HISTORY · GRADES 9–12 · ONE SCHOOL YEAR

Medieval History: Christendom, Byzantium and Islam

First edition | 9 units | 36 lessons | 34 videos | Primary sources | Quick reference

SIDE PATH: SEE IT.

Layered History Timeline, 500 B.C. to A.D. 1800

Empires and dynasties, documents, events and people in four lanes on one zoomable page, so you can see who and what overlapped.

Search for a name, jump to a century, and tap any item for a short summary and a link to its lesson. Start with the Byzantine Empire.

FIRST EDITION

Course guide

Medieval History is the second of four high school history courses at School Launch. It runs from the barbarian kingdoms after A.D. 476 to the end of the Middle Ages about 1450, and it treats Byzantium and the Islamic world alongside Latin Christendom.

Every lesson reads primary sources: Gregory of Tours, the Rule of St. Benedict, Boethius, Bede, Einhard, the *Song of Roland*, Anselm, Aquinas, Magna Carta, the trial of Joan of Arc, Dante and Chaucer. Most are linked free in the Classics Library. Church history runs through every unit, and each lesson closes with a verse from the King James Bible.

The Middle Ages are judged fairly, neither as a “dark age” nor as a golden one. Their faith, learning and law are honored; their sins, such as the sack of Constantinople, persecution and cruelty in war, are named plainly, without modern slogans.

> Most lessons have a short video from an approved channel, and many have a backup. Every video is optional; the lesson stands on its own, and a few lessons have no video because none fit well enough.

> Videos play in YouTube's privacy-enhanced player. Preview each one first and stay nearby, since YouTube shows its own recommendations around it.

Start with Lesson 1.1 →

Who it is for

Grades 9–12; best in Grade 10. Assumes a student who reads well and can write a paragraph; Ancient History is helpful but not required. Pairs with the literature year (Beowulf, the Song of Roland, Dante, Chaucer).

How to use this course

1. Each lesson takes four sessions of 30–50 minutes: (1) the story, the video and the picture study; (2) the primary source, read aloud and marked; (3) practice and Worksheet A; (4) the timeline and map notebook and a written paragraph.
2. Worksheet B is for review before the unit test. Answer keys print separately for the parent.
3. Keep one notebook all year for the timeline and maps. It becomes part of every unit project.

Scope and sequence

UNIT 1 · WEEKS 1–4

After Rome: Kings, Monks and the New Rome

Clovis and the barbarian kingdoms; Benedict and the monks; Justinian and Byzantium; Boethius and Gregory the Great.

- **1.1** Clovis and the Barbarian Kingdoms
- **1.2** Benedict and the Monks
- **1.3** Justinian and Byzantium
- **1.4** Boethius and Gregory the Great

UNIT 2 · WEEKS 5–8

The Rise of Islam

Muhammad and the Qur'an; the Arab conquests and the caliphates; Tours and al-Andalus; Christians under Islam.

- **2.1** Muhammad and the Qur'an
- **2.2** The Conquests and the Caliphates
- **2.3** Tours and al-Andalus
- **2.4** John of Damascus and Christians under Islam

UNIT 3 · WEEKS 9–12

Missions to the North and East

Patrick in Ireland; Augustine of Canterbury, Whitby and Bede; Boniface in Germany; Cyril, Methodius and the conversion of Rus.

3.1 Patrick and the Irish

3.2 Augustine of Canterbury, Whitby and Bede

3.3 Boniface and the Oak of Thor

3.4 Cyril, Methodius and Vladimir

UNIT 4 · WEEKS 13–16

Charlemagne, the Vikings and Alfred

Charlemagne; Alcuin and the Carolingian renaissance; the Vikings; Alfred the Great.

4.1 Charlemagne

4.2 Alcuin and the Carolingian Renaissance

4.3 The Northmen

4.4 Alfred the Great

UNIT 5 · WEEKS 17–20

Feudal Christendom and the Two Swords

Feudalism and the manor; the Great Schism of 1054; Canossa and the investiture contest; 1066 and the Normans.

5.1 Lords, Vassals and the Manor

5.2 The Great Schism of 1054

5.3 Canossa and the Two Swords

5.4 1066 and the Normans

UNIT 6 · WEEKS 21–24

The Crusades

Clermont and the First Crusade; Outremer, Saladin and Hattin; the sack of Constantinople; Bernard, the military orders and the Reconquista.

6.1 Clermont and the First Crusade

6.2 Outremer, Saladin and Hattin

6.3 The Sack of Constantinople (1204)

6.4 Bernard, the Military Orders and the Reconquista

UNIT 7 · WEEKS 25–28

The High Middle Ages

The Gothic cathedral; universities, Anselm and Aquinas; Francis and Dominic; Becket, Magna Carta and Parliament.

7.1 The Gothic Cathedral

7.2 Universities, Anselm and Aquinas

7.3 Francis and Dominic

7.4 Becket, Magna Carta and Parliament

UNIT 8 · WEEKS 29–32

The Wider Medieval World

The Mongols; Mali and Ethiopia; Song China, Japan and the Americas; the fall of Constantinople.

8.1 The Mongols

8.2 Mali and Ethiopia

8.3 Song China, Japan and the Americas before 1492

8.4 The Fall of Constantinople (1453)

UNIT 9 · WEEKS 33–36

The Late Middle Ages

The Black Death; the Hundred Years' War and Joan of Arc; Avignon, the Schism, Wycliffe and Hus; Dante and Chaucer.

9.1 The Black Death

9.2 The Hundred Years' War and Joan of Arc

9.3 Avignon, the Schism, Wycliffe and Hus

9.4 Dante and Chaucer

How dates are given

Dates use A.D. unless marked B.C. Uncertain dates