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HISTORY ODYSSEY

MIDDLE AGES

PREVIEW



AN ACTIVITY-BASED
STUDY GUIDE COMBINING
HISTORY
GEOGRAPHY
LITERATURE

WRITTEN BY
CATHY WHITFIELD

LEVEL ONE

HISTORY ODYSSEY

MIDDLE AGES

(LEVEL ONE)

PREVIEW

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CATHY WHITFIELD

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Publisher, Pandia Press

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Table of Contents

How to Use This Guide	4-10
Lesson 1: Overview of the Medieval World.....	11
Lesson 2: The Byzantines	12
Lesson 3: Charlemagne.....	13
Lesson 4: Monks of the Christian Church.....	15
Lesson 5: Islam	17
Lesson 6: Arabs.....	19
Lesson 7: Vikings.....	20
Lesson 8: Danes	22
Lesson 9: Holy Roman Empire.....	23
Lesson 10: Normans.....	24
Lesson 11: 100 Years' War and the Black Death	25
Lesson 12: The Feudal System	27
Lesson 13: Knights	28
Lesson 14: Castles.....	30
Lesson 15: Medieval Villages and Towns.....	32
Lesson 16: The Christian Church.....	33
Lesson 17: Medieval Architecture.....	34
Lesson 18: Pilgrimages and The Crusades.....	35
Lesson 19: Richard the Lionhearted and Robin Hood	36
Lesson 20: Celts	37
Lesson 21: Habsburgs and Burgundys	38
Lesson 22: Wars of the Roses.....	38
Lesson 23: Mongols.....	39
Lesson 24: Eastern Europe.....	40
Lesson 25: Russians.....	41
Lesson 26: The Moors in Spain	42
Lesson 27: Africa	43
Lesson 28: India.....	46
Lesson 29: Southeast Asia	47
Lesson 30: China	49
Lesson 31: Japan.....	50
Lesson 32: Explorers	52
Lesson 33: Pacific Ocean Islands.....	53
Lesson 34: Native North Americans	57
Lesson 35: Central and South Americans.....	60
Lesson 36: Turks and Ottomans	62
Lesson 37: The Start of the Renaissance.....	63
Lesson 38: More World Exploration.....	65
Lesson 39: Moguls (Mughals)	67
Lesson 40: The Reformation and Counter-Reformation	68
Lesson 41: The Age of Elizabeth	69
Lesson 42: William Shakespeare.....	73
Lesson 43: Middle Ages History Keepsake Book	74

LETTER TO PARENTS AND TEACHERS

Thank you for purchasing this *History Odyssey* study guide. If you have used *History Odyssey* in the past, then this is probably your second year taking this journey with your child. You are already familiar with a classical approach to history and know your child will be spending the next school year immersed in the wonderful story of the Middle Ages. If this is your first time using *History Odyssey*, take the time to read through these introductory pages, gather materials and work out a schedule based on your child's abilities. *History Odyssey* provides the structure and framework for using and organizing many of the best resources available for the study of mankind. This is not a textbook approach! If you or your child would rather a fill-in-the-blanks workbook approach to history, then there are plenty of those curricula available. *History Odyssey's* unique approach for this age group is one that encompasses literature, activities, and geography. As your child progresses through this guide, he or she will be learning about Middle Ages history through reading many of the best books written about this time period. Your child will be learning geography and be engaged in exciting activities. *History Odyssey* presents history in a way that is exciting and memorable. Most parents and teachers find themselves wishing they had been taught history this way. So don't be surprised if you find yourself learning and having fun right along with your child or student!

HOW TO USE THIS GUIDE

Adapting for Different Levels

These lesson plans are written for a student who is in the grammar stage of a classical education or in the first, second, third, or fourth grade (approximately 6-10 years old). That is a big span. There can be a tremendous reading and comprehension skill discrepancy between a typical first- and fourth-grade student. These plans have been carefully formulated to provide material to meet the needs of all grammar-stage students no matter what their level or ability. Here are some further suggestions for adapting these plans for students at either end of the spectrum:

Advanced Level (independent reader) -

- Independently read books or read aloud to the group
- Heavy focus on map work
- Complete several activities per lesson
- Add resources (especially whole books and classic literature)
- History lessons three times per week (using the third lesson for further research or independent reading)
- Outline lessons or write summaries

Beginning Level (not reading independently) -

- Read books to child
- Less focus on map work
- More focus on coloring and drawing activities
- Complete only one activity per lesson
- History lessons one or two times per week
- Have child copy or dictate summary sentences and dictionary words

Sequence

In a classical education, history is studied chronologically. Ideally, a student will study the entire history of mankind over a four-year period three separate times, each time building on their knowledge.

1st grade, 5th grade, and 9th grade - Ancient History
2nd grade, 6th grade, and 10th grade - The Middle Ages
3rd grade, 7th grade, and 11th grade - Early Modern
4th grade, 8th grade, and 12th grade - Modern History

However, it has been our experience that many students are unable to follow this schedule exactly from first through twelfth grade. Don't worry if your child or student has to miss a period of history in one or more of the stages of education. They have three times to learn it! What is important is that students are building on their knowledge in a sequential way and enjoying history.

Required Resources

Main Reference Spine: *The Usborne Internet-Linked Encyclopedia of World History*

Optional Additional Reference Spine: *A Child's History of the World* by V.M. Hillyer

Books and Resources for the Middle Ages:

Story of the World, Volume 2: The Middle Ages by Susan Wise Bauer (Peace Hill Press, 2003)

History Pockets: Native Americans (Evan-Moor, 2003)

Days of Knights and Damsels by Laurie Carlson (Chicago Review Press, 1998)

A Coloring Book of the Middle Ages (Bellerophon)

Knights of the Round Table by Gwen Gross (Random House, 1985)

Meet Christopher Columbus by James T. de Kay (Random House, 2001)

Treasure Chests: The Vikings (Running Press)

Modern Rhymes about Ancient Times: Ancient Africa by Susan Altman and Susan Lechner (Children's Press, 2001)

Shakespeare for Children audio CD by Jim Weiss (Greathall Productions)

Additional Resources and Activities

Each lesson contains an additional reading list to allow students to research a topic further and to provide resources to meet the needs of students with varying abilities. Most can be found at your local library. In addition to the required resources listed above, you will need a world map or atlas, a three-ring notebook or folder for each student to store his work, blank paper, simple art supplies, and a children's dictionary. We recommend *Webster's New World Children's Dictionary*, 2nd Edition (Hungry Minds, 2006), but any good dictionary will work. You will also want to have a three-hole punch and a camera handy.

Copy Work

Most of the copy work in this study guide is from the dictionary. This will help your student learn dictionary skills. You may also ask your student to summarize the lesson in his own words. Have your student either write the summary, copy it, or dictate to you depending on his skill level. Copying sentences helps young children learn spelling, punctuation, and basic grammar. It will help prepare them for writing their own sentences.

