

LOWER GRAMMAR LEVEL

FINE ARTS AND ACTIVITIES

Finish up strong in this last week of Unit 1!

1. Gather your writing assignments, maps, and other work from this unit and bind it all into a book format.
2. Complete final preparations for your Medieval Feast costume. (Week 5 of 5)
3. Help prepare food for your Medieval Feast. (Week 3 of 3)

Your teacher may want you to choose from these activities, found in *Days of Knights and Castles*:

4. Make moveable type using string, paper clips or alphabet pasta, and cardboard squares. Find some nice card stock and make place cards for guests at your Medieval Feast, or for another special dinner.
5. Make your own paper from scratch.
6. Write a secret message in invisible ink.
7. Fold paper into an envelope pattern. On the inside, write a thank-you note to someone who has recently given you a gift, or a write thank-you notes to your guests for coming to your Medieval Feast. Seal the envelope with a pretty sticker, or use real sealing wax, with your teacher's help.

GEOGRAPHY

1. Review this unit's Geography lessons, finishing any maps that need completion.
2. Put all completed maps away in a file, notebook, or portfolio for display at your Unit Celebration as your teacher directs.
3. OPTIONAL: Take a brief oral quiz. Can you name and point out the seven continents? How about the four oceans?



LITERATURE

Worksheet for *Marguerite Makes a Book*, by Bruce Robertson

Sequence the following events from this story.



A. Bernard trims a calfskin and gives it and the scraps to Marguerite.



B. A horse-drawn cart travels directly into Papa Jacques's path, knocking him down.



C. Lady Isabelle looks at the painted pages, and lingers over her picture.



D. Marguerite applies gold leaf to the margins of the manuscript.



E. Using items purchased from the market, Marguerite blends five colors.



F. Papa maintains his reputation of being the finest painter of illuminations in all of Paris.



G. Marguerite paints her drawings with the vivid colors.



H. Lady Isabelle comments that the manuscript will be beautiful in velvet covers.



I. Marguerite purchases eggs, parsley, and honey at the market.



J. Creating ink made of soot and glue, Marguerite draws flowers and birds.

UPPER GRAMMAR LEVEL

FINE ARTS AND ACTIVITIES

Ready, set, go! Time to finish this unit and have our Unit Celebration!

1. Put the finishing touches on all your schoolwork for this unit and ready it for display.
2. Complete final preparations for your Medieval Feast costume. (Week 5 of 5)
3. Help prepare food for your Medieval Feast. (Week 3 of 3)

Your teacher may want you to choose from these activities found in *Knights & Castles: 50 Hands-On Activities to Experience the Middle Ages*.

4. Learn about names during medieval times. See how many names you recognize from the list.
5. Review what your resource says about table manners in the Middle Ages. Find out from your teacher what will be appropriate for your Medieval Feast.

GEOGRAPHY

1. Review this unit's Geography lessons, finishing any maps that need completion.
2. Put all completed maps away in a file, notebook, or portfolio for display at your Unit Celebration as your teacher directs.
3. Review what you have learned in this unit about the geography of Europe. Can you label these places on a paper map without looking at a resource map?

<input type="checkbox"/> Alps	<input type="checkbox"/> Rhine River
<input type="checkbox"/> Pyrenees	<input type="checkbox"/> Elbe River
<input type="checkbox"/> Apennines	<input type="checkbox"/> Danube River
<input type="checkbox"/> North Sea	<input type="checkbox"/> British Isles
<input type="checkbox"/> English Channel	<input type="checkbox"/> Scandinavia
<input type="checkbox"/> Mediterranean Sea	<input type="checkbox"/> Iberian Peninsula
<input type="checkbox"/> Black Sea	<input type="checkbox"/> Italian Peninsula
<input type="checkbox"/> Atlantic Ocean	<input type="checkbox"/> Sicily
4. OPTIONAL: Take a brief oral quiz.
 - Can you name and point out the seven continents?
 - How about the four oceans?
 - Describe or point out the general boundaries of the following:
 - Justinian I's Byzantine Empire at its fullest extent
 - Charlemagne's empire at its fullest extent
 - The general locations of the modern nation-states of England, France, Spain, and Portugal
 - The general location of the Papal States (Pepin's Donation)
 - The general area ruled by the Holy Roman Emperors
 - The general outlines of the Mongol Empire


LITERATURE

Worksheet for *The Door in the Wall*, by Marguerite de Angeli


Consider how different this story could have been if you changed a few things in the storyline. Write a paragraph answering each of the following questions.



