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Latitude and longitude; prime meridian and International Date Line; oceans; Gulf Stream

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Timeline of ancient civilizations; world map

Appendix

Suggested Reading

Materials List

Hatshepsut: She Who Would Be King

Works Cited
**Assignments**

1. Color in Egypt on your map, and highlight the Nile River and the Nile Delta.

2. Look on a map that has a scale. Using the scale, determine the distance between east and west, as well as north and south in Egypt, from the farthest point in each direction. How big is this area?

3. Begin working on a two-page research report about ancient Egyptian culture. You will have two weeks to write your report. This week, complete the following steps:
   - **Choose a topic from the list below.**
   - **Identify at least three reliable, relevant sources to use. Make sure at least one source is a printed source (you will probably need to go to the library for this unless you have a book of your own to use).**
   - **Take notes from your reading. Put the notes into your own words, and keep track of them on index cards. Make sure to take enough notes to write a detailed report. Focus on both key ideas and specific details.**
   - **Keep track of each source you use. Write down the full citation in MLA format (as described in the grade 6 English manual).**
   - **After you have done some research, create an outline for your report so you know what you’d like to include. This will help you focus your note taking. As you learn more about your topic, you can expand your outline if you need to.”

**Materials**

- **Activity: Egyptian Clocks and Games**
  - **Option A: Sundial Stick**
    - Tin can or bucket
    - Nail or screwdriver (to make a hole)
  - **Option B: Water Clock**
    - 10 playing pieces (5 black and 5 white)
    - 4 Popsicle sticks
    - Cardboard or sturdy paper (for game board)
Ancient Egypt
(continued)

☐ Illustrations will add a lot to your report. Think about what kinds of pictures or charts you want to include, and start working on them.

☐ Your research report will be about two or three pages long, plus include a cover page, illustrations, and list of your sources on a “works cited” page (bibliography). Refer to the grade 6 English manual for details on note taking, outlining, citing sources, and writing a research report.

Choose one of the following topics for your research paper:

a) Egyptians’ beliefs about the journey of the soul after death. Describe the journey in as much detail as you can, and include information about the funeral ceremony.

b) The process of mummification. What was the purpose? How was it done? Give examples of mummies that have been found.

c) Gods of ancient Egypt, including their attributes and importance in daily life. Mention specific gods and share some of the most important myths.

d) King Tutankhamun. Include information on his life, his tomb, and the importance of the tomb’s discovery.

e) The Great Pyramid. Include any information you can find on whose tomb this was, who built it and how, the rooms in it and possible uses for them, items that were found in the pyramid, and anything else you discover. Draw a picture of the Great Pyramid and include illustrations of the inside, if possible.

f) Hieroglyphics. Include illustrations and information about what they mean, how they were made, and how they were used. Create your own hieroglyphic messages similar to those found in Egypt.
Activity

**Egyptian Clocks and Games**

Choose one of the following projects:

a) Sundial. Make a simple sundial and keep a record of the time over one day. Drive a stick into the ground and observe the shadow every hour. Mark off the hours. The shortest shadow of the day should be when the sun is directly overhead at noon. The next day, try to tell the time using your sundial several times throughout the day. How close did you get to the correct time?

b) Water Clock. Make your own water clock using a large tin can or bucket. It will take some testing over time to determine where the lines for the hours need to be placed. Start with a very small hole and make it bigger as you need. What did you discover about keeping time with a water clock? What are some of the advantages and disadvantages of using it?

c) Senet Game. Make and play the game of Senet. This was a very popular game in ancient Egypt. See the accompanying box for instructions.

**Making and Playing the Egyptian Game of Senet**

**Equipment:**

- 2 players
- 5 black playing pieces and 5 white playing pieces
- 4 two-sided dice sticks (use popsicle sticks marked to indicate that one side is considered flat and one side considered rounded)
- A board such as seen in the picture on the following page, with squares 15, 26, 27, 28, and 29 marked as shown. Fig. 1 shows the basic board and the direction of play. Fig. 2 shows odd and even numbering of squares. Fig. 3 & 4 show the pictures for squares 15, 26, 27, 28, 29. Draw them onto your board.
Making and Playing the Egyptian Game of Senet (continued)

Rules

The players race to beat each other around the board and off the end. Getting off the far end of the board at square 30 is called “bearing off.” Each player has five playing pieces, which move around the board as indicated in Fig. 1.

To begin, the pieces are placed on squares 1 through 10 with the white pieces on the odd numbered squares and black pieces on even numbered squares. (See Fig. 2 for numbering squares. Numbering is only for the purpose of clarifying the game rules.) Movement of the pieces is determined by throwing four 2-sided dice sticks.

The score of the dice sticks is as follows:

<table>
<thead>
<tr>
<th>Dice Sticks</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 flat side up</td>
<td>1</td>
</tr>
<tr>
<td>2 flat sides up</td>
<td>2</td>
</tr>
<tr>
<td>3 flat sides up</td>
<td>3</td>
</tr>
<tr>
<td>4 flat sides up</td>
<td>4</td>
</tr>
<tr>
<td>4 round sides up</td>
<td>6</td>
</tr>
</tbody>
</table>

To determine which player has the black pieces, players alternate throwing the dice sticks until one throws a 1. This player gets the black pieces and moves the piece that is on square 10 to square 11. After this first move the same player continues to throw. If the player throws a 1, 4, or 6, this player moves any piece the indicated number of squares along the board and then throws again. If the player throws a 2 or 3, he or she moves a piece the indicated number of squares and then it is the other player’s turn. When any player throws a 2 or 3, their turn is over after they move the required spaces.

The second player must make the first move from square 9, but after this, may move any of his or her playing pieces.

If a piece lands on a square that is occupied by the other player’s piece, the other player’s piece is “under attack,” and is moved back to the square just vacated by the attacking piece. Two pieces of the same color cannot occupy by the same square, but two pieces of the same color occupying two consecutive squares, such as 14 and 15, protect each other from being “under attack” by the other player’s pieces.
Three pieces of the same color in a row form a block, and cannot be attacked or passed by the opponent’s pieces. They do not block the play of pieces of this same color. Any dice stick throw that cannot be used to move forward (due to a block) must be used to move backward. If the move backward lands a piece on a square occupied by the other player’s piece, then the other player’s piece is moved forward to the square just left empty by the piece in play; they switch places. If a player cannot move in either direction, the turn ends.

Square 27, which is marked as water, is a trap. Any piece landing on this square must return to square 15. If square 15 is already occupied, then the piece must go back to the beginning of the game and start the journey over.

Squares 26, 28, and 29 are SAFE. Pieces here are protected and are never “under attack.” A player can keep pieces on these squares as long as he or she desires.

A player may not begin to move pieces off the board until all of his or her pieces are out of the first row. If the player throws a number higher than the number of spaces required to go off the end of the board, the extra number of spaces can be used for another playing piece.

If any of a player’s pieces are attacked and moved back to row 1, any of his or her pieces that are in row 3, waiting to bear off, cannot bear off the board until all his or her pieces again move out of row 1.

The first player to bear all of his or her pieces off the board wins the game.

If players want to keep score over a series of games, then the winning player for each round receives one point for each opponent’s piece left on row 3, and three points for each piece in rows 1 or 2.

Have fun!
Further Study

Here are some ways to explore Ancient Egypt further:

- Draw or paint a picture of either a sphinx or an obelisk.
- Find an Egyptian cookbook and make a meal for your family.
- Describe why the Nile River was so important to the early Egyptians.
- Write a poem in hieroglyphics. Make it beautiful and elaborate. Include the English translation on a separate sheet.
- Who was Cleopatra? Write at least a page.
- Find out about the life of Amenhotep IV (or Akhenaten).
- Learn about the plants and animals native to the Nile River.
- Learn about the three main periods in Egypt’s history. What was significant about each period? Who was the pharaoh for each period, and what important events happened during his reign? Include maps or diagrams of important changes or events.

Reading Selections

Ancient Egypt

Ancient Egypt was another early civilization. It lasted from about 3100 BCE to 332 BCE, and it was located in northeast Africa along the Nile River. At first the Nile River valley was populated by groups of people who found the earth fertile for growing food, and who found abundant populations of birds, animals, and fish. Later, the king in Upper (or southern,) Egypt conquered the part of Egypt called Lower (or northern) Egypt, and Egypt began to grow into one of the greatest of ancient civilizations.