History Notebook

Your child will need a place to keep their written work, map work, history pockets, and coloring pages while completing this course. We recommend having a designated history folder or a three-ring binder for this purpose. All collected work will be used to construct a Middle Ages Keepsake Book at the end of the course.

Activities: Projects, Coloring Pages, *History Pockets* Books, and Maps

The activities in this guide include coloring pages, activity projects, *History Pockets* books, and map work. These activities provide hands-on learning experiences.

Maps - There are eighteen maps included in this course. The maps provide an opportunity to learn Middle Ages and modern-day world geography. Map work includes simple labeling, coloring, and completing map keys. Your child will need a detailed wall map or atlas to complete the maps. When labeling and coloring maps use colored pencils or crayons. Markers tend to bleed through and blot out labels.

Projects: We tried to list many hands-on projects in this lesson plan with the intention that you will pick the ones that will most interest your student. Consequently, in many lessons there are more projects listed than would be practical to do. Remember as you go along to take pictures of the projects for the Ancient History Keepsake Book in the final lesson.

Coloring Pages: In most lessons you may have your student draw a picture or color the one(s) suggested. Allow your student to use a variety of media: crayons, colored pencils, markers and paints. The best way to incorporate the coloring pages is to have your child color the corresponding page while you are reading aloud.

Lessons

In each lesson you will do several of the following . . .

- Reading from the *Usborne Internet-Linked Encyclopedia of World History* (hereafter abbreviated UILE)
- Reading from *The Story of the World, Volume 2* (hereafter abbreviated SOTW)
- Reading from *A Child's History of the World* (hereafter abbreviated CHOTW)
- Writing activities
- Projects
- Coloring pages
- Labeling and coloring the map and looking at a globe, atlas, or wall map
- Creating a pocket from the History Pocket book
- Reading from the suggested book list or finding additional books on your own

These plans are based on a full school year of history studies. Each lesson is intended to take about a week to complete. In some lessons you will find an abundance of information, and you will want to take two or more weeks for these lessons. This study guide is written to include as much information as possible. Since every family has a different schooling style, these lesson plans are designed to be as flexible as possible. You will not complete every project and book listed. When a concept interests your child, use the book list or look up that topic at your library. Bring the book list from the next two lessons with you to the library to avoid having to scramble for resources. Reading at least one additional book from the book list per lesson is recommended; more if your child is interested. At the end of this study guide, you will be assisting your child in compiling her

work into a Middle Ages Keepsake Book. It will be a wonderful keepsake. The student can show family and friends everything learned about the Middle Ages.

Helpful Hints

Depending on your child's reading level, you can either read to him, have him read aloud to you, or have him read independently. If your child is a mover, try having him color a coloring page while you read. Each child is different; find what works best for yours. Remember, just because a child is moving does not mean he is not listening.

Many lessons require gathering of project materials and making copies. The intention is that you will go over these a few days prior to the lesson to ensure you have all necessary materials. The *History Pockets* book requires that you copy several pages for each pocket. We suggest that you take the book to a copy center and make all of the necessary copies at one time.

You will notice that some lessons overlap in time period. You may also notice that SOTW, UILE, and CHOTW follow a somewhat different chronological order. Therefore, the reading assignments will be scattered throughout these books and do not always follow the order as presented in these books. You may want to flip back in SOTW or CHOTW if the chapter you are reading makes reference to the previous one. (Generally only the first sentence or two refers to the previous chapter.)

Begin collecting paper tubes, oatmeal boxes, cardboard boxes, cereal boxes, etc. These items will be needed to make a castle in Lesson 14.

Suggested Weekly Schedule

Week	Start Date	Lesson	Activities, Books, Supplies, & Preparation
1		#1 Overview of the Medieval World	
2		#2 The Byzantines	
3		#3 Charlemagne	
4		#4 Monks of the Christian Church	
5		#5 Islam #6 Arabs	
6		#7 Vikings	
7		#8 Danes #9 Holy Roman Empire	
8		#10 Normans	
9		#11 100 Years' War and the Black Death	
10		#12 The Feudal System	
11		#13 Knights	
12		#14 Castles	
13		#15 Medieval Villages and Towns	
14		#16 The Christian Church #17 Medieval Architecture	
15		#18 Pilgrimages and The Crusades	
16		#19 Richard the Lionhearted and Robin Hood	
17		#20 Celts	
18		#21 Habsburgs and Burgundys #22 Wars of the Roses	

Week	Start Date	Lesson	Activities, Books, Supplies, & Preparation
19		#23 Mongols #24 Eastern Europe	
20		#25 Russians #26 The Moors in Spain	
21		#27 Africa	
22		#28 India #29 Southeast Asia	
23		#30 China	
24		#31 Japan	
25		#32 Explorers	
26		#33 Pacific Ocean Islands	
27		#34 Native North Americans - Parts 1 & 2	
28		#34 Native North Americans - Parts 3 & 4	
29		#35 Central and South America - Part 1	
30		#35 Central and South America - Parts 2 & 3	
31		#36 Turks and Ottomans	
32		#37 The Start of the Renaissance	
33		#38 More World Expansion	
34		#39 Moguls (Mughals) #40 The Reformation and Counter-Reformation	
35		#41 The Age of Elizabeth #42 William Shakespeare	
36		#43 Middle Ages History Keepsake Book	



Lesson 1 - Overview of the Medieval World

Prep for Lesson 1:

- Gather supplies needed for project(s) you plan on doing in *Days of Knights and Damsels*.

Main Lesson:

- Read UILE pages 198-199. Discuss pictures as you read.
- Review Rome and the end of ancient times—read SOTW Chapter 1: The Glory That Was Rome
- Use a children's dictionary and help your child look up and define *Latin*. Be sure to place this copy work in your child's history notebook.
- Review or learn Roman numerals.
- Read pages 1-10 in *Days of Knights and Damsels: An Activity Guide*
- Read CHOTW Chapter 41: *Barbarians Meet the Champions of the World*

If you have Internet access, don't forget to use the Web site offered in UILE on pages 200-201 with each lesson in this study guide. Once at the site, follow the directions on page 200, clicking on the Encyclopedia of World History link. This will bring you to a page where you can type in the page number (in UILE) you are studying at the moment. Once you do this and click "Find Links," you will be directed to a page with links and other useful information for the time and area you are studying.

Additional Activities:

Choose one or more of the following projects found in *Days of Knights and Damsels*:

- Wig with Braids - page 11
- Pocket & Almoner - page 15
- Shoes - page 20
- Poulaines - page 22

Book List:

Ezra's Quest: Follow That Dog! By Rosalyn Schanzer (Doubleday Book for Young Readers, 1994)
ISBN 0385322623 – Maze book reviewing Middle Ages.

