

*Simply Charlotte Mason presents*

# *Middle Ages, Renaissance, Reformation, & Epistles*

SECOND EDITION



*A Year of History, Geography, Bible*

*Lesson Plans for Grades 1–12*

*by Sonya Shafer*

# *Study Bible, history, and geography together as a family!*

This year of lesson plans leads all your students, grades 1–12, into the fascinating story of the Middle Ages around the world and how those events led to the Renaissance and the Reformation. The whole family also studies timeless New Testament epistles, with older students digging deeper into those epistles through personal Bible study.

## The Charlotte Mason-style lesson plans

- Make history come alive through living books.
- Help your students listen attentively and recall what was read by narrating.
- Connect geography to the people who lived there—both past and present.
- Cultivate spiritual growth through direct interaction with New Testament epistles.
- Challenge older students with additional reading and writing assignments.
- Keep things simple by providing helpful reminders of upcoming resources, teaching tips, and Book of Centuries entries.

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## *History, Geography, and Bible Series*

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*Simply  
Charlotte Mason*

# ***Middle Ages, Renaissance, Reformation & Epistles***

Second Edition

*A Year of Lesson Plans  
for History, Geography, and Bible  
(Grades 1–12)*

by Sonya Shafer

Middle Ages, Renaissance, Reformation & Epistles, Second Edition  
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## How to Use

This book of lesson plans contains book suggestions and assignments for every grade level, so you can combine all of your students into one family study.

- The **Family** instructions are for everyone to do together.
- **Additional Grade Level** assignments are given for students to complete either independently or with the parent. Your choice.

Complete one lesson per day to finish this study in a school year. The lesson plans in this book follow this five-day schedule.

Day 1	Day 2	Day 3	Day 4	Day 5
 Family History <i>(plus Independent reading for grades 7–12)</i>	 Grade Level History	  Geography and Bible	 Family History <i>(plus Independent reading for grades 7–12)</i>	 Grade Level History

You will find lots of helpful information and Internet links on the Links and Tips page for this book at <http://simplycm.com/middle-ages-links>



# Complete Year's Book List

## **Family (all students)**

- *Around the World in a Hundred Years* by Jean Fritz
- Bible
- *The Bible Smuggler* by Louise Vernon  
Historical fiction that follows the story of William Tyndale.
- *Castle* by David Macaulay
- *A Castle with Many Rooms: The Story of the Middle Ages* by Lorene Lambert
- *Cathedral* by David Macaulay
- *Material World* **and** *Hungry Planet: What the World Eats* by Peter Menzel  
These two wonderful living geography books are used with our *Visits to . . .* books every year in all the grades.
- *The Stuff They Left Behind: From the Days of the Middle Ages* portfolio  
A collection of large full-color photographs of artifacts and architecture with leading thoughts and discussion questions.
- *Visits to South & Central America and Australia* notebook by Sonya Shafer (one for each student)  
Each *Visits to . . .* book guides your student to spend time exploring a continent or region through map work, living books, and the personal photographs and living travelogue contained in *Material World* and *Hungry Planet: What the World Eats*. Ideas are also included for additional activities.

## **plus . . .**

### **Grades 1–3**

- *Brother Francis and the Friendly Beasts* by Margaret Hodges
- *Castle Diary: The Journal of Tobias Burgess* by Richard Platt
- *Marguerite Makes a Book* by Bruce Robertson
- *Medieval Feast* by Alik
- *Pippo the Fool* by Tracey E. Fern.
- *The Sword in the Tree* by Clyde Robert Bulla
- *Viking Adventure* by Clyde Robert Bulla

### **Grades 4–6**

- *Adam of the Road* by Elizabeth Janet Gray
- *King Arthur and His Knights* audio recording by Jim Weiss
- "The Pied Piper of Hamelin" poem by Robert Browning
- *The Vikings* by Elizabeth Janeway

### **Grades 7–9**

- Book of Centuries (one for each student)
- *Discovering Doctrine* by Sonya Shafer (one for each student)  
A multi-year project for observing, recording, and organizing Biblical truths as the student reads through the Bible.
- *In Freedom's Cause* by G. A. Henty
- *Life in the Word* by Sonya Shafer (one for each student)  
Students will learn different Bible study methods as they dig deeper into the same epistles covered in the Family Bible Study lessons outlined in this book.
- *The Magna Charta* by James Daugherty
- *The Prince and the Pauper* by Samuel Clemens (Mark Twain)

- *The Shining Company* by Rosemary Sutcliff
- *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 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.

