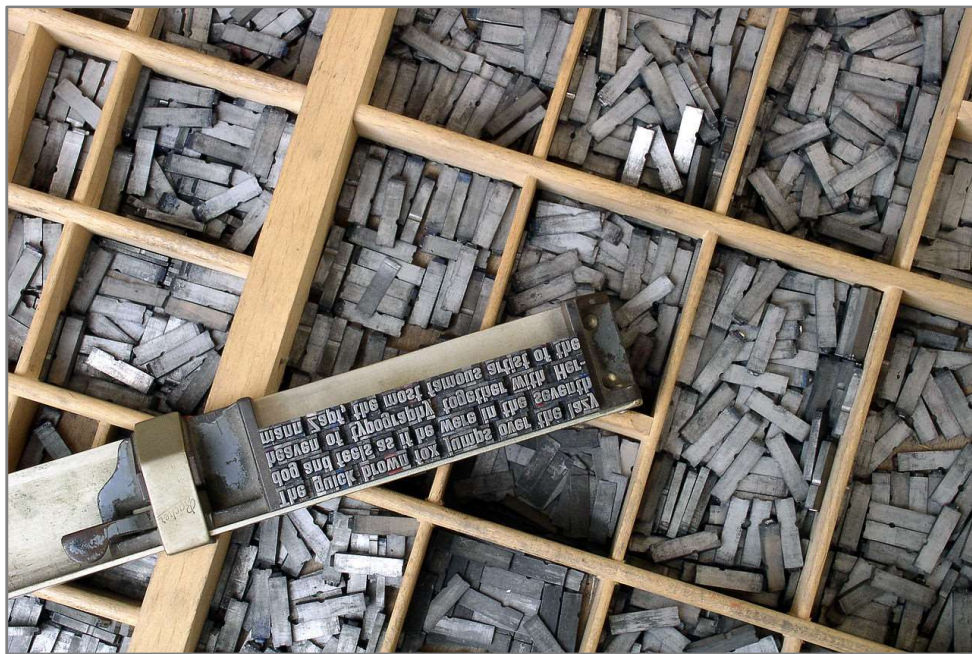
Fust became interested. He gave Gutenberg the money he needed. But when the experiments did not at first succeed, Fust lost patience. He argued with Gutenberg and claimed that Gutenberg was doing nothing. He believed that Gutenberg

was only spending money, so Fust took him to court. The judge decided in favor of Fust, and Gutenberg lost everything. He even lost the tools he worked with.

However, Gutenberg did not lose courage, and he did not lose all his friends. One of them bought Gutenberg new tools and rented a workshop for him. Gutenberg's hopes were finally fulfilled.

It is believed that he first made *types* from hard wood. Each type was a little block with a single letter at one end. These types were better than block letters. Block letters were fixed and could not be removed from the block, but the new types were moveable. A whole page could get set up for print. Then the types could be taken apart and set up again so that they could print any number of pages.

Types made of wood did not always print letters clearly, so Gutenberg tried metal types. Then he printed a Latin Bible. It was in two volumes. Each had three hundred pages, and each page had forty-two lines. The letters were sharp and clear. They had been printed from moveable types of metal.



Movable type sorted in a letter case and loaded in a composing stick on top  
(By Willi Heidelbach, CC BY 2.5, <https://commons.wikimedia.org/w/index.php?curid=154912>)

Note: the plate says - "The quick brown fox jumps over the lazy dog and feels as if he were in the seventh heaven of typography together with Hermann Zapf, the most famous artist of the." Can you read it?

## Lesson Three

### History Overview and Assignments Science During the Renaissance

NEW IDEAS IN science, especially in the area of astronomy, stirred great controversy during the Renaissance. Copernicus, Galileo, Bruno, and others shared concepts that contradicted the teachings of the Church. Since those teachings were not supported by the Bible, the new scientific ideas caused many people to question the authority, power, and place of the Church in their lives.



*Astronomer Copernicus, Conversation With God, by Jan Matejko (late 19<sup>th</sup> century)*

### Reading and Suggested Assignments

- Read the article: *The New Astronomy*.
- After reading the article and watching the videos, summarize what you read and saw 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.
- Suggested Supplemental Reading: *The World of Columbus and Sons*, pages 126-143.
- Be sure to visit your **HCS Class pages** to check for additional resources.



## Key People, Places, and Events

Nicolaus Copernicus  
Galileo Galilei

## Discussion Questions

1. What idea did Copernicus write about that the Church considered heresy?
2. Describe how beliefs about astronomy changed after the lives of Copernicus and Galileo.

*Adapted for Elementary School from the book:*

### *The Story of Europe*

by Henrietta Elizabeth Marshall

### *The New Astronomy*



Portrait of Copernicus holding a lily of the valley, published in Nicolaus Reusner's *Icones* (1587), based on a sketch by Tobias Stimmer (c.1570), allegedly based on a self-portrait by Copernicus. This portrait became the basis of most later depictions of Copernicus.

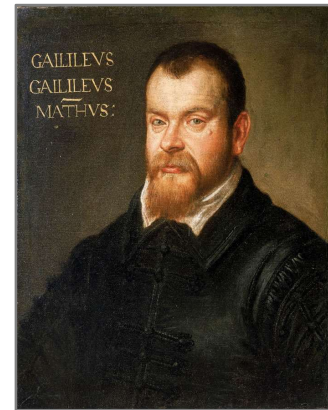
### **Nicolaus Copernicus**

When the New World was discovered, what had been considered the center of the world was forever changed. Men's ideas of the universe changed, too. Before this time, the earth was thought to be the center of the universe, while the sun and other planets turned around it. Suddenly, all of this changed.

**Nicolaus Copernicus** was an astronomer from Poland. An astronomer studies the stars and planets. Copernicus wrote a book that revived an old idea from Plato: that the earth turned around the sun.

This idea was new to men of his time, and it shocked their faith. The Church said such an idea was wrong and went against the Bible. This is not correct, but the teachers of the Church were upset because they thought Copernicus was attacking their authority. They thought the astronomer should be punished and not allowed to teach. But before they could punish him, Copernicus died.

His idea, however, did not die with him. Others kept it going. They helped to change how people thought about the world and space.



Portrait of Galileo Galilei,  
by Domenico Tintoretto (c.1602-1607)

### **Galileo Galilei**

One of those men was **Galileo Galilei**. He was an Italian astronomer. He began to spread the teachings of Copernicus about a hundred years after Copernicus died.

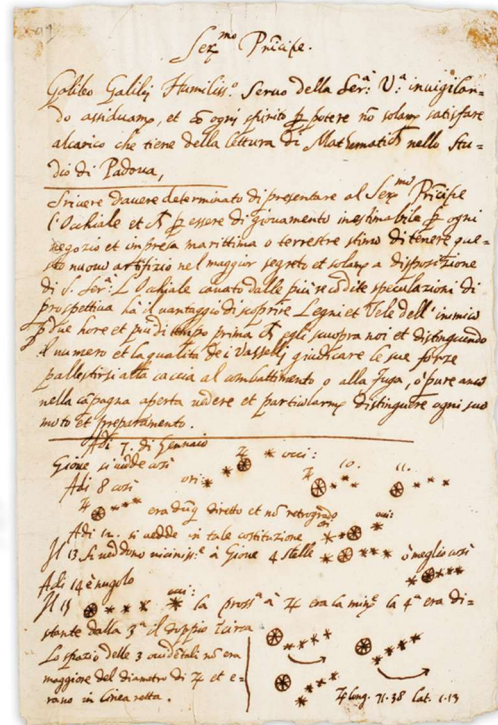
The Church opposed Galileo. They scolded him and told him he could not teach what he believed about the sun and the earth, because they believed it was wrong and against the Holy Bible. Galileo agreed to stop teaching the new ideas, and the church leaders left him alone. But after sixteen years, he began spreading these ideas again. He wrote a book that supported what Copernicus taught.

The Church came against him. He was now an old man of seventy, but he was still punished and put in prison. When he was threatened with death by fire, he gave up and said he was wrong. He said the earth was in one place. It is said by some that he rose after this and whispered, "And yet it moves."

Giving up saved Galileo from death, but he was still kept in prison. Later, he was allowed to go home and be imprisoned there. He died eight years later, while still a prisoner of the Church.

It came to be seen that this new type of independent thought stirred much conflict, and its spread was slowed by false beliefs. It went through dark prisons, torture, and fire at the stake, but in time it grew. The old

beliefs faded away, and the new took their place all over Western Europe. Men fought and won the right of private thought. They won their freedom.



It was on this page that Galileo first noted an observation of the moons of Jupiter. This observation upset the notion that all celestial bodies must revolve around the Earth. Galileo published a full description in *Sidereus Nuncius* in March, 1610.



Galileo Facing the Roman Inquisition,  
by Cristiano Banti (1857)

# The Artios Home Companion Series

## Unit 26: The Age of Exploration

### Teacher Overview

TRADE ROUTES, the power of nations, the control of the Church, and the spread of learning and knowledge were all dramatically affected by the European discovery of the New World. Where Venice had once led trade, other cities further north soon took over, sending ships on voyages of discovery in search of better routes to greater and greater fortune.



*Vasco da Gama Lands at Calicut, 20 May 1498,*  
by Ernesto Casanova (c.1880)

### 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 **discoveries in the New World** and **Christopher Columbus**.
- Watch the videos found on their **HCS Class pages** for this unit.
- Read suggested supplemental readings from *The World of Columbus and Sons*.
- Visit their **HCS Class pages** to check for additional resources.



