

Simply Charlotte Mason presents

*Middle Ages, Renaissance,
Reformation, & Epistles*



History, Geography, Bible for Grades 1-12

A family study handbook

by Sonya Shafer

Study Biblical and ancient history together as a family!

This family study handbook walks you through the Middle Ages, Renaissance, and Reformation, including the geography of Europe and Asia and truths from several New Testament epistles.

Middle Ages, Renaissance, Reformation, & Epistles

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Charlotte Mason
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Middle Ages, Renaissance, Reformation & Epistles

A Family Study Handbook

*Combining all your students (grades 1–12)
for History, Geography, and Bible*

by
Sonya Shafer

Middle Ages, Renaissance, Reformation & Epistles: A Family Study Handbook
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Introduction

I love to teach Bible history along with world events, and the first three handbooks in this series focus on Bible history from Genesis through Acts. Some time is spent studying world events that happened during those years, but the emphasis is on Biblical history.

With this fourth handbook, the focus changes a little. We no longer have Biblical events to study, and world history picks up the pace. So with this fourth book, we delve into learning about people who lived in the past since the time of the book of Acts, and we combine that study with timeless truths from the Epistles.

The lessons in this book will walk you through living books to read, Scripture passages to study, and optional hands-on activities to do. You'll also find narration ideas, teaching tips, exam questions, and Book of Centuries dates.

One of my main goals is to show you how you can teach the same historical time period to all of your children at the same time, no matter what grades they are in. I firmly believe in the advantages that a one-room schoolhouse approach can bring. You will save time in both planning and teaching, and your children will grow together in community as they learn together and help each other.

Please keep in mind that this study is just a collection of suggestions. I'm simply passing along these suggestions to, hopefully, save you some time and give you some ideas. You know your children much better than I do, so feel free to change, add, or omit as you see fit. Remember, I used the books that were available to me; they may not be available to you. Don't be afraid to substitute.

Most of all, encourage the older children to help the younger, and allow the younger to look over the shoulder of the older; and together, enjoy these family studies of History, Geography, and God's Word.

How to Use

Pace

The lessons are divided into three Terms. If you do five lessons each week, you should be able to cover a Term in about twelve weeks. Each week is divided into four days of History and one day of Geography and Bible. We have tried to save the final week of each Term for exams or to finish up any projects or assignments.

The chart below gives an overview of what is covered each Term. You will find more detailed charts, outlining work week by week, at the beginning of the Terms' lesson plans.

	 Middle Ages, Renaissance, Reformation (4 days/week)	 Geography (1 day/week)	 Bible (1 day/week)
Term 1	Middle Ages	Early Maps through Christopher Columbus	James, Galatians
Term 2	Renaissance	Christopher Columbus through Vasco da Gama	1, 2 Thessalonians; 1 Corinthians
Term 3	Reformation	Cabral through Magellan	1 Corinthians (finish); 2 Corinthians

Assignments

This book contains assignments and activities for every grade level so you can combine all your students into one family study. The "Family" instructions are for everyone to do together, then additional assignments are given for various grade levels to complete either independently or with the parent.

The hands-on activities are optional. Feel free to skip them, substitute different ones, or add more. You will find lots of helpful information and Internet links on the Links and Tips page for this book on our Web site at <http://SimplyCharlotteMason.com/books/middle-ages-renaissance-reformation/links-tips>

Note: Don't worry about days when you might skip the lesson for younger children but still do a lesson with the older children. Think of it as a day that the younger children can ruminate on what they have already learned. Charlotte encouraged reflecting, or ruminating, on what is read or heard: ". . . Reflection, the ruminating power which is so strongly developed in children and is somehow lost with much besides of the precious cargo they bring with them into the world. There is nothing sadder than the way we allow intellectual impressions to pass over the surface of our minds, without any effort to retain or assimilate" (Vol. 3, p. 120). "Children must be allowed to ruminate, must be left alone with their own thoughts" (Vol. 3, p. 162).

Resources Needed

A complete list of resources is given on pages 15–17 for all three Terms. Each Term's resources are listed in the lesson plans. Reminders are sprinkled throughout the lessons that will help you look ahead a week or so in order to give yourself enough time to locate the books you will need, especially if you are borrowing them as you go.

Map Drill

One part of most Geography lessons will be a map drill. Here's how we do map drill. Keep lessons short, no longer than ten or fifteen minutes. Once a week, give each child a blank map of the region you are studying and provide a detailed and labeled map of the same region. Instruct the child to label a few areas of the region, being careful to copy the names correctly from the detailed map. The next week, give the child another blank map of the same region and instruct her to label as many areas as she can remember. Once she has labeled all that she knows, display the detailed map and check for accuracy, then have her label a few more areas carefully. Continue this routine each week, and over the course of the year she will become quite familiar with the regions studied using this gentle method.