## **Grades 10–12**

- *The Black Arrow* by Robert Louis Stevenson
- Book of Centuries (one for each student)
- *Discovering Doctrine* by Sonya Shafer (one for each student)  
A multi-year project for observing, recording, and organizing Biblical truths as the student reads through the Bible.
- *Famous Men of the Middle Ages*, with extra chapters by Rob Shearer (2008 edition, published by Greenleaf Press)
- *Famous Men of the Renaissance and Reformation* by Rob Shearer
- *The King’s Fifth* by Scott O’Dell
- *The Lantern Bearers* by Rosemary Sutcliff
- *Life in the Word* by Sonya Shafer (one for each student)  
Students will learn different Bible study methods as they dig deeper into the same epistles covered in the Family Bible Study lessons outlined in this book.
- *Men of Iron* by Howard Pyle
- *The Second Mrs. Giaconda* by E. L. Konigsburg
- *Voices of the Renaissance and Reformation*, edited by Rob Shearer  
A collection of original source documents from the time period.

## **Other Materials**

- 6 envelopes; paper
- Hammer or picture of a hammer
- Map of Paul’s Journeys
- Small white board; dry-erase markers
- (optional) Various resources for hands-on projects

## Suggestions for Where to Find the Books

### ***Simply Charlotte Mason***

- Book of Centuries (one for each student in grades 7–12)
- *A Castle with Many Rooms: The Story of the Middle Ages* by Lorene Lambert (Family)
- *Discovering Doctrine* by Sonya Shafer (one for each student in grades 7–12)
- *Life in the Word* by Sonya Shafer (one for each student in grades 7–12)
- *The Magna Charta* by James Daugherty (grades 7–9)
- *Material World and Hungry Planet: What the World Eats* by Peter Menzel (Family)
- *The Stuff They Left Behind: From the Days of the Middle Ages* portfolio (Family)
- *The Vikings* by Elizabeth Janeway (grades 4–6)
- *Visits to South & Central America and Australia* notebook by Sonya Shafer (one for each student)

### ***Public Domain***

(You can probably download these for free at <http://gutenberg.org>, <http://books.google.com>, or <http://archive.org>.)

- *The Black Arrow* by Robert Louis Stevenson (grades 10–12)
- *In Freedom's Cause* by G. A. Henty (grades 7–9)
- *Men of Iron* by Howard Pyle (grades 10–12)
- "The Pied Piper of Hamelin" poem by Robert Browning (grades 4–6)
- *The Prince and the Pauper* by Samuel Clemens (Mark Twain) (grades 7–9)
- *The Story of King Arthur and His Knights* by Howard Pyle (grades 7–9 are assigned only "The Book of Arthur" in this collection of stories)

### ***Your Local Library***

(These are the titles that a library is most likely to have. You might also check for the titles listed under Your Favorite Book Store. If your library does not have access to a book listed here, add it to your Book Store list.)

- *Adam of the Road* by Elizabeth Janet Gray (grades 4–6)
- *Brother Francis and the Friendly Beasts* by Margaret Hodges (grades 1–3)
- *Castle* by David Macaulay (Family)
- *Castle Diary: The Journal of Tobias Burgess* by Richard Platt (grades 1–3)
- *Cathedral* by David Macaulay (Family)
- *The King's Fifth* by Scott O'Dell (grades 10–12)
- *Marguerite Makes a Book* by Bruce Robertson (grades 1–3)
- *Medieval Feast* by Aiki (grades 1–3)
- *Pippo the Fool* by Tracey E. Fern (grades 1–3)
- *The Sword in the Tree* by Clyde Robert Bulla (grades 1–3)
- *Viking Adventure* by Clyde Robert Bulla (grades 1–3)

### ***Your Favorite Book Store***

(Check <http://amazon.com>, <http://christianbook.com>, <http://rainbowresource.com>, or other favorite book sources.)

- *Around the World in a Hundred Years* by Jean Fritz (Family)
- *The Bible Smuggler* by Louise Vernon (Family)
- *Famous Men of the Middle Ages*, with extra chapters by Rob Shearer (2008 edition, published by Greenleaf Press) (grades 10–12)
- *Famous Men of the Renaissance and Reformation* by Rob Shearer (grades 10–12)



- *King Arthur and His Knights* audio recording by Jim Weiss (grades 4–6)
- *The Lantern Bearers* by Rosemary Sutcliff (grades 10–12)
- *The Second Mrs. Giaconda* by E. L. Konigsburg (grades 10–12)
- *The Shining Company* by Rosemary Sutcliff (grades 7–9)
- *Voices of the Renaissance and Reformation*, edited by Rob Shearer (grades 10–12)
- *The White Stag* by Kate Seredy (grades 7–9)

**Visit <http://simplycm.com/middle-ages-links> for  
helpful links to the books.**

# Term 1

(12 weeks; 5 lessons/week)

## Term 1 Book List

### Family

- Bible
- *Castle* by David Macaulay
- *A Castle with Many Rooms: The Story of the Middle Ages* by Lorene Lambert
- *Material World and Hungry Planet: What the World Eats* by Peter Menzel
- *The Stuff They Left Behind: From the Days of the Middle Ages* portfolio
- *Visits to South & Central America and Australia* notebook by Sonya Shafer (one for each student)