1. How would this story be different if the setting were the year you were born?



2. How would this story be different if you were one of the major characters?



3. How would this story be different if Robin received help from your family and church?



4. How do you think this story would be different if Robin were not the son of a nobleman?

DIALECTIC LEVEL

HISTORY

Accountability Questions

On Johannes Gutenberg

1. What kind of family did Gutenberg come from?
2. What early experiences perfectly suited Gutenberg for his future work of invention?
3. List three problems Gutenberg faced in making his invention work, and tell how he overcame them.
4. What was the most famous book Gutenberg printed?

On John Wycliffe (based on information from *Morning Star of the Reformation*):

5. Do some online research to find out when Wycliffe lived. Who was ruling England, and what major events occurred during his lifetime?
6. Why do we call John Wycliffe the “Morning Star of the Reformation”? In what way was his teaching a true anticipation of the Protestant Reformation?

On the Wars of the Roses

7. Study the “simplified” family tree on page 19 to help you see the relationships of those who held the kingship during the Wars of the Roses.¹ Note that the major figures are bolded!
8. When did these wars occur in relation to the Hundred Years’ War? How long did they last?

Thinking Questions

On Johannes Gutenberg

1. What were some of God’s plans for the printing press? In other words, how has that invention affected history?
 - From what you have read, speculate on how many of these effects Gutenberg had in mind as goals.
 - Ask your mom or dad what kinds of experiences or early training God provided for them that enables them to do what they do today.
 - Prepare to discuss our ability to see our futures clearly in our formative years.
2. What character qualities did Gutenberg exhibit, both good and bad, and how did they help or hinder him in pursuing his life’s calling?

On John Wycliffe (based on information from *Morning Star of the Reformation*):

3. What kind of family did Wycliffe come from?
4. What character qualities did Wycliffe exhibit, both good and bad, and how did they help or hinder him in pursuing his life’s calling?
5. What was different about Wycliffe’s approach to doctrines or church rituals, as compared with the approach taken by fellow scholars and priests? Why was this difficult and unusual in his day?
6. Wycliffe’s vision was that Englishmen should read the Scripture for themselves and live by it. Why was this threatening to leaders of the Roman Catholic Church? Why was it unthinkable to the learned men of his time?
7. What about Wycliffe’s lifestyle made his message more believable to the common people?
8. How does Wycliffe’s example instruct us today?

FINE ARTS AND ACTIVITIES

1. Put finishing touches on any work you plan to display at your Unit Celebration or in your portfolio.
2. Complete final preparations for your Medieval Feast costume. (Week 5 of 5)

With your teacher, choose from these activities found in *Hands-On History: Middle Ages*.

3. Help prepare food for your Medieval Feast. (Week 3 of 3)
4. Review what your resource says about table manners in the Middle Ages. Find out from your teacher what will be appropriate for your Medieval Feast.

¹ Family tree of the British Royal family during the War of the Roses, drawn by Muriel Gottrop.