The Middle Ages: Investigate and Understand the Middle Ages by Sarah McNeill (Oxford University Press, 1998)
ISBN 0195213947

Turn of the Century by Ellen Jackson (Charles Burch, 1998) ISBN 088106369X – read from 1000-1600

Favorite Medieval Tales by Mary Pope Osborne (Hyperion Books for Children, 2002) ISBN 0439141346

The Middle Ages by Jane Shuter (Heinemann Library, 2000) ISBN 1575728869

Investigating Medieval Times by Alison Henry (Trafalgar Square Publishing, 1997) ISBN 0707802261

The Middle Ages by Peter Chrisp (Two-Can Publishing, 1997) ISBN 1587280698

The Measly Middle Ages (Horrible History Series) by Terry Deary (Scholastic, 1998) ISBN 0590498487
Highly recommended. Other books in this series are included in this study guide.

Adventures in the Middle Ages (The Good Times Travel Agency Series) by Linda Bailey (Kids Can Press, 2000)
ISBN 1550745409

The Middle Ages by Maria Rius (Barrons Juveniles, 1988) ISBN 0812033868

Time Trekkers: Middle Ages by Kate Needham (Copper Beech, 1996) ISBN 0761304819


Date: _____

Lesson 2 - The Byzantines

Prep for Lesson 2:

- Gather supplies needed for project(s) you plan on doing in *Days of Knights and Damsels*.

Main Lesson:

- Read UILE pages 202-203. Discuss pictures as you read
- Use a children's dictionary and help your child look up and define *just*. Be sure to place this copy work in your child's history notebook.
-  On Map 1, "The Byzantine Empire," help your child identify and label major bodies of water (Mediterranean Sea, Black Sea, and the Atlantic Ocean). Also label Spain, Greece, and Italy. Use UILE page 202 to color the area of the Byzantine Empire at the start of Justinian's reign (solid lines) green and the lands won by Justinian (dotted lines) orange. Complete the map key.
- Read SOTW Chapter 4: The Byzantine Empire.
- Read CHOTW Chapter 42: New Places – New Heroes.
- Color "A Byzantine Warrior" on page 4 in *A Coloring Book of the Middle Ages*.
- In SOTW, use one or more of the Codes of Justinian in Chapter 4 for copy work.

Additional Activities:

Choose one or more of the following projects found in *Days of Knights and Damsels*:

- Lady's Looking Glass - page 18
- Buttons & Bracelets - page 30
- Porridge - page 49

Book List:

Byzantine Fashions by Tom Tierney (Dover, 2002) ISBN 0486419576

Byzantine Paper Dolls by Tom Tierney (Dover, 2002) ISBN 0486420779

The Byzantine Empire by Elsa Marston (Benchmark Books, 2002) ISBN 0761414959

Lesson 3 - Charlemagne

Prep for lesson 3:

- Gather supplies needed for project(s) you plan on doing in *Days of Knights and Damsels*.

Main Lesson:

- Read UILE pages 204 and 216. Discuss pictures as you read
- Use a children's dictionary and help your child look up and define *ordeal*. Be sure to place this copy work in your child's history notebook.
- Read SOTW Chapter 11: The Kingdom of the Franks.
- Read CHOTW Chapter 47: Two Emperors, Two Empires.
- Read SOTW Chapter 13: The Great Kings of France.
- On Map 2, "The Empire of Charlemagne," help your child identify and label the Mediterranean Sea and the Atlantic Ocean. Use UILE page 216 as a reference to shade—in any color—the empire of Charlemagne (within the dotted lines). Use the map in Chapter 13 of SOTW and your atlas to label Spain, England, Italy, Sicily, and the two islands to the west of Italy.
- Color one or both pages, "Charlemagne" (8) and "Roland Blowing His Horn" (9) in *A Coloring Book of the Middle Ages*.
- Read *Knights of the Round Table* from the "Stepping Stones" series adapted by Gwen Gross.
- Have your child answer these questions after they have finished reading each chapter of the above book.
- Chapter 1: Why did Arthur first pull the sword from the stone? (Answer: To give it to Sir Kay because he had forgotten his.)
- Chapter 2: How many chairs were around the Round Table? (Answer: 150)
- Chapter 3: What was the name of King Arthur's sword? (Answer: Excalibur)
- Chapter 4: Sir Gawain made a promise to Lady Ragnell. This was a hard promise for him to keep. Have you ever made a promise or agreed to do something that was hard for you? Explain.
- Chapter 5: When Linnett found out Gareth, "Big Hands," was really a son of a king, how do you think she felt about the way she had treated him? No matter who he was, how should she have treated him?
- Chapter 6: What do you think happened to King Arthur? You continue the story.

Additional Activities:

Choose one or more of the following projects found in *Days of Knights and Damsels*:

- Cloak - page 23
- Magic Wand - page 29
- Cabbage Stew & Dumplings - page 50
- Fancy Writing: Calligraphy - page 108

Book List:

His Majesty's Elephant by Judith Tarr (Jane Yolen Books, 1993) ISBN 0152007377 – Fictional read-aloud about Charlemagne's daughter. Highly recommended.

The Marvelous Blue Mouse by Christopher Manson (Henry Holt & Company, 1992) ISBN 0805016228 - An adorable story about Emperor Charlemagne and a blue mouse.

Princess Bianca and the Vandals: A Post Modern Tale of Two Kingdoms by Nick Licata (Fratri Gracci Publishing, 2003) ISBN 0974327603

Tales of King Arthur: Excalibur by Hudson Talbott (Books of Wonder, 1996) ISBN 0688133819 - A beautifully illustrated series.

Tales of King Arthur: King Arthur and the Round Table by Hudson Talbott (Books of Wonder, 1995) ISBN 0688113419

Tales of King Arthur: Lancelot by Hudson Talbott (Books of Wonder, 1999) ISBN 0688148336

Knights of the Kitchen Table by Jon Scieszka (Viking, 1991) ISBN 0670836222 - The boys are transported back to King Arthur's court (reading level ages 7-11).



Date: _____

Lesson 4 - Monks of the Christian Church

Prep for Lesson 4:

- Gather supplies needed for project(s) you plan on doing in *Days of Knights and Damsels*.

Main Lesson:

- Read UILE pages 205 and 236-237. Discuss pictures as you read
- Use a children's dictionary and help your child look up and define *monk*. Be sure to place this copy work in your child's history notebook.
- Read CHOTW Chapter 43: Being Good.
- Read SOTW Chapter 3: Christianity Comes to Britain.
- Color one or both pages, "A Monk Copying a Book" (6) and "Birds and Beasts" (7) in *A Coloring Book of the Middle Ages*.

Additional Activities:

Choose one or more of the following projects found in *Days of Knights and Damsels*:

- Real Gingerbread- page 61
- Scroll & Carrier - page 107
- Decorate Some Notepaper - page 110
- Try a Triptych - page 132

Book List:

Marguerite Makes a Book by Bruce Robertson (J. Paul Getty Museum, 1999) ISBN 089236372X - Marguerite helps her father finish a manuscript in time.

Bibles and Bestiaries: A Guide to Illuminated Manuscripts by Elizabeth B. Wilson (Farrar, Straus, and Giroux, 1994) ISBN 0374306850 – Beautiful!