### Plus . . .

#### Grades 1–3

- *Viking Adventure* by Clyde Robert Bulla

#### Grades 4–6

- *The Vikings* by Elizabeth Janeway

#### Grades 7–9

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

#### Grades 10–12

- *Book of Centuries* (one for each student)
- *Discovering Doctrine* by Sonya Shafer (one for each student)
- *Famous Men of the Middle Ages*, with extra chapters by Rob Shearer (2008 edition, published by Greenleaf Press)
- *The Lantern Bearers* by Rosemary Sutcliff
- *Life in the Word* by Sonya Shafer (one for each student)
- *Men of Iron* by Howard Pyle

## What You Will Cover As a Family

**History:** *From the fall of Rome through the Crusades (376–1200)*

**Geography:** *Medieval Europe; Australia and Oceania*

**Bible:** *James and Galatians*

## Term 1 At a Glance

	Family	Grades 1–3	Grades 4–6	Grades 7–9	Grades 10–12
<b>Week 1, Lessons 1–5</b>					
<b>History</b>	A Castle with Many Rooms, ch. 1, 2	Viking Adventure, ch. 1, 2	The Vikings, ch. 1	The White Stag, parts 1–4A	Famous Men of the Middle Ages, ch. 1, 2; The Lantern Bearers, ch. 1–4
<b>Geography</b>	Visits to South and Central America, Australia, Visit 1				
<b>Bible</b>	James 1			Life in the Word, ch. 1, lesson 1	Life in the Word, ch. 1, lesson 1
<b>Week 2, Lessons 6–10</b>					
<b>History</b>	A Castle with Many Rooms, ch. 3, 4	Viking Adventure, ch. 3, 4	The Vikings, ch. 2	The White Stag, part 4B; Story of King Arthur, Prologue, Book 1, ch. 1	Famous Men of the Middle Ages, ch. 3, 4; The Lantern Bearers, ch. 5–8
<b>Geography</b>	Visits to South and Central America, Australia, Visit 2				
<b>Bible</b>	James 2			Life in the Word, ch. 1, lesson 2	Life in the Word, ch. 1, lesson 2
<b>Week 3, Lessons 11–15</b>					
<b>History</b>	A Castle with Many Rooms, ch. 5, 6	Viking Adventure, ch. 5, 6	The Vikings, ch. 3	Story of King Arthur, Book I, ch. 2, 3; Book II, ch. 1, 2	Famous Men of the Middle Ages, ch. 5, 6; The Lantern Bearers, ch. 9–12
<b>Geography</b>	Visits to South and Central America, Australia, Visit 3				
<b>Bible</b>	James 3			Life in the Word, ch. 1, lesson 3	Life in the Word, ch. 1, lesson 3
<b>Week 4, Lessons 16–20</b>					
<b>History</b>	A Castle with Many Rooms, ch. 7, 8	Viking Adventure, ch. 7, 8	The Vikings, ch. 4	Story of King Arthur, Book II, ch. 3; Book III, ch. 1, 2	Famous Men of the Middle Ages, ch. 7, 8; The Lantern Bearers, ch. 13–16
<b>Geography</b>	Visits to South and Central America, Australia, Visit 4				
<b>Bible</b>	James 4			Life in the Word, ch. 1, lesson 4	Life in the Word, ch. 1, lesson 4
<b>Week 5, Lessons 21–25</b>					
<b>History</b>	A Castle with Many Rooms, ch. 9, 10	Viking Adventure, ch. 9, 10	The Vikings, ch. 5	Story of King Arthur, Book III, ch. 3–6	Famous Men of the Middle Ages, ch. 9, 10; The Lantern Bearers, ch. 17–20
<b>Geography</b>	Visits to South and Central America, Australia, Visit 5				
<b>Bible</b>	James 5			Life in the Word, ch. 1, lesson 5	Life in the Word, ch. 1, lesson 5
<b>Week 6, Lessons 26–30</b>					
<b>History</b>	A Castle with Many Rooms, ch. 11, 12	Viking Adventure, ch. 11, 12	The Vikings, ch. 6	The Shining Company, ch. 1–3	Famous Men of the Middle Ages, ch. 11, 12; The Lantern Bearers, ch. 21, 22; Men of Iron, ch. 1, 2
<b>Geography</b>	Visits to South and Central America, Australia, Visit 6				
<b>Bible</b>	Galatians 1			Life in the Word, ch. 2, lesson 1	Life in the Word, ch. 2, lesson 1

Use this chart to see what your family and each of your students will be studying week by week during this term. You will also be able to see when each book is scheduled to be used.