GEOGRAPHY

Use the following activities to review the unit's Geography lessons:

1. Look back through the Geography assignments from this unit, reviewing the maps you did as part of your assignments over the last nine weeks.
 - Ask your teacher what you should do to finish up before the end of this week.
 - Properly file finished work in files, a binder, or your portfolio, according to your teacher's direction.
 - If your teacher would like you to display your work at your Unit Celebration, prepare for this as well.
2. Can you describe or point out, from memory, the approximate boundaries of the following? Review any that you cannot recall.
 - Justinian I's Byzantine Empire at its fullest extent
 - The Muslim Empire at its greatest extent
 - Charlemagne's empire at its fullest extent
 - The general location of the Papal States (Pepin's Donation)
 - The general area where the Holy Roman Emperors ruled at the height of their power
 - The general outlines of the Mongol Empire
 - The general locations of the modern nation-states of England, France, Spain, and Portugal
3. Can you describe, point out, or draw on a blank map (according to your teacher's directions) from memory the approximate location of these regions:
 - The kingdom of the Lombards, who were defeated by Pepin and Charlemagne
 - Flanders during the late Middle Ages
 - Castile, Navarre, and Aragon before they were united
 - The Muslim kingdom of Granada in the 1400's, before it was destroyed in 1492
 - The kingdom of Sicily

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 Chapter 20, sections 1-7, answer questions 1-10 on page 154. 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.

LITERATURE

Worksheet for *Men of Iron*, by Howard Pyle

A “genre” is a class or category into which literature is sorted. By knowing more about genres, a reader can better understand various cultures and events. Generally speaking, the two main divisions of literature are fiction and nonfiction. Without looking in a dictionary, try to define the following more specific genres in a succinct way.


Historical Fiction


Epic


Folk Tale


Drama


Fantasy


Mystery


Narrative


Legend


Biography

After discussing genre with your teacher, identify the genre of each of the following works:

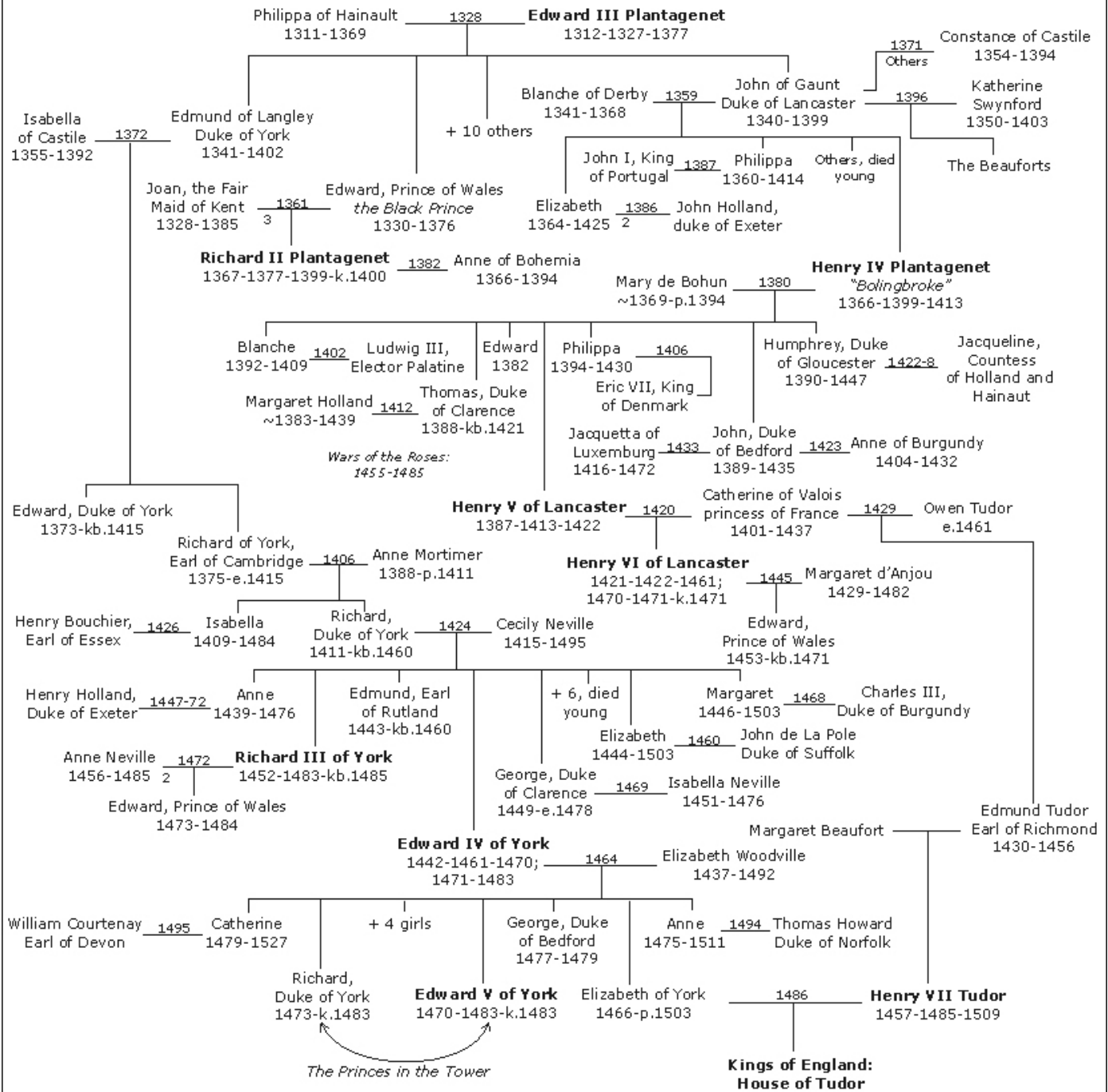
- Aladdin and Other Tales from the Arabian Nights* _____
- Stories of Beowulf Told to the Children* _____
- Canterbury Tales* _____
- Men of Iron* _____