Illuminations by Jonathan Hunt (Bradbury Press, 1989) ISBN 0027457702

This book is made like an old, illustrated manuscript.

Pascual and the Kitchen Angels by Tomie DePaola (G.P. Putnam's Sons, 2004) ISBN 0399242147

The Holy Twins: Benedict and Scholastica by Kathleen Norris (G. P. Putnam's Sons, 2001) ISBN 0399234241

The story of Saint Benedict.

The Man Who Loved Books by Jean Fritz (G.P. Putnam and Sons, 1981) ISBN 0399207155

The Monk (a movie) by Shlessinger Media, 2002

The Abbot and I: As Told By Josie the Cat by Sarah E. Cowie (Conciliar Press, 2001) ISBN 188821225X

Color Your Own Book of Kells by Marty Noble (Dover, 2002) ISBN 0486418650

A Medieval Alphabet to Illuminate (Bellerophon Books, 1983) ISBN 0883880016

The Sailor Who Captured the Sea: A Story of the Book of Kells by Deborah Nourse Lattimore (Harpercollins, 1991) ISBN 0060237112

Brother Bartholomew and the Apple Grove by Jan Cheripko (Boyd's Mills Press, 2004) ISBN 1590780965

A Medieval Monk by Giovanni Caselli (Peter Bedrick Books, 1986) ISBN 0872261050



Lesson 5 - Islam

Prep for Lesson 5:

- Gather supplies needed for project(s) you plan on doing in *Days of Knights and Damsels*.

Main Lesson:

- Read UILE pages 206 - 207. Discuss pictures as you read.
- Use a children's dictionary and help your child look up and define *mosque*. Be sure to place this copy work in your child's history notebook.
- On Map 3, "The Islamic Empire," use UILE page 207 as a reference to color the Islamic Empire tan (within the dotted lines). Ask "Can you find the Mecca on your map?" Circle it in red. Draw little people all over the Islamic Empire, then draw dotted lines from those people to Mecca. This will show Muslims going on pilgrimages to their holy city. Complete the map key. Label as many bodies of water as you can.
- Read CHOTW Chapter 45: Muhammad and the Early Years.
- Read SOTW Chapter 6: The Rise of Islam.
- If using SOTW, you can use one or more of The Five Pillars found in Chapter 6 as copy work.
- Draw and color a picture about what was read about in this lesson. Hints: a mosque (remember that in Islam, no animals or people are allowed to be drawn on a mosque) or people on a pilgrimage.
- Why do Muslims try to go on a pilgrimage to Mecca at least once in their lifetime if they can afford it? (Answer: The Koran [also spelled Quran] says Allah commands them to go. Mecca [also called Makkah] is the holy city of Islam.)

Additional Activities:

Choose one or more of the following projects found in *Days of Knights and Damsels*:

- Life Mask - page 71
- Dolls - page 90

Book List:

Mosque by David Macaulay (Houghton Mifflin, 2003) ISBN 0618240349

Muhammad of Mecca: Prophet of Islam by Elsa Marston (Franklin Watts, 2001) ISBN 0531203867 - Reading level is grade four or above. If you do not want to read aloud the whole book, just read select chapters. If you only read selections, at least read the introduction and chapters two, seven and eight.

A 16th Century Mosque Inside Story by Fiona MacDonald and Mark Bergin (Peter Bedrick Books, 1994) ISBN 087226310X

Muslim Child: Understanding Islam through Stories and Poems by Rukhsana Khan (Albert Whitman & Company, 1999) ISBN 0807553077 - Written by a Muslim woman trying to help young people understand Muslim children.

Muslim Mosque: Places of Worship by Angela Wood (Gareth Stevens Publishing, 2000) ISBN 0836826094

The Hundredth Name by Shulamith Levey Oppenheim (Boyd's Mills Press, 1995) ISBN 1563971836

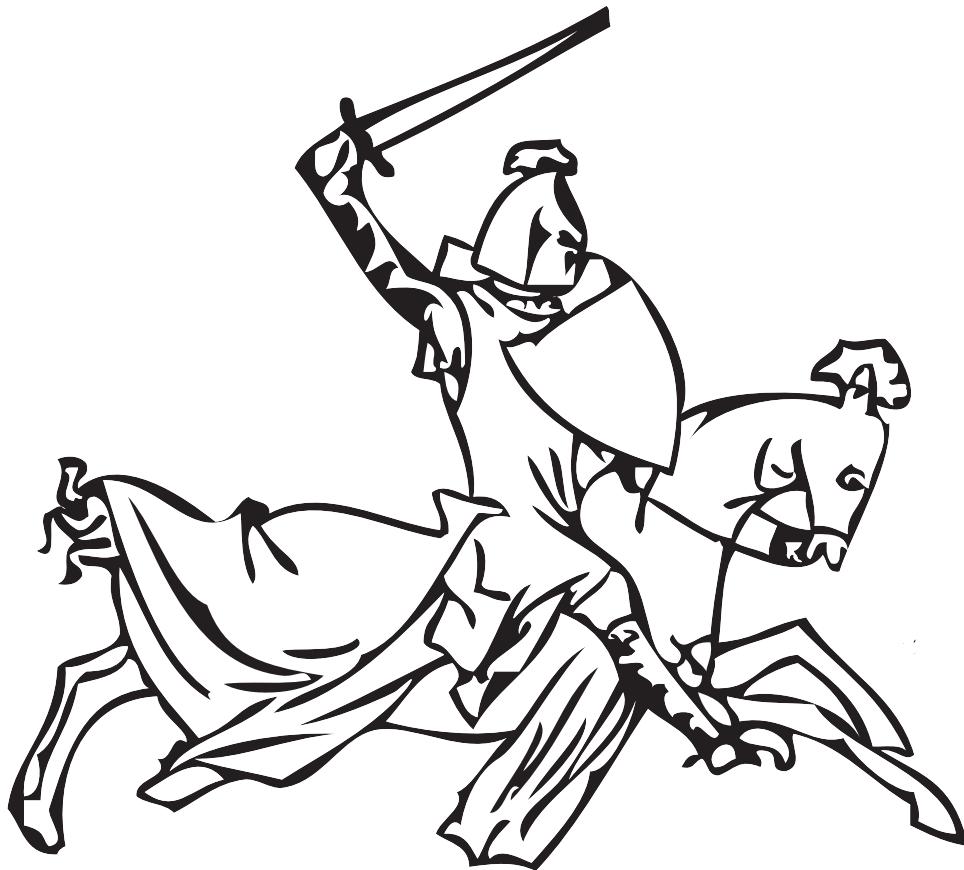
Muhammad by Demi (Margaret K. McElderry Books, 2003) ISBN 0689852649 - Introduces Muhammad and the basic tenets of the Islamic faith. Other books by Demi are also recommended.

