

## LITERATURE

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

Examine dialogue this week by finding the following quotations from your book. Write down who was speaking, and who was spoken to in the spaces provided.

1 “Your day will come soon.”

Who said it?

Who was spoken to?

2 “I’ll do whatever you want, but please spare my knights and servants.”

Who said it?

Who was spoken to?

3 “I cannot make exceptions . . . even for my own wife.”

Who said it?

Who was spoken to?

4 “Sir Gareth and Sir Gaheris were killed by Sir Lancelot this morning.”

Who said it?

Who was spoken to?

5 “I cannot forgive you for killing my knights, for abducting my wife, or for your betrayal.”

Who said it?

Who was spoken to?

6 “It’s all my fault, the killing and hatred.”

Who said it?

Who was spoken to?

7 “You must make a truce on whatever terms you can.”

Who said it?

Who was spoken to?

8 “Take me to Lake Avalon.”

Who said it?

Who was spoken to?

9 “Nothing but mist and moonlight, sir.”

Who said it?

Who was spoken to?

## DIALECTIC LEVEL

### HISTORY

#### Accountability Questions

1. Who was Charles Martel, and what were his contributions to history?
2. Who was Pepin the Short, and what were his notable achievements?
3. What were the Donation of Constantine and Pepin's Donation? In what ways were the Donations similar, and how did they differ? Why were these both important, practically and symbolically?
4. Summarize Charlemagne's accomplishments in these areas:
  - Wars of conquest
  - Administration of his empire
  - Promotion of learning within his empire
5. What were the Strasbourg (or Strasburg) Oaths, and why were they significant?
6. What was the Treaty of Verdun? When, and between whom, was it agreed upon? Why was it significant?

#### Thinking Questions

1. How did Charlemagne manage to rule his vast territories so well, despite the fact that, at that time, people only traveled on foot, on the backs of animals, in carts, or by boat? Be as specific as you can about the details of his system!
2. Prepare to discuss the connections between Pepin and Charlemagne and the Roman Church.
3. In *The Story of Europe*, H.E. Marshall asserts that the Teutonic races had what kind of influence?

### FINE ARTS AND ACTIVITIES

1. Learn about the art of falconry, using Internet links found on the Year 2 Arts/Activities page of the *Tapestry* website to do extra research. Make a display board to share what you learn with others, and be prepared to show and explain your board at your Unit Celebration.

Look in *Hands-On History: Middle Ages* for instructions and details on these projects:

2. Finish your girdle book from Week 2. (Week 2 of 2)
3. Learn about heraldry and design your own coat of arms.

### GEOGRAPHY

1. Look in your printed resources to see how big Charlemagne's empire was at its height (around 800). Shade a paper or transparency map of Europe to show this territory and label the areas named below:
 

<input type="checkbox"/> Emirate of Cordova	<input type="checkbox"/> Lombardy	<input type="checkbox"/> Austrasia
<input type="checkbox"/> Brittany	<input type="checkbox"/> Burgundy	<input type="checkbox"/> Saxony
<input type="checkbox"/> Gascony	<input type="checkbox"/> Provence	<input type="checkbox"/> Bavaria
2. With your teacher, look to see how the grandsons of Charlemagne divided his empire into three parts, according to the Treaty of Verdun in 843. Then, compare this map with a modern map of Europe. Which modern boundaries can you see emerging? On the paper map above, indicate with broken lines where the Treaty of Verdun divided Charlemagne's empire.
3. Note the developing kingdoms in the British Isles. Shade these kingdoms: Wessex, East Anglia, and Northumbria.

### CHURCH HISTORY

#### *The Church in History*, by B.K. Kuiper

Your recommended resource, *The Church in History*, has questions for discussion listed in each chapter. After you finish reading Sections 2-7 of Chapter 9 and Sections 3-4 of Chapter 10, answer questions 1-9 on page 74 and questions 2-4 on page 79. When you have finished, check your answers in the book. Then ask your teacher to look over your work, and discuss with her anything you didn't understand.