Wars of the Roses (1455-1485): York and Lancaster family tree
 Source: House of Windsor official site (www.royal.gov.uk)

- | Son/daughter
- ; Illegitimate son
- Marriage
- Liaison
- a. - killed in accident
- k. - killed
- kb. - killed in battle
- e. - executed
- b. - born
- d. - died
- p. - died in childbirth
- ~ - about
- 1,2... Number of marriage

Note: dates are birth and death; intermediate dates are accession to throne

King of England



RHETORIC LEVEL

HISTORY

Accountability Questions

On Johannes Gutenberg

1. What was Gutenberg's family background?
2. What early experiences perfectly suited Gutenberg for his future work of invention?
3. What were some of Gutenberg's motivations for inventing the printing press? How did these motivations help or hinder him?
4. List three problems Gutenberg faced in making his invention work and tell how he overcame them.
5. What was the most famous book Gutenberg printed?

On John Wycliffe

6. When did Wycliffe live? Who was ruling England, and what major events occurred during his lifetime?
7. Why do people call John Wycliffe the "Morning Star of the Reformation"?

On the Wars of the Roses

8. When were these wars and how long did they last?
9. What was the major conflict about? Who won, and when?
10. Study the "simplified" family tree on page 19 to help you see the relationships of those who held the kingship during the Wars of the Roses.¹ Note that the major figures are bolded!

Thinking Questions

On Johannes Gutenberg

1. What were some of God's plans for the printing press? In other words, how has that invention affected history?
 - From what you have read, speculate on how many of these effects Gutenberg had in mind as goals.
 - Ask your mom or dad what kinds of experiences or early training God provided for them that enables them to do what they do today.
 - Prepare to discuss our ability to see our futures clearly in our formative years.
2. What character qualities did Gutenberg exhibit, both good and bad, and how did they help or hinder him in pursuing his life's calling?

On John Wycliffe

3. Wycliffe's vision was that Englishmen should read the Scripture for themselves and live by it. Why was this threatening to leaders of the Roman Catholic Church? Why was it unthinkable to the learned men of his time?
4. What about Wycliffe's lifestyle made his message more believable to the common people?
5. How does Wycliffe's example instruct us, even today?

On the Wars of the Roses

6. When were these wars, in relation to the Hundred Years' War and the lives of Wycliffe, Hus, and Gutenberg?
7. Speculate: How did the Wars of the Roses build national unity?