And the Earth Trembled: The Creation of Adam and Eve by Shulamith Levey Oppenheim (Harcourt Brace & Company, 1996) ISBN 0152000259 - An Islamic version of the story of the creation of Adam and Eve.

Stories of the Caliphs: The Early Rulers of Islam by Denys Johnson-Davies (Amideast, 1997) ISBN 9775325412

Mecca and Other Islamic Holy Places by Mandy Ross (Raintree, 2003) ISBN 0739860801

What I Believe by Alan Brown and Andrew Langley (Millbrook Press, 1999) ISBN 0761315012 - Read about Islam. You will be reading this book again in later lessons.



Date: _____

Lesson 6 - Arabs

Prep for Lesson 6:

- Gather supplies needed for project(s) you plan on doing in *Days of Knights and Damsels*.

Main Lesson:

- Read UILE pages 208-209. Discuss pictures as you read
- Use a children's dictionary and help your child look up and define *translate*. Be sure to place this copy work in your child's history notebook.
- Read CHOTW Chapter 46: Arabian Days.
- Read SOTW Chapter 7: Islam Becomes an Empire.
- Have your child try to write the Arabic numbers as shown in UILE on page 209 or in the book *Count Your Way Through the Arab World* by Jim Haskins (listed below). Place this copy work in your child's history notebook.

Additional Activities:

Choose one or more of the following projects found in *Days of Knights and Damsels*:

- Alquerque - page 74
- Draughts - page 76
- Doll House - page 95
- A Little Geometry - page 123

Book List:

Sinbad From the Tales of the Thousand and One Nights by Ludmila Zeman (Tundra Books, 1999)
ISBN 0887764606

Count Your Way Through the Arab World by Jim Haskins (Carolrhoda Books, 1987) ISBN 0876143044
Highly recommended.

Ali Baba and the Forty Thieves by Walter McVitty (Harry N. Abrams, Inc., 1988) ISBN 0810918889 - One of the tales from *A Thousand and One Arabian Nights*.

The Rose's Smile: Farizad of the Arabian Nights by David Kherdian (Henry Holt and Company, 1997)
ISBN 0805039120

Aladdin and Other Tales From the Arabian Nights (Classic Readers Level 3) by Rosalind Kerven (DK, 2000)
ISBN 0789457008

The House of Wisdom by Florence Parry Heide and Judith Heide Gilliland (DK Publishing, 1999)
ISBN 0789425629

The Arabs by Mokhtar Moktefi (Millbrook Press, 1992) ISBN 1562942018

Stories from the Arab Past by Denys Johnson-Davies (Hoopoe Books, 1997) ISBN 9775325684

Lesson 7 - Vikings

(Remember to collect boxes and paper tubes for Lesson 14)

Prep for Lesson 7:

- Gather supplies needed for project(s) you plan on doing in *Days of Knights and Damsels*.

Main Lesson:

- Read UILE pages 210-211. Discuss pictures as you read.
- Use a children's dictionary and help your child look up and define *saga*. Be sure to place this copy work in your child's history notebook.
- Read CHOTW Chapter 49: The End of the World.
- Read UILE pages 212-213.
- On Map 4, "The Viking World," label the Mediterranean Sea, the Atlantic Ocean, and the Black Sea. Use UILE page 212 as a reference to color Norway, Sweden and Denmark. (These are the Viking homelands.) Draw in red some of the routes the Vikings took while exploring the new world. Complete the map key. Help your child find and label Spain.
- Read SOTW Chapter 14: The Arrival of the Norsemen.
- Color page 10, "A Viking Ship," in *A Coloring Book of the Middle Ages*.
- Open *Treasure Chests: The Vikings* and have fun! Tell your child that they are going to play with a treasure chest. Help them read the directions and then let them go at it! Of course, you may want to stay and "help."

Additional Activities:

Choose one or more of the following projects found in *Days of Knights and Damsels*:

- Fox & Geese - page 78
- Glorious Goblet - page 161

Book List:

The Vikings Footsteps in Time by Ruth Thomson (Children's Press, 1995) ISBN 0516080598 - Easy to make crafts.

Yo, Vikings! by Judith Byron Schachner (Dutton Children's Books, 2002) ISBN 0525468897

Viking It and Liking It (The Time Warp Trio #12) by Jon Scieszka (Puffin Books, 2002) ISBN 0142400025

Viking Ships at Sunrise (Magic Tree House #15) by Mary Pope Osborne (Random House, 1998) ISBN 0679890610 – Reading level 2

Adventures with the Vikings by Linda Bailey (Kids Can Press, 2001) ISBN 1550745441

The Vikings by Jane Shuter (Heinemann Library, 2003) ISBN 1403400822

Elfwyn's Saga by David Wisniewski (Lothrop, Lee, and Shepard Books, 1990) ISBN 0688095895

Vikings (Come and Discover My World) by Peter Chrisp (Two-Can Publishing, 2002) ISBN 158728071X

Growing Up in Viking Times by Dominic Tweddle (Troll Associations, 1994) ISBN 0816727252

You Wouldn't Want to be a Viking Explorer! Voyages You'd Rather Not Make by Andrew Langley (Franklin Watts, 2001) ISBN 0531162052

How We Know About The Vikings by John and Louise James (Peter Bedrick Books, 1997) ISBN 0872265358

The Saga of Erik the Viking by Terry Jones (Schocken Books, 1983) ISBN 080523876X

Adventures with the Vikings (Good Times Travel Agency) by Linda Bailey (Kids Can Press, 2001) ISBN 1550745425

Viking Times If You Were There by Antony Mason (Simon & Schuster Books for Young Readers, 1997) ISBN 0689811985 – Has a fold-out game board in the back of the book.

The Vikings (Pictures of the Past) by Denise Allard (Gareth Stevens Publishing, 1997) ISBN 0836817176

First Facts About the Vikings by Jacqueline Morley (Peter Bedrick Books, 1996) ISBN 0872264971

Food & Feasts with the Vikings by Hazel Mary Martell (New Discovery Books, 1995) ISBN 0027263177
Has recipes in the back of the book.

Leif the Lucky by Ingri D'Aulaire (Beautiful Feet Books, 1994) ISBN 0964380307

Before Columbus: The Leif Eriksson Expedition by Elizabeth Kimmel (Random House Books for Young Readers, 2003) ISBN 0375813470

The Vikings by Elizabeth Janeway (Random House Books for Young Readers, 1981) ISBN 0394848853

What A Viking! by Mick Manning (R and S Books, 2000) ISBN 9129648831

Story of the Vikings Coloring Book by A.G. Smith (Dover, 1988) ISBN 0486256537

The Vicious Vikings (Horrible Histories Series) by Terry Deary (Scholastic, 1998) ISBN 0590498495

Odin's Family: Myths of the Vikings by Neil Philip (Orchard Books, 1996) ISBN 0531095312

Date: _____

Lesson 8 - Danes

Prep for Lesson 8:

- Gather supplies needed for project(s) you plan on doing in *Days of Knights and Damsels*.