A Word about Charlotte Mason Methods Used in This Study

Living Books

Probably the most well known of Charlotte Mason's methods is her use of living books instead of dry, factual textbooks. Living books are usually written by one person who has a passion for the subject and writes in conversational or narrative style. The books pull you into the subject and involve your emotions, so it's easy to remember the events and facts. Living books make the subject "come alive." The books used in this study are living books. If you make a substitution, please do your best to select a living book.

Bible Readings

The Bible is the best living book! And Charlotte encouraged us to give our children plenty of direct contact with the Bible itself, not feed them just watered down retellings. So you will find throughout the lessons, the Scripture passages to read aloud directly from the Bible.

Narration

When you ask a child to narrate, you're asking him to tell back in his own words what he just saw, heard, or read. The narration can be oral or written or drawn— whatever. Because the child must think through the information and determine how to present it, mixed with his own opinion and impressions, this method of evaluation requires a much higher thinking level than mere fill-in-the-blank or answer-the-posed-question-with-a-fact methods. When requesting a child to narrate, word the question in an open, essay-type form, such as "Tell all you know about ____" or "Describe ____."

Oral Narration with Many Children: Usually it's good to start with the youngest child, then work your way up the ages asking if each has anything to add. However, if you use this approach every single time, the older ones might get complacent. ("No, nothing to add.") So you can mix things up a little by calling on any child at random to start the narration sometimes. Not knowing who will be selected to give the oral narration keeps everybody alert and listening. The key is to have one child start the narration and then have the others add to it, not repeat it. That mental exercise of remembering what was already mentioned and searching through your mind for something new to talk about is also a plus!

Written Narration: Older children can be expected to take the next step and write their narrations. If your older child is not used to doing narration, give him several weeks or months to get used to the idea and have practice narrating orally first. It's harder to keep your train of thought when you have to also think about the mechanics of writing, punctuating, capitalizing, and all such trappings, so make sure your child is adept and successful with organizing and expressing his thoughts orally before adding the writing aspect. Once he is an "old pro" at oral narrations, you can ease him into the written narrations by requiring just one a week or so to begin with. The lessons in this book will give suggestions for some written narrations. You can determine which of your students can handle those assignments.

Also keep in mind that you can do narration in many ways. Oral is the quickest and simplest. But if you would like to keep things fresh, you can have the children express what they learned in various ways. We have a list of narration ideas on the Web site that might help you: <http://SimplyCharlotteMason.com/timesavers/narration/>

Book of Centuries

A Book of Centuries is like a timeline in a notebook. As its name suggests, each two-page spread in the book is devoted to one hundred years—a century—of history. Each student creates his or her own book, recording historical events and names of importance, along with pictures, poems, quotes, and anything else that makes the book individual. You can also add written narrations, illustrations from the Internet, or titles of books

you've read that are set in that time period. As they add more history to the book, they begin to make relations between people who lived in the same era.

Books of Centuries can be as simple or elaborate as you desire. If you want a simple one, download a free Book of Centuries template at SimplyCharlotteMason.com/timesavers/boc/

We recommend each student in grades 7–12 create his own Book of Centuries. If your students are not yet old enough to take on the responsibility of their own Books of Centuries, you could create one together as a family.

Watch for helpful dates in the timeline column throughout the lessons in this book. You don't have to add every event listed; feel free to pick and choose.

Resources Needed

- *Famous Men of the Middle Ages*, edited by Rob Shearer
- *Famous Men of the Renaissance and Reformation* by Rob Shearer
While the previous Famous Men books were written for elementary students, this one was written with an upper elementary and older audience in mind. If you are teaching only grades 1–3, you may want to skip the readings from this book. Look at a sample online and decide for yourself. This handbook assigns plenty of other books for that grade level that will give them a great study of the time period.
- *Castle* by David Macaulay
- *Cathedral* by David Macaulay
- *Ink on His Fingers* by Louise Vernon
Louise Vernon has a wonderful series of books that makes the characters of this time period come alive. This one is about Gutenberg.
- *The Man Who Laid the Egg* by Louise Vernon (The story of Erasmus.)
- *The Beggars' Bible* by Louise Vernon (The story of John Wyclif.)
- *Thunderstorm in Church* by Louise Vernon (The story of Martin Luther.)
- *The Bible Smuggler* by Louise Vernon (The story of William Tyndale.)
- Reformation Time Line from Rose Publishing
This inexpensive tool is an excellent resource. Its concise format provides a great way to review the men and events the students have read and narrated. It also contains lots of supplemental charts like Denominations that Arose from the Reformation, a Map of the Reformation, the Five *Solas* of the Reformation, plus the Five Points of Arminianism and the Five Points of Calvinism.
- Bible
- *GOAL Bible Study Journal* by Sonya Shafer
- *Around the World in a Hundred Years* by Jean Fritz
- *Christopher Columbus* by Bennie Rhodes
Part of the Sower series, this Christian biography emphasizes Columbus's faith.
- *Uncle Josh's Outline Map Book* or CD by George and Hannah Wiggers
This book/CD is handy because it provides all the outline maps in one convenient place. However, if you prefer, you can do an Internet search for "blank outline map ___" (fill in the region you need) and print an image from the results instead.
- Labeled world map
This map doesn't have to be elaborate or expensive, but it should be large enough that you can read the countries' names easily.