GEOGRAPHY

Use the following activities to review the unit's Geography lessons:

1. Look back through the Geography assignments from this unit, reviewing the maps you did as part of your assignments over the last nine weeks.
 - Ask your teacher what you should do to finish up before the end of this week.
 - Properly file finished work in files, a binder, or your portfolio, according to your teacher's direction.
 - If your teacher would like you to display your work at your Unit Celebration, prepare for this as well.

¹ Family tree of the British Royal family during the War of the Roses. Drawn by Muriel Gottrop.

2. Can you describe or point out, from memory, the approximate boundaries of the following? Review any that you cannot recall.
 - Justinian I's Byzantine Empire at its fullest extent
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LITERATURE

Sir Gawain and the Green Knight and Arthurian Legend

The subject for recitation or reading aloud this week is "Gawain and the Pentangle," lines 619-639 (*English Literature Anthology* 175).

Beginning and Continuing Levels

Finish the following combined story and poetry analysis outline for *Sir Gawain and the Green Knight*. Some parts have already been filled in. If you are going to take the Unit 1 exam, this will be excellent practice for it.

Frameworks

- Genre
 - Lay:
 - Fairy Tale:
- Narrative Structures
 - Authorial Assertion: *Throughout this poem the author uses his assertions to guide the reader. There is no normative spokesperson.*
 - Point of View: *The author first speaks directly to the reader, using first person tense (e.g. line 25-36, page 163). Most of the story is told in the third person tense, either past (e.g. "Gawain rode forward") or historical present (e.g. "now Gawain rides forward").*
- Poetic Structures (Structure and Unity)
 - This poem is built around narrative and dramatic structures.*
 - Sir Gawain is an alliterative poem, though perhaps not as heavy-handed in its alliterative quality as Piers Plowman. It is also part of the Alliterative Revival.*
 - Metrical Pattern: *The stanzas vary in length, but each ends with a "bob" and "wheel," which consists of five lines rhyming **ababa**. The first of these rhyming lines contains only one stress and is called the bob. The four lines that follow (each of which has three stresses) are called the wheel. Below is an example: the stressed syllables are marked in bold, with the "a" rhymes (which are also stressed syllables) marked in bold and green, and the "b" rhymes (also stressed syllables) marked in bold and blue.*
 - was **he**.
 - Great **wonder** **grew** in **hall**
 - At his **hue** most **strange** to **see**,
 - For **man** and **gear** and **all**
 - Were **green** as **green** could **be**.¹

¹ Lines 146-150, describing the Green Knight (*English Literature Anthology* 165).

Content/Intellectual Core (the *What*)

- Worldview: *Medieval Catholic*
- Topic:
- Theme:
- Values:
- Morality:
- Reality:

Story Elements

- Setting
 - Physical:
 - Temporal: *The whole story takes place in the distant past, and all its events happen within the span of a year and a day. It is interesting to note that most of the major events in it coincide with important days in the church calendar (Christmas Day, New Year's Day, All Hallows' Day, etc).*
 - Cultural:
- Characters
 - Archetype: *Sir Gawain is an idealized hero.*
 - Experiment in Living:
- Plot
 - Conflict:
 - Suspense:
 - Motifs:
 - Unity:
 - Irony:
 - Poetic Justice:

Poetic and Story Texture

- Apostrophe:
- Hyperbole:
- Departures from Metrical Structure:
- Personification:
- Simile:
- Descriptions:
- Symbol:

Artistry: You may say nothing, or you may jot down any thoughts about the author's use of *how* in support of his *what* in this story.

Defining Terms

Continue your index card bank of literary terms this week with cards for whichever of these terms you do not already have. Be sure to write down exactly what you see here. Your teacher may give you a quiz on these terms (or any of your old ones) at any time during the rest of the year, so be sure to review them before classes.