Queen Isabella ~ Christopher Columbus Issue of 1893

### Key People, Places, and Events

Bartholomew Diaz  
Vasco da Gama

Christopher Columbus  
Isabella I

John Cabot  
Ferdinand II

## Leading Ideas

### **God grants salvation by grace alone, through faith alone.**

*And you were dead in the trespasses and sins in which you once walked, following the course of this world, following the prince of the power of the air, the spirit that is now at work in the sons of disobedience—among whom we all once lived in the passions of our flesh, carrying out the desires of the body and the mind, and were by nature children of wrath, like the rest of mankind. But God, being rich in mercy, because of the great love with which he loved us, even when we were dead in our trespasses, made us alive together with Christ—by grace you have been saved.*

– Ephesians 2:1-5

### **Live as servants of God.**

*Live as people who are free, not using your freedom as a cover-up for evil, but living as servants of God.*

– 1 Peter 2:16

### **Be wary so that you are not deceived by the lies of the world.**

*See to it that no one takes you captive by philosophy and empty deceit, according to human tradition, according to the elemental spirits of the world, and not according to Christ.*

– Colossians 2:8



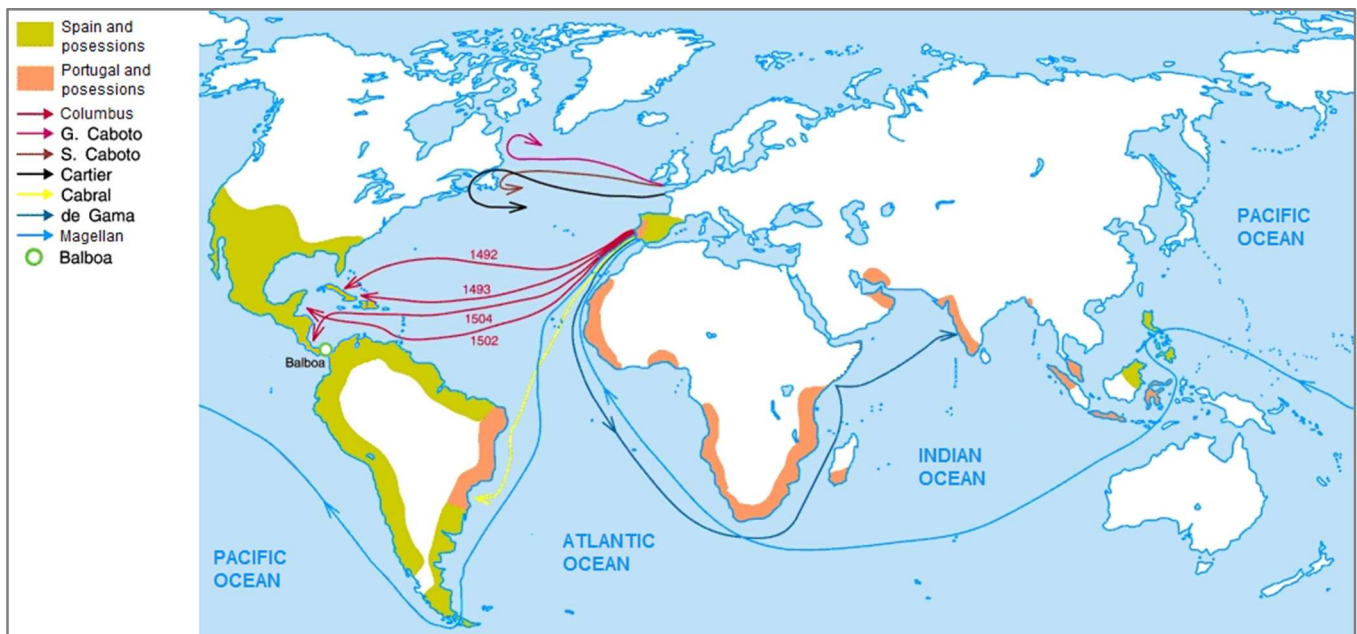
*Christopher Columbus and Queen Isabella of Castile. Detail of the monument to Columbus at the Plaza de Colón ("Columbus Square") in Madrid (Spain), built from 1881 to 1885*

(By Luis García - Originally posted to / Publicada originalmente en: [1], CC BY-SA 2.5, <https://commons.wikimedia.org/w/index.php?curid=2638278>)

# Lesson One

## History Overview and Assignments The New World and the Old World

THE QUEST FOR a seafaring trade route to India and the Far East had adventurers sailing up and down the west coast of Africa for centuries, searching for a way to the Indian Ocean. But none was found until 1488, when a ship led by a Portuguese nobleman named Bartholomew Diaz blew off course during a storm. In the meanwhile, a world new to Europeans was discovered far to the west.



Map with the major travels of the age of discoveries

(By Universalis - This file was derived from Zámorské cesty Portugalců a Španělů.jpg, CC BY-SA 4.0, <https://commons.wikimedia.org/w/index.php?curid=35668506>)

## Reading and Suggested Assignments

- Read the article: *Changes in Europe Caused by the Discovery of the New World*.
- 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.
- Suggested Supplemental Reading: *The World of Columbus and Sons*, pages 69-125.
- Be sure to visit your **HCS Class pages** to check for additional resources.

## Key People, Places, and Events

Bartholomew Diaz  
Vasco da Gama

Christopher Columbus  
Isabella I

John Cabot

## Discussion Questions

1. Why was it difficult for Spain to trade with other parts of the world?
2. What nickname was given to Prince Henry of Portugal?
3. How did the discovery of the New World affect the trade routes?

*Adapted for Elementary School from the book:*

### *The Story of Europe*

*by Henrietta Elizabeth Marshall*

### *Changes in Europe Caused by the Discovery of the New World*

By the time of the High Renaissance, Spain and Portugal had been at war with the Muslim Moors for eight hundred years. They had no time to join Europe's wars. They were free from the power of the popes and did not share in European trade. Why? Because they were not in a good location for trade.

All European trade at this time was with the East—with India and Asia—and the Mediterranean Sea was the main trade path. Ports with waterways and good roads to other cities became rich. The cities of Genoa and Venice in Italy grew rich and powerful, but Spain and Portugal lay west of them. Spain had short waterways and was cut off by mountains. It had one sea coast and shared little trade. The region of Aragon took part in some trade. Ships from Barcelona sometimes brought in rich cargo, but Castile did not receive anything at all. Although it had some sea coast, it did not have a good port. Portugal was almost cut off from world trade. It did not have a Mediterranean Sea coast, and the Hanseatic League, an alliance of European trading cities, controlled the North Sea and Baltic ports.

But Portugal and Spain were strong new nations, and both sought ways to use their

resources. It was hard because Venice controlled Syrian and Egyptian ports, as well as the route to India by the Red Sea. Constantinople had fallen by this time, and Christian traders were chased from the Black Sea.

### **Henry the Navigator**

The Portuguese had to find another way to trade. Some people thought about sailing to India by going around Africa. They headed down the west coast of Africa, but they did not find the end of the continent. However, they did find slaves for sale and gold dust, and every year they explored a bit further. They found the Canary Islands, Madeira, and the Azores, and they settled these lands. Their products of honey, maize, and fruits were added to Portugal's growing trade.

Prince Henry of Portugal helped the Portuguese explorers. He supported what they found and settled. He was called Henry the Navigator. He wanted them to find a way to India around Africa, but point by point was passed by the ships he sent out, and there seemed to be no end to the continent. Henry died without seeing his dream fulfilled.

It took ten years to get to India by land.

But then a new way there was found by accident. A ship captained by **Bartholomew Diaz** was pushed off course by a storm while sailing down Africa's west coast. The storm pushed him all the way around the Cape of Good Hope, and then he sailed up the continent's east coast. He named the Cape "the Cape of Storms." When it was found that this was indeed a new way to India, the name was changed to "the Cape of Good Hope."



View of Cape of Good Hope, from Cape Point

Soon afterward **Vasco da Gama** rounded the Cape and sailed across the Indian Ocean all the way to India and returned to Lisbon with rich treasure. But before this voyage, an even greater trip was made when **Christopher Columbus** sailed across the Atlantic. He thought he'd found another way to India.

### **Christopher Columbus**

Many people living during the time of Christopher Columbus believed the world was flat. But a number of people thought it was round, including a sailor named Christopher Columbus. He believed he could reach India by going west. Such a route would avoid many dangers. Merchants could keep away from pirates. They would not have to cross the desert, and they would find fame and fortune.

Columbus strongly believed there was such a route. But he was a poor man and

didn't have power or money, so he spent long years trying to get help from others who had money. He went to the royal court of Portugal. Then he went to Spain, but he could find no help. Everyone thought he was crazy. Then Queen **Isabella I** of Spain heard about him. She became excited by his belief and gave him the help he needed.

Columbus set sail on August 3, 1492. Most people saw it as a mad adventure. They did not expect anyone to return. But Columbus did return after a little over seven months. He had found what he thought was India. But he had actually found something better—a new world Europeans had never seen. He made more trips across the Atlantic. He even landed on South America, but he never learned that he had discovered a new land and not a new way to India.

### **New Trade Routes**

These two adventures changed the face of Europe. The Atlantic became the chief trade path. Genoa and Venice lost their importance. Countries along the Atlantic were no longer considered the end of the world. They were now its center. Spain, Portugal, the Netherlands, and England became great sea-going nations.