Grades 1–3

- *The Sword in the Tree* by Clyde Robert Bulla
- *Leif the Lucky* by Ingri and Edgar Parin D'Aulaire
- *Viking Adventure* by Clyde Robert Bulla
- *Brother Francis and the Friendly Beasts* by Margaret Hodges
- *The Apple and the Arrow* by Mary and Conrad Buff
- *The Minstrel in the Tower* by Gloria Skurzynski
- *A Medieval Feast* by Aiki
- *Castle Diary: The Journal of Tobias Burgess* by Richard Platt
- *Pippo the Fool* by Tracey E. Fern
- *Marguerite Makes a Book* by Bruce Robertson
- *Leonardo da Vinci* by Diane Stanley
- *Michelangelo* by Diane Stanley

Grades 4–6

- *King Arthur and His Knights* audio recording by Jim Weiss
- “The Pied Piper of Hamelin”

The classic poem set in medieval times. You should be able to find this poem online.

- *The Vikings* by Elizabeth Janeway
- *Adam of the Road* by Elizabeth Janet Gray

OR *The Door in the Wall* by Marguerite de Angeli

Both books give a great feel for life in the Middle Ages and have somewhat similar storylines. *The Door in the Wall* is shorter and has more interaction with a kind group of monks. *Adam of the Road* contains a little more adventure and plot twists and is about twice as long.

- *The World of Columbus and Sons* by Genevieve Foster

A narrative and interesting look at what was happening around the world during the lifetime of Columbus and his sons.

Grades 7–9

- *The White Stag* by Kate Seredy

Tells the story of Attila the Hun from the Huns’ point of view. The actual battles and violence are downplayed in favor of giving the big picture. Almost a fairy tale style. Good discussion starter, especially the parts that include their religious beliefs.

- *The Story of King Arthur and His Knights* by Howard Pyle

A classic retelling in old English style. Students will be assigned only “The Book of Arthur” from this collection of stories.

- *The Shining Company* by Rosemary Sutcliff
- *The Magna Charta* by James Daugherty
- *In Freedom’s Cause: A Story of Wallace and Bruce* by G. A. Henty
- *The Prince and the Pauper* by Samuel Clemens (Mark Twain)
- *Life in the Word* by Sonya Shafer (one for each student)
- *Discovering Doctrine* by Sonya Shafer (one for each student)
- Book of Centuries (one for each student)

You can download a free Book of Centuries at <http://SimplyCharlotteMason.com/timesavers/boc>

Grades 10–12

- *The Lantern Bearers* by Rosemary Sutcliff

Focuses on the battles happening in Britain at the same time the Huns and Goths were attacking Roman territories on the European continent.

- *Men of Iron* by Howard Pyle

A great look at the politics and intrigue behind English nobility during the 1400s, as well as a great insight into knighthood and all it stood for.

- *Voices of the Renaissance and Reformation*, edited by Rob Shearer

A collection of original source documents from famous men who lived during the Renaissance and Reformation.

- *The Black Arrow* by Robert Louis Stevenson
- *The Second Mrs. Giaconda* by E. L. Konigsburg
- *The King’s Fifth* by Scott O’Dell
- *Life in the Word* by Sonya Shafer (one for each student)
- *Discovering Doctrine* by Sonya Shafer (one for each student)
- Book of Centuries (one for each student)

You can download a free Book of Centuries at <http://SimplyCharlotteMason.com/timesavers/boc>

Optional Resources

- *Leonardo's Horse* by Jean Fritz (grades 1–3)
- *Michelangelo's Surprise* by Tony Parillo (grades 1–3)
- *Night Preacher* by Louise Vernon (grades 1–3)

If you are teaching only grades 1–3 and decide to skip the readings from *Famous Men of the Renaissance and Reformation*, you may want to add one more Louise Vernon book during Term 3. *Night Preacher* tells the story of Menno Simons.

Other Materials

- Various materials for hands-on projects of your choice (optional)
- Gregorian chant sample
You should be able to find a sample of this type of music on the Internet or at your local library.
- Three chess pieces (or other small figurines)
- Small self-stick notes
- Labeled map of Europe
You could use your labeled world map, but it might be easier if you have a close-up map of Europe. You should be able to find one online.