The Nile River was the source of all life for the Egyptian people. The people worked together to solve the problems of living in the desert. Every year the planting season began after the Nile had finished its natural annual flood. When the floods receded, good, rich soil would be left behind in the valley. Then the Egyptians could plant their crops. The largest part of the Nile that was planted was in the Nile Delta, at the mouth of the river where it flowed into the Mediterranean Sea. Water was still needed after the floods for the long growing season ahead, so people learned how to dig canals and create storage basins to bring water to their crops.
The river was also a source of transportation, providing a way to carry goods and crops up and down to different places and cities. Often ceremonies were held on the river on barges and boats, beautifully festooned for the occasion. The most common boats were made of reeds lashed together, and the bigger ones were made of wood, pegged together in such a way that they could be taken apart to store or to carry around waterfalls, and then put back together again. The Ancient Egyptians also traded with the people who lived far up the river and with other civilizations living on the Mediterranean Sea.

The river provided food in the form of fish, and its reedy banks were home to many birds and animals, which were part of the diet. Large nets were used to catch the fish, which were sometimes salted and dried so they could be stored for future use.

Because there were few trees, Egyptians used stones to build their houses, temples, and tombs. Barges were used to transport the stones from one location to another.

As we study history, we can see that people have been responding to the needs of their environment in very creative ways for thousands of years. Irrigating fields from a river is one example of this kind of creativity. The Egyptians also learned how to make tools out of metal. They could not go
Ancient Egypt
(continued)

to a tool maker to ask how to make metal tools; they had to invent the tools themselves. This required an ability to imagine something that did not exist.

Egyptian Pharaohs

The ancient Egyptians were ruled by one ruler called a pharaoh. The pharaoh was considered to be the leader of all the gods, and was actually thought to be a god himself. Obviously, the pharaoh was very powerful.

The Egyptians believed that there was life after death, and they went to great trouble to build beautiful tombs for their loved ones. Tombs were used to preserve the body from damage and to ensure the well-being of the spirit. When Egyptians died, they were buried with all the things they would need in the next life, including food and even servants to help them. Very often, the dead person's life story was written and illustrated on the walls of the tomb, providing us with images of how the ancient Egyptians lived.

They built special tombs called pyramids for their pharaohs. Sometimes a pharaoh would spend his whole lifetime having a tomb built in anticipation of being honored in death, using many slaves to pull the huge stones on rollers to get them to the building site. Huge ramps were built to bring the stones up to the different layers of the pyramid. Pharaohs were buried in underground chambers beneath a pyramid. As the kings and queens had more possessions than most people, large rooms for storage had to be provided.

Over a hundred pyramids were built near the Nile River by Egyptian rulers, but the largest is the one built for King Khufu. It is the largest stone building in the world and is called the Great Pyramid. It is considered to be one of the Seven Wonders of the ancient world.
Sphinxes were a kind of statue the ancient Egyptians used to protect their pharaohs in the temples that were built for the ruler. They were symbols of divine power. They had the body of a huge lion, and the head was usually either of a ram or a hawk. Sometimes the face of the king or queen whose temple they protected was used instead. Often sphinxes would line the long walkway leading towards the temple doors. The Great Sphinx of the pharaoh King Chephren is the largest one we know of, measuring about four stories high. We can still see it today, although its face was broken during wars in the Middle Ages. The image of the sphinx also appears in Greek mythology, even though it was built in ancient Egypt. Recent research shows it may be even older than the pyramids!

The obelisk is another ancient Egyptian structure that we can see today. This was a pillar with four sides and a pointed tip. The names of pharaohs and words for the gods were carved on them. Usually they were built in front of the main temples. It was thought that the sun god stood on the tip of such an obelisk when he created the world.

The Egyptian Calendar

The Egyptians were the first people known to divide the day into 24 hours. They divided nighttime into 12 hours. Daytime was divided into ten hours, and the remaining two hours were called twilight. One of these hours was
Ancient Egypt (continued)

dawn (just before the sun came up) and the other was dusk (just before the sun went down). The hours in the Egyptian system weren’t always the same length of time. In the summer, daylight hours were longer than in the winter.

The Egyptians used a shadow clock or a sundial to tell time. The ancient Chinese, Babylonians, Greeks, and Romans also used shadow clocks.

King Amenophis found an interesting way to tell time during the night. He used a water clock. A bucket was filled with water, a small hole was punched in the bottom of the bucket, and the water trickled out slowly. Inside the bucket, lines were marked to show the hours. If the king wanted to tell time in the night, he lit a candle and looked to see where the water line was. The ancient Egyptians were the ones who invented our modern day calendar. They first looked for the brightest star, Sirius. When Sirius first appeared on the horizon in the morning, they knew that 365 days had passed. They also knew that this was planting season. Sirius marked the beginning of their new year. They then divided the 365 days into 12 months, each of which was 30 days long. They added an extra five days at the end of the year for celebrations. Every fourth year, Sirius would appear one day late. This is because the year is really 365-1/4 days long, and gradually, over a four year period, the extra 1/4 of a day adds up to a full day. Today we have leap year to make up for the extra day.

The Egyptian calendar was later used by the Ancient Greeks, and later the Romans adopted it for themselves. People in the Middle Ages got their calendar from the Romans, and we still use it today, with some adjustments in the lengths of the months to make up for the extra days.

Entertainment in Ancient Egypt

Sports were a popular part of early Egyptian life. Favorite sports activities included archery tournaments, horsemanship, chariot driving, and wrestling. Royal families didn’t wrestle themselves, but they enjoyed watching the soldiers and slaves. Hunting was popular for wealthier people, who used javelins to hunt lions, crocodiles, and hippopotami. Early Egyptians also went fishing, and used special curved throwing-sticks to hunt waterfowl. The Nile was a rich source of supply for hunting activities!

Egyptian children loved running and jumping, playing ball and leap frog, and even a kind of hopscotch. They also enjoyed dolls and often had many different outfits for them.
Dancing was not something men and women did together, but something the women did for display, or that the priests and pharaoh did as part of a religious celebration. Slave girls danced at funerals and banquets. At banquets or celebrations, the dancing often included skilled acrobatics.

Musicians played a variety of stringed instruments similar to modern harps, mandolins, and guitars. They also played long trumpets made of bronze or copper, and woodwinds similar to the flutes and oboes of today. Drums, tambourines, bells, and other rhythm instruments filled out the sound of an ancient Egyptian orchestra. The refrain of a popular song which was recorded inside a Pharaoh’s tomb shows us the love ancient Egyptians had for music and celebration:

- Have pleasure in the sight of good cheer,
- Music, dance, and song,
- Rejoicing with gladness of heart!

**For Enrolled Students**

At the end of the next lesson, you will be submitting work to your Oak Meadow teacher. Continue documenting your student’s process with the assignment summary checklist, weekly planner, and the learning assessment form. Feel free to contact your teacher if you have any questions about the assignments or the learning process.
Learning Assessment

These assessment rubrics are intended to help track student progress throughout the year. Please remember that these skills continue to develop over time. Parents and teachers can use this space to make notes about the learning the student demonstrates or any skills that need work.

<table>
<thead>
<tr>
<th>SOCIAL STUDIES</th>
<th>Not Yet Evident</th>
<th>Developing</th>
<th>Consistent</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>Demonstrates knowledge of early Egyptian culture</td>
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</tr>
<tr>
<td>Research report: Uses a variety of sources</td>
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</tr>
<tr>
<td>Research report: Cites sources in MLA format</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>Research report: Demonstrates good note taking skills</td>
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</tr>
<tr>
<td>Research report: Organizes ideas into an outline</td>
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<tr>
<td>Research report: Identifies illustrations that are relevant and enhance the writing</td>
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</tr>
<tr>
<td>Identifies locations on a map</td>
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<tr>
<td>Calculates map scale</td>
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</tr>
<tr>
<td>Draws a map to scale with detail, color, and labels</td>
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</tbody>
</table>
Reading

Read “Home Life in Ancient Egypt” (found in Reading Selections below).
Read Hatshepsut: She Who Would Be King (found in the appendix).

Assignments

1. This week you will finish writing your research report. Follow these steps, and check them off as they are completed:
   - Put the rest of your notes into outline form. Look for gaps in your information. Do you need to do more research?
   - Use your outline to write topic sentences for each paragraph of the report, and then fill in the details for each paragraph using the information you have gathered.
   - Using your own words and using as much detail as you can, write a rough draft of your report.
   - Do you have more illustrations to finish? Would your report be improved by a chart or special list of any kind? If so, make the chart or list.