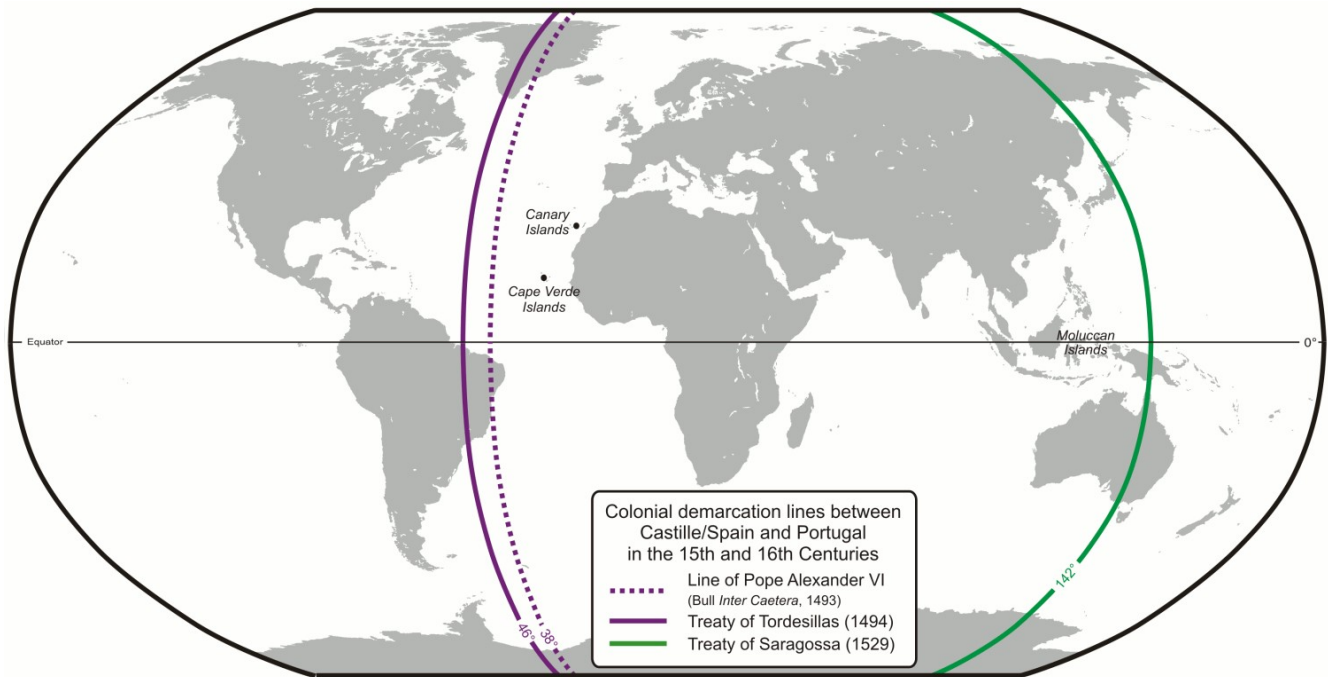
They became the great trade nations. Spain and Portugal tried to keep others from the new trade. They wanted it all to themselves. The Spanish spoke with the Pope. In response Pope Alexander VI issued a bull, or a special paper, that gave Spain and Portugal all lands that had been found and might be found west of an imaginary line drawn pole to pole. The line was west of the Azores and the Cape Verde Islands. Lands east of this line would belong to Portugal.

Other lands refused to obey this order, and Henry VII of England sent **John Cabot** across the Atlantic. Cabot would claim lands he found for England. The French also refused the Pope's order and sent explorers to claim lands for France.

The Netherlands took the lead in trade

for a time, while Spain and Portugal were building up their hold on the Indies and England had its local troubles. France wasted itself trying to win Italy, so most trade went to the Netherlands, where Antwerp became the Venice of this new trade.

Soon a strong contest for new lands developed. Wars arose, and nations fought for control of the New World. Government and trade became mixed. It was hard to know where the ambition of kings ended and trade began.



Vasco da Gama Leaving Portugal, mural by John Henry Amszewitz (1936)

In the painting, Abraham ben Samuel Zacuto is shown presenting his astronomical tables to da Gama before his departure from Lisbon in 1497. The mural resides in the William Cullen Library at the University of the Witwatersrand, Johannesburg.



## Lesson Two

# History Overview and Assignments

## Christopher Columbus

THE LIFE OF Christopher Columbus is a fascinating study in perseverance, vision, and spiritual struggle. His passion for discovery dramatically changed the world forever, giving Europeans new lands to explore and colonize, as well as paving the way for others to spread the gospel to people groups who had never before heard of Jesus Christ. Sadly, greed for gold and power took over those plans, and the people groups that already lived in those lands were badly mistreated by those who should have brought them truth and hope.



### Key People, Places, and Events

Christopher  
Columbus  
Isabella I  
Ferdinand II

Signature of  
Christopher  
Columbus

Christopher Columbus and his crew leaving the port of Palos, Spain, for the New World.  
A crowd of well-wishers looks on. (19<sup>th</sup> century lithograph)

## Reading and Suggested Assignments

- Read the article: *Christopher Columbus*.
- After reading the article, tell today's story of **Christopher Columbus** as if YOU were Christopher Columbus.
- 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.

Isabella I's signature

Ferdinand II's signature

Adapted for Elementary School from the book:

## *Famous Men of Modern Times*

by John Henry Haaren

### *Christopher Columbus*

One day in the fall of 1486, a stranger knocked at a convent gate, close to the little Spanish port of Palos. The stranger held a little boy by the hand. A monk opened the door and asked what the stranger wanted. The stranger said, "My child and I are tired and hungry. Will you give us a morsel of bread and let us rest here a while?"



Christopher Columbus at the gates of the monastery with his son Diego, by Benet Mercadé (1858)

They were invited to enter and given food to eat. The stranger began to talk. He talked about the Western Ocean. He talked about what must be on the other side of it, and of his desire to spread the gospel to heathen peoples who undoubtedly lived there.

"Most men," he said, "think that beyond the Azores there is nothing but a sea of

darkness. I believe there is another, larger land."

The man in charge of the convent was interested in what he said. So was the physician of Palos. They asked the stranger to tell them his name and something of his history.

"I am called **Christopher Columbus**," he said.

"I was born in Genoa. I spent my boyhood there. I loved to watch the sailors. I watched them haul up the anchor and let loose the sails. This was when a ship began her voyage. My plan was to learn the names of the ropes. I wanted to find out what each was for.

"My father sent me to the University of Pavia. I learned about the stars that guide seamen. I learned to draw maps and charts. I wondered if there was land beyond the Canaries and Azores.

"I became a sailor at fifteen. I went on trips to England and Ireland. I went to Greece and other places. One time our ship wrecked on the coast of Portugal. I got to land on a plank. I stayed in Portugal and married the daughter of a sea captain. He was the governor of Porto Santo, an island of the Madeira Islands.

"I visited Porto Santo. I met men whose lives were spent sailing the sea. They told me wonderful tales. One said that a Portuguese pilot named Martin Vicente was picked up at sea. He was twelve hundred miles west of Portugal. A piece of strange wood was carved by hand. My brother-in-law said he saw great pieces of jointed canes at Porto Santo. A friend told him about two human bodies that washed up at Flores. They were 'broad-faced' and not at all like Christians.

"All these things made me believe more

firmly in the idea of a land to the west. At length I determined to find that land.

“I was poor. I could not buy a ship nor pay a crew. I went to my native Genoa. The masts in the harbor rise as close as the trees in a wood. I explained my plans to the rich merchants there. I begged them to help me. But my countrymen were afraid to send any vessel of theirs beyond the Azores. They thought that west of those islands there was nothing but the ‘Sea of Darkness.’

“I went to Lisbon and asked the Portuguese king for help. Again I was disappointed, but not discouraged.

“I went to Spain. There the good Queen **Isabella** heard my story. A council of learned men was called. They considered my plan. They said it was wild. They advised her Majesty to give me no aid.

“Thus I am again disappointed. The little money that I had is spent and I am a beggar. It seems as if the world is against me. Yet I am sure that there is a land beyond the sea.”

The prior, physician, and monks were curious. Father Perez had been confessor to Queen Isabella, and he wrote her begging her to see Columbus again. She agreed, and Columbus went from the convent to see her.

When the Queen turned Columbus down once again, he left for France. He wanted to ask the French king for help. But a court officer in Spain talked to Queen Isabella, and she changed her mind. She sent a messenger to bring Columbus back.



Christopher Columbus kneeling  
in front of Queen Isabella

## The Rulers of Spain Meet With Columbus Again

King **Ferdinand** and Queen Isabella met with Columbus again. This time they agreed to his plan. They gave him two ships and paid for the crews.

However, although rulers could promise to pay men, they could not force men go on the trip. Criminals were promised their freedom, and even they would not go. They were afraid to go into the “Sea of Darkness.” But finally enough sailors were found.



*The Ships of Columbus*, historical representation from  
the late 19<sup>th</sup> century, by Gustav Adolf Closs

At last all was ready, and the great trip began. One ship named the *Santa Maria* was commanded by Columbus. It carried fifty men. Another ship, the *Pinta*, was in the charge of Martin Pinzon. It had thirty men, and the *Niña*, or “Baby,” was commanded by Martin’s brother, Vincente Pinzon. It had twenty-five men.

They set sail August 3, 1492. They lifted anchor, and the little group left the Palos harbor.

On the third day out, the *Pinta* lost her rudder. They were not far from the Canary Islands, so they steered for Tenerife in the Canary Islands, where the ship was repaired.

They sailed on for about six weeks. Then they were surprised when the magnetic needle changed from its usual course. Soon after, they came to a part of the ocean where seaweed lay all around them. This is the

“Sargasso Sea.” The ships of Columbus may have been the first to sail across it.

Then the sailors noticed another strange thing. The wind blew steadily. It blew night and day. It blew to the west. This was the northeast trade wind. This wind was not known to sailors along the coast and the inland seas.

The weather was good, but the men began to fear they could never beat their way back against the trade wind. It was hard to keep them in good spirits.

Soon they saw some birds, and they knew land must be near. The *Pinta* fished up a piece of sugar cane and a log of wood. The *Niña* sighted a branch covered with dog-rose flowers.

At ten o’clock one night, Columbus saw a light straight ahead of his ship. The next morning they landed on one of the Bahaman Islands. We are not sure which island they landed on, but it was probably the one the natives called Guanahani. Columbus named it *San Salvador*, which means “Holy Savior.”



*Landing of Columbus, by John Vanderlyn (1847)*

Columbus stepped from his boat. He carried the royal banner of Spain. He knelt upon the shore and kissed the ground. He gave thanks to God and took ownership of the land for Ferdinand and Isabella.

Columbus and his men also found the islands of Cuba, Haiti, and others of the West Indies group.

The *Santa Maria* went up on the shore

of Haiti and wrecked, but Columbus later set sail for Spain with the two other ships. He dropped anchor in the port of Palos on the 15<sup>th</sup> of March, 1493.

### **The Return of Columbus**

The royal couple were then at Barcelona. They greeted Columbus and honored him. He had brought odd plants, brightly-colored parrots, and nine natives from the new islands.



*The Return of Christopher Columbus; His Audience Before King Ferdinand and Queen Isabella, by Eugène Delacroix (1839)*

Columbus was correct. The “Sea of Darkness” did not exist.

The King and Queen decided Columbus should go on a new trip. They gave him seventeen ships. They gave 1,500 men. The expedition was ready in six months, and the second great trip began. On this voyage they found Jamaica, Puerto Rico, and other small islands.

Most of the men went to Haiti because Columbus had found gold there. A mining town was built. They began to dig, but the men did not like work; so they made slaves of the natives and forced them to dig. They found a lot of gold.

The men were greedy, so they found an easier way to make money. They sent natives to Spain and sold them as slaves.