Term 1

(12 weeks; 5 lessons/week)

Resources

- *Famous Men of the Middle Ages*, edited by Rob Shearer
- *Ink on His Fingers* by Louise Vernon
- Bible
- *GOAL Bible Study Journal* by Sonya Shafer
- *Around the World in a Hundred Years* by Jean Fritz
- *Christopher Columbus* by Bennie Rhodes
- *Uncle Josh's Outline Map book or CD* by George and Hannah Wiggers (outline maps of Europe and Asia)
- Labeled world map

Grades 1–3

- *The Sword in the Tree* by Clyde Robert Bulla
- *Leif the Lucky* by Ingri and Edgar Parin D'Aulaire
- *Viking Adventure* by Clyde Robert Bulla
- *Brother Francis and the Friendly Beasts* by Margaret Hodges
- *The Apple and the Arrow* by Mary and Conrad Buff
- *The Minstrel in the Tower* by Gloria Skurzynski
- *A Medieval Feast* by Alik

Grades 4–6

- *King Arthur and His Knights* audio recording by Jim Weiss
- "The Pied Piper of Hamelin" poem
- *The Vikings* by Elizabeth Janeway
- *Adam of the Road* by Elizabeth Janet Gray
- OR *The Door in the Wall* by Marguerite de Angeli

Grades 7–9

- *The White Stag* by Kate Seredy
- *The Story of King Arthur and His Knights* by Howard Pyle
- *The Shining Company* by Rosemary Sutcliff
- Book of Centuries (one for each student)
- *Life in the Word* by Sonya Shafer (one for each student)
- *Discovering Doctrine* by Sonya Shafer (one for each student)

Grades 10–12

- *The Lantern Bearers* by Rosemary Sutcliff
- *Men of Iron* by Howard Pyle
- Book of Centuries (one for each student)
- *Life in the Word* by Sonya Shafer (one for each student)
- *Discovering Doctrine* by Sonya Shafer (one for each student)

Other Resources

- Gregorian chant sample
- Various materials for optional hands-on projects

	Family	Grades 1-3	Grades 4-6	Grades 7-9	Grades 10-12
Week 1					
Bible	James 1			Life in the Word, ch. 1, lesson 1	Life in the Word, ch. 1, lesson 1
History	Famous Men of the Middle Ages, ch. 1-4	The Sword in the Tree, ch. 1-4	King Arthur and His Knights; The Pied Piper	The White Stag	The Lantern Bearers, ch. 1-4
Geography	Around the World in a Hundred Years, ch. 1A; Map drill				
Week 2					
Bible	James 2			Life in the Word, ch. 1, lesson 2	Life in the Word, ch. 1, lesson 2
History	Famous Men of the Middle Ages, ch. 5-8	The Sword in the Tree, ch. 5-9	Vikings, ch. 1	The Story of King Arthur and His Knights, Prologue, Part 1	The Lantern Bearers, ch. 5-8
Geography	Around the World in a Hundred Years, ch. 1B; Map drill				
Week 3					
Bible	James 3			Life in the Word, ch. 1, lesson 3	Life in the Word, ch. 1, lesson 3
History	Famous Men of the Middle Ages, ch. 9-12	The Sword in the Tree, ch. 10-14	Vikings, ch. 2, 3	The Story of King Arthur and His Knights, Part 2	The Lantern Bearers, ch. 9-12
Geography	Around the World in a Hundred Years, ch. 2A; Map drill				
Week 4					
Bible	James 4			Life in the Word, ch. 1, lesson 4	Life in the Word, ch. 1, lesson 4
History	Famous Men of the Middle Ages, ch. 13-16	Leif the Lucky	Vikings, ch. 4, 5	The Story of King Arthur and His Knights, Part 3A	The Lantern Bearers, ch. 13-16
Geography	Around the World in a Hundred Years, ch. 2B; Map drill				
Week 5					
Bible	James 5			Life in the Word, ch. 1, lesson 5	Life in the Word, ch. 1, lesson 5
History	Famous Men of the Middle Ages, ch. 17-20	Viking Adventure, ch. 1-8	Vikings, ch. 6, 7	The Story of King Arthur and His Knights, Part 3B	The Lantern Bearers, ch. 17-20
Geography	Around the World in a Hundred Years, ch. 3; Map drill				
Week 6					
Bible	Galatians 1			Life in the Word, ch. 2, lesson 1	Life in the Word, ch. 2, lesson 1
History	Famous Men of the Middle Ages, ch. 21-24	Viking Adventure, ch. 9-16	Vikings, ch. 8, 9	The Shining Company, ch. 1-4	The Lantern Bearers, ch. 21, 22
Geography	Around the World in a Hundred Years, ch. 4A; Map drill				