Main Lesson:

- Read UILE pages 214-215. Discuss pictures as you read
- Use a children's dictionary and help your child look up and define *navy*. Be sure to place this copy work in your child's history notebook.
- Read CHOTW Chapter 48: Getting a Start.
- Read SOTW Chapter 15: The First Kings of England – The Vikings Invade England and Alfred the Great.
- Draw and color a picture about what was read about in this lesson. (Hints: Anglo-Saxon helmet or anything from the Dane village life.)

Additional Activities:

Choose one or more of the following projects found in *Days of Knights and Damsels*:

- Pies & Tarts - page 52
- 4 & 20 Blackbird Pie - page 56
- Blackbird Pie Puppet - page 58

Book List:

The Anglo-Saxon Household by Jean Ellenby (Cambridge University Press, 1986) ISBN 0521303796
This book is out of print, but you might be able to find it at the library.

The Anglo-Saxons British Museum Activity Books Series by John Reeve (Parkwest Publications, 1987)
ISBN 0714105376

The Smashing Saxons Horrible Histories Series by Terry Deary (Scholastic, 2004) ISBN 0439012716

The Anglo-Saxons by Roger Coote (Thomson Learning, 1993) ISBN 1568470622

Houses and Homes See Through History by Tim Wood (Viking, 1995) ISBN 0670867772
Read the section on "Anglo-Saxon houses" on page 22.

Date: _____

Lesson 9 - Holy Roman Empire

Prep for Lesson 9:

- Gather supplies needed for project(s) you plan on doing in *Days of Knights and Damsels*.

Main Lesson:

- Read UILE pages 217. Discuss pictures as you read.
- Use a children's dictionary and help your child look up and define *empire*. Be sure to place this copy work in your child's history notebook.
- On Map 5, "The Holy Roman Empire," have your child identify and label all of the bodies of water. (Mediterranean Sea, North Sea, Baltic Sea, and Atlantic Ocean). Color in green the Holy Roman Empire (within dotted line). Color the rest of the continents and islands tan.
- "Can you find England on your map?" Use a world map or globe to compare with your Map 5, if needed (top left-hand corner). Label England on your map.

Additional Activities:

Choose one or more of the following projects found in *Days of Knights and Damsels*:

- Try a Trencher - page 44
- Twist a Pretzel - page 46
- Three Throws - page 79

Book List:

The Seven Wonders of the Medieval World by Reg Cox (Chelsea House Publications, 2000) ISBN 0791060470

Lesson 10 - Normans

Prep for Lesson 10:

- Gather supplies needed for project(s) you plan on doing in *Days of Knights and Damsels*.

Main Lesson:

- Read UILE pages 218. Discuss pictures as you read.
- Use a children's dictionary and help your child look up and define *descendant*. Be sure to place this copy work in your child's history notebook.
- On Map 6, "Norman Conquests," find and circle in red the town of Hastings. Ask "What battle was held here?" (The Battle of Hastings). Label France, England, and Italy. Draw boats sailing from Normandy to the town of Hastings. Use UILE page 218 as a reference to color the land the Normans controlled (within the dotted lines; this includes England). Complete the map key.
- Read CHOTW Chapter 52: A Pirate's *Great Grandson*.
- Read SOTW Chapter 15: The First Kings of England – The Battle of Hastings.
- Color one or both pages 12 and 13 in *A Coloring Book of the Middle Ages*.

Additional Activities:

Choose one or more of the following projects found in *Days of Knights and Damsels*:

- Mead - page 62
- Paper-Bag Prancer - page 96
- Secret Letters in Invisible Ink - page 118

Book List:

Hastings (Great Battles and Sieges Series) by Philip Sauvain (Crestwood House, 1992) ISBN 0027810798

William the Conqueror: The First Norman King of England by Paul Hilliam (Rosen Publishing Group, 2004) ISBN 1404201661

Kings and Queens of Britain: From William the Conqueror to Elizabeth II by Rowan Barnes-Murphy (Chrysalis Books, 2003) ISBN 1843650274 - Read about William the Conqueror now, but this book can be read throughout this study guide.

Ivanhoe by Marianne Mayer (Seastar Publishing Company, 2004) ISBN 1587172488

The Striped Ships by Eloise McGraw (Margaret K. McElderry, 1991) ISBN 0689505329
For older readers or a read-aloud.

Hastings by Samuel W. Crompton (Chelsea House Publications, 2002) ISBN 0791071642

The Battle of Hastings (Battles of the Middle Ages Series) by William W. Lace (Lucent Books, 1995) ISBN 1560064161- Discuss the pictures and read the captions.

The Stormin' Normans Horrible Histories Series by Terry Deary (Scholastic, 2004) ISBN 0439996090

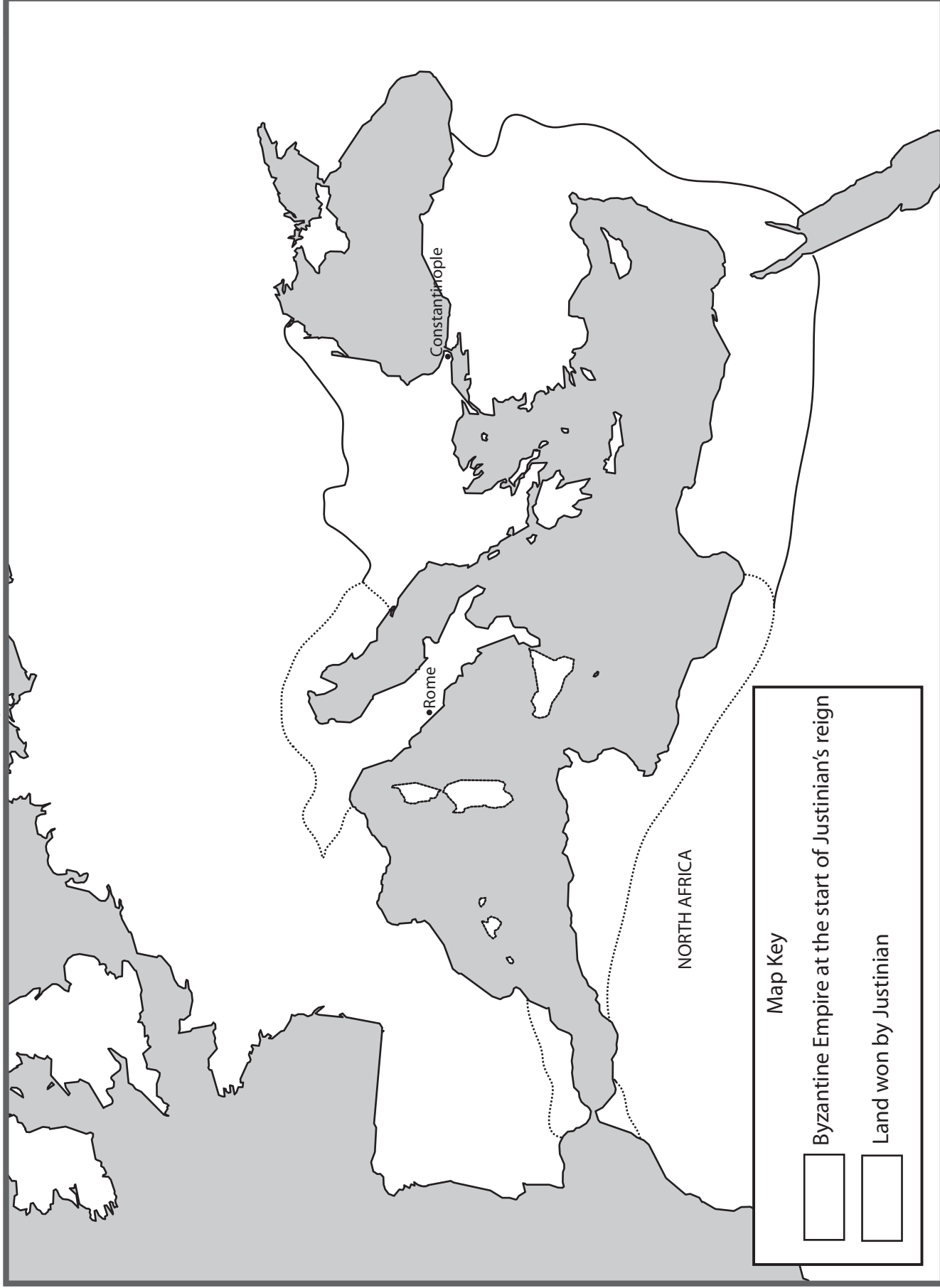
Thank you for previewing History Odyssey - Middle Ages (level one). We hope you have enjoyed the course so far! To continue the course, please purchase the entire eBook at www.e-junkie.com/ecom/gb.php?i=111519&c=cart&cl=17780