Queen Isabella was angry about the slaves. She had not told Columbus that he

was permitted to sell her people, so she freed the Indians and sent them home. After this, Isabella did not trust Columbus as she had before.

Yet, when he returned to Spain and told the Queen how the colonists suffered, she gave Columbus supplies for them. She gave him six ships and he set sail on May 30, 1498.

Columbus found new land on this third trip. One day he saw three hilltops rising from the sea. The ships came to a large island. Columbus called it *Trinidad*, which means “Trinity.”

They sailed from Trinidad to the southwest. They neared a new shore. Columbus discovered the southern part of the New World. He did not know this. He thought it was another island.

He wanted to return to Haiti, so they sailed north. The ships reached their harbor.

Some men did not like Columbus. They did not find as much gold as they wanted, and they went back to Spain. They went to the King and told him that Columbus was not doing right for the colonists.

Ferdinand and Isabella partly believed what was said. Columbus had done one wrong thing. He had let Indians be sold as slaves, so the King and Queen thought he might do other things wrong.

They sent a man named Bobadilla to take charge of the colonists in Haiti. When Bobadilla got there, he said Columbus was cruel and unjust. He sent him back to Spain in chains. The ship’s captain wanted to take the chains off, but Columbus would not let him. He wore them until he reached Spain, and he kept them as mementos.

When he reached Spain, Columbus wrote a letter to the King and Queen telling what he had done. He told them what had been done to him. When Isabella read it, she is said to have cried. His chains were taken off at once. Ferdinand and Isabella would not listen to what Bobadilla said.



Columbus in chains

Columbus never learned that he had discovered a new world. He thought the islands were part of the “Indies,” and everyone else thought so, too. That is why they are called the West Indies today.

The Pope split the islands between Spain and Portugal. The dividing line was an invisible line west of the Azores. Spain’s share was everything west of this line. Portugal’s was east of it.

Spain was jealous of Portugal. She wanted to have part of that kingdom’s share. Columbus thought of a way to do this. He told Ferdinand and Isabella how they could do this. He could sail farther west to some other islands. He was right.

He asked the King and Queen for a fleet to try this. He sailed from Cádiz with four ships and a hundred and fifty men in 1502. On the trip, he landed at Jamaica and other islands. But although he was gone more

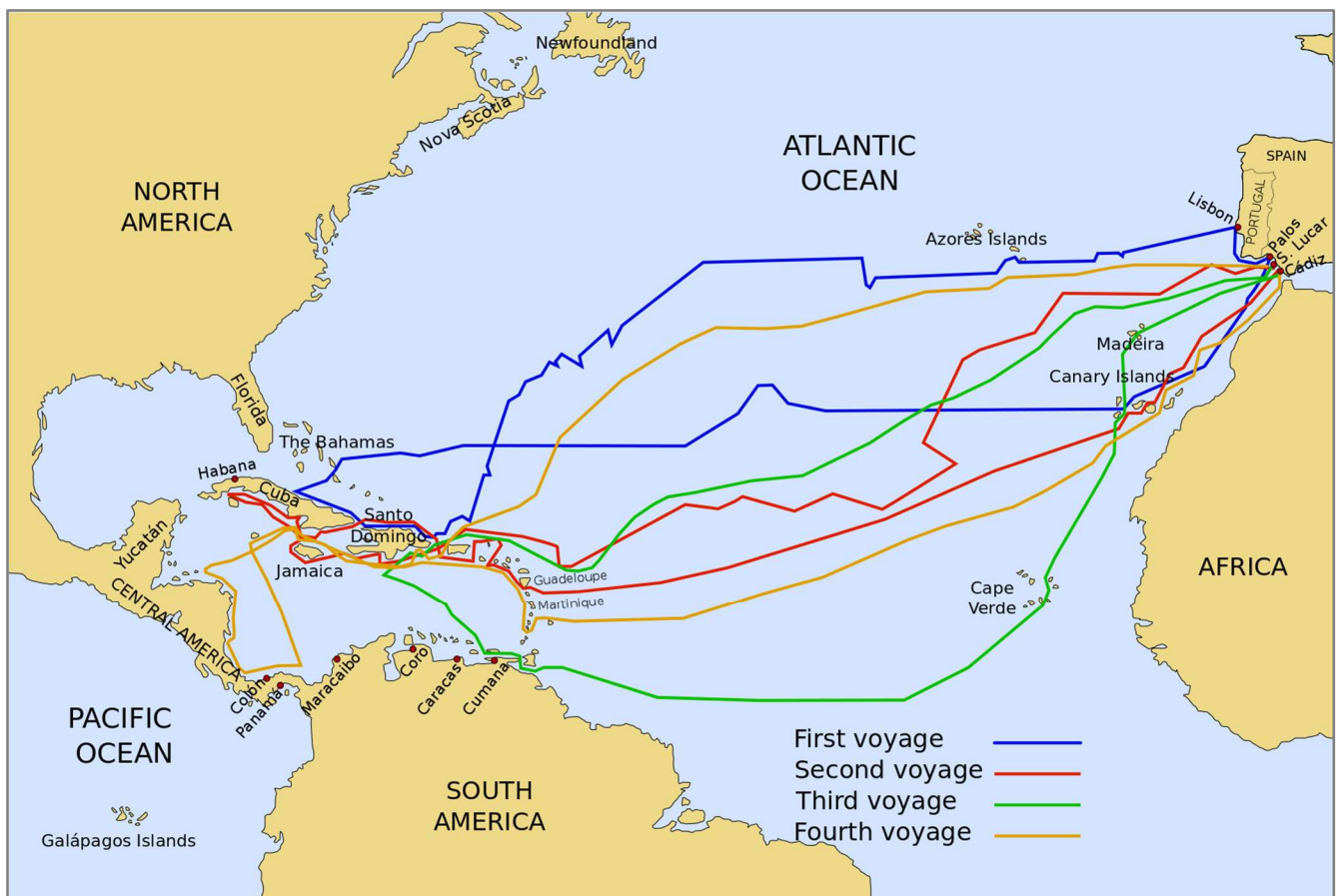
than two years, he accomplished nothing of importance.

He returned to Spain in 1504 and died two years later.

He was buried in Spain. Later his body was taken to Haiti. When the island was given to France, his remains were sent to Cuba. After the war between the United States and Spain, they were returned to Spain.



Niña and Pinta replicas at the 1893 Columbian Exposition



The routes of the four Voyages of Christopher Columbus, maritime expeditions, during 1492 to 1504, to the Caribbean Islands and coast of Central America in North America

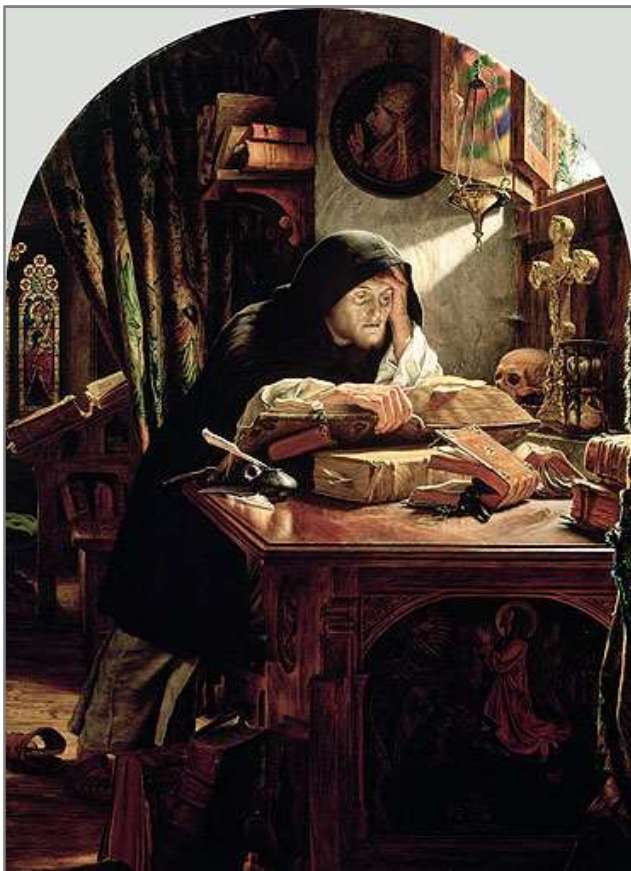
(By Viajes\_de\_colon.svg; Phirosiberiaderivative work: Phirosiberia (talk) - Viajes\_de\_colon.svg, CC BY-SA 3.0, <https://commons.wikimedia.org/w/index.php?curid=8849049>)

# The Artios Home Companion Series

## Unit 27: Beginning of the Reformation

### Teacher Overview

GREAT DISPUTES arose in Europe during the Renaissance, as people began to voice their opinions and to spread them using the printing press. Disagreements between the Church and leaders in the field of science made people start to wonder whether they could believe and trust in what they had been taught, or whether the Church was wrong in what it thought the Bible says about the universe. Around the same time, disagreements also arose between the Church and people who saw that it had become corrupt and needed to make great changes. These disagreements led to the crowning achievement of the Renaissance—the beginning of the Protestant Reformation.



*Dawn: Luther at Erfurt* which depicts Martin Luther discovering the doctrine of Justification by Faith, by Joseph Noel Paton (1861)

### 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 **Martin Luther** and **the beginning of the Protestant Reformation**.
- Watch the videos found on their **HCS Class pages** for this unit.
- Write a notebook page on the life of **Martin Luther**.
- Visit their **HCS Class pages** to check for additional resources.