- ❑ They also developed a new style of handwriting called Carolingian minuscule. This handwriting later became the model for printing.
- ❑ The revival of learning under Charlemagne is sometimes called the Carolingian Renaissance. This model of learning strengthened the clergy and, after his death, caused many monasteries to be established.

### 2<sup>nd</sup> Hour: Charlemagne's Death and Legacy

1. Charlemagne was a great man, but his reforms did not last. Discuss the dissolution of his empire.
  - ❑ *His son, Louis the Pious, was a devout Christian, but he lacked his father's abilities as an energetic ruler. Louis was plagued by intensifying Viking invasions, and died about 25 years after his father did.*
  - ❑ *Before he died, following the German tradition of dividing the realm equally between sons, he bequeathed lands and titles on Charlemagne's three adult grandsons. They were all quarrelsome, and the two youngest teamed up against the eldest, swearing fealty to one another with the Oaths of Strasbourg in 842.*
  - ❑ *Strife was finally quelled by the Treaty of Verdun in 843. Charles the Bald received the western lands (modern-day France) and Louis the German received eastern lands (modern-day Germany) while Lothair, the eldest, retained the title of emperor and ruled lands in Northern Italy and a thin strip of land between the western and eastern kingdoms of his brothers. In this division, we can see outlines of the modern nation-states of Europe.*
    - ❑ Be sure to point out that Lothair's middle kingdom was quickly consumed by the kingdoms of his two younger brothers. (See our map on page 3 that shows how hard it would have been to keep it intact!)
    - ❑ Down through the centuries, these lands have gone back and forth between German and French governments. They remained bones of contention and spoils of war even into the twentieth century. (Tell students to keep their eyes open in future readings for the lands of "Alsace and Lorraine.")
  - ❑ *The sons and grandsons that followed Charlemagne's grandsons were no better—they were also weak and quarrelsome. Charlemagne's empire was never reconstituted.*
2. Discuss Charlemagne's influence on Western culture.
  - ❑ *Charlemagne's love for the church, his administrative system, his love of justice and law, and the brief expression of culture and learning during his reign gave western Europeans hope, vision, and a longing to construct a new empire in a Christian context.*
  - ❑ Students were asked why enthusiasm for art and learning waned so soon after Charlemagne's death.
    - ❑ *The German barbarians did not generally have regard for art and literature, and Charlemagne was the exception to the rule among the Franks. It is therefore not surprising that as his empire dissolved, so did the force of law that had compelled unwilling attention to literacy and the arts.*
    - ❑ *Some insightful students may point out that learning was not completely eliminated after Charlemagne's death. Monasteries and cathedral schools remained the guardians of learning during this time.*
3. Discuss the importance of the pope crowning Charlemagne as Holy Roman Emperor in 800 at St. Peter's in Rome.
  - ❑ *As with Pepin's appeal, this event continued the dangerous merging of church and secular authorities. It was foundational to the power struggle between popes and princes that continued throughout the Middle Ages.*
  - ❑ Students have studied the Byzantine Empire and are doing ongoing reading about it. They can therefore understand these finer points:
    - ❑ The Byzantine emperors still considered themselves the heirs of the Roman title "Augustus."
    - ❑ Note that the pope did not have power to confer an imperial title (of emperor) on anyone. He claimed to have this power on the basis of a forged document (Donation of Constantine).
    - ❑ This event was also significant for further widening the distance between eastern and western spheres of government. In accepting this title of Holy Roman Emperor, Charlemagne was setting himself up as a rival to (or at least, the equal of) the Byzantine emperors.
  - ❑ We will learn later that the title of Holy Roman Emperor came to be most strongly associated with German territories, which were never wholly united into any one, cohesive empire. It was, in the words of Voltaire, "Neither Holy, nor Roman, nor an Empire." Charlemagne was the last Frank to hold this title.
4. Spend the remainder of your time discussing whether or not Charlemagne was a good ruler.
 