	Family	Grades 1–3	Grades 4–6	Grades 7–9	Grades 10–12
<b>Week 7, Lessons 31–35</b>					
<b>History</b>	A Castle with Many Rooms, ch. 13, 14	Viking Adventure, ch. 13, 14	The Vikings, ch. 7	The Shining Company, ch. 4–7	Famous Men of the Middle Ages, ch. 13, 14; Men of Iron, ch. 3–10
<b>Geography</b>	Visits to South and Central America, Australia, Visit 7				
<b>Bible</b>	Galatians 2			Life in the Word, ch. 2, lesson 2	Life in the Word, ch. 2, lesson 2
<b>Week 8, Lessons 36–40</b>					
<b>History</b>	A Castle with Many Rooms, ch. 15, 16	Viking Adventure, ch. 15, 16	The Vikings, ch. 8	The Shining Company, ch. 8–10	Famous Men of the Middle Ages, ch. 15, 16; Men of Iron, ch. 11–17
<b>Geography</b>	Visits to South and Central America, Australia, Visit 8				
<b>Bible</b>	Galatians 3			Life in the Word, ch. 3, lesson 1	Life in the Word, ch. 3, lesson 1
<b>Week 9, Lessons 41–45</b>					
<b>History</b>	A Castle with Many Rooms, ch. 17, 18	Viking Adventure, ch. 17, 18	The Vikings, ch. 9	The Shining Company, ch. 11–14	Famous Men of the Middle Ages, ch. 17, 18; Men of Iron, ch. 18–22
<b>Geography</b>	Visits to South and Central America, Australia, Visit 9				
<b>Bible</b>	Galatians 4			Life in the Word, ch. 3, lesson 2	Life in the Word, ch. 3, lesson 2
<b>Week 10, Lessons 46–50</b>					
<b>History</b>	Castle, parts 1, 2	Viking Adventure, ch. 19, 20	The Vikings, ch. 10	The Shining Company, ch. 15–18	Famous Men of the Middle Ages, ch. 19, 20; Men of Iron, ch. 23–28
<b>Geography</b>	Visits to South and Central America, Australia, Visit 10				
<b>Bible</b>	Galatians 5			Life in the Word, ch. 3, lesson 3	Life in the Word, ch. 3, lesson 3
<b>Week 11, Lessons 51–55</b>					
<b>History</b>	Castle, parts 3, 4	Viking Adventure, ch. 21	The Vikings, ch. 11	The Shining Company, ch. 19–21	Famous Men of the Middle Ages, ch. 21, 22; Men of Iron, ch. 29–Conclusion
<b>Geography</b>	Visits to South and Central America, Australia, Visit 11				
<b>Bible</b>	Galatians 6			Life in the Word, ch. 4	Life in the Word, ch. 4
<b>Week 12, Lessons 56–60</b>					
<b>History</b>	Exams or Catch Up or Project				
<b>Geography</b>	Visits to South and Central America, Australia, Visit 12				
<b>Bible</b>	Exams or Catch Up				







## Lesson 1: The Long Fall of Rome

### Materials Needed

- *A Castle with Many Rooms: The Story of the Middle Ages*
- *The White Stag* (grades 7–9)
- *The Lantern Bearers* (grades 10–12)

**Family:** Read together *A Castle with Many Rooms: The Story of the Middle Ages*, chapter 1, “The Long Fall,” using the map on page 273, The Roman Empire in the 4th Century, to locate the Danube River. Ask for an oral narration.

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**Tip:** For younger children, you may want to break up the reading into two or more shorter sections and ask for a narration for each section. You could alternately read part of the chapter today and the rest tomorrow.

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**Grades 7–9:** Read together or assign as independent reading *The White Stag*, part I, “Nimrod, the Mighty Hunter.”

**Grades 10–12:** Assign as independent reading *The Lantern Bearers*, chapter 1, “The Terrace Steps.”



## Lesson 2: Various History Readings

### Materials Needed

- *Viking Adventure* (grades 1–3)
- *The Vikings* (grades 4–6)
- *The White Stag* (grades 7–9)
- *Famous Men of the Middle Ages* (grades 10–12)
- *The Lantern Bearers* (grades 10–12)

**Grades 1–3:** Read together *Viking Adventure*, chapter 1, “Olaf the Strong.”

**Grades 4–6:** Read together or assign as independent reading *The Vikings*, the first half of chapter 1, “Outlawed!”

**Grades 7–9:** Read together or assign as independent reading *The White Stag*, part II, “Twin Eagles of Hadur.”

**Grades 10–12:** Read together or assign as independent reading *Famous Men of the Middle Ages*, chapter 1, “Alaric the Visigoth,” and ask for a written narration. Also assign as independent reading, *The Lantern Bearers*, chapter 2, “Rutupiae Light.”

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**Tip:** Encourage your high school student not to read both assignments back to back. He will find it easier to pay full attention and to retain

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### Book of Centuries Timeline

*Alaric the Visigoth sacks Rome (410)*

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

*Vandals sack Rome (455)*

*End of the Western Roman Empire (476)*

what he is reading if he separates the two books, doing them at different times of the day.