### Key People, Places, and Events

Martin Luther  
Leo X  
Johann Tetzel

Charles V  
Diet of Worms

## Leading Ideas

### **God grants salvation by grace alone, through faith alone.**

*And you were dead in the trespasses and sins in which you once walked, following the course of this world, following the prince of the power of the air, the spirit that is now at work in the sons of disobedience—among whom we all once lived in the passions of our flesh, carrying out the desires of the body and the mind, and were by nature children of wrath, like the rest of mankind. But God, being rich in mercy, because of the great love with which he loved us, even when we were dead in our trespasses, made us alive together with Christ—by grace you have been saved.*

– Ephesians 2:1-5

### **Only God can release us from punishment for our sins, and He does so when we confess them with a repentant heart.**

*If we confess our sins, he is faithful and just to forgive us our sins and to cleanse us from all unrighteousness.*

– 1 John 1:9

### **God is sovereign over all things, including salvation.**

*In him we have obtained an inheritance, having been predestined according to the purpose of him who works all things according to the counsel of his will.*

– Ephesians 1:11

### **All philosophies, values and belief systems should be viewed and judged in light of Scripture and not man's wisdom.**

*Do not be wise in your own eyes; fear the LORD and shun evil.*

– Proverbs 3:7



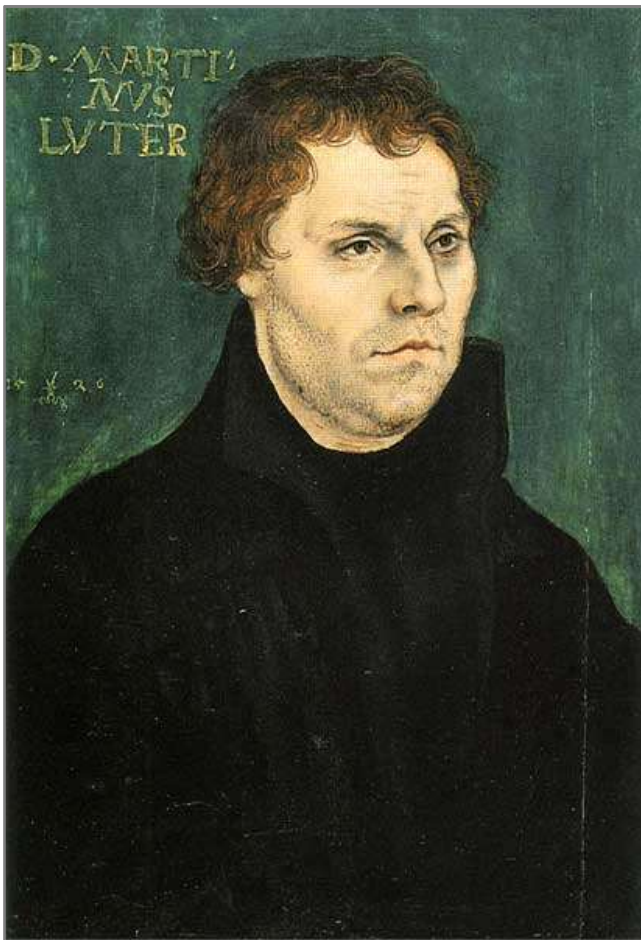
Grave of Martin Luther in the Wittenberg Schlosskirche



# Lesson One

## History Overview and Assignments The Beginning of the Protestant Reformation

EARLY CHURCH REFORMERS such as John Wycliffe and Hus had opened the door for the discussion about whether the Church truly had absolute authority from God to rule and interpret Scripture. Pope Leo X, in a need to raise money to complete the rebuilding of St. Peter's Basilica, began selling Indulgences. Strong reaction to this practice set the stage for the beginning of the Reformation.



*Martin Luther*, by Lucas Cranach the Elder

### Key People, Places, and Events

Martin Luther  
Leo X  
Johann Tetzel

### Reading and Suggested Assignments

- Read the article:  
*The Story of Martin Luther.*
- 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.
- Write a notebook page on the life of **Martin Luther**.
- Be sure to visit your **HCS Class pages** to check for additional resources.

### Discussion Questions

1. What was an Indulgence?
2. Discuss the Leading Ideas of this unit with your parent or teacher in light of Martin Luther's story.

Signature of Martin Luther

## *The Awakening of Europe*

by M.B. Synge

### *The Story of Martin Luther*

This is the story of **Martin Luther**, the great German Reformer, whose name became known throughout the whole continent of Europe. His father was a humble miner, and his mother was noted for her goodness and virtue. When he was quite a little child, his parents wished to make a scholar of him, so he was early taught to read and write. At six years of age he was sent to school. Both at home and at school his training was very severe; his father whipped him for mere trifles, and one day poor little Martin was beaten fifteen times! He was bright and clever, but he had a strong will of his own, and a love of fun and mischief. When he was fourteen, his parents sent him to a school run by monks.

With a friend he set forth to walk to Magdeburg. In order to get food on the way, it was customary for schoolboys to beg or to sing. They were thankful enough for a morsel of bread or a night's shelter. Indeed, life became such a hard struggle that Martin told himself he would never be a scholar, and it would be better to return home and win an honest livelihood with his spade. But at this moment the tide turned. By his sweet singing voice he attracted the notice of a good lady, who took pity on him and gave him a comfortable home. Here he worked hard, making great progress in Latin, till he was eighteen. By this time his father had made enough money to send him to a university, where he earned his degree in 1505.

And now a strange thing happened which changed his whole life. One day he was returning to school on horseback when a tremendous thunderstorm came on. A sudden, vivid flash of lightning struck right near him. Struck to the heart with fear, he

made up his mind that henceforth he would devote his life to God's service. In spite of his father's protests, he became a monk.

For the first two years of his training his life was a very hard one: his food was very scanty, he had to perform the lowliest tasks and to beg for alms and bread. Whatever spare time he had, he worked hard at his books, studying the epistles and gospels diligently. In the library of the university he found a complete Bible in Latin. It was the first time he had seen one. He read it eagerly. A new light came into his life, and in his close study of the Bible he grew devout in his faith and strengthened for his future work.

Before long he rose to a position of importance in the monastery. He became a priest and went to live at Wittenberg—a town which he later made famous by his name. In 1509 he began to lecture on the Scriptures. Bibles were not in the hands of most people as they are today, and Martin Luther was able to tell his countrymen a great deal that they did not know, by reason of his deep learning. His lectures made a great impression.

He also began now to preach in the churches. He was very earnest, and the people who listened to him were deeply moved at his words.

In 1511 he was sent on a mission to Rome, where **Leo X** was pope. Now, from early times there has been a pope, who in the Middle Ages had come to be looked on as the head of the Christian Church by many, if not all, of the countries of Europe. At first the popes were bishops of Rome, as other bishops were in other cities, but when Rome was no longer the sole imperial city, the power of the bishops became greater

and greater until, in the 12<sup>th</sup> century, under Innocent III, the Pope's authority reached its height.



Portrait of Pope Leo X and his cousins, cardinals Giulio de' Medici and Luigi de' Rossi, by Raphael

Now during the Middle Ages many abuses had crept into the Church. One of these was known as the “sale of Indulgences.”

There is no Biblical foundation for the teaching that by money payments a sinner may be saved from the penalty earned by his sin. Yet, in those days, the Church said that persons who paid money could receive an “Indulgence” (a paper saying they were freed from the need to atone for their sins),

and agents went about the country selling them.

One of these, named **Johann Tetzel**, came to Germany. He disgusted Martin Luther by his method of extorting money from ignorant people, and being a man of great courage, Luther felt it his duty to protest this. He wrote a paper about this and nailed it to the church door, and then he stood up boldly in his pulpit and denounced the system openly.



*Johann Tetzel*, by C.G. Böhme (by 1519)

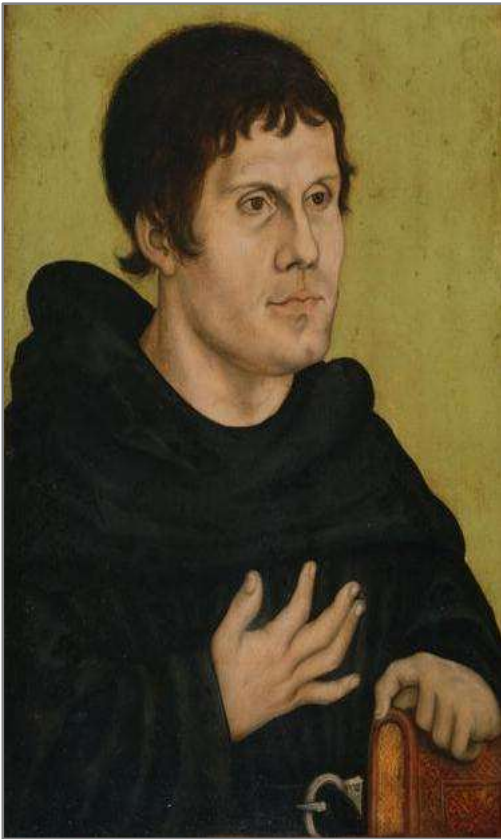
It was a tremendous time. It was indeed the visible beginning of the Reformation—that great movement which was to spread wider and wider until it should affect the whole Christian world.

Into the deeper causes of the Reformation we cannot enter here. The revival of Greek learning had caused men to study the Scriptures for themselves as Luther did, and this caused dissatisfaction with the Medieval corruption of the Roman Church.

## Lesson Two

### History Overview and Assignments Martin Luther

ON OCTOBER 31, 1517, Martin Luther posted a paper of protest on the door of the church at Wittenberg. The questions posed on this paper changed the course of history and opened the door for individuals to examine the contents and meaning of the Bible for themselves.



Portrait of Martin Luther as an Augustine Monk, from the Workshop of Lucas Cranach the Elder

#### Key People, Places, and Events

Martin Luther  
Charles V  
Diet of Worms

#### Reading and Suggested Assignments

- Read the article: *Luther and the Indulgences*.
- After reading the article, summarize what you learned by writing a notebook page on the life of **Martin Luther**.
- Watch the videos found on your **HCS Class pages** for this lesson.
- Suggested Supplemental Reading: *The World of Columbus and Sons*, pages 144-168.
- Visit your **HCS Class pages** to check for additional resources.

Adapted for Elementary School from the book:

### *Historical Tales: German*

by Charles Morris

### *Luther and the Indulgences*

In the spring of 1521, a man was mysteriously carried off in an open wagon. This man would remain hidden away from the world for most of the year that followed.

The captive was the most talked-of man in Germany. His capture had been made by his friends, not by enemies, in order to protect him from others who sought to

harm him. He was the famous **Martin Luther**, who had just started a revolution in Christian thought and was now in great danger.