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The Byzantine Empire

map 1

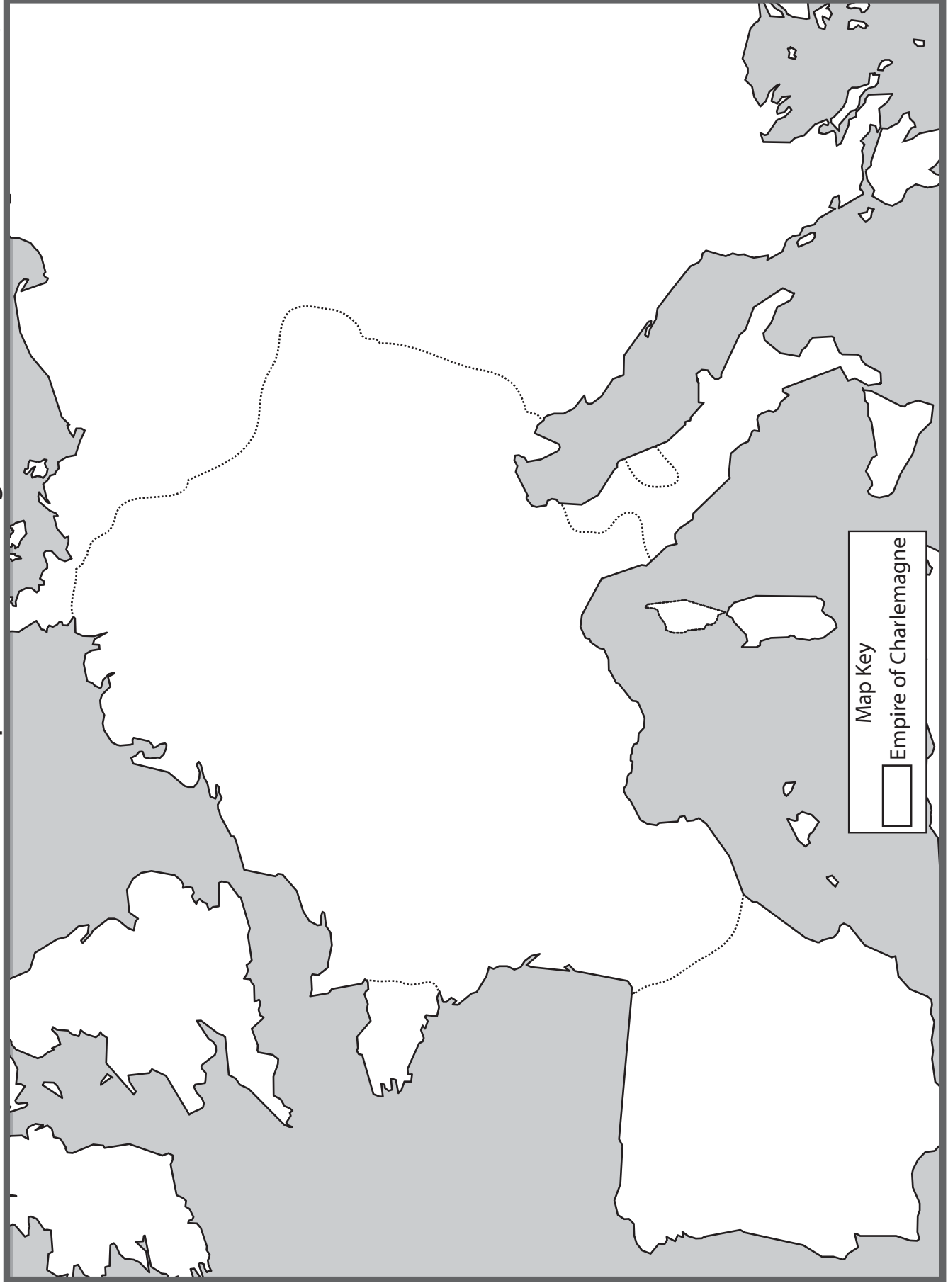


Map Key

- Byzantine Empire at the start of Justinian's reign
- Land won by Justinian

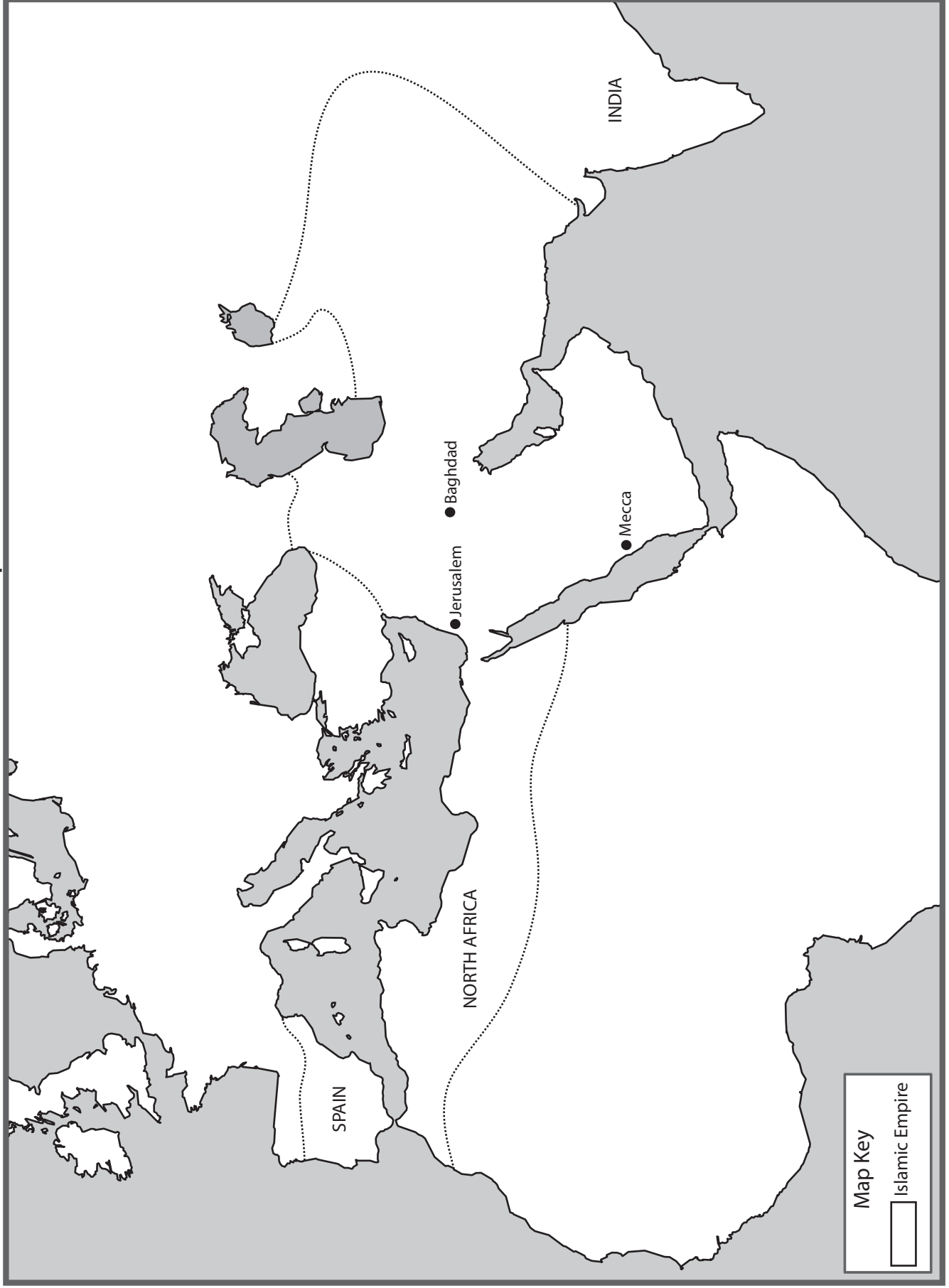