2. When your rough draft is complete, you will follow the steps of the writing process to review, edit, and proofread your paper.
   - The first step is to review your paper carefully, and then revise it to add, subtract, or rearrange information so that it says exactly what you want it to. Do any of your paragraphs need to be broken down into smaller paragraphs? Are more details needed in one or more places? This is the time to change anything you feel that could be done better.
Lesson 4

Grade 6 Ancient Civilizations

Ancient Egyptian Civilization (continued)

☐ When you have finished revising your report, edit it to correct any errors in spelling, punctuation, content, and word usage. Read it aloud. Listen to the way the words flow. Does everything make sense to anyone who might be listening? Is every sentence complete? What about commas, capitalization, and periods? Are there run-on sentences? Correct any errors you find.

☐ Save your rough draft to show to your parent, teacher, or tutor. Your rough draft shows evidence of all your hard work, so don’t just throw it away when you are done with it!

☐ When you have finished making corrections to the rough draft, copy your report into its final form, using your best handwriting. Finally, read your report one last time. This is called proofreading, and it comes at the very end of the writing process, after all the changes and corrections have been made. By proofreading your report, you can catch any final errors that need to be fixed.

☐ Make an attractive cover page, and assemble the illustrations and bibliography. When you are finished, your research report will be about two or three pages long, and include a cover page, illustrations, and list of your sources on the works cited page. You can staple the pages, clip them together, or put them in a report cover. You have worked hard on this report—it’s worth presenting it attractively.

Reading Selections

Home Life in Ancient Egypt

An Egyptian mother or wife was shown great respect, and marriage was considered to be an honorable partnership. The goddess Isis set an example of strength for Egyptian wives, and the honor given to Isis was, to a degree, given to all women.

Sometimes a woman had to share her husband with other wives, as in the
case of the wives of a pharaoh or high ranking official. A pharaoh might have many wives, but it was the Chief Wife who ruled the household. Her first-born son was the heir to the throne, and she had higher legal and social status than the other wives.

Upper-class Egyptian women were expected to obey their fathers or husbands, but they also had some rights. They could inherit property and sell it if they wanted. They could also run a business and testify in court. In certain instances women were allowed to request a divorce, although divorce was not common in this society.

Because the weather was so warm, most early Egyptians wore very little clothing. At home, they might even be naked. Children were naked most of the time, even the royal children! Because linen was one of the crops they could grow in the Nile River valley, most adults wore clothes made of a simple rough linen. Upper class adults usually wore a royal linen robe, which was softer, lightweight, and partially transparent. Both men and women, especially in the upper classes, dressed up by wearing lots of colorful necklaces, bracelets, and rings.

The jewelry not only made them look beautiful, but was made with sacred designs such as the ankh, which was believed to protect the wearer from illness. The jewelry of ancient Egypt was very skillfully and beautifully made with many different precious and semiprecious stones, along with plenty of gold and ivory. Some earrings were so ornate and heavy that they actually pulled the ear out of shape. Heavily beaded collars made of metal and brightly colored stones were often worn, and sometimes these were so wide that they were more like a cape than a collar.

It was important to the Egyptians to look clean and attractive. The men were clean shaven, and usually cut their hair short. Both men and women often wore elaborate wigs, sometimes with beads and other ornaments added. Women of royal families had very complicated rituals for bathing, and used many different cosmetics and lotions. Applying makeup was an important and time consuming part of getting dressed up.
Pictures of the pharaohs sometimes show them with long beards, but these were actually artificial, and were attached to the pharaoh’s wig or crown. Pharaohs had many different crowns for different occasions. Some were decorated with feathers, some were cone shaped, some were flat, some were simple, and some were very ornate.

Egyptian nobles often had pets similar to the animals in many of our homes today. Commonly found dogs were a type of greyhound, a smaller dog similar to today’s mastiff, and some miniature breeds. Dogs were used for hunting, for work, and for companionship. The god Anubis was seen as a black hound, and cats were related to the goddess Bast, who was in the form of a lioness, so dogs and cats were thought to have divine protection. Other pets were baboons and monkeys. The Maltese (picture above) is a breed that was worshipped in Egypt in the time of the pharaohs.

Early Egyptian Forms of Writing and Mathematics

The Egyptians wanted to communicate with each other across time and space, so they developed sign writing. They used tiny pictures to show the words. The Egyptian writing had more than 600 signs. Only certain people knew how to write, and these specially trained people were called scribes. They made their own paper from papyrus reed and wrote with a reed pen.

Education was very important in Egypt, especially for boys. Young boys spent many hours each day studying, either in a class held at the temple, or, if the family was wealthy, at home with a personal tutor. Two of the most important subjects were reading and writing.

Writing practice was done on a piece of limestone or a wooden board, so it could be wiped clean and used over again. Only when the writing was perfected would a boy copy his work onto a roll of papyrus. Occasionally, a piece of leather might be used instead of papyrus.

Egyptian writing was done from right to left, and sometimes up and down in columns. Sometimes it was even done from right to left, and then down a space to go back to the right, and so on, in a serpentine shape.
Scribes held an exalted position in society. Because the way they wrote was so beautiful, they were often artists as well. Scribes were responsible for many aspects of life. They kept records of ordinary things, such as the goods of traders, crops, and taxes for the king. They also wrote letters for other people, sometimes setting up shop right in the marketplaces. Other scribes wrote the words in temples and on amulets to keep people safe from the wrath of the gods. Some scribes also wrote poems and stories. There were also scribes who were scholars as well, studying the stars and planets, and figuring out how to best build a temple or dig a well.

The most common Egyptian writing is hieroglyphic writing. Hieroglyph comes from Greek words that mean sacred carving. Many hieroglyphs are very complicated and difficult to write quickly, so a kind of shorthand version was developed, which is called hieratic writing, from a Greek word meaning “priestly.” Eventually an even more concise writing evolved, called demotic, after the Greek word meaning “popular.” Demotic writing is quite different from the original hieroglyphic writing, because it’s been changed twice and made much shorter.

Without the discovery of a tablet called the Rosetta Stone, found imbedded in a wall, there is a lot we would never know about the ancient Egyptians. The Rosetta Stone said the same thing in three different ways: with hieroglyphics, in demotic writing, and in Greek. The hieroglyphs were translated, and archeologists can now read the hieroglyphics left by the ancients in temples, tombs, and obelisks. The discovery of the Rosetta Stone was an amazing find!

Another subject Egyptian children studied was mathematics. Interestingly, the
Egyptians didn’t have symbols for the numbers from 2 to 9, so they had to write the number 13 as $10 + 1 + 1 + 1$, and 325 as $100 + 100 + 10 + 1 + 1 + 1 + 1 + 1$, and so on. To add 4,325 + 234, you’d have to start with $1000 + 1000 + 1000 + 1000 + 100 + 100 + 100 + 10 + 10 + 1 + 1 + 1 + 1 + 1$, and that’s just the first number. Imagine doing all your math problems this way!

Adding and subtracting using this method was awkward enough, but think about how hard it would be to multiply or divide. As it was, the Egyptians only used multiplication in one way, multiplying by two to double a number. They did not seem to have the concept of division, and would do so by subtracting the same number over and over until they got the desired product.

Obviously, the Egyptians did have a deep understanding of geometry because they were able to design and build pyramids, which must have been quite a feat, involving careful measurements and planning. They knew how to determine the area of rectangular and square fields. This way they could figure out how much taxes were owed to the king.

**For Enrolled Students**

At the end of this lesson, you will be sending your second batch of work to your Oak Meadow teacher along with your assignment summary checklist, the weekly planner, and the learning assessment form, or any alternate form of documentation. Include any additional notes or questions with your documentation—your teacher is eager to help. Please make sure your submission is organized and labeled well, and that complete lessons and assignments are submitted. Include the rough draft of the research report as well as the final, complete report.

**Learning Assessment**

These assessment rubrics are intended to help track student progress throughout the year. Please remember that these skills continue to develop over time. Parents and teachers can use this space to make notes about the learning the student demonstrates or skills that need work.
# Learning Assessment

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<tr>
<th>SOCIAL STUDIES</th>
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<th>Consistent</th>
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Reading

Read “The Changing Society of the Middle Ages” (found in Reading Selections below). Review the location of Istanbul, Turkey on your map. This is the location of the city of Constantinople.

Assignments

1. This week you will finish your outline and write the rough draft of your report. Finish adding any additional information or ideas to your detailed outline, and then use it to begin writing your rough draft. As you start to fill in the paragraphs of your rough draft, think about where an illustration would enhance the report. You might draw several small sketches, or one full page, full color illustration for your report (you will still have five pages of written text in addition to your drawings). Put your illustrations on separate pieces of paper so they can be added to your report at the very end. By the end of the week, you should have your rough draft complete and your illustrations drawn.

2. Learn about Marco Polo and write a first-person letter from him in which he describes the marvels of the world that he experienced on his travels to China. Make sure he describes things in detail, and talks about not only the goods he learned about but also the people he met and places he saw. Use vivid descriptive words to bring his experiences to life. Plot his course on a simple map to include with his letter (make sure to label the places he visited).

