




## LITERATURE

Worksheet for *Tales of King Arthur*, retold by Felicity Brooks

In preparation for recognizing special words pertaining to the Middle Ages, look up the following words from your reading in a dictionary and write the definition for each in the space provided.

joust chivalry sovereign hilt valor steward fealty scabbard lance conjurer 

## DIALECTIC LEVEL

**Have you set up your notebook for the year yet? If not, do so this week.**

- Your teacher will give you a three-ring binder.
- You can decorate it with a drawing of what you think Year 2 will be about. Ask your teacher what topics you'll study this year, and then design your cover. Here are some ideas:
  - You could draw one big picture and slide it into the cover area of your binder.
  - You could cut a picture from a magazine to decorate your cover.
  - You could draw (or cut out) several pictures and make a collage for your cover.
  - You might be able to use the computer to find neat clip art to use in your decorations.
- Be sure to make a spine label so that you can find your notebook easily!
- Your teacher will help you to insert and label dividers and put them in the proper order inside your notebook.
- Don't forget to put lined or blank paper in each section, depending on what you'll need for that section's work.

### Setting Up Your Planner

Perhaps you already use a planner. If not, your teacher will give you a new one, along with a weekly schedule of classes, and explain how you'll use your planner to record information during the coming school year. On Mondays (or whenever your family plans out the week ahead), break down weekly assignments into daily ones, and transfer them into a planner. You will then work from your completed planner, each week.

- Take a week's assignment, say, ten pages in a history book, and decide if you will read all ten pages on Monday, or two pages each day, Monday through Friday, or some other schedule. After receiving direction from your teacher, fill in your planner section by section as you read about various *Tapestry* components below.
- As you finish each assignment, check it off. Ask your teacher what type of information you'll need to keep for your state or oversight group's record-keeping requirements.
- When you're finished with your planner, it becomes a permanent record, so don't lose it!

### Weekly Overview Charts

Each week, *Tapestry* offers many things for you to do to enhance what you are learning, and you probably won't have time to do all that's suggested. So, each week at your planning time, look with your teacher at the Weekly Overview Chart (on pages 6-7), which contains a list of all suggested assignments in a two-page format (except Reading and Writing, which are listed in separate charts on pages 4-5 and 9). Using all three charts (plus assignments from other curricula), you'll plan your week.

- Look at the Weekly Overview Chart for Week 1 with your teacher. Your assignments are always listed in the green color-coded column that says "Dialectic" at the bottom. You only need to be concerned with your column.
- Your teacher will tell you whether she will photocopy one of these for you every week, or if you will view it in your family's one central planning notebook.
- If you're using a family notebook, discuss and choose your assignments with your teacher, and then write them into your planner.
- If you are to have your own copy of the chart, make a section in your notebook in which to keep them. Each assignment has a little box  in front of it. Check  (or fill in ) the little boxes in front of all the assignments you and your teacher decide you should do.

### Weekly Reading Assignment Chart

Weekly reading assignments are all listed in your Reading Assignment Chart, which is separated into columns similar to the Weekly Overview Chart. Again, keep your eye on the green column! Remember, you will not always read every assignment listed for your level. Each week, you will decide, with your teacher, which assignments you will complete.

- If you get your own copy, check  (or fill in ) the little boxes in front of all the assignments you and your teacher decide you should do each week. Then transfer them to your planner, writing them into the days when they will actually be read.
- If not you do not get your own copy, discuss and choose your assignments and write them into your planner.

- ❑ Briefly note details of the Celtic and Germanic ways of life: roles of men and women, means of earning a living, typical housing, etc.

*Men were unschooled warriors, whose main values were courage and skill in battle and drinking and telling of stories around fires in times of peace. Celts were originally nomadic; they built either lodges with steep roofs to shed heavy snowfalls or, in the summer, temporary huts that could be moved as grazing land was depleted. The men hunted and fought; the women managed households and fields and flocks and bore and raised children.*

- ❑ Of what significance was Clovis?

*Clovis was a strong Frankish king who united the Franks into a single nation for the first time. He became the founder of the Merovingian dynasty, which ruled Gaul (modern-day France) for the next two centuries.*

NOTE: He converted to Roman Christianity; this had a huge effect on the whole course of French history, as we shall see. Be sure to mention the role of Clovis' wife Clothilda, a Burgundian princess, in Clovis' conversion. She preached to him first, and then he converted years later after winning an important military victory.

- ❑ Who was Genseric? Describe his career.

*King of the Vandals, Genseric looted and pillaged the Eastern and Western Roman Empires for about thirty-five years. His career culminated in the sack of Rome in A.D. 455. Though Leo I tried to turn Genseric from his intended pillage, he won only the concession that Romans not be murdered, and that Rome (especially church buildings) be spared from burning. Genseric looted for fourteen days and then departed, taking captive slaves, important hostages, and treasures galore, including contents from the Jewish Temple that Titus had brought to Rome around A.D. 70.*

3. As part of their introduction to the cast of characters that we are discussing this week, we suggest that you and your students relate all of the individuals listed below on a time line. (If students have a time line from last year or if they are just starting *Tapestry* and their four-year time line project, do make sure the following important figures are all included. If students are not keeping a four-year time line, we highly recommend that you keep one in class for this unit, since there are many people and events occurring in different locations that make this time period complex.)