Week 7					
Bible	Galatians 2			Life in the Word, ch. 2, lesson 2	Life in the Word, ch. 2, lesson 2
History	Famous Men of the Middle Ages, ch. 25–28	Viking Adventure, ch. 17–21; Brother Francis and the Friendly Beasts	Vikings, ch. 10, 11	The Shining Company, ch. 5–8	Men of Iron, ch. 1–8
Geography	Around the World in a Hundred Years, ch. 4B; Map drill				
Week 8					
Bible	Galatians 3			Life in the Word, ch. 3, lesson 1	Life in the Word, ch. 3, lesson 1
History	Famous Men of the Middle Ages, ch. 29–32	The Apple and the Arrow	Adam of the Road, ch. 1–4, OR Door in the Wall, ch. 1, 2	The Shining Company, ch. 9–12	Men of Iron, ch. 9–15
Geography	Christopher Columbus, ch. 1; Map drill				
Week 9					
Bible	Galatians 4			Life in the Word, ch. 3, lesson 2	Life in the Word, ch. 3, lesson 2
History	Famous Men of the Middle Ages, ch. 33; Ink on His Fingers, ch. 1–3	Minstrel in the Tower, ch. 1–4	Adam of the Road, ch. 5–8, OR Door in the Wall, ch. 3, 4	The Shining Company, ch. 13–16	Men of Iron, ch. 16–21
Geography	Christopher Columbus, ch. 2; Map drill				
Week 10					
Bible	Galatians 5			Life in the Word, ch. 3, lesson 3	Life in the Word, ch. 3, lesson 3
History	Ink on His Fingers, ch. 4–7	Minstrel in the Tower, ch. 5–8	Adam of the Road, ch. 9–12, OR Door in the Wall, ch. 5, 6	The Shining Company, ch. 17–20	Men of Iron, ch. 22–26
Geography	Christopher Columbus, ch. 3; Map drill				
Week 11					
Bible	Galatians 6			Life in the Word, ch. 4	Life in the Word, ch. 4
History	Ink on His Fingers, ch. 8–12	A Medieval Feast	Adam of the Road, ch. 13–16, OR Door in the Wall, ch. 7, 8	The Shining Company, ch. 21	Men of Iron, ch. 27–Conclusion
Geography	Catch up; Map drill				
Week 12					
Bible	Exam				
History	Exam or Catch up or Project				
Geography	Exam				



Lesson 1: Alaric the Visigoth

Materials Needed

- *Famous Men of the Middle Ages*
- Labeled world map
- *The Sword in the Tree* (grades 1–3)
- *King Arthur and His Knights* (grades 4–6)
- *The White Stag* (grades 7–9)
- *The Lantern Bearers* (grades 10–12)

Family: Ask students what they recall about Ancient Rome. Explain that the empire got so big that Rome couldn't defend all of it from invading forces. As different groups attacked different boundaries, the Roman Empire crumbled little by little. The time period of history after Ancient Rome is known as the Middle Ages. Read together *Famous Men of the Middle Ages*, chapter 1, "Alaric the Visigoth," and ask for an oral narration.

Tip: Keep a labeled world map handy and open to Europe throughout your study of the Middle Ages. As you read about the famous men and events, help your students identify on the map the locations and movements described. These trackings will help them with their map drills. For chapter 1, point out the Danube River, the Baltic Sea, and Romania. Also point out Bulgaria, Greece, and Italy when you read those portions.

Grades 1–3: Read together *The Sword in the Tree*, chapter 1, "Weldon Castle," and ask for an oral narration if desired.

Grades 4–6: Listen with your older children or assign as independent listening the audio recording, *King Arthur and His Knights*, part 1. Ask for an oral or written narration if desired.

Grades 7–9: Read with your older children or assign as independent reading *The White Stag*, part 1, "Nimrod, the Mighty Hunter." Ask for an oral or written narration.

Grades 10–12: Read with your older children or assign as independent reading *The Lantern Bearers*, chapter 1, "The Terrace Steps." Ask for an oral or written narration.



Lesson 2: Attila the Hun

Materials Needed

- *Famous Men of the Middle Ages*
- Labeled world map
- *The Sword in the Tree* (grades 1–3)
- *King Arthur and His Knights* (grades 4–6)

Book of Centuries Timeline

*Alaric the Visigoth sacks Rome
(394–410)*

*First definite records of Japanese
history (400)*

*Roman legions leave Britain to fight
barbarian invasions (426)*

Book of Centuries
Timeline

Attila the Hun invades the Roman
Empire (434–453)

- *The White Stag* (grades 7–9)
- *The Lantern Bearers* (grades 10–12)

Family: Ask students what they recall about the Goths (Visigoths).

Tip: Remember that a pre-reading review does not need to be as detailed as the post-reading narration. You simply want to help students bring to the forefront their recollections of the previous topic so they can “hook” today’s topic to it in a continuous “memory chain.”

Explain that another group of people had attacked the Goths’ territory, which is why they invaded Roman boundaries looking for a new home. Write the words “Attila the Hun” on a small white board or sheet of paper for students to see. Read together *Famous Men of the Middle Ages*, chapter 2, “Attila the Hun,” and ask for an oral narration.

Tip: Point out Germany, Italy, and the Adriatic Sea on a labeled map of Europe as you read about them. Gaul was in the area of France.

Grades 1–3: Read together *The Sword in the Tree*, chapter 2, “Uncle Lionel,” and ask for an oral narration if desired.