*Portrait of Luther as Junker Jörg,  
by Lucas Cranach the Elder*

So that he might not be recognized by those who might see him at the castle where his friends brought him, his monk's clothing was exchanged for the outfit of a knight, he wore helmet and sword instead of robe and cross, and he let his beard grow long. Disguised this way, he became known as Sir George to those in the castle, and he amused himself at times by hunting with his knightly companions. He spent most of his time, though, doing the noble work of translating the Bible from Latin into German so that the German common people could read it for themselves.

But let's leave Luther for a while at the castle and talk about why he was staying there.

In 1517 Pope Leo X ordered an unusually large issue of Indulgences in order to raise money for the completion of the great cathedral of St. Peter's at Rome. He sent a monk named Johann Tetzel to Germany to sell indulgences there.

Tetzel made much of himself, traveling through towns in grand processions to each church, telling crude jokes and teaching the people that he could free them and their family members from the fear of hell if they bought his Indulgences.

Martin Luther preached vigorously against Tetzel and his methods and wrote to the princes and bishops, begging them to refuse this ungodly dealer in Indulgences any passage through their lands.

When Tetzel approached Wittenberg, Luther was roused to greater action. He now wrote out a paper in which he set forth in the strongest language his reasons for opposing Tetzel's teaching on Indulgences. These he nailed to the door of the All Saints Church. The effect produced by them was amazing. The news of the protest spread quickly, and within two weeks copies of Luther's paper were distributed throughout Germany. Within five or six weeks it was being read over a great part of Europe. On all sides it aroused a deep public interest and excitement and became the great sensation of the day.



The Wartburg room where Luther translated the New Testament into German. An original first edition is kept in the case on the desk.

Luther's propositions were like a thunderbolt flung into the mind of Germany. Everywhere deep thought was aroused, and masses of people who had been displeased with Tetzel's methods supported Luther in his protest. Other papers from his pen followed in which his

revolt from the Church of Rome grew wider and deeper.

His protest aroused a number of opponents, and great disagreement broke out. After a number of public disputes, Luther was summoned by Emperor **Charles V** to defend himself at a great meeting of princes and church leaders called the **Diet of Worms**.



One of only very few early printings of Luther's hymn: "A Mighty Fortress Is Our God." There are no known first edition printings left. This book is a second edition, and extremely rare. It is in the holdings of the Lutherhaus Museum in Wittenberg, Germany. Photograph by Paul T. McCain. June 2006. Wittenberg, Germany (This work is licensed under the Creative Commons Attribution-ShareAlike 2.5 License. : <https://en.wikipedia.org/wiki/File:EinFesteBurg.jpg>)

### The Diet of Worms

Luther's friends strongly advised him not to go to the city of Worms. They had the experience of John Hus to offer as argument. But Luther was not the man to be stopped by dread of dignitaries or fear of penalties. He immediately set out from Wittenberg for Worms, saying to his protesting friends, "Though there were as many devils in the city as there are tiles on the roofs, still I would go."

While he was on his way, people flocked by the thousands to greet and applaud him. On his arrival at Worms two thousand people gathered and accompanied him to

his lodgings. When the grand-marshal of the empire conducted him to the diet, he had to lead him across gardens and through alleys to avoid the crowd that filled the streets of the town.

Upon entering the hall, he was clapped on the shoulder by a famous knight and general of the empire who said, "If you are sure of your cause, go on in God's name and be of good cheer. He will not forsake you."

Luther was not an imposing figure as he stood before the proud assembly in the imperial hall. He had just recovered from a severe fever, and was pale and thin.

But though Luther's body was weak, his mind was strong, and his manner quickly became calm and dignified. He was commanded to retract, or take back, the charges he had made against the Church. In reply he declared that he was not ready to retract them, but said that if he could be convinced by the Scriptures that he was in error, he would be ready to cast all his writings into the flames.

The chancellor replied that what he demanded was retraction, not dispute. This Luther refused to give. The Emperor insisted on a simple recantation, which Luther declared he could not make. For several days the hearing continued, ending at length in the threatening declaration of the Emperor, that he "would no longer listen to Luther, but dismiss him at once from his presence, and treat him as he would a heretic."

There was great danger in this. The Emperor's promise of safety had been given, it is true; but an emperor had broken his word with John Hus, and his successor might do the same with Martin Luther. Charles V was, indeed, advised to do so, but he replied that his imperial word was sacred, even if given to a heretic, and that Luther should have an extension of the safe-conduct for 21 days, during his return home.

### Luther's Escape

Luther started home. The journey was

by no means free from danger. He had powerful and devious enemies. He might be seized and carried off by an ambush of his foes. How he was saved from peril of this sort we have already described. It was his friend and protector, Frederick, the Elector of Saxony, who had placed the ambush of his own knights in order to bring Luther to a place of safety where he could lie hidden until the threats against him had subsided.

Meanwhile, at Worms, when the period of the safe-conduct had expired, Luther was declared out of the ban of the empire, an outlaw no man was permitted to shelter. His works were condemned to be burned wherever found, and he was judged to be seized and held according to the will of the emperor.

But what had become of the fugitive no one knew. The story spread that he had been murdered by his enemies. For ten months he remained hidden at the castle.

When he finally appeared again it was to confront a mob of fanatical supporters who had carried his ideas to extremes and were stirring up all Germany by their wild opinions. The uproar drew Luther back to Wittenberg, where for eight days he

preached against the fanatics and finally managed to calm them down.

From that time on Luther continued as the guiding spirit of the Protestant revolt and was admired by most of the princes of Germany. He taught two things well. He taught salvation by faith, and he taught the goodness of the common life.

Before Luther's time, salvation was considered to be a blessing given by God only through the Church. It was said to be given only by priests by way of the sacraments. That meant the Church, priests, and sacraments were needed for men to be saved. It made the Church a supreme power. Luther taught that salvation is by grace through faith. Faith is where we understand the love and forgiveness of God. It gives the believer peace and joy and assurance of salvation. It is between a person and God, without the need of priests.

During Martin Luther's lifetime, his teachings spread to Moravia, Bohemia, Denmark, and Sweden. Then, in 1546, he died at Eisleben, near the castle in which he had hidden during the most frightening time of his life.



*Luther at the Diet of Worms, by Anton von Werner, 1877*

# The Artios Home Companion Series

## Unit 28: The Reformation Starts Spreading

### Teacher Overview

WHILE THE RENAISSANCE brought about many good things such as a love for learning and creativity, it also became a time of great corruption as rulers of both church and state fought over land, riches, and power. Martin Luther, John Calvin, and others protested abuses they saw in the Church, and this paved the way for new kinds of thinking that eventually brought about revolutions in governments as well.



Imaginary dispute between leading Protestant reformers (sitting at the left side of the table: Luther, Zwingli, Calvin, Melancthon, Bugenhagen, and Oecolampadius) and representatives of the Catholic 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 one lesson in which they will learn about **John Calvin** and **the spread of the Reformation beyond Germany**.
- Define vocabulary words.
- Watch the videos found on their **HCS Class pages** for this unit.
- Read suggested supplemental readings from *The World of Columbus and Sons*.
- Visit their HCS Class pages to check for additional resources.



## Vocabulary

extraordinary  
theology

## Key People, Places, and Events

John Calvin  
Ulrich Zwingli

## Leading Ideas

### God grants salvation by grace alone, through faith alone.

*And you were dead in the trespasses and sins in which you once walked, following the course of this world, following the prince of the power of the air, the spirit that is now at work in the sons of disobedience—among whom we all once lived in the passions of our flesh, carrying out the desires of the body and the mind, and were by nature children of wrath, like the rest of mankind. But God, being rich in mercy, because of the great love with which he loved us, even when we were dead in our trespasses, made us alive together with Christ—by grace you have been saved.*

– Ephesians 2:1-5

### Only God can release us from punishment for our sins, and He does so when we confess them with a repentant heart.

*If we confess our sins, he is faithful and just to forgive us our sins and to cleanse us from all unrighteousness.*

– 1 John 1:9

### God is sovereign over all things, including salvation.

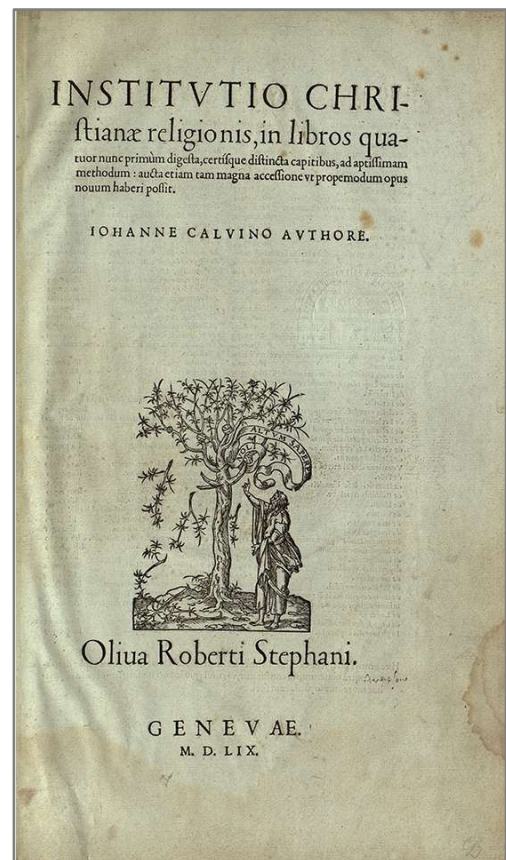
*In him we have obtained an inheritance, having been predestined according to the purpose of him who works all things according to the counsel of his will.*

– Ephesians 1:11

### All philosophies, values and belief systems should be viewed and judged in light of Scripture and not man's wisdom.

*Do not be wise in your own eyes; fear the LORD and shun evil.*

– Proverbs 3:7



The title page from the 1559 edition of John Calvin's *Institutio Christianae Religionis*

## Lesson One

### History Overview and Assignments The Reformation Moves Beyond Germany

JOHN CALVIN helped spread the Reformation throughout Europe. Where Martin Luther and others had made changes to the ways people thought about how to live the Christian life, John Calvin's work was more about helping people understand Biblical truths about God.