- ❑ c. 250-336: Arius lives and teaches Arianism.
- ❑ 325: The First Council of Nicaea outlaws Arianism.
- ❑ 306-337: Reign of Constantine the Great
- ❑ 312: Constantine adopts Christianity.
- ❑ 410: Visigoths sack Rome under Alaric.
- ❑ 440-461: Leo I (the Great) is Bishop of Rome.
- ❑ 451: Battle of Chalons: Huns vs. Romans and Goths
- ❑ 453: Attila the Hun dies.
- ❑ 455: Vandals sack Rome under Genseric.
- ❑ 476: Fall of the Western Roman Empire: Odoacer deposes Romulus Augustulus.
- ❑ 476-493: Odoacer rules as king of Italy.
- ❑ 493-526: Theodoric the Great (the Ostrogoth) rules Italy.
- ❑ 496: Clovis the Frank proclaims himself a Roman Christian (as opposed to an Arian Christian) as a result of a battle victory and his wife Clothilda's influence.

4. Ask students, "If you had to give two main reasons for the fall of the Roman Empire, what would they be, and why would you choose these two?"

*There are several good answers to this question. They include: corruption among leaders, over taxation and oppression of the common people, pressures from barbarian tribes, violent conflicts between mercenary armies, and the division of the empire into eastern and western halves. Treat this as a discussion question for which there is no "one right answer," allowing students to speculate as long as they can back up their opinions with specific facts, or with Scriptures, if they are giving a biblical answer. Seek to affirm clearly stated opinions that are well-reasoned, and use questions to show students who have "long-winded opinions" how to clarify their thoughts.*

5. What is your impression of life during the decline of the Roman Empire? Do you get the feeling that there was widespread anxiety throughout the Roman world, or not? Try to find specific reasons for your answer in your reading assignment for this week.

*In a way, we've already answered this, but impress on students again that the change from Roman culture to the mixed, feudal culture that resulted over four centuries was gradual.*

6. Where did the following groups of barbarian invaders come from, and (generally speaking) in what territories did they settle by the A.D. 550's? (For example, the Franks were from Eastern Europe and settled in what is now France.) See the resource map on page 58, in the Geography Background Information for details.

- |                                     |                                      |                                 |
|-------------------------------------|--------------------------------------|---------------------------------|
| <input type="checkbox"/> Visigoths  | <input type="checkbox"/> Huns        | <input type="checkbox"/> Scots  |
| <input type="checkbox"/> Ostrogoths | <input type="checkbox"/> Burgundians | <input type="checkbox"/> Angles |
| <input type="checkbox"/> Franks     | <input type="checkbox"/> Lombards    | <input type="checkbox"/> Saxons |
| <input type="checkbox"/> Vandals    | <input type="checkbox"/> Picts       |                                 |

Note that, generally speaking, the Germanic tribes listed above displaced and/or merged with the Celts (who were called Gauls by the Romans). Over time, the Celts on the continent intermarried with Romans and other Germanic immigrants and all became one European people.

## LITERATURE: LOWER LEVEL QUESTIONS AND ANSWERS

### Answers to Lower Grammar Worksheet on *Brigid's Cloak*

1 - child	3 - song	2 - lantern	2 - moon	3 - Brigid	1 - day
2 - hut	2 - note	1 - holly	1 - dream	2 - blue	2 - Druid
3 - sky	1 - forest	3 - star	3 - tree	1 - baby	3 - Duffy
3 - stable	2 - hill	1 - come	1 - thank	3 - shouted	2 - Mary
1 - sheep	1 - hard	3 - covered	2 - them	1 - she	1 - manger
2 - spread	3 - house	2 - could	3 - then	2 - sheep	3 - maybe

### Answers to Upper Grammar Worksheet on *Tales of King Arthur*

Take the time to look up the following biblical references and discuss them with your students. These are not exhaustive listings, but will provide you direction for providing a correct worldview.

- Magic or witchcraft (referenced throughout our chosen text): Deuteronomy 18:11-12, Acts 8:9-25, and Galatians 5:19-20. Teach your students how to recognize this topic themselves by identifying words such as "divination" and "conjure."
- Feast of Pentecost (9-10): Leviticus 23:4-8 and Acts 2
- Doing God's will (13): Psalm 143:10 and Hebrews 10:5-10
- God's anger (15): Exodus 34:6 and Psalm 30:5

### Definitions:<sup>1</sup>

<b>joust</b>	<i>a combat in which two knights on horseback attempted to unhorse each other with blunted lances</i>
<b>chivalry</b>	<i>the qualities idealized by knighthood, such as bravery, courtesy, honor, and gallantry toward women</i>
<b>sovereign</b>	<i>a monarch; a king, queen, or other supreme ruler</i>
<b>hilt</b>	<i>the handle of a sword or dagger</i>
<b>valor</b>	<i>boldness or determination in facing great danger, especially in battle; heroic courage</i>
<b>steward</b>	<i>a person who manages another's property or financial affairs</i>
<b>fealty</b>	<i>faithfulness; allegiance; the loyalty that citizens owe to their country (or subjects to their sovereign)</i>
<b>scabbard</b>	<i>a sheath for a sword or the like</i>

<sup>1</sup> All dictionary definitions in the chart are taken from [www.dictionary.com](http://www.dictionary.com).