NOTE: Students who are new to discussions of questions that have no one right answer may need some coaching on this question.

  - ❑ Start off by asking them to define the terms of the discussion: what do they mean by a "good" ruler? "Good" can mean any of the following in this context: *efficient, capable, morally right, kind, etc.*

NOTE: It may be that a sizeable amount of time is spent in arriving at the definition of this word, which is fine! We are teaching students to argue effectively, and the first step to effective argument is a clear definition of terms.

- ❑ After “good” is defined satisfactorily, allow students to present facts that support their positions on Charlemagne’s reign. Below are some key facts, but there are many others that students may bring into play. Remember to be a facilitator; there is no one right answer, but there is one right way to discuss. Each student should state positions based on facts and listen to classmates in turn. They should not become emotional (or personal, or antagonistic) as they pursue their arguments.
  - ❑ *Charlemagne was a good ruler, if by “good” one means “effective or able.” It is indisputable that he brought energy, skill, and efficiency to his realm. He shone in areas of common sense, courage, generalship, and an appreciation for the arts.*
  - ❑ *If one explores the question of goodness as a Christian, Charlemagne loved the Roman Church in so far as he understood it, but we must question the way he forced his faith on his German subjects.*
  - ❑ *If one looks for freedom of expression or self-determination for the common people (both modern ideas) as a measure of a leader’s “goodness,” one must fault Charlemagne for ruling with an iron fist. He was concerned with a large amount of details and legislated, it was said, the commerce of his kingdom down to the last nail, egg, and plank.<sup>1</sup> Peasants were tied to the land and served at the pleasure of all those in authority over them, which ultimately meant Charlemagne himself.*

**LITERATURE: LOWER LEVEL QUESTIONS AND ANSWERS**

**Answers to Lower Grammar Worksheet for *King Arthur***

Your student has been instructed to complete three sentences from each of the first three chapters. This is a good activity to encourage eye/hand coordination, as well as mining a book for specific information. Check his work for correct spelling and placement of words.



1. “I’ll fetch it!” offered Arthur, quickly turning and galloping off (10).
2. Sir Ector and Kay tried to pull it out again, *but it wouldn’t budge* (14).
3. *So Arthur was crowned king* and he set up his court at a place called Camelot (16).
4. “I must save my people from this menace” (19).
5. The lady walked across the water to Arthur and *offered her hand* (28).
6. *Arthur reached out for the sword* in its beautiful scabbard (29).
7. *He was so pleased that he gave Arthur* an enormous round table as a wedding present (32).
8. “From now on, you shall be known as the *Knights of the Round Table!*” (34).
9. “You must all swear to be noble and brave, *and to help the weak and helpless*” (35).

**Answers to Upper Grammar Worksheet for *Tales of King Arthur***



- 1 “Your day will come soon” (104).  
Who said it? *Morgan le Fay*      Who was spoken to? *Mordred*
- 2 “I’ll do whatever you want, but please spare my knights and servants” (107).  
Who said it? *Guinevere*      Who was spoken to? *Sir Melligrance and his men*
- 3 “I cannot make exceptions . . . even for my own wife” (112).  
Who said it? *Arthur*      Who was spoken to? *Mordred*
- 4 “Sir Gareth and Sir Gaheris were killed by Sir Lancelot this morning” (115).  
Who said it? *The messenger*      Who was spoken to? *Gawain*
- 5 “I cannot forgive you for killing my knights, for abducting my wife, or for your betrayal” (117).  
Who said it? *Arthur*      Who was spoken to? *Lancelot*

<sup>1</sup> *Life in Medieval Times*, by Marjorie Rowling (Penguin Putnam, Inc. New York, 1968) p. 20.