3. Look at pictures of Byzantine architecture and art in the library or online. Look for information on the Hagia Sophia, and write a paragraph about this famous church in Constantinople. Include information on its history, the meaning of its name, and the art work inside. Alternately, you can draw a picture of the Hagia Sophia. Make sure to include specific, realistic details.
Activity

Medieval Entertainment

Choose one or more of the following creative activities to do this week.

a) Jongleur Act. Practice the skills of a jongleur and put on a performance. Select three oranges, tangerines, or other small fruits of equal size, and practice juggling. You might like to make three small beanbags for juggling, as they last longer than fruit and can stand being dropped a lot. Also practice standing or walking on your hands. The trick is to keep your body and legs straight and strong, and find the point of balance that is uniquely yours. Take a picture or video of your performance!

b) Musical Instruments. Listen to as many of the following instruments as you can: bagpipe, harp, hurdy-gurdy, lute, lyre, mandolin, and recorder. List the pieces you hear, and describe your response. Can you describe the sound of each instrument? What do you like or dislike about it?

c) Play Performance. Put on your own play using the virtues and the vices as characters. Think about how each character can be portrayed, and make masks for them if you like. Think about how they would interact, and how you would want the play to end. Some kind of divine intervention was the usual traditional ending, with the grace of God honoring the righteous, and condemning the bad. A person can play more than one character.

d) Nine Men’s Morris. Learn to play Nine Men’s Morris and then teach a friend so you can play together. (See the instructions in the box.)

e) Byzantine Mosaics. Look at Byzantine mosaics. Dye or paint egg shells in different colors and break them into pieces. Make a mosaic with them. An alternative is to use small pieces of colored tile. You may be able to get samples at a tile supplier and break them into pieces with a hammer. If you like, you can set your mosaic in plaster or hardening clay. Otherwise, you can simply glue them in place on a sheet of paper.

f) Medieval Guilds. Research the badges of the medieval guilds. Draw pictures of them.
Nine Men’s Morris

You need two players, each with nine pieces. Pennies and dimes work well. A simple board is shown below; draw a larger one to play the game. Typical boards were decorated elaborately with designs appropriate to the culture of the people playing the game.

Part 1:

1) Start with the board empty. Players take turns putting their nine pieces, one by one, onto any vacant point on the board. A point is any intersection of lines or corners.

2) If a player forms a row of his or her own three pieces in a straight line (called a mill), that player chooses one of the opponent’s pieces to remove from the board. Any piece in a three-in-a-row mill is safe from being taken.

3) In Part 1, the pieces that are removed by the making of a mill are returned to the board one at a time during subsequent turns. When all the pieces have been put on the board, Part 2 begins.

Part 2:

1) Players keep taking turns moving one piece per turn to an adjacent vacant point along any line, trying to make a mill in order to remove one of the opponent’s pieces.

2) Mills are continuously made and broken as turns are taken and pieces are removed from the board. Pieces that are removed are not returned to play.
The Changing Society of the Middle Ages (continued)

There are two parts to the game.

- 3) If one of the players makes a mill but all the other player’s pieces are also in a mill, no pieces are removed from the board.
- 4) When one player has only three pieces left on the board and they’re all in a mill, the player must break the mill in order to play.
- 5) To win the game, a player must either reduce his opponent to two playing pieces OR block all his opponent’s pieces so he or she cannot move.

Further Study

Here are some projects you might like to do:

- Look at pictures of Byzantine icons. Find an attractive flat piece of wood and paint a picture of your choice on it. See if you can imitate the flat, stiff appearance of the style of art seen in icons.
- Find a version of a traditional Christmas Mummers play and stage a performance.
- Find a book of games from the Middle Ages and learn to play several of them.
- Make your own wooden board for Nine Men’s Morris. Paint it with elaborate designs you think would be appropriate.
- Find out more about the Eastern (or Greek) Orthodox Church.
- Find out more about Theodora, Justinian, or Basil II.
- Find out more about the Turks, particularly the Ottomans.
The Changing Society of the Middle Ages

There are a number of reasons why people in the later half of the Middle Ages began to live in towns. One was to find work. The Black Plague meant that there was now a lot of opportunity for people to find other kinds of work besides the hard life of farming. The other reason was to get away from feudalism. The Germans had a proverb, “Town air makes (you) free.” People in town owed their loyalty and obedience to the mayor and councilors instead of to a lord. The mayor and councilors were chosen from among the most wealthy merchants and craftsmen. Many people found such a system less oppressive than the feudal system.

The Medieval Guilds

All commercial work was controlled by craft guilds who made sure that their members produced high quality goods and trained young apprentices in the skills needed for each craft. Guilds were groups of men and women who organized themselves by their trade, or business, and occasionally by social interests. A man who worked hard and became respected within a guild had a chance of taking part in the government of his town.

Just as we saw with the self-sufficient manor village, medieval life taught the lesson that individual survival depended upon collective power. Guilds were another way for people to know their place in medieval society, and guilds also made life better for their members. Those who worked in the same trade usually lived in the same area of the city, and tended to associate mostly with each other. The social guilds were composed of people who were especially devoted to a particular saint, or who had a particular community service, such as the running of a hospital, to bind them together.

The trade guilds were of two kinds: merchant guilds and craft guilds. Craft guilds were broken up into the different types of skilled craftsmen. There were goldsmiths, tailors, furriers, woodworkers, saddlers, and so on. The merchant guilds were made up of retail tradespeople such as butchers, fishmongers, and grocers.
Within the craft guilds there were three important levels. The lowest was apprentice, next was journeyman, and the top was the master. The family of an apprentice paid the master to train him. The apprentice lived in the master’s home from a young age and was practically a slave to his master until he rose to the level of journeyman. As a journeyman he would be an assistant to the master, and receive a wage. When the time came to prove that he was finally ready to be a master himself, he was required to produce a “masterwork” using his very best skills. These masterworks were true works of art.

Often special craft techniques were kept secret, especially in cloth making and leather tanning. Each step of the process might be done by a different person who was skilled in just that one area. Shoemakers were actually forbidden to tan their own leather, and had to take it to a tanner to get it done!

Retailers often tried to trick their customers by selling inferior goods. The punishments they received were usually a kind of public humiliation. A baker who sold loaves that were too small would be pulled through the streets in a cart, with loaves of bread strung around his neck. He would be taken to the pillory, where he’d be tied up for the day while his dissatisfied customers threw garbage at him.

Women had many more opportunities in the towns than in the country. They could now spin, weave, and dye cloth instead of working in the fields. Some women even worked as shoemakers, tailors, bakers, or barbers. Women were thought to be the best brewers, too.

**Life in a Medieval City**

Life in town had its own problems. The streets were narrow and often steep, and were either paved with bumpy cobblestones or left as hard packed dirt which turned to mud in the rain. The houses were narrow and tall, with shops on the ground floor and two or three stories above for family living. The top levels of the houses stuck out on the sides, almost touching their neighbors on the other side of the street. Most houses were built of wood, with thatched roofs. The windows were very small, and had wooden shutters that could be closed for safety from theft or in bad weather. Fire was a real hazard because of the wood and thatch, and the proximity of the houses to each other.
Medieval cities were very dirty. Waste was just dumped out from the upstairs windows of the houses, and would flow down the streets. Pigs, chickens, dogs, and even cows wandered around where they pleased. In the bigger houses of the nobles, food scraps and bones were tossed onto the floor after meals, so the dogs could eat. Imagine living with the smell of rotting food and animal and human wastes all around you!

Inside, the walls were often covered with canvas or carpets, for insulation. The ceilings were low, and the rooms were dark. Medieval people had very little furniture. Tables might just be boards across wooden supports, and there were usually a few benches and stools to sit on. These trestle tables could be easily taken apart to make more sleeping space. Their few possessions were stored in chests. They slept on mattresses stuffed with straw, or if they were wealthier, with wool. The parents as well as the two or three youngest children all slept together in a big bed. If they could afford it, the bed might be hung with curtains around it for warmth. Privacy such as we have today, with separate bedrooms, never occurred to anyone. Even large families usually lived together in a couple of rooms which were separated only by archways, not by doors that could be closed.

The husband and sons worked downstairs in the family’s workshop or business, while the wife and daughters did housework, dried herbs, prepared simple medicines, and sewed clothing. By our standards, people in the Middle Ages owned very few clothes. Not only were clothes expensive, but they had to be made by hand. The spinning wheel wasn’t commonly used until the end of the fourteenth century, so even the thread making had to be done by hand, with something called a distaff. People expected their clothes to last for many years. As medieval houses were cold, people wore many layers to keep warm. Clothes were made from wool, linen, hemp, and silk.