## Lesson 3: Visit 1 to Australia & James 1

### Materials Needed

- *Visits to South & Central America and Australia*
- Bible
- Envelope; 2 sheets of paper
- *Life in the Word* (grades 7–12)

**Family Geography:** Complete visit 1 in *Visits to South & Central America and Australia*.

**Family Bible Study:** Write *epistle* on a small white board or sheet of paper. Show students the word and explain that *epistle* means “letter.” During the time of the early church, the followers of Jesus would write letters to encourage and instruct each other. This year you are going to look at several epistles of the early church. You will discover what was going on when each letter was written and see what you can learn from them.

Explain that some epistles are named after the person who wrote them and some are named after the people who received them. The first epistle you will look at is called “James,” for it was written by James, the half-brother of Jesus. He wrote it to encourage a group of Jews who had been run out of their homes because they believed in Jesus and had fled to other towns and countries. These refugees were facing many tough situations, or trials, of various kinds as they scattered and tried to find another place to live and work.

Have students address an envelope that reflects the epistle of James: put who it was from in the return address area and to whom it was written in the middle front. Label one sheet of paper “What To Do” and another paper “What Not To Do.”

Read together James 1, a paragraph at a time. Ask students to listen especially for James’ counsel about What To Do in a trial, or tough situation, and What Not To Do. Pause after each paragraph and ask students to share what they discovered: verses 1–4, 5–8, 9–11, 12–15, 16–18, 19–21, 22–25, 26–27. (Example: Count it as joy; Ask God for wisdom; Don’t waver or doubt; etc.). Record their discoveries on the appropriate papers. Fold the papers and keep them in the envelope; you will add to them as you study each chapter of James in the coming weeks.

**Tip:** The easiest way to record their suggestions would be in words, but be open to other possibilities that might help students grasp the ideas in these passages. For example, you could draw sketches, or allow the students to draw their own sketches, and caption each one.

*Jesus raised from the dead (30)*

*James believes in Jesus (30)*

*James writes his letter to scattered  
Jewish believers (c. 40–45)*

Focus on James 1:19–21. Discuss: What can we learn from these verses about what to do or not to do when we are in tough situations? What do we usually tend to do when we're in a trial? Why might it be especially important to be quick to listen, slow to speak, and slow to anger when we are in a tough situation?

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**Tip:** *If an entire chapter would be too much for your students, feel free to spread out the lesson over several days, covering one paragraph per day, or to read and discuss only the "Focus on" verses.*

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

Older students should be working on the long-term project of *Discovering Doctrine*. As they read through Scripture for schoolwork, in personal Bible study, or when listening to sermons, they should be looking and listening for any doctrinal truths about the ten major doctrines listed in the notebook: Bible, God the Father, Jesus Christ, Holy Spirit, angels, man, sin, salvation, the church, future events. Whenever they discover a doctrinal truth in Scripture, they should record it in the appropriate section of *Discovering Doctrine* along with the Bible reference where they found it.

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**Tip:** *After they have read through the entire Bible (over several years) and recorded the doctrinal truths they have found there, they may summarize each section and compose a personal doctrinal statement.*

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## Lesson 4: Justinian the Great

### Materials Needed

- *A Castle with Many Rooms: The Story of the Middle Ages*
- *The White Stag* (grades 7–9)
- *The Lantern Bearers* (grades 10–12)

**Family:** Ask students what they recall from last time's reading about the Fall of the Roman Empire. Explain that in today's reading they will hear about one ruler who hoped to reclaim the empire. Write the names "Constantinople (Byzantium)" and "Justinian" on a small white board or sheet of paper for students to see. Read together *A Castle with Many Rooms: The Story of the Middle Ages*, chapter 2, "Justinian the Great." Help students find Constantinople on the map on page 274, *Europe in the Time of Odoacer*, when it is mentioned in the chapter. Ask for an oral narration.

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**Tip:** *Narrations can be done in many ways. You may want to assign older children to do written narrations. Or visit our website at <http://simplycm.com/narration-ideas> for many more creative ideas that encourage students to narrate.*

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*Justinian codifies Roman laws (534)  
and builds the Hagia Sophia (537)*

Book of Centuries  
Timeline

Augustine serves as Bishop of Hippo Regius in Roman Africa, writes *The City of God and Confessions* (354–430)

King Arthur defends Britain from the Saxons (485)

Saxons conquer Britain (600)

**Grades 7–9:** Read together or assign as independent reading *The White Stag*, part III, “White Eagle of the Moon.”

**Grades 10–12:** Assign as independent reading *The Lantern Bearers*, chapter 3, “The Wolves of the Sea.”

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*Reminder:* Get The Story of King Arthur and His Knights for lesson 9 for grades 7–9.

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## Lesson 5: Various History Readings

### Materials Needed

- *Viking Adventure* (grades 1–3)
- *The Vikings* (grades 4–6)
- *The White Stag* (grades 7–9)
- *Famous Men of the Middle Ages* (grades 10–12)
- *The Lantern Bearers* (grades 10–12)

**Grades 1–3:** Read together *Viking Adventure*, chapter 2, “The Feast.”

**Grades 4–6:** Read together or assign as independent reading *The Vikings*, the last half of chapter 1, “Outlawed!”

**Grades 7–9:** Read together or assign as independent reading *The White Stag*, the first half of part IV, “Attila.”

**Grades 10–12:** Read together or assign as independent reading *Famous Men of the Middle Ages*, chapter 2, “Augustine of Hippo,” and ask for a written narration. Also assign as independent reading, *The Lantern Bearers*, chapter 4, “Ullasfjord.”