Grades 4–6: Listen with your older children or assign as independent listening the audio recording, *King Arthur and His Knights*, part 2. Ask for an oral or written narration if desired.

Tip: The end of *King Arthur and His Knights*, part 2, contains a section called “Merlin’s Magic.” Be sure to pre-listen to that section in order to determine whether you want your student to listen to that portion of the recording.

Grades 7–9: Read with your older children or assign as independent reading *The White Stag*, part 2, “Twin Eagles of Hadur.” Ask for an oral or written narration.

Grades 10–12: Read with your older children or assign as independent reading *The Lantern Bearers*, chapter 2, “Rutupiae Light.” Ask for an oral or written narration.

Reminder: Locate a copy of the poem “The Pied Piper of Hamelin” for lessons 4 and 5 for grades 4–6. You should be able to find it online and either print it or bookmark it for ready use during the lesson. You will also need the books *The Vikings* for grades 4–6 and *The Story of King Arthur and His Knights* for grades 7–9 for lesson 6.



Lesson 3: Before the Explorers & James 1

Book of Centuries
Timeline

Materials Needed

- *Around the World in a Hundred Years*
- Outline map of Europe; labeled world map
- Bible
- *GOAL Bible Study Journal*
- *Life in the Word* (grades 7–12)

Family Geography Book: Read together *Around the World in a Hundred Years*, the first half of chapter 1, “Before the Explorers,” and ask for an oral narration. Be sure to share the illustrations in this book; they add a lot to the narrative.

Tip: You may want to discuss the author’s statement that “Christians did not believe in scholarship. They thought it was sacrilegious to be curious.” Be sure to take into consideration the time period under discussion, who the author is referring to as “Christians,” what is meant by “scholarship” and “curious,” as well as what students will learn in the future (or may have already studied) about the church leaders’ response to Galileo’s assertions and similar incidents.

Family Map Drill: Give each student a copy of a blank outline map of Europe. Encourage them to label all the countries that they know on the map. (Don’t worry if they don’t know any yet. They will soon.) Compare their labeled countries with a labeled world map and make any necessary corrections. Then have them label two or three more countries on their maps, copying the spelling and locations from the labeled world map.

Family Bible Study: Read together James 1, looking for any descriptions of promises, commands, sins, or principles, as explained in your *GOAL Bible Study Journal*:

- Grasp this promise.
- Obey this command.
- Avoid this sin.
- Live this principle.

Record your findings in your *GOAL Bible Study Journal*.

Tip: During every Family Bible Study older students should also be listening for doctrinal truths that they can add to their ongoing Discovering Doctrine books.

Tip: Be sure to review your GOAL findings each day of the week in order to help keep them in the forefront of everyone’s minds. You won’t see reminders in every lesson in this book, so set a time now that will work best for a quick read-through each day.

Book of Centuries
Timeline

*Generic the Vandal sacks Rome
(427–477)*

*End of the Roman Empire of the
West (476)*

Tip: If you would like to download a free bookmark that will remind you of the GOAL items to look for in a passage, visit our site at <http://simplycharlottemason.com/books/goal-bible-study-journal/links-tips/>. You might want to print a bookmark for each child, so they can refer to them during your family Bible study times.

Grades 7–12: Help students to complete, or assign as independent work, *Life in the Word*, chapter 1, “Book Study of James,” lesson 1.



Lesson 4: Genseric the Vandal

Materials Needed

- *Famous Men of the Middle Ages*
- Labeled world map
- *The Sword in the Tree* (grades 1–3)
- “The Pied Piper of Hamelin” (grades 4–6)
- *The White Stag* (grades 7–9)
- *The Lantern Bearers* (grades 10–12)

Family: Ask students what they recall about the Huns, and Attila in particular. Explain that there was one more group similar to the Goths and Huns. This group has a name that is used even today of people who deface and destroy other people’s property. Write the word “vandal” on a small white board or sheet of paper for students to see. Read together *Famous Men of the Middle Ages*, chapter 3, “Genseric the Vandal,” and ask for an oral narration.

Tip: Locate Spain, the Baltic Sea, the Strait of Gibraltar (where Spain almost touches Africa), Italy, and the Alps Mountains on a labeled map of Europe as you read about them.

Grades 1–3: Read together *The Sword in the Tree*, chapter 3, “The Oak Tree,” and ask for an oral narration if desired.

Grades 4–6: Read together or assign as independent reading the first half of the poem “The Pied Piper of Hamelin.” Ask for an oral or written narration if desired.

Grades 7–9: Read with your older children or assign as independent reading *The White Stag*, part 3, “White Eagle of the Moon.” Ask for an oral or written narration.

Grades 10–12: Read with your older children or assign as independent reading *The Lantern Bearers*, chapter 3, “The Wolves of the Sea.” Ask for an oral or written narration.

Ch'i Dynasty in southern China
(479–502)

Theodoric the Ostrogoth rules Italy
(475–526)

Reminder: Locate a sample of a Gregorian chant for lesson 9. You can do a search on the Internet for some online samples, or check your local library for a CD.