Few people in the Middle Ages could afford to marry for love alone. Arranged marriages were common, and children were expected to obey their parents’ wishes about whom to marry. The poor generally had greater freedom than the wealthy to choose who they married because the wealthy had more property at stake. Most families had five or six children. Parents hoped that their children would look after them when they were too old or sick to work. Only the very rich could afford to retire to monasteries and pay to be looked after in their old age.
Education in the Middle Ages

The growth of European towns and the rise of the middle class encouraged the revival of learning. Now townspeople had money to pay for education. In addition, there was a greater need for educated people. Education was traditionally divided strictly to meet the needs of those who held different positions in society. This meant that the son of a noble received a very different education from the son of a laborer or one who was promised to the priesthood.

Young people often went to study with scholarly monks or priests, or to live in the home of another noble in order to learn the skills they would need in adulthood. We have already seen how boys from noble families became pages at age seven, and at about 14, squires. Girls from noble families were companions to ladies of other high-born families, and learned to spin, weave, do beautiful embroidery, and manage a household. In the lower classes, children were usually apprenticed to a trade or worked in the fields.

Monastery schools were mainly for boys who planned to become monks. A boy might enter a monastery school at age five, grow up to become a monk, and live in the monastery the rest of his life without ever seeing his parents again. In time, many monasteries also began operating schools for the children of the towns. Students had to sit on hard benches or on straw scattered on the floor. Candles were the only light for studying in the evening. Classrooms were often cold and damp. Books were very costly so the teacher read aloud while the students took notes on a slate.

Cathedrals also ran schools of higher learning. In 1088 one of the first universities was established in Bologna, Italy. By 1200, there were universities at Paris, France; Oxford, England; and Salerno, Italy. The basic curriculum in the university consisted of the “Seven Liberal Arts,” which included Latin grammar, rhetoric, logic, arithmetic, geometry, astronomy, and music. More advanced courses could be studied in religion, law, and medicine. To receive a degree of “master,” a student had to pass examinations and write a scholarly paper.

Only young men were educated in universities, not the women. The medieval university student’s day was long and hard. A student had to get up before 5:00 in the morning so he could go to church until 6:00 a.m. Then he attended classes until 10:00 a.m., had lunch, and attended classes until 5:00 p.m. in the evening.
Entertainment and Art

Even though there was a revival in learning, the majority of people could not read or write during the Middle Ages. Stories from the Bible and the lives of the saints were told in verse in religious pageants and plays.

There were many holidays celebrated in the towns because the Catholic Church had such a full religious calendar. Work (and income) would stop for the observance of these holidays, sometimes as many as 50 times a year! There would be a religious procession and then the celebrations would begin. Horse races, wrestling matches, and archery contests were popular. So were “mystery” plays, a popular form of religious drama which took place on these days. Guilds would perform stories from the Bible related to their crafts, such as Noah’s Ark being presented by the shipbuilders guild. (The word “mystery” comes from the French word for trade). Plays were often performed on a cart that could be moved from location to location. Another type of play was a “morality play,” where the performers represented human virtues and vices such as pride, sloth, faith, goodness, or greed, and acted according to character, telling a moralistic tale of right and wrong.

Some plays mixed some of the old pagan traditions with the newer Christian beliefs. A traditional method of drama called “mummers” began when country folk would put on masks and dance and sing, traveling from door to door. Later the mummers took characters from pagan stories and used them to tell a Christian story. One story often performed was the tale of Saint George and the dragon. The story of St. George is about a famous English knight who rescued the King of Egypt’s daughter by slaying the dragon who was keeping her captive. St. George was made a saint after jealous noblemen in Egypt put him through a series of tortures which he survived. This mummers play is still sometimes performed at Christmas, and ends when the herbalist doctor can’t revive the slain Saint George, but Father Christmas, with the power of God, can.

In the Middle Ages there were no radios, no televisions, and no movies. People were always eager to hear news of the world and to be entertained by stories and songs. Every so often, a group of traveling entertainers would come through town with a sort of traveling circus. They were called *jongleurs*, and they were musicians, poets, actors, acrobats, jugglers, co-
The Changing Society of the Middle Ages
(continued)

medians, and dancers. They might even bring dancing bears and other trained animals with them.

Jongleurs and minstrels were of less noble birth than the troubadours who entertained in the castles, but were just as welcomed by the townspeople. It was a very exciting day when they came to town! The Church condemned such activity, however, because the dancing and other wild behavior was considered improper. In one story, a group decided to dance in the churchyard on Christmas Eve. As a punishment, they were forced to dance there all year until the Archbishop released them.

As more people learned to read and education became more sophisticated, the need for traveling jongleurs decreased, and the quality of their performances went down. By the end of the fifteenth century, they primarily entertained in taverns.

Many popular games from medieval days are still enjoyed today. Playing cards came into use at that time. So did gambling with dice. Nine Men’s Morris is an ancient game that was played in different forms in ancient Egypt, Troy, and Norway. Part of a Nine Men’s Morris board was found in the remains of an ancient Viking burial ship from about 900 CE.

Commerce and Trade

The growth of towns and the power of the guilds meant that commerce started to grow in importance as the Middle Ages wore on. As wealth and trade grew, the demand for goods from other parts of the world grew as well. As you may remember from an earlier lesson, the Muslim empire had developed trading routes all over Asia, Asia Minor (Turkey), Africa, and into Europe. The Muslims were responsible for bringing in goods that did not exist in Europe, such as silk, jewels, gold, spices, and cane sugar.
Marco Polo was an Italian who helped Europeans learn more about the East, and subsequently Europeans began to trade for eastern goods as well. When Marco Polo was 17 years old, he left Italy for China with his father and uncle. He stayed in China for 24 years and worked for the emperor, often taking care of his administrative duties in various parts of the Chinese empire. Everywhere he went, he learned more and more about the Chinese and their culture. When he returned to Italy, he brought many beautiful things with him and wrote a book about his travels. His book was full of exciting tales and embellishments, many of which were made up. Still, it encouraged many people to become interested in China. It is said that the Italian love for pasta originated from China, a culture which had long enjoyed eating rice noodles. Trade grew between Europe and the East along the Silk Road, a route through Asia that was established by the Muslim traders.

As commerce grew, the hold of kings over their people became less certain. Feudalism eventually ended because of the growth of cities and the people’s desire for a better life. The Holy Roman Emperor in Germany was having a hard time seeing to affairs in Italy, Germany, and the Netherlands all at once. The local lords and barons pressured him from one side, and the Pope feared his power on the other. As the Holy Roman Empire weakened, the people in the towns in those areas had to fend for themselves if they did not want to be controlled by a local duke or count. As merchants became wealthier, they became less interested in giving money to the local lord who used it to fund his armies and keep his power. Instead they became more interested in fighting for their own rights and buying their own protection. It became more and more clear that even if there was a ruler or a Pope nearby, that ruler would have to get along with the people. Sometimes a guild would build battlements and towers on its meeting hall in order to protect its holdings and members. Great merchant cities grew, acting independently and often in competition with one another.

**Constantinople and the Byzantine Empire**

While Europe was evolving into the Middle Ages after the fall of the Rome and the Western Empire, a whole different culture was developing in the Eastern Roman Empire. You may recall that before the end of the Roman
Empire, in 330 CE, Emperor Constantine had finished establishing the capital of the Eastern Roman Empire in Byzantium, and the city was renamed Constantinople. Emperor Constantine converted to Christianity, and encouraged Christians to live there and study. Constantinople became the center of the new Byzantine Empire that developed out of the Eastern Roman Empire. Its language and traditions were Greek, which is not too surprising, as it is actually not very far from Athens, and Byzantium had been built by and populated by the Greeks for centuries.

Constantinople was located on a peninsula, so it was surrounded by water. On the sea sides, it was protected by a wall. On the remaining land side it was protected by a moat and three walls. This made the city a fortress in itself.

The emperors in Constantinople considered themselves the successors of the Roman Empire, but often there was a lot of fighting because there was no real system for deciding who would be the next Emperor. Like the Roman Emperors, they considered themselves chosen by God to rule, and took charge of all aspects of life in the Eastern Empire, whether it be commerce, the navy, lawmaking or foreign affairs. They also gave themselves the right to name the “patriarch” or head of the church, thereby controlling that as well.

The first great Byzantine ruler was Justinian, who reigned from 527 to 565 CE. He is remembered for the Justinian Code, a set of laws based on the laws of ancient Rome. These laws were strict, but gave the same rights to everyone, whether rich or poor, and so were considered fair. Justinian, like Constantine, was a Christian, and wanted everyone in his empire to be Christian as well.