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

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## Lesson 6: King Arthur and the Saxons

### Materials Needed

- *A Castle with Many Rooms: The Story of the Middle Ages*
- *The White Stag* (grades 7–9)
- *The Lantern Bearers* (grades 10–12)

**Family:** Ask students what they recall from last time’s reading about Justinian and Constantinople. Explain that they will now hear about what was happening in another part of the Roman Empire while the Goths were

advancing on Rome. Read together *A Castle with Many Rooms: The Story of the Middle Ages*, chapter 3, "King Arthur and the Saxons," and ask for an oral narration. Use the maps on pages 274 and 275 to help students see what they are reading about.

**Grades 7–9:** Read together or assign as independent reading *The White Stag*, the last half of part IV, "Attila."

**Grades 10–12:** Assign as independent reading *The Lantern Bearers*, chapter 5, "Wild Geese Flying."



## Lesson 7: Various History Readings

### Materials Needed

- *Viking Adventure* (grades 1–3)
- *The Vikings* (grades 4–6)
- *The White Stag*, if needed (grades 7–9)
- *Famous Men of the Middle Ages* (grades 10–12)
- *The Lantern Bearers* (grades 10–12)

**Grades 1–3:** Read together *Viking Adventure*, chapter 3, "The Land Across the Sea."

**Grades 4–6:** Read together or assign as independent reading *The Vikings*, the first half of chapter 2, "Land to the West."

**Grades 7–9:** Use today to catch up and finish reading *The White Stag* if needed.

**Grades 10–12:** Read together or assign as independent reading *Famous Men of the Middle Ages*, chapter 3, "Gaiseric the Vandal," and ask for a written narration. Also assign as independent reading, *The Lantern Bearers*, chapter 6, "The Saxon Wind."

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



## Lesson 8: Visit 2 to Australia



## & James 2

### Materials Needed

- *Visits to South & Central America and Australia*
- Bible
- James envelope and papers
- *Life in the Word* (grades 7–12)

**Family Geography:** Complete visit 2 in *Visits to South & Central America and Australia*.

**Family Bible Study:** Ask students what they recall about the epistle of



Book of Centuries  
Timeline

James from last time's introduction and reading of chapter 1 (or 1:19–21). Allow them to look at the James envelope and the papers they started last time to prompt review. Explain that another thing it's easy to start doing when you're in a trial is to pick and choose who you're going to be nice to based on whether you think that person can help you. James brought up that topic next.

Read together James 2, a paragraph at a time. Ask students to listen for more of James' counsel about What To Do in a trial and What Not To Do in a tough situation. Pause after each paragraph and ask students to share what they discovered: verses 1–7, 8–13, 14–17, 18–26. Record students' suggestions on your ongoing papers.

Focus on James 2:1–9. Discuss: What can we learn from these verses about what to do or not to do when we are in tough situations? What does *partiality* mean? Is this passage saying that we should not respect some people more than others? Why? What is the difference between showing partiality and showing respect?

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*Tip: If an entire chapter would be too much for your students, feel free to spread out the lesson over several days, covering one paragraph per day, or to read and discuss only the "Focus on" verses.*

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**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: The Monastery

### Materials Needed

- *A Castle with Many Rooms: The Story of the Middle Ages*
- *The Stuff They Left Behind: From the Days of the Middle Ages*
- *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 Britain and the Saxons. On the map on page 276 of *A Castle with Many Rooms*, England after the English Conquest, help students locate Lindisfarne off the northeast coast of Britain. Display and discuss the picture of the Lindisfarne Gospels in *The Stuff They Left Behind: From the Days of the Middle Ages*. Write the word "monastery" on a small white board or sheet of paper and explain that students will find out more about the Lindisfarne monastery and other monasteries in today's reading. Read together *A Castle with Many Rooms: The Story of the Middle Ages*, chapter 4, "The Monastery," and ask for an oral narration.

**Grades 7–9:** Read together or assign as independent reading *The Story of King Arthur and His Knights*, "The Book of King Arthur," Prologue.

**Grades 10–12:** Assign as independent reading *The Lantern Bearers*, chapter 7, "The Woman in the Doorway."

*Benedict writes the rules for monks*  
(529)



## Lesson 10: Various History Readings

### Materials Needed

- *Viking Adventure* (grades 1–3)
- *The Vikings* (grades 4–6)
- *The Story of King Arthur and His Knights* (grades 7–9)
- *Famous Men of the Middle Ages* (grades 10–12)
- *The Lantern Bearers* (grades 10–12)

**Grades 1–3:** Read together *Viking Adventure*, chapter 4, “Rolf.”

**Grades 4–6:** Read together or assign as independent reading *The Vikings*, the last half of chapter 2, “Land to the West.”