Lesson 5: Theodoric the Ostrogoth

Materials Needed

- *Famous Men of the Middle Ages*
- Labeled world map
- *The Sword in the Tree* (grades 1–3)
- “The Pied Piper of Hamelin” (grades 4–6)
- *The White Stag* (grades 7–9)
- *The Lantern Bearers* (grades 10–12)

Family: Ask students what they recall about the Visigoths and where they settled. Explain that another set of Goths were soon to join them, but not peaceably. Write the words “Theodoric” and “Ostrogoth” on a small white board or sheet of paper for students to see. Read together *Famous Men of the Middle Ages*, chapter 4, “Theodoric the Ostrogoth,” and ask for an oral narration.

Tip: Be sure to follow Theodoric’s movements on the map. It will make Europe and map drill much more “living” for your students.

Grades 1–3: Read together *The Sword in the Tree*, chapter 4, “The Hunt,” and ask for an oral narration if desired.

Grades 4–6: Read together or assign as independent reading the last half of the poem “The Pied Piper of Hamelin.” Ask for an oral or written narration if desired.

Grades 7–9: Read with your older children or assign as independent reading *The White Stag*, part 4, “Attila.” Ask for an oral or written narration.

Grades 10–12: Read with your older children or assign as independent reading *The Lantern Bearers*, chapter 4, “Ullasfjord.” Ask for an oral or written narration.

Tip: Make sure older children are up to date with their *Book of Centuries* entries.



Lesson 6: Clovis

Materials Needed

- *Famous Men of the Middle Ages*

Book of Centuries
Timeline

*Clovis establishes the Franks in Gaul
(481–511)*

*King Arthur and His Knights
(500–542)*

*Emperor Wu-Ti introduces Buddhism
into China (502–549)*

- Labeled world map
- *The Sword in the Tree* (grades 1–3)
- *The Vikings* (grades 4–6)
- *The Story of King Arthur and His Knights* (grades 7–9)
- *The Lantern Bearers* (grades 10–12)

Family: Ask students what they recall about the tribes you have read about that attacked the Roman Empire. Explain that another group of tribesmen rose up to claim land. Write the words “Franks” and “Clovis” on a small white board or sheet of paper. Ask students if that word “Franks” reminds them of a country in Europe. (Cover the “ks” in the word to give a clue if desired.) Read together *Famous Men of the Middle Ages*, chapter 5, “Clovis,” and ask for an oral narration.

Tip: Locate the Rhine River, France, Germany, and the Pyrenees Mountains on a labeled map of Europe as you read about them.

Grades 1–3: Read together *The Sword in the Tree*, chapter 5, “The Sword,” and ask for an oral narration if desired.

Grades 4–6: Read with your older children or assign as independent reading *The Vikings*, chapter 1, “Outlawed!” The children will have all week to finish this chapter, so allow them to choose their own pace. They should narrate the chapter when they finish it. A reminder will be given in lesson 10.

Grades 7–9: Read with your older children or assign as independent reading *The Story of King Arthur and His Knights*, Prologue. Ask for an oral or written narration.

Grades 10–12: Read with your older children or assign as independent reading *The Lantern Bearers*, chapter 5, “Wild Geese Flighting.” Ask for an oral or written narration.

Reminder: Get the book *Leif the Lucky* for grades 1–3 for lesson 16.



Lesson 7: Justinian the Great

Materials Needed

- *Famous Men of the Middle Ages*
- Labeled world map
- *The Sword in the Tree* (grades 1–3)
- *The Vikings* (grades 4–6)
- *The Story of King Arthur and His Knights* (grades 7–9)
- *The Lantern Bearers* (grades 10–12)

Book of Centuries
Timeline

Justinian the Great reigns in Eastern Roman Empire (527–565)

Family: Ask students what they recall about the Franks and the land they claimed for their own. On your map of Europe, show the distance from France to Bulgaria and explain that another teenage boy was about to start on an adventure in that part of Europe. Read together *Famous Men of the Middle Ages*, chapter 6, “Justinian the Great,” and ask for an oral narration.

Tip: Constantinople was the capital city of the Eastern Roman Empire, after the Roman Empire split under two emperors. Today it is called Istanbul, Turkey, and is located at the point where Europe meets Asia on the Black Sea.

Grades 1–3: Read together *The Sword in the Tree*, chapters 6 and 7, “Words in the Ashes” and “The Robbers,” and ask for an oral narration if desired.

Grades 4–6: Continue reading *The Vikings*, chapter 1, “Outlawed!”

Grades 7–9: Read with your older children or assign as independent reading *The Story of King Arthur and His Knights*, part 1, chapter 1. Ask for an oral or written narration.

Grades 10–12: Read with your older children or assign as independent reading *The Lantern Bearers*, chapter 6, “The Saxon Wind.” Ask for an oral or written narration.