Justinian was married to a very strong woman named Theodora. He often asked her for advice, and she had a great amount of power in government. She was a former actress, and the daughter of a bear trainer in the circus. She had a sharp wit and, before her marriage, performed occasionally as a comedienne. Once there was a revolt from those who wanted a different
ruler on the throne. The rioting crowds even burned part of the city down. However, Theodora is said to have encouraged Justinian to stand firm in the face of the rioting crowds at a time when he was thinking of going into hiding. With her support, he was able to restore order. Theodora used her power to make life better or worse for people, depending on whether they were her friends or enemies. She was especially interested in making life better for women, and helped to create laws that allowed women to own property.

Many people in Constantinople wanted to make the Roman Empire whole again after the barbarian Germanic tribes took over much of Europe. During his reign, Justinian led his army to conquer North Africa, Sicily, and Spain from the Goths and the Vandals. Later emperors were able to take back much of Italy. The Byzantine armies were considered superior, particularly because they kept the army well supplied during war, and because they were very good at using their horses to fight. They were the first to use stirrups on their saddles, which enabled them to stay on the horse while keeping their arms free for fighting.

The Byzantine Empire was often under attack from other groups of people who were also trying to build empires. Persians attacked Syria, Palestine, and Egypt, which were part of the Empire. Central Asian peoples started taking over lands in what is now Eastern Europe. The Germanic tribes took back Spain and Italy. The biggest threat, however, was from the Arabs, who were busily building themselves an empire based on Islam. The Byzantines were able to develop an explosive liquid called “Greek fire” which could be blasted across the water and set ships on fire. Because the formula for this was considered so secret, it was never written down, and no one knows for sure what it was. Constantinople stood firm against the Muslims in the end, and because of this, many people believe Europe was prevented from becoming part of the Islamic world.

The Byzantine Christian Church was called the Eastern or Greek Orthodox Church. Over the centuries, the Christians in Byzantium and
The Christians in Europe developed more and more disagreements about Christianity. In Rome it was felt that services and holy writings should be in Latin, whereas the Byzantine church used Greek. Different religious holidays were celebrated, and there were disagreements about that as well. There were also differences of opinion about whether the clergy could marry, and about the display of religious pictures called icons. The emperors in Constantinople felt that because they were the Roman Emperors, they had authority over the whole Christian Church, including the Pope in Rome, and refused to accept the authority of the Pope. Eventually the Christian Church split in 1054, becoming the Roman Catholic Church in the west and the Eastern Orthodox Church in the east.

Byzantine churches had a very distinctive architecture. When Constantinople was partly burned to the ground during the riots against Justinian, he decided to start a huge rebuilding program that included new churches and monasteries. The most famous of his structures is the Hagia Sophia (pronounced (HA-jah so-FEE-ya). At the time it was the most magnificent cathedral around the Mediterranean Sea. While building it, the architects developed a way to put an onion-shaped dome on the top of a square structure, and later churches and buildings used this design, which spread throughout Greece, Eastern Europe, and Russia.

Merchants, churchmen, and pilgrims who visited Constantinople returned to Europe with many stories of the splendor of the capital. It had paved streets and magnificent buildings. It was also a center for art and culture, where scholars came together to learn and share ideas about religion, philosophy, and art. The population was better educated and their monetary systems more developed; it was a more advanced culture than the European feudalism that existed at the same time.

Basil II was the emperor in 976, and his reign started a period of time called the Byzantine Golden Age. The empire became even stronger, and was a place where music and art of all kinds thrived. Artists were influenced by both the classical Greco-Roman style and the artists of the ancient Middle East. Much of the art focused on the national religion. Icons were popular in Byzantium. An icon was a piece of wood with an image of Jesus, his mother Mary, or a saint painted on it. These icons were regarded as being holy, and were placed everywhere, creating shrines in many nooks and crannies and rooms throughout the city. Perhaps the art form the Byzantines are most famous for is mosaic,
which they used on walls and floors, especially in the churches. The Byzantine artists were so brilliant at placing the many tiny pieces of ceramic that in some icons it looks as if there really is light coming from the halos of the saints depicted.

**For Enrolled Students**

Make sure your student completes the rough draft of the research report this week. Next week, he or she will be busy revising, editing, copying, and proofreading the report, and arranging its polished presentation, so it is essential that the bulk of the writing be done this week. Please contact your teacher if any questions arise.

**Learning Assessment**

Use assessment rubrics to track student progress and to make notes about the learning the student demonstrates or any skills that need work.
# Learning Assessment

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<th>SOCIAL STUDIES</th>
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Reading

Read “The Crusades of the Middle Ages” (found in Reading Selections below).

Assignments

1. Find Baghdad and put it on your map. It is in present day Iraq. Make sure you have all the countries of Asia on your map, including Russia. Review the locations of China, Kiev, and Baghdad.

   Also on your map, trace the land route that the Crusaders took from Europe to Constantinople and then to Jerusalem. Then trace the route by sea.

2. What do you believe was good about the Crusades, and what do you think was bad? Make two lists, comparing different aspects (the good and the bad) side by side.

3. Write a story, a letter, or a series of journal entries from the point of view of either a crusading knight, a servant or squire accompanying the knight, a peasant member of the Pauper’s Crusade, or a member of the Children’s Crusade. Remember to include the beliefs of the Crusader. Write at least one page, and if you are writing a letter or journal, write in first person.

4. This week you will finish your five-page research report on the Middle Ages. You have been studying the Middle Ages for over a month now—you should be quite an expert on your topic!

   Follow the steps of the writing process to finish your report:
   - Revise
   - Edit
   - Copy the final version
   - Proofread

Assignment Summary

- Read “The Crusades of the Middle Ages.”
- Add to your map.
- List the good and bad elements of the Crusades.
- Explore the experiences of a crusader.
- Revise, edit, proofread, and finalize your research report.
- Activity: Trade, Exploration, and Battle
When your rough draft is done, read it aloud and revise it to make any changes. Do all your sentences make sense? Do they say what you want them to say? Is there anything you’d like to add, or something that doesn’t really fit in and needs to be deleted? Are your paragraphs arranged properly, so the information is presented in a logical order? Do you need to break big blocks into more paragraphs? This is the time to make changes!

Once your revisions are done and all the information is in place in the right order, edit your paper to correct any errors in punctuation, spelling, capitalization, and word usage.

Then, in your best handwriting, make a final copy. Take your time with this phase of the writing process. If you rush, you are more likely to make mistakes and to have sloppy handwriting. Where will your illustrations go? Do you need to leave room in the text for them? If so, plan ahead. (If you know how to type, you may type your final draft after you finish revising and editing your rough draft.)

The last step is to proofread your report to catch and correct any lingering errors. This is when you polish your writing to make it shine. You have worked hard on this project, and you want your final version to look its best.

Don’t forget to add your illustrations, cover page, and works cited page. Make sure your citations are in MLA format and are alphabetized. The cover page should have the title nicely lettered and possibly an illustration or decorative border. You may want to put it in a report cover.

Activity

Trade, Exploration, and Battle

Choose one of the following art projects. If you would like an alternative to drawing, you can make a colorful collage of pictures you find for your topic. The collage should have a variety of pictures and be presented in an artistic way. Alternately, you could do a diorama showing a scale model of a realistic scene.

a) Mongolian Warriors. Go to the library and look at pictures of Genghis Khan and his Mongolian hordes. Draw or paint a picture
of a Mongolian warrior on horseback, with his specialized short bow.

b) Muslim Bazaars. Find out more about Muslim bazaars, and draw or paint a large colorful picture of a scene from one.

c) Caravan. Draw or paint a picture of a caravan making its way across the plains or deserts.

Further Study

Choose one or more of these projects if you’d like to explore the material in more detail:

- The story of Archbishop Thomas Becket and King Henry II is fascinating. Find out the story by watching the film, *Becket*.
- Read a children’s version of *The Canterbury Tales*, written by Geoffrey Chaucer, about pilgrims going to Canterbury.
- Find out more about Saladin, the great Muslim Turk leader during the Crusades.
- Research and write a brief biography of the life of King Richard the Lion-Hearted.
- Find out more about the composite bow and the longbow. Draw pictures of them.
- Learn about the early history of the city of Baghdad.
- Learn about the early history of the city of Cordova (often spelled Cordoba), Spain.
- Explore the Order of Santiago.