- Lay: A short, rhymed tale of love and chivalry, often involving supernatural and fairy-world Celtic motifs.¹
- Bob and Wheel: Five lines rhyming *ababa*. The first of these rhyming lines contains only one stress and is called the *bob*. The four lines that follow have each three stresses and are together called the *wheel* (*English Literature Anthology* 161).

CHURCH HISTORY***Church History in Plain Language*, by Bruce Shelley**

The recommended "spine book" for this week is *Church History in Plain Language*. If you are using this book, you'll be reading from Chapter 23. These questions will help you prepare for a discussion of your reading.

¹ "Breton lai." Wikipedia, The Free Encyclopedia. 16 Feb 2007, 07:47 UTC. Wikimedia Foundation, Inc. 18 Apr 2007 <http://en.wikipedia.org/w/index.php?title=Breton_lai&oldid=108561986>.

Prepare to discuss the life and teachings of John Wyclif:¹

1. What does Shelley say Wyclif means by asserting that a righteous man is the possessor of a “dominion founded in grace”?
2. What was Wyclif’s vision of the papacy?
3. What new idea of the church did Wyclif form that enabled him to become a Protestant?
4. Fill in the chart below (copy and expand it in your notebook) based on Shelley’s information in Chapter 23. Then, do some Bible study using a concordance and your own knowledge of the Bible, and determine if, based on Scripture, you agree or disagree with Wyclif’s positions.

BELIEFS/PRACTICES	WYCLIF’S POSITION	APPLICABLE BIBLE PASSAGES
ONLY PRIESTS CAN GRANT PARDON FOR SINS.		
INDULGENCES		
ABSOLUTIONS		
PILGRIMAGES		
WORSHIP OF IMAGES		
ADORATION OF THE SAINTS		
PURGATORY		
EXTREME UNCTION (LAST RITES)		
CONFESSION		
TRANSUBSTANTIATION		
ONLY PRIESTS CAN READ/INTERPRET SCRIPTURES.		

On John Hus

1. Where did John Hus live and work?
2. What kind of early training did he have?
3. For what is he remembered?
4. What spiritual gifts did God give John Hus?
5. What were the lasting results of his efforts?

¹ Various resources spell Wycliffe’s name differently. Here, we follow Shelley’s spelling, since these questions are in his text.

GOVERNMENT

On the Medieval Origins of the Modern State, by Joseph Strayer

Joseph Strayer begins the final chapter of *On the Medieval Origins of the Modern State* by noting a “sudden change in the political atmosphere in the late fifteenth century” (89). The Black Death devastated Europe from 1347-1352, and the Wars of the Roses plagued England from 1455-1485. France had her own internal troubles during this time, which finally ended with the death of Charles the Bold, of Burgundy. Ferdinand and Isabella united the kingdoms of Aragon and Castile and drove the Muslims out of Spain. By 1492, western Europe entered a new era of peace and prosperity—an era that allowed the modern state to emerge.

Chapter iii

1. Joseph Strayer refers to a “sudden change in the political atmosphere in the late fifteenth century.” How did this change affect the growth of nation-states?
2. The poorer classes had every reason to want the stability that a strong central government afforded, but it is not so obvious why the rich and powerful would support the growth of the state. What three possibilities does Strayer offer to explain this?
3. To what does Strayer attribute the growth of the state after 1500? Was it due to the development of new institutions, or some other factor?
4. In Chapter ii, Strayer highlighted the gap between fourteenth-century bureaucrats and policy makers. How did that change in the late fifteenth century?
5. Strayer uses the Secretary of State to illustrate the general trend of government after 1450. How did the office of Secretary of State begin, and how did it grow into an entire Department of State?
6. How did the new agencies that began to develop in the sixteenth century interact with the older branches of government? Give one example.
7. How did the new national agencies interact with local or regional governments?
8. How did the new agencies interface with the king?
9. Given their relationships with older agencies, local governments, and the Crown, how long did it take for all the new departments to become fully formed and operational?
10. How did European states compare to those that were being discovered around the rest of the world after 1492?

PHILOSOPHY

There is no Philosophy assignment for this week.