The Empire of Charlemagne

map 2



The Islamic Empire

map 3



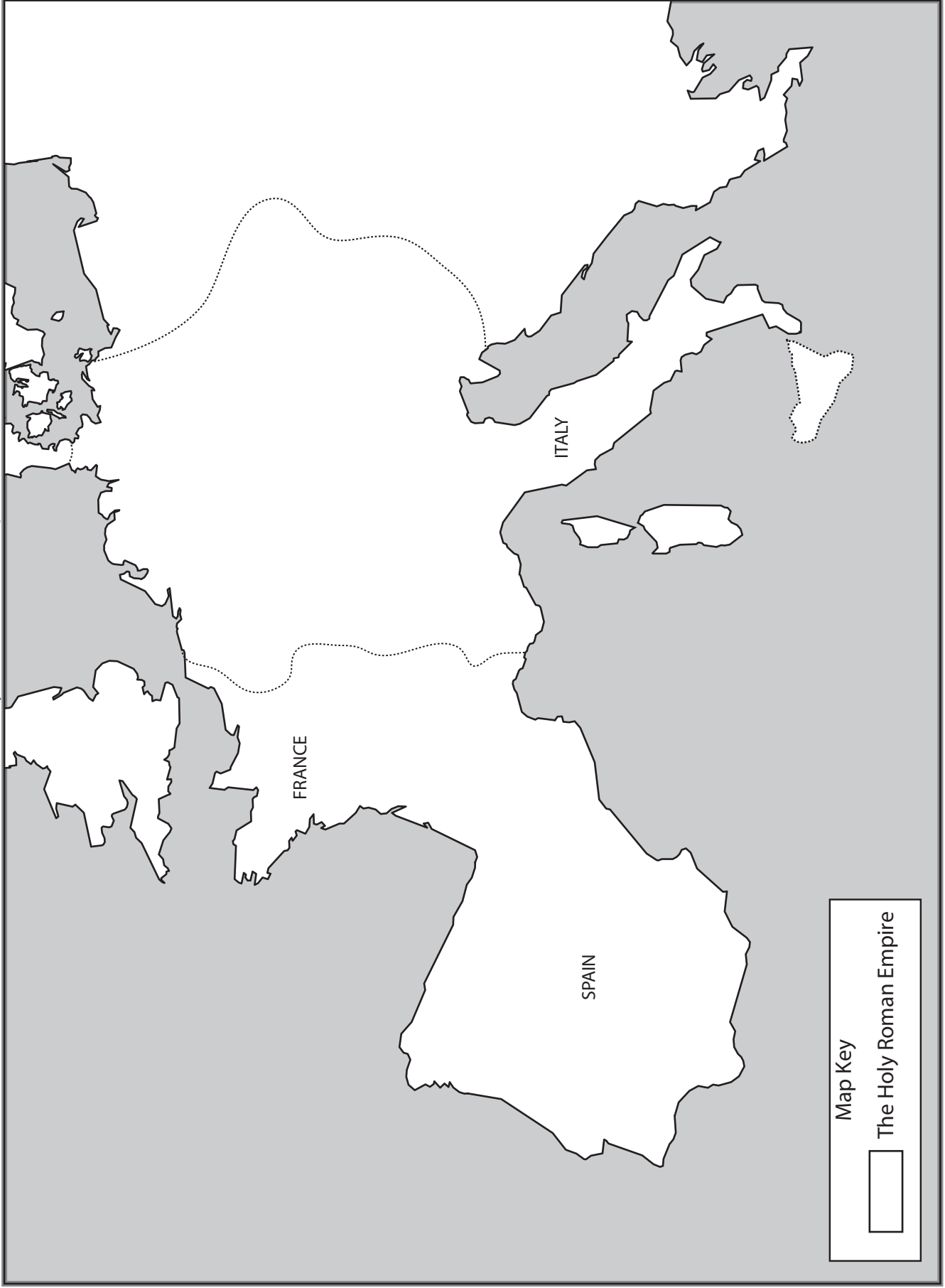
The Viking World

map 4



The Holy Roman Empire

map 5



Map Key

 The Holy Roman Empire

Norman Conquests

map 6