Reading Selections

The Crusades of the Middle Ages

Islam, which began in the Middle East in Arabia during the early part of the Middle Ages, was a very rich culture and Muslims were great traders. Not only did they bring goods back and forth between the East and the West and among the different civilizations, they also brought ideas with them.
Muslim rulers fostered art, learning, poetry, and music, and there were many inventions that came to Europe from the Muslim empire. Muslim scientists and doctors were particularly skilled, even performing delicate procedures such as eye surgery. The science of apothecary, using herbal remedies and medicines, was developed by Muslims. One Arab doctor wrote a medical encyclopedia that became the basis for all medicine in the Middle Ages. They also developed algebra and introduced the numeral system we still use today, called Arabic. The lute, a stringed instrument popular in the Middle Ages, was introduced by the Muslims, and even today is traditionally decorated with Arab patterns. The art of needlepoint and tapestry came from the Muslims. They also introduced papermaking, which they had gotten from the Chinese, and later, printing.

The city of Baghdad was the center of trade and government in the Muslim Empire. It was centrally located between Europe, and Asia, in the Middle East (in what is now Iraq). It was filled with bazaars, where those with money could buy from a huge selection of Persian and Indian rugs; African jewels, gold, and ivory; and Asian silks, spices, teas, and jewelry. Trains of camels, called caravans, streamed in daily, laden with goods they had brought over mountains and across deserts.

The Muslims conquered North Africa, Persia, the Middle East, and Spain, and by the tenth century became the rulers of a large empire. They didn't
force people to become Muslims, but anyone who wasn’t a Muslim paid higher taxes and could not own any land. This had a way of helping people convert to Islam. Part of their empire included Palestine and the city of Jerusalem, which even today is considered the Holy Land by Jews, Christians, and Muslims. For many years the Muslims let the Christians go to Jerusalem to worship freely.

The Muslims who lived in North Africa and Spain were called Moors. While the rest of Europe was in hardship, there was a lot of prosperity in Spain due to the Moors. They introduced new farming and trade techniques, and the Catholic and Muslim cultures for the most part existed side-by-side. The city of Cordova in Spain became a center for arts and learning.

**Religious Conflicts**

However, there is also a long history of conflict between the Muslims and the Catholics who wanted to control Spain. Over the course of 500 years, the Catholics, led by religious orders of monks who were also knights, slowly captured parts of Spain from the Muslims, and finally Spain became a monarchy ruled by King Ferdinand and Queen Isabella.

The three Semitic religions, Judaism, Christianity, and Islam, all have their roots in that part of the Middle East called the Holy Land. Civilizations based on these religions grew in Europe, the Middle East, and around the Mediterranean Sea. A good deal of the history and culture of the Middle Ages is centered around the conflicts that arose among these religions.

The people of Europe in the Middle Ages were very much influenced by the teachings of the Roman Catholic Church, and the authority of the Pope, who was considered the mouthpiece of God. Lords who lived a life of bloodshed often founded monasteries or even became monks themselves, in their older years, to try to make up for their sins and get into heaven. Knights, off to battle, usually asked for a blessing, and might be talked out of their mission if the Church did not grant its blessing. Bishops were sometimes the closest advisors of kings and noblemen, who feared making a political move without knowing if it would send them to Hell or not.

The Catholic Church also sent missionaries to convert other people to Christianity. Sometimes it was done through peaceful teaching, but sometimes by force. The Teutonic Knights, a religious order who were also
The Crusades of the Middle Ages (continued)

trained as knights, fought the people in Eastern Europe to try to convert them to Christianity.

One of the ways the Church encouraged devoutness was to have Christians go on pilgrimages to holy places in order to get help from the saints. People of all kinds went on pilgrimages, from kings to the lowliest leper. Pilgrimages were a way to make up for one’s sins. One popular pilgrimage was to Canterbury, in England, to the shrine of Thomas Becket. Becket was an archbishop who was murdered in his own cathedral by King Henry II in a dispute over whether the king’s court could try and punish men of the Church. The king lived in penance for the rest of his life.

A far more dangerous but greater pilgrimage was to the city of Jerusalem, in the Holy Land, where Christ was crucified and buried. It was especially important to the Christians to be able to visit Jerusalem, and for a long time, the Muslims who controlled that part of the world allowed the Christians to come and go freely. Those who made it back home were honored.

Then the Turks conquered Palestine, and the Turks did not let the Christians go to Jerusalem. The Turks, who were originally from Central Asia, had converted to Islam, and had taken over the Holy Land, angering many Christians. The Turks considered their attacks part of their holy wars. The Turks were also attacking Constantinople, and the Emperor of Constantinople asked the Roman Catholic Church for help to fight them off.

In 1095, Pope Urban II saw that he could make the Roman Catholic Church more powerful if he helped Constantinople. So he told the Europeans that they should come together and fight to free Palestine, or the Holy Land. In a famous speech, he painted a horrifying picture of Jerusalem being defiled by ungodly heathens. He told the European leaders they could make up for all their sins if they laid down their arms against each other and joined forces
to rescue Jerusalem. He told them their reward on Earth would be the riches of the city. The Christian Wars to capture Palestine were called the Crusades, and the Christian soldiers were called Crusaders. Over the next 200 years there were numerous Crusades, costing many lives and much effort, and it is because of the Crusades that much of Europe lived the way it did.

**The Crusades**

In the First Crusade, with the blessing of Pope Urban II, the Crusaders captured Jerusalem. The First Crusade is sometimes called the Pauper’s Crusade, because most of those who went were peasants, many of them women and children who had grown weary of the feudal life and were willing to risk their lives for a new hope. They spoke of Jerusalem as a land of milk and honey and believed God was finally giving them their reward.

The way to Jerusalem meant going east to Constantinople first. As the Crusaders began their long march, dreadful tales arose of how the Crusaders treated the people in Europe as they went. Many Jews were robbed, and killed, and were blamed for the crucifixion of Christ over 1,000 years earlier. Farmers had their cattle stolen to feed the hordes. Almost all the people in the Paupers’ Crusade were wiped out in their first battle against the Turks.

In the meantime, about 20,000 knights, mostly French, also gathered for the First Crusade. Each of them had five or six assistants with them including servants, maids, and archers. They, too, marched to Constantinople to join the Byzantines. In 1099, after recapturing much of the Byzantine Empire back from the Turks, they captured Jerusalem, killing every Muslim and Jew they could find in the city. They then prayed together and ruled Jerusalem for 100 years. During that time, Europeans became more and more influenced by Muslim and Eastern ideas and culture.

The Turks eventually recaptured strategic parts of the Holy Land, and the rulers in Jerusalem became worried. The Second Crusade to recapture these parts of Palestine was led by the French King Louis VII, the first husband of Eleanor of Aquitane. Eleanor was determined to go with him, although it was unheard of to allow a woman to undertake such a daring journey. She convinced her husband to let her go with him on the grounds that he would more easily entice other soldiers to go if she set such an example of bravery.
So Eleanor went on a Crusade, with a group of ladies to attend her. They shocked everyone by wearing breeches and the armor of Amazons, or female warriors. The trip was long, dangerous, dirty, and exhausting, and she had a miserable time. She refused to enter the city of Jerusalem, and King Louis, determined to win the argument, had her carried into the Holy City against her will. This enraged and humiliated her. The Second Crusade failed, but for the most part, the Muslims and the Christian rulers in Jerusalem kept an uneasy peace.

The Muslim Turks recaptured Jerusalem in 1187, led by a fierce and determined man named Saladin who had managed to unify the Muslims. Saladin was angry because Christians were attacking and robbing Arab traders and Muslim pilgrims on their way to Mecca. The Christian armies were virtually wiped out, and many Christians sold into slavery. Although Europeans were horrified at the loss of Jerusalem, many of them did not have the heart at first to try to recapture it. Because of the splendors of the East and the luxuries that were being brought in, people had become more interested in trade and less interested in feudal wars among each other.

The Third Crusade began when Pope Clement III started preaching that Christians were no longer faithful in the eyes of God, and that the loss of Jerusalem had been their punishment. By recapturing the city, they could restore their devotion to God. When the three greatest European kings took up the challenge, their motives may really have been financial. To keep their monarchies strong, they needed money and the goods people were getting from merchants. The taxes levied on traders from the Middle East were a great source of income.

King Richard the Lion-Hearted, the third son of Eleanor of Aquitane, led the Third Crusade. He was a natural leader: large, handsome, strong, and yet well-spoken and cultured. Richard used the sea as a means to help his Crusade, blocking the port with his fleet to prevent food and supplies from getting into Jerusalem. He also successfully captured caravans on their way to Jerusalem.