- 6 “It’s all my fault, the killing and hatred” (121).  
Who said it? *Gawain*                      Who was spoken to? *Arthur*
- 7 “You must make a truce on whatever terms you can” (123).  
Who said it? *The ghost of Gawain*      Who was spoken to? *Arthur*
- 8 “Take me to Lake Avalon” (126).  
Who said it? *Arthur*                      Who was spoken to? *Bedivere and Lucan*
- 9 “Nothing but mist and moonlight, sir” (127).  
Who said it? *Bedivere*                      Who was spoken to? *Arthur*

### Answers to Dialectic Worksheet for *Stories of Beowulf*<sup>1</sup>

To read a short summary of this book, review page 21 in *Medieval Myths, Legends, and Songs* (from the student’s reading in Week 1). All definitions assigned to the student are subject to a quiz at the end of this unit. If your student has difficulty finding specific examples for this worksheet, feel free to give him page numbers.

- Beowulf* is an epic. Look up this term in the dictionary and write the definition.
  - An “epic” is a long poetic composition, usually centered upon a hero, in which a series of great achievements or events is narrated in elevated style. *Beowulf* is the oldest epic in English.
  - Have your student take notes on the following characteristics of an epic:
    - There is a nationalistic emphasis. The plot may focus on a central hero, but his destiny is that of the whole nation or world.
    - Epics exhibit historical impulse. There are often allusions to key events in the life of a nation.
    - Oftentimes an epic takes place in a supernatural context. Miraculous events and other supernatural events are commonplace.
    - An epic is tightly structured. The reader will discover a unifying hero and a central epic feat. Frequently this feat includes winning battles and establishing kingdoms.
    - Most epics have been written in poetry form.
- Define “protagonist.” Who is the protagonist in this story?  
*A protagonist is the leading character, hero, or heroine of a drama or other literary work. The protagonist of this story is Beowulf. The first introduction of this character is on page 7 if you wish to discuss the student’s initial impression of him.*
- Define “antagonist.” Who is the antagonist in this story?  
*An antagonist is the adversary of the hero or protagonist of a drama or other literary work. The antagonists in the first half of this story are Grendel and the Water Witch. Ask your student to give a description of both characters. Look on page 3 for a description of Grendel. Introductory details about the Water Witch can be found on pages 30-31.*
- How is *Beowulf* a hero? Give two specific examples from your reading.  
*There are several examples that the student might find. Check his work by asking for page numbers if necessary. Here are three possible examples:*
  - A lengthy example from *Beowulf*’s own mouth is on page 17.
  - Chapter IV details how *Beowulf* overcomes Grendel.
  - Beowulf* seeks revenge upon the Water Witch on pages 38 and 39.
- Define “simile.” Give two examples from your reading.  
*A simile is a figure of speech in which two unlike things are explicitly compared, using the words “like” or “as.” Here are several examples:*
  - “...his teeth were long and sharp, like the tusks of an animal” (3).
  - “His nails were like steel and sharper than daggers...” (3).
  - “Then like a bird wind-driven upon the waves, the foam-necked ship sped forth” (8).
  - “Out of the dark Grendel’s eyes blazed like fire” (22).
  - “The noise of the contest was as of thunder” (23).

<sup>1</sup> All definitions are taken from <<http://www.dictionary.com>>.

6. Define “alliteration.” Find two instances of alliteration. Write your own phrase using alliteration.

*Alliteration is the repetition of the beginning sounds of words. There are numerous examples. Here are a few:*

- “King Hrothgar named it Hart Hall” (2).
- “...he carried them off to his dark dwelling, there to devour them” (4).
- “A cry of woe and wailing crept out over the moorland, and the woesome sound made glad the heart of the Wicked One” (4-5).
- “Now as the warriors sprang to shore, he saw the sun gleam upon the sword and shield and coat of mail” (8).
- “Ye come as friends, O bearers of weapons, O wearers of war garments” (9).
- Check the student’s phrase for repetition of beginning sounds.