*John Calvin*, by Maurice Raymond

Signature of John Calvin

#### Reading and Suggested Assignments

- Read the article: *John Calvin*.
- 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, discuss with a parent or teacher this unit's Leading Ideas as they pertain to today's reading.
- 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

extraordinary  
theology

#### Key People, Places, and Events

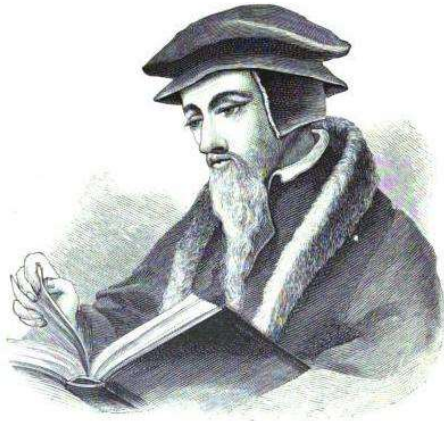
John Calvin  
Ulrich Zwingli

## *Saints and Heroes Since the Middle Ages*

by George Hodges

### *John Calvin*

**John Calvin** was only eight years old when Luther nailed his paper of protest to the door of the Wittenberg Church. John lived in France. The leader in the town was the bishop, and John's father was the bishop's secretary. John's father wanted John to become a priest. John was made a chaplain at the age of twelve. At eighteen, he was given a higher position in a nearby parish. When he was twenty, he was given an even better position at another parish. He preached a few sermons at his new parish, but he did not have to do much else because he had only been given the position as a favor to his father.



John Calvin

This church practice of giving positions as gifts was one of the evils Luther had protested against. But Luther's attacks had brought about little change to the Church in France. To be a priest in France at that time seemed to be a safe, comfortable job. Young Calvin was fond of books, a good scholar, able to write and speak well, and the best debater in his class. His father's influence with the bishop would be sure to get him a fine position. Someday he might even become a great bishop himself.

But then something happened. Calvin's

father fell out of favor with the church leaders, and Calvin began to find that the Church in France was very different from the Church described in the New Testament.

It was decided that instead of being a minister, he should be a lawyer. He was sent to the University of Paris, and he began to study law. He was still the best scholar, and occasionally when one of the professors was absent, he was asked to lecture in Greek. He began to study the New Testament in Greek, as well as many other writings. Some were about Luther's Reformation of the Church. It was a time of great change, and Calvin, in Paris, found himself in the midst of it. He began to change his mind about being a lawyer. He became truly interested in religion.

### **Escape to Switzerland**

A friend of Calvin's, who was the rector (or priest) of the University of Paris, declared his agreement with the principles of the Reformation. His proclamation made a great stir in Paris. Many people rose against it. The new rector had to make his escape quickly to save his life.

Because he was the rector's friend, Calvin also was threatened with arrest. His rooms were searched and his books and papers seized. It was plain that a choice had to be made between the old way and the new, and Calvin made it. He resigned his positions as chaplain of the cathedral and rector of a parish. He was imprisoned for a time after an uproar in the Church in response to his opinions.

After this, there was no more uncertainty. John Calvin fled to Switzerland and committed himself to the cause of the Reformation. He was now 25 years old. He

wanted to be a teacher. All his interest was in study. Already he had great learning, which he now increased by reading Hebrew, but the most **extraordinary** quality of his mind was its remarkable sense of order. He was not contented with his ideas until he had gotten them in shape as logically and accurately as a math problem.

In Switzerland the leader of the Reformation movement was a priest named **Ulrich Zwingli**.

### Ulrich Zwingli

*Concerned about religious corruption and later influenced by Martin Luther's writings, Swiss pastor Ulrich Zwingli made changes in his church, which was the largest in Zürich. He engaged in public debates and drew up a document called the Seventy-Seven Conclusions, in which he argued that salvation is possible only through faith in Jesus Christ.*

Calvin found himself among men who understood wonderful truths in **theology** and were discussing and following them with great enthusiasm, but who had not succeeded in forming these truths into a system. The old theology was a complete system. It had taken principles from the Bible, along with ideas from other places, and had worked them out into conclusions which were said to explain everything. It was absolutely definite. It had put all things in heaven and earth into what were considered their proper places. It was like a splendidly drilled army.

The eager reformers who criticized it, though, were like a mob of untrained men, without discipline, who were attacking a regiment of soldiers. The mob might be right and the regiment might be wrong, but the regiment would surely win the battle if something wasn't done to change the way the reformers fought.

Calvin saw that the Reformation ideas must be brought into an order as logical as

the old system. He developed the ideas the way a drill-master takes a group of raw recruits and makes them into soldiers. He was smart enough to do it well, and he contributed to the Reformation the strength of a definite study of the things of God.

### Calvin's Writings and Teachings

Calvin's chief work, *Institutes of the Christian Religion*, is one of those writings which have profoundly influenced the minds and lives of men. Calvin took all the things Christians believe and organized them so that people could understand the truths of God and then love and serve God better.

Calvin's system is quite easy to understand.

1. God, he said, is the ruler of the world. The highest duty of every human being is to obey His will.
2. The will of God is made known to us by the Word of God, the Bible.
3. Man cannot obey God without help, for the whole human race is sinful.
4. Out of this hopeless state, Christ came to save us. This He did by offering Himself a sacrifice upon the cross to turn away the wrath of God.
5. We lay hold of this salvation by faith. This is a union of our heart with Christ, like the joining of a branch into a good tree. One of the results of faith is repentance, and another is a righteous life.
6. But some have faith and are saved, and others do not have faith and are lost, according to the will of God.

When he had finished the writing of the *Institutes*, Calvin was persuaded by a friend to help reform the church in Geneva. The city leaders resisted their efforts, though, and soon expelled both men from the city.

Calvin went on from there to another city, but he was asked to return to Geneva. In time he was asked to lead its church again. Calvin made many changes to the practices and government of the church.

Many people felt he went too far in the things he required, both in church life and in people's everyday lives. A number of city leaders made efforts to restrict his harsh authority. But Calvin's opponents were eventually forced out of city leadership.

Calvin became the master of Geneva till the day of his death. He made the city not only well-behaved, but prosperous. He fostered its trade in silks and velvets, and he got its streets cleaned. He also founded the University of Geneva, a great school of sound learning, whose scholars were influential all over Europe.

The city of Geneva became a model of what Calvin's followers thought a Christian community should be. Its doctrine, its worship, and its discipline influenced Protestant life everywhere. Later on, the Puritans brought the example of Calvin out of England into New England.

Calvin's teaching was that God is to be obeyed rather than man, and that all men, both wealthy and poor, have value in the eyes of God. This is the foundation of democracy.

Calvin's reverence for the Bible made people want to study it. This way they could learn the will of God for themselves. They had to be educated, then, in order to be able to read and understand that book, so schools and colleges sprang up everywhere. Thus for our free public education, as well as for our democratic government, of and by and for the people, we are greatly in debt to Calvin.

As John Calvin lay in his last sickness, he summoned the ministers of Geneva to meet him in his room about his bed, and addressed them as Paul addressed the elders of Ephesus. He recounted his labors and his pains, and the hard battles he had fought and won. "What a life it has been," he said, "for a poor scholar, shy and timid as I am." He asked their pardon for his faults, "in particular for his quickness, vehemence, and readiness to be angry." He exhorted them to continue the good work, and taking

each one by the hand, he commended them all to the blessing of God.

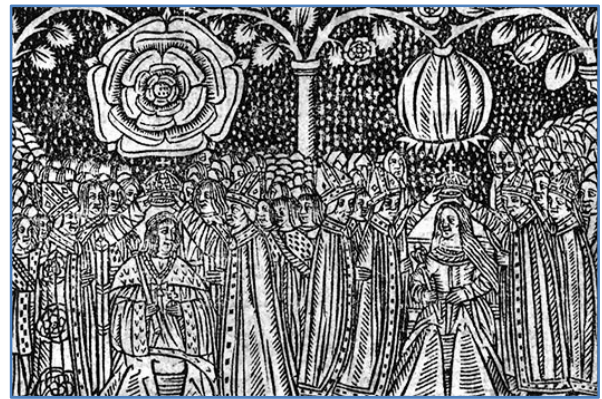
"We parted from him," said one of them later, "with our eyes bathed in tears, and our hearts full of unspeakable grief."



John Calvin's death 1564 in Geneva, by Joseph Hornung (19<sup>th</sup> century)

### The Reformation in England

The Reformation kept spreading, and soon it grew beyond Europe, into England. We'll study more about that next year, but we'll take a quick look at it now to show how fast and far it spread.



16<sup>th</sup> century woodcut of the coronation of Henry VIII of England and Catherine of Aragon

England stayed Catholic until King Henry VIII decided to end his marriage with his first wife, Catherine of Aragon, because she wasn't having any sons who lived. The Pope wouldn't let King Henry end his marriage, so Henry took England out of the Catholic Church so he could divorce Queen Catherine. He then took over all the church lands in England and started a new,

Protestant church called the Church of England.



Eighteen-year-old Henry VIII after his coronation in 1509

After King Henry died in 1547, a number of changes took place. First, Henry's son Edward became king until he died very young in 1553. Next, Henry's Catholic daughter Mary Tudor became queen. She quickly made England Catholic again. During her short reign of five years, she badly persecuted England's Protestants.

When Queen Mary died of illness a few years after she became queen, her Protestant half-sister became Queen Elizabeth I. Soon after she rose to the throne, the Protestant Church of England was restored. Elizabeth is known for her strong but gracious leadership, and for her love of the arts. The many years of her rule, called the Elizabethan Era, were a golden age of English drama, poetry, and exploration. The great writer William Shakespeare wrote his famous plays during her reign.



Zwingle on the bronze doors by Otto Münch (1935) on the Grossmünster in Zürich, Switzerland.