**Grades 7–9:** Read together or assign as independent reading *The Story of King Arthur and His Knights*, “The Book of King Arthur,” part I, chapter 1.

**Grades 10–12:** Read together or assign as independent reading *Famous Men of the Middle Ages*, chapter 4, “Patrick of Ireland,” and ask for a written narration. Also assign as independent reading, *The Lantern Bearers*, chapter 8, “Singing Magic.”

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

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Book of Centuries  
Timeline

*Patrick captured by Irish slavers; escapes and becomes missionary to Ireland (432)*



## Lesson 11: The Earliest Explorers

### Materials Needed

- *A Castle with Many Rooms: The Story of the Middle Ages*
- *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 monasteries. Explain that while some monks were content to stay at their monasteries, others were eager to explore the unknown world. Write “Brendan the Navigator” on a small white board or sheet of paper. Read together *A Castle with Many Rooms: The Story of the Middle Ages*, chapter 5, “The Earliest Explorers,” using the world map on page 284 to track these explorers’ journeys. Add the name “Leif” to the white board when you come to his story in the chapter. Ask for an oral narration.

**Grades 7–9:** Read together or assign as independent reading *The Story of King Arthur and His Knights*, “The Book of King Arthur,” part I, chapter 2.

**Grades 10–12:** Assign as independent reading *The Lantern Bearers*, chapter 9, “Forest Sanctuary.”

*Brendan the Navigator, who explored the Atlantic (484–577)*

*First Viking colonies established in Greenland by Erik the Red (982)*

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



## Lesson 12: Various History Readings

### Materials Needed

- *Viking Adventure* (grades 1–3)
- *The Vikings* (grades 4–6)
- *The Story of King Arthur and His Knights* (grades 7–9)
- *Famous Men of the Middle Ages* (grades 10–12)
- *The Lantern Bearers* (grades 10–12)

**Grades 1–3:** Read together *Viking Adventure*, chapter 5, “Old Bard.”

**Grades 4–6:** Read together or assign as independent reading *The Vikings*, the first half of chapter 3, “The Voyage to Greenland.”

**Grades 7–9:** Read together or assign as independent reading *The Story of King Arthur and His Knights*, “The Book of King Arthur,” part I, chapter 3.

**Grades 10–12:** Read together or assign as independent reading *Famous Men of the Middle Ages*, chapter 5, “Attila the Hun,” and ask for a written narration. Also assign as independent reading, *The Lantern Bearers*, chapter 10, “The Fortress of the High Powers.”



## Lesson 13: Visit 3 to Australia & James 3



### Materials Needed

- *Visits to South & Central America and Australia*
- *Hungry Planet: What the World Eats*
- Bible
- James envelope and papers
- *Life in the Word* (grades 7–12)

**Family Geography:** Complete visit 3 in *Visits to South & Central America and Australia*.

**Family Bible Study:** Ask students what they recall about the epistle of James so far. Allow them to look at the James envelope and papers they have created to prompt review. Explain that when we are in the middle of a trial, we can receive advice from many different people, people seeking to teach us what they think we should do. How will we know whose words to follow and whose to ignore? James gave his readers some guidelines.

Read together James 3, a paragraph at a time. Ask students to listen for more of James’ counsel about What To Do in a trial and What Not To Do in a tough situation. Pause after each paragraph and ask students to share what they discovered: verses 1–5, 6–12, 13–18. Record students’ suggestions on your ongoing papers.

Focus on James 3:13–18. Discuss: Describe (and define as needed) the characteristics of godly wisdom. How can we use those characteristics

to help us decide what would be the wisest thing to do when we are in a tough situation?

**Grades 7–12:** Help students to complete or assign as independent work *Life in the Word*, chapter 1, “Book Study of James,” lesson 3.



## Lesson 14: Making a Nation

### Materials Needed

- *A Castle with Many Rooms: The Story of the Middle Ages*
- *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 early explorers, Brendan the Navigator and Erik the Red and his son Leif. Explain that when Brendan was a young boy, thinking about conquering the sea, another young boy was setting his sights on conquering more land. Write the name “Clovis” on a small white board or sheet of paper. Read together *A Castle with Many Rooms: The Story of the Middle Ages*, chapter 6, “Making a Nation,” using the map on page 274, *Europe in the Time of Odoacer*, to help students find the kingdom of the Franks. Ask for an oral narration.

**Grades 7–9:** Read together or assign as independent reading *The Story of King Arthur and His Knights*, “The Book of King Arthur,” part II, chapter 1.