Lesson 8: Before the Explorers (conc.) & James 2

Materials Needed

- *Around the World in a Hundred Years*
- Outline map of Europe; labeled world map
- Bible
- *GOAL Bible Study Journal*
- *Life in the Word* (grades 7–12)

Family Geography Book: Ask students what they recall about the history of maps. Read together *Around the World in a Hundred Years*, the last half of chapter 1, “Before the Explorers,” and ask for an oral narration.

Family Map Drill: Give each student a copy of an outline map of Europe. Encourage them to label all the countries that they know on the map. Compare their labeled countries with a labeled world map and make any necessary corrections. Then have them label two or three more countries on their maps, copying the spelling and locations from the labeled world map.

Tip: Allow students to also label bodies of water, rivers, and mountains if they want to.

Book of Centuries
Timeline

Emperor Shotoko Taishi introduces
Buddhism into Japan (552–621)

Benedict the Monk (480–543)

Gregory the Monk and Gregorian
chants (590–604)

Family Bible Study: Review your findings from last time and note how many of those items family members were able to put into practice during the week. Thank God for bringing His Word to your minds and giving you the strength to be doers, not just hearers. Read together James 2, looking for any descriptions of promises, commands, sins, or principles, as explained in your *GOAL Bible Study Journal*:

Grasp this promise.

Obey this command.

Avoid this sin.

Live this principle.

Record your findings in your *GOAL Bible Study Journal*.

Grades 7–12: Help students to complete, or assign as independent work, *Life in the Word*, chapter 1, “Book Study of James,” lesson 2.



Lesson 9: Two Monks: Benedict and Gregory

Materials Needed

- *Famous Men of the Middle Ages*
- Gregorian chant sample
- *The Sword in the Tree* (grades 1–3)
- *The Vikings* (grades 4–6)
- *The Story of King Arthur and His Knights* (grades 7–9)
- *The Lantern Bearers* (grades 10–12)

Family: Ask students what they recall from last time’s reading about Justinian. Play a sample of a Gregorian chant and tell students that the reading today will explain how that type of music started about the same time as Justinian lived. Read together *Famous Men of the Middle Ages*, chapter 7, “Two Monks: Benedict and Gregory,” and ask for an oral narration.

Grades 1–3: Read together *The Sword in the Tree*, chapter 8, “Magnus,” and ask for an oral narration if desired.

Grades 4–6: Continue reading *The Vikings*, chapter 1, “Outlawed!”

Grades 7–9: Read with your older children or assign as independent reading *The Story of King Arthur and His Knights*, part 1, chapter 2. Ask for an oral or written narration.

Grades 10–12: Read with your older children or assign as independent reading *The Lantern Bearers*, chapter 7, “The Woman in the Doorway.” Ask for an oral or written narration.



Lesson 10: Mohammed

Materials Needed

- *Famous Men of the Middle Ages*
- Labeled world map
- *The Sword in the Tree* (grades 1–3)
- *The Vikings* (grades 4–6)
- *The Story of King Arthur and His Knights* (grades 7–9)
- *The Lantern Bearers* (grades 10–12)

Family: Ask students what they recall about the Benedictine monks and Gregory, in particular. Explain that the Muslim religion (Islam) started about this same time. Write the name “Mohammed” on a small white board or sheet of paper. Read together *Famous Men of the Middle Ages*, chapter 8, “Mohammed,” and ask for an oral narration.

Tip: Locate Saudi Arabia on a labeled map when you read about Mohammed’s life and travels.

Grades 1–3: Read together *The Sword in the Tree*, chapter 9, “A Promise,” and ask for an oral narration if desired.

Grades 4–6: Finish reading *The Vikings*, chapter 1, “Outlawed!,” and ask for an oral narration.

Grades 7–9: Read with your older children or assign as independent reading *The Story of King Arthur and His Knights*, part 1, chapter 3. Ask for an oral or written narration.

Grades 10–12: Read with your older children or assign as independent reading *The Lantern Bearers*, chapter 8, “Singing Magic.” Ask for an oral or written narration.



Lesson 11: Charles Martel and Pepin

Materials Needed

- *Famous Men of the Middle Ages*
- Labeled world map
- *The Sword in the Tree* (grades 1–3)
- *The Vikings* (grades 4–6)
- *The Story of King Arthur and His Knights* (grades 7–9)
- *The Lantern Bearers* (grades 10–12)

Family: Ask students what they recall about Mohammed and the Islam religion. Write the word “Saracens” on a small white board or sheet of paper and explain that this was another name for the Mohammedans, or followers of Mohammed. Ask students what they recall about the Franks, also, for they

Book of Centuries Timeline

Mohammed founds the religion of Islam (570–632)

Sui dynasty in China (581–618)

T’ang dynasty in China (618–907)

Chinese move into Korea (644)

Charles Martel defeats the Saracens, halts their westward expansion (714–741)

Pepin grants lands to the pope; beginning of Papal States (741–768)