(Dual-licensed under GFDL and Creative Commons Attribution2.5 by Otto Münch; photograph by Rebecca Kennison : [https://commons.wikimedia.org/wiki/File:Switzerland\\_Z%C3%BCrich\\_Grossm%C3%BCnster\\_Zwingle\\_M%C3%BCnch\\_1935.jpg](https://commons.wikimedia.org/wiki/File:Switzerland_Z%C3%BCrich_Grossm%C3%BCnster_Zwingle_M%C3%BCnch_1935.jpg))

## Appendix

### Videos & Websites For Suggested Assignments

#### **Unit 15: Life and Culture in the Middle Ages, Part Two**

##### **Lesson 1: Life in a Medieval Village and Town**

Video:

The Luttrell Psalter—A Year in a Medieval English Village (History)

<https://youtu.be/myRNKk0-63A>

Websites:

Continue exploring the following website:

Middle Ages For Kids (History)

<http://www.lordsandladies.org>

Explore the following website:

Daily Life in the Middle Ages (History)

<http://www.localhistories.org/middle.html>

##### **Lesson 2: Life in a Monastery**

Video:

What Was Life Like: Meet a Medieval Monk (Church History)

<https://youtu.be/ewbjWSAVDLI>

Websites:

Life in the Middle Ages—scroll down to Religious Life in the Middle Ages (Church History)

<http://www.lordsandladies.org/life-in-middle-ages.htm>

Middle Ages: The Monastery (Church History)

[https://www.ducksters.com/history/middle\\_ages\\_monastery.php](https://www.ducksters.com/history/middle_ages_monastery.php)

A Brief History of Monasteries (Church History)

<http://www.localhistories.org/monasteries.html>

*(Unit 15 continued on next page)*

## Unit 15: Life and Culture in the Middle Ages, Part Two — *continued*

### Lesson 3: Benedict of Nursia

Video:

St. Benedict HD (Church History)

<https://youtu.be/T7h9932XILU>

### Lesson 4: On Your Own

The following links can be helpful for the Lesson Four assignment:

Videos:

The Structure of a Medieval Manuscript (Art History)

<https://youtu.be/HKBJkf2xbqI>

How to Draw Illuminated Letters (Art History)

<https://www.youtube.com/watch?v=TMi5g3OPO-Q>

Illuminated Letters (Art History)

<https://youtu.be/igg2NJtFWqo>

How to Start Calligraphy and Calligraphy Letters #1 (Art History)

<https://youtu.be/Lo-tMwJXMCc>

Calligraphy Practice: Carolingian Form (Art History)

<https://youtu.be/I7SvfmOMsPc>

How To Do Crayola Calligraphy—My Tips, Tricks & Hacks For Beginners

<https://youtu.be/38r7hjYK9vI>

Tiny Edens: What You Can Find in a Medieval Monastery's Garden (Church History)

Websites:

<https://www.medievalists.net/2018/04/tiny-edens-what-can-you-find-in-a-medieval-monasterys-garden/>

How to Garden Like a Medieval Monk (Church History)

<http://blog.english-heritage.org.uk/how-to-garden-like-a-medieval-monk/>

## Unit 16: The Far East in the Middle Ages

### Lesson 1: The Far East in the Middle Ages

Videos:

Geography of China (Geography)

<https://youtu.be/J6IrkUvJxio>

Marco Polo (History)

[http://teachertube.com/viewVideo.php?video\\_id=114089](http://teachertube.com/viewVideo.php?video_id=114089)

Japan Geography (Geography)

[https://youtu.be/\\_IaeRjrvSw](https://youtu.be/_IaeRjrvSw)

Samurai (History)

<https://youtu.be/lniA6VxN5iA>

### Lesson 2: Feudal Japan

Video:

Ancient Japan (History)

<https://youtu.be/zyLE-QAG9gg>



## **Unit 17: Britain in the Later Middle Ages, Part One**

### **Lesson 1: The Magna Carta**

Videos:

God (Bible)

<https://youtu.be/eAvYmE2YYIU>

What is Magna Carta? (History)

<https://youtu.be/7xo4tUMdAMw>

### **Lesson 2: The Barons' Wars Against Henry III**

Video:

Who Was Simon de Montfort? Henry III and the Second Barons' War (History)

<https://youtu.be/nkm8unXCVSo>

## **Unit 18: Britain in the Later Middle Ages, Part Two**

### **Lesson 1: The First Two Edwards**

Video:

Edward Longshanks “the villain of Braveheart” and the Castles of Wales (History/Art History)

<https://youtu.be/gsw8YpgvpU>

### **Lesson 2: Wallace the Brave**

Video:

BBC—Hunting For History—William Wallace (History)

<https://youtu.be/ms6IjzAutpY>

Website:

Wallace and Bruce (History)

<http://www.bbc.co.uk/scotland/education/hist/wallaceandbruce/bb/>

### **Lesson 3: Robert the Bruce**

Video:

Robert Bruce and the Spider (History)

<https://youtu.be/UasetwSy-Po>

### **Lesson 4: The Rise of Parliament**

Video:

A Brief History of Representation in Nearly 60 Seconds (History)

<https://youtu.be/9Yr1Dj8jKv8>

## **Unit 19: Europe in the Later Middle Ages**

### **Lesson 1: Decline of the Holy Roman Empire**

Video:

Power Struggles of the Holy Roman Empire Popes vs. Emperors (History/Church History)

<https://youtu.be/MdWV1wiHQVo>

*(Unit 19 continued on next page)*

## **Unit 19: Europe in the Later Middle Ages – *continued***

### **Lesson 2: Strife With the Popes**

Videos:

Avignon, France—Home of the French Popes (History/Church History)

<https://youtu.be/d9k68am9fx8>

The Hundred Years' War, Part One (History)

<http://www.youtube.com/watch?v=zxwTNvK6Gog>

The Hundred Years' War, Part Two (History)

<http://www.youtube.com/watch?v=olxp5KpNAgA&feature=relmfu>

## **Unit 20: The Hundred Years' War and the Wars of the Roses**

### **Lesson 1: The Hundred Years' War**

Video:

100 Years' War (History)

[https://youtu.be/FRMc9a4\\_nnE](https://youtu.be/FRMc9a4_nnE)

Websites:

The Hundred Years' War (History)

[http://teachertube.com/viewVideo.php?video\\_id=64227](http://teachertube.com/viewVideo.php?video_id=64227)

Battles Timeline of the One Hundred Years' War (History)

<http://www.lordsandladies.org/battles-timeline-one-hundred-years-war.htm>

Hundred Years' War (History)

<http://www.lordsandladies.org/hundred-years-war.htm>

### **Lesson 2: Joan of Arc**

Video:

Joan of Arc For Kids (History)

<https://youtu.be/wmPsBqovrVU>

Website:

Timeline of the Life of Joan of Arc (History)

[http://www.maidofheaven.com/joanofarc\\_timeline\\_history.asp](http://www.maidofheaven.com/joanofarc_timeline_history.asp)

## **Unit 21: Medieval Spain**

### **Lesson 1: The Rise of Spain**

Video:

Hope (Bible)

<https://bibleproject.com/videos/yakhal-hope/>

### **Lesson 2: Ferdinand and Isabella**

Video:

King Ferdinand & Queen Isabella (History)

<https://youtu.be/7FCM9c4NXFQ>

## **Unit 22: Beginnings of Church Reform**

### **Lesson 1: John Wycliffe**

Video:

John Wycliffe (History/Church History)

[https://youtu.be/W34h3R\\_o22g](https://youtu.be/W34h3R_o22g)

### **Lesson 2: John Hus**

Video:

The History of the Bible (History/Church History)

<https://youtu.be/2AuDhWiO2D4>

## **Unit 23: Russia and Switzerland in the Middle Ages**

### **Lesson 1: Russia**

Videos:

Where Did Russia Come From? (History)

<https://youtu.be/lfe1wEQzSzM>

How Terrible Was Ivan the Terrible? (History)

<https://youtu.be/wyT9uL1ixpU>

### **Lesson 2: The Rise of the Swiss Confederation**

Video:

Middle Ages in Switzerland (History)

<https://youtu.be/SnnFinEh4Aw>

## **24: The Fall of Constantinople and the Rise of the Ottomans**

### **Lesson 1: The Fall of Constantinople**

Video:

Fall of Constantinople (History)

<https://youtu.be/nJ2T9HNCUTQ>

### **Lesson 2: Suleiman the Sublime**

Video:

The Complex Geometry of Islamic Design (Art History)

<https://youtu.be/pg1NpMmPv48>

## **Unit 25: Rebirth of Art and Science**

### **Lesson 1: The Beginning of the Renaissance**

Videos:

Overview: TaNaK/Old Testament (Bible)

<https://bibleproject.com/videos/old-testament-tanak/>

Adventure Into the Renaissance—History For Kids (Art History)

<https://youtu.be/v1zeIrO5omY>

*(Unit 25 continued on next page)*

## **Unit 25: Rebirth of Art and Science — *continued***

### **Lesson 2: Printing in Europe**

Video:

Johannes Gutenberg and the Printing Press (History)

<https://youtu.be/oojyCDRc8uc>

### **Lesson 3:**

Videos:

Galileo Galilei For Kids (History)

<https://youtu.be/3UyV6yg9hqM>

Kepler (History)

[https://youtu.be/DLO\\_GDFoqq8](https://youtu.be/DLO_GDFoqq8)

Beyond the Big Bang: Copernicus (History)

<http://www.history.com/shows/the-universe/videos/beyond-the-big-bang-copernicus>

## **Unit 26: The Age of Exploration**

### **Lesson 1: The Old World and the New World**

Video:

Age of Exploration (History)

<https://youtu.be/17OP-2eSW5M>

### **Lesson 2: Christopher Columbus**

Video:

Columbus Day: Christopher Columbus Sets Sail (History)

<https://youtu.be/uGtIHZMrovQ>

## **Unit 27: Beginning of the Reformation**

### **Lesson 1: The Beginning of the Protestant Reformation**

Video:

A Fun, Animated History of the Reformation and the Man Who Started It All (History/Church History)

<https://youtu.be/FhGGjRjvq7w>

### **Lesson 2: Martin Luther**

Video:

Martin Luther—the Animated Movie (History)

<https://youtu.be/-l3dlhwBA34>

## **Unit 28: The Reformation Starts Spreading**

### **Lesson 1: The Reformation Moves Beyond Germany**

Videos:

Overview: New Testament (Bible)

<https://bibleproject.com/videos/new-testament-overview/>

The Swiss Reformer—Ulrich Zwingli (History/Church History)

<https://youtu.be/ieZzf9gGPyM>

John Calvin Biography (History/Church History)

<https://youtu.be/2ivVAcg5pyI>

Elizabeth I (1533-1603) Queen of England (History)

<https://youtu.be/dfgeLdXA87I>

The Story of William Shakespeare (History)

<https://youtu.be/c3RyQxEpMxY>