**Grades 10–12:** Assign as independent reading *The Lantern Bearers*, chapter 11, “The Young Foxes.”



## Lesson 15: Various History Readings

### Materials Needed

- *Viking Adventure* (grades 1–3)
- *The Vikings* (grades 4–6)
- *The Story of King Arthur and His Knights* (grades 7–9)
- *Famous Men of the Middle Ages* (grades 10–12)
- *The Lantern Bearers* (grades 10–12)

**Grades 1–3:** Read together *Viking Adventure*, chapter 6, “Tales Before the Fire.”

**Grades 4–6:** Read together or assign as independent reading *The Vikings*, the last half of chapter 3, “The Voyage to Greenland.”

**Grades 7–9:** Read together or assign as independent reading *The Story of King Arthur and His Knights*, “The Book of King Arthur,” part II, chapter 2.

**Grades 10–12:** Read together or assign as independent reading *Famous Men of the Middle Ages*, chapter 6, “Theodoric the Ostrogoth,” and ask for a

### Book of Centuries Timeline

*Clovis unites the Franks into a nation in Gaul (481–511)*

*Theodoric the Ostrogoth rules Italy (475–526)*

Muhammad founds the religion of  
Islam (570–632)

written narration. Also assign as independent reading, *The Lantern Bearers*, chapter 12, “Brown Sister, Golden Sister.”

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

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## Lesson 16: The Scroll and the Stone

### Materials Needed

- *A Castle with Many Rooms: The Story of the Middle Ages*
- *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 Clovis and the Franks. Look at the map on page 274 of *A Castle with Many Rooms*, Europe in the Time of Odoacer, and do a brief review of what has been learned so far. Point to each of the following locations in turn and ask students if they remember what was happening there during the Middle Ages: Ireland (Brendan the Navigator explored to the west); Scandinavia (Erik and Leif explored Iceland, Greenland, and Newfoundland); Britain (Saxons invaded); Kingdom of the Franks (expanded into Gaul); Rome (no longer ruled); Constantinople (Justinian compiled the Roman law). Explain that in today’s reading they will hear about what was happening farther east. Read together *A Castle with Many Rooms: The Story of the Middle Ages*, chapter 7, “The Scroll and the Stone,” and ask for an oral narration.

**Grades 7–9:** Read together or assign as independent reading *The Story of King Arthur and His Knights*, “The Book of King Arthur,” part II, the first half of chapter 3.

**Grades 10–12:** Assign as independent reading *The Lantern Bearers*, chapter 13, “The Empty Hut.”



## Lesson 17: Various History Readings

### Materials Needed

- *Viking Adventure* (grades 1–3)
- *The Vikings* (grades 4–6)
- *The Story of King Arthur and His Knights* (grades 7–9)
- *Famous Men of the Middle Ages* (grades 10–12)
- *The Lantern Bearers* (grades 10–12)

**Grades 1–3:** Read together *Viking Adventure*, chapter 7, “The Horseman.”

**Grades 4–6:** Read together or assign as independent reading *The Vikings*, the first half of chapter 4, “A New Home—and a New Land.”



# Helpful Information



## Why I Wrote These Lessons

I love to teach Bible history along with world events, and the first three lesson plan books 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 lesson plan book, 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 map 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 studies of history, geography, and God's Word.

# 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 some 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 our website that might help you: <http://simplycm.com/narration-ideas>.

## ***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, the students 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 <http://simplycm.com/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. (Note: A "c" beside a date stands for "circa," which means "about" or "approximately.")

## Suggestions toward Calculating Credits

Keeping track of high school credits is always a challenge but not that hard once you get the hang of it. You can calculate the credits based on actual time spent interacting with the material, or you can calculate credits based on the amount of work involved. Most authorities agree that if you are calculating based on actual time spent, a credit is awarded for every 120–180 hours spent on task, with 150 being average.

For the completion of grades 7–9 or 10–12 assignments in this *Middle Ages, Renaissance, Reformation and Epistles* study, **I suggest that students should be awarded 1 credit for World History/Geography, plus 1/3 credit for Bible.** Usually Geography is included with History and considered one course of study.

Below are details demonstrating how the credit suggestions for this study were calculated. The calculations for Hours Spent are an estimated average. The calculations below for the Course Work Detail assume the student completed all of the readings and assignments given in these lesson plans for grades 7–9 or 10–12.

### Hours Spent

#### **History & Geography**—1 Credit

Average 4.5 hours per week x 36 weeks = 162 hours

#### **Bible**—1/3 Credit

Average 1.25 hours per week x 36 weeks = 45 hours

### Course Work Detail

#### **History**

##### *Grades 7–9*

1984 pages read in 11 books

16 written narrations

16 artifacts studied

Book of Centuries project

3 essay exams

##### *Grades 10–12*

2336 pages read in 13 books

65 written narrations

16 artifacts studied

Book of Centuries project

3 essay exams

#### **Geography**

##### *Grades 7–12*

26 map studies and drills

308 pages read in 3 books

37 historical map work lessons

#### **Bible**

##### *Grades 7–12*

6 New Testament epistles read

103-page Bible study completed

Discovering Doctrine project

3 essay exams