Saladin, the Muslim leader, and Richard the Lion-Hearted were considered the two greatest leaders of the Crusades. They had a mutual respect for each other, and the soldiers of each army also had respect for the leader of the other. Legend says that Richard was so well liked, even by his enemies,
that Saladin said if he had to lose Jerusalem to someone, he would rather it be Richard than anyone else. Both sides fought for what they believed in, and for the most part, the fighting was considered honorable. The Third Crusade, now considered the last important one, ended with a truce in 1192 in which the Muslims kept Jerusalem, but Christians would be allowed free access to it. The Christians were also allowed to keep some of the surrounding lands.

There were other Crusades, but none with the same ideals as the first three. People in Europe at the time did not see it that way, however. Pope Innocent III wanted a crusade to reunite the entire Christian Church into one with the Roman Catholic Pope as the religious and political leader of the whole Christian world. At first the kings of Europe were not very interested. Eventually, in 1203, a Byzantine nobleman who had been denied the throne paid the European leaders to conquer Constantinople for him; in exchange, he promised to put the Eastern Orthodox Church under the rule of the Pope in Rome. Italian merchant cities, happy at the prospect of controlling the ports of Asia Minor, gave them ships and money. The Pope did not know about any of this, and gave the Fourth Crusade his blessings. Everyone’s plans went awry, however, when the Christian troops proved to be savage conquerors, destroying the city and slaughtering the populace. After this, there was no way the people in Constantinople were going to accept the Roman Catholic Church.

Constantinople, under European rule, was never quite the same again. It was eventually taken over by the Turks, who were originally from Central Asia. For a time, Constantinople was able to get its European allies to help in resisting the Turks. But eventually there was not much left of the Byzantine Empire. For a month, the Turks battered away at the walls with half-ton cannon balls until the defenders were finally overwhelmed. The Byzantine Empire ended in 1453 after a thousand years of cultural influence. Its mark is still seen in Eastern Europe and Russia.

Another sad story during the Crusades was the Children’s Crusade. In 1212, a shepherd boy named Stephen started preaching from the Bible to other children that “the meek... shall inherit the earth” (Matthew 5:5).
As a result, thousands of unarmed children started on the journey to the Holy Land. Many people believed that they might actually succeed, and that the previous methods had failed because there had been too much reliance on the strong, and not on the weak and the poor. Most of the children died of illness and starvation even before getting to the Holy Land, and the few remaining ones were captured and sold into slavery by the Muslims.

Even though there was a lot of fighting and killing, one of the good things that happened during the Crusades was that the various peoples learned from each other. The Crusaders learned from the Muslims, and brought food, cloth, and new ideas back to Europe. Trade routes were developed between Asia, Africa, the Middle East, and Europe. People and cities prospered, and the feudal way of life began to decline.

**Genghis Khan**

Central Asia had long been a place where free nomadic tribes lived. The Huns, the barbarian tribe that had been the downfall of the Roman Empire, had come from Central Asia. The Turks were also from there. During the Middle Ages, there was another great conqueror at work. He was called Genghis Khan, meaning “mightiest king.” In the 1200s, he and the Mongol tribe built a huge empire in Asia, which included China and stretched all the way west as far as Kiev in what is now Ukraine. The Mongols were considered unequalled in their savagery, reducing the whole city of Kiev to nothing.

Genghis Khan was a very resourceful military leader. He divided his armies into different parts called “hordes.” Hordes rode on fast ponies, sweeping across the plains and deserts on their conquests. They were skilled at using bows and arrows while they rode. The bows they used were shorter than the traditional longbow used by Europeans. These bows were superior technologically, because they included several different kinds of materials that made them more flexible and therefore able to shoot faster and farther. The longbow, which was made from a single piece of wood, had to be used by someone on foot, and did not shoot arrows as far or as fast.

Genghis Khan was a brilliant administrator who understood the importance of communication. Within the lands he conquered, he enforced order by giving the hordes different duties. Each land had a separate “Khan,” who
ruled as a local king but took orders from Genghis Khan. To keep in touch with the local kings, he used swift messengers on ponies, who would stop at regular stations to quickly switch to a fresh pony before continuing their journey. The tired pony would then be rested up for the next messenger who came along. Sometimes the messengers would be switched in the same way, to keep them from getting too tired. In this way, Genghis Khan knew what was going on all the time in his vast empire, unlike others in the Middle Ages who relied on the slow-moving caravans of camels, or a single rider on his horse.

The leaders in Europe hoped that Genghis Khan would help them with their Crusades. Some of the Mongols were Christians, although they did not look to Rome or Constantinople for guidance. They sent messengers to Genghis Khan to see if he would fight the Muslims too. Genghis Khan was very polite, and listened, but he simply was not interested. Eventually, in 1258, some of the Mongols attacked the rich city of Baghdad, destroying the schools, libraries, and palaces that had made it so glorious. The Muslim empire was never quite the same again. But by now the Mongol Empire was dividing up, with each area ruled by its own Khan. The Khans were tolerant of Christianity, and the Eastern Orthodox Church was allowed to spread throughout much of Russia.

**The Ending of the Middle Ages**

There are several reasons why the Middle Ages ended. The ability for common people to make money changed the feudal way of life. The disastrous efforts of the Crusades were taking up too much energy and cost too much in human life, and people turned to a new way of life. The introduction of gunpowder from the Chinese meant that guns could be built. This meant that the old fighting methods of knights no longer worked, and people did not fear them as before.

It may be that the biggest changes occurred when people began to lose confidence in the leaders of the Church. Although everyone was still devout in their beliefs as Christians, the Church leaders were beginning to behave badly. For example, in those days, although the position of the Pope was in Rome, most Popes actually lived in Avignon, France, because it was safer from all the violence that often took place between the rival cities of Italy. In 1378, the Pope went to Rome and died. A new one was elected in Rome, but in the meantime, a new one also took his place in
Avignon. For a long time, both Popes argued back and forth about who was the true Pope. No one knew who to believe. It was a very difficult situation for a Church that claimed to be the only one and undivided Christian Church.

Medieval thinkers believed that politics, economic life, law, and facts of nature must be based on the Bible. To understand nature and society, they said one first needed to understand God’s plan for humanity. Of course, because Europe was primarily Christian, this meant that they looked at life from a Christian perspective.

Many churchmen thought that the logic of the Greeks would lead people away from God, and so preached against reason and philosophy. Medieval philosophers, known as scholastics, disagreed. They believed that reason could be used to explain the Christian teachings. The most brilliant of these scholastics was Thomas Aquinas (pronounced a-KWINE-us), a member of the Dominican Order of monks in the 1200s. According to him, both reason and Christian teachings came from God. Aquinas and many other medieval thinkers took an interest in studying the natural world.

John Wycliffe was a teacher at Oxford University. He challenged several major doctrines of the Roman Catholic Church. The Church taught that in the sacrament of the Mass, when words that Jesus said at the Last Supper were repeated, a miracle occurred in which the bread and wine actually became the body and blood of Christ. Wycliffe disagreed, and said that this communion was actually just an act of faith between the believer and God. Furthermore, he said that individuals didn’t need the Church in order to receive salvation or to teach them about God. He said it was important for everyone to be able to read the Bible themselves. Wycliffe believed so strongly in this that he and his followers translated the Bible into English for the very first time. Now any literate person in England could actually read the Bi-
ble and think about its meaning for themselves. Today Christians take this for granted, but it was a revolutionary act at the time.

Roger Bacon was one of the greatest medieval scientists. He was also an English monk and philosopher. He lived from 1220 to 1292 in the late Middle Ages. Bacon predicted that one day ships would move without rowers, carts without animals to pull them, and machines would fly. These were all new ideas in those days.

The Middle Ages were the years between the fall of the Roman Empire in the fifth century until the Renaissance in the sixteenth century, a span of a thousand years. England, France, and Spain all became nations during the Middle Ages. The Byzantine Empire rose and fell. During this period of a thousand years there were wars, Crusades, peasant revolts, plagues, and great cultural contributions. Thousands of medieval buildings are still standing. Medieval people wrote books and letters about important events as they happened, and many of these have survived for us to read.

Sailors were beginning to be interested in exploring farther from home. The printing press was invented. The universities that were started in the Middle Ages grew stronger and drew more students who were full of curiosity for more learning. Economic growth and intellectual achievements went hand in hand, and gave way to a new age of discovery that we call the Renaissance.

**For Enrolled Students**

When lesson 24 is complete, please send your student’s work to your Oak Meadow teacher. Include your weekly planner, assignment checklists, and learning assessment form from each lesson. Include the rough draft of the research report as well as the final, polished report.
Learning Assessment

Use assessment rubrics to track student progress and to make notes about the learning the student demonstrates or any skills that need work.

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