7. Define “theme.” Give one example of each of the following themes:

*The theme is a topic of discourse or discussion, or an implicit or recurrent idea.*

- Courage: *As the character of Beowulf is introduced, it seems that he has courage.* (See pages 7 and 12 for two examples. Also, the examples from student question 4 may be given as answers.)
- Generosity: *The fact that Beowulf was willing to come to the aid of Hrothgar shows his generosity* (7).

8. Look at the following selection from the Old English version of *Beowulf*,<sup>1</sup> and its translation. Mark words that you think are similar between the two.

This is strictly an interesting exercise for your student to discover more about the difference between Old and Modern English.

*Forgeaf þa Beowulfe brand Healfdenes  
segen gyldenne sigores to leane;  
hroden hildecumbor, helm ond byrnan,  
mære maðþumsweord manige gesawon  
beforan beorn beran.*

*He gave then Beowulf the sword of Healfdane,  
golden standard victory to reward;  
embroidered war-banner, helmet and armor,  
famous treasure-sword many saw  
before the warrior borne.*

## LITERATURE: RHETORIC DISCUSSION OUTLINE

### *Chanson de Roland*

This week, we read the epic French poem that was the “first major work of French literature” and became “the first and most outstanding example of the *chanson de geste*, a literary form that flourished between the eleventh and fifteenth centuries and celebrated the legendary deeds of a hero.”<sup>2</sup> A *chanson de geste* is a “song of heroic deeds,”<sup>3</sup> and this work is appropriately called the *Chanson de Roland* (the *Song of Roland*).

The subject for recitation or reading aloud this week is “What Makes A Vassal Good” (lines 1722-1736; pages 1287-1288). Alternatively, if your student would like to collaborate with two other students, they may choose “The Argument Over the Olifant” (lines 1702-1736; pages 1287-1288), and each take a part (Roland, Oliver, or the Narrator).

### *World Book on Roland*<sup>4</sup>

**Roland** was the greatest of the legendary knights who served the medieval king Charlemagne. Stories of Roland circulated during the 1000’s, but the oldest surviving version is *The Song of Roland*, an epic poem written about 1100 by an unknown French author. The work may have been based on an actual event in A.D. 778, but it describes the hero as though he lived in the author’s time. In the epic, Roland shows his courage and devotion by accepting the dangerous assignment of protecting Charlemagne’s army from the Muslims as it crossed the Pyrenees, a mountain chain between France and Spain. A traitor betrays Roland and his men. They die in battle against the Muslims, but Roland’s bravery reflects the knightly ideal of service to one’s lord. Later German and Italian authors also wrote about Roland. Most of their works are longer than *The Song of Roland* and tell a more complicated story.

<sup>1</sup> Found on <http://www.nvcc.edu/home/vpoulakis/Translation/beowulf1.htm>.

<sup>2</sup> “The Song of Roland.” Wikipedia, The Free Encyclopedia. 14 Mar 2007, 20:26 UTC. Wikimedia Foundation, Inc. 15 Mar 2007 <[http://en.wikipedia.org/w/index.php?title=The\\_Song\\_of\\_Roland&oldid=115145110](http://en.wikipedia.org/w/index.php?title=The_Song_of_Roland&oldid=115145110)>.

<sup>3</sup> “Chanson de geste.” Wikipedia, The Free Encyclopedia. 14 Mar 2007, 08:14 UTC. Wikimedia Foundation, Inc. 15 Mar 2007 <[http://en.wikipedia.org/w/index.php?title=Chanson\\_de\\_geste&oldid=115007817](http://en.wikipedia.org/w/index.php?title=Chanson_de_geste&oldid=115007817)>.

<sup>4</sup> From a *World Book* article entitled *Roland*. Contributed by Carl Lindahl, Ph.D., Folklore, Associate Professor of English, University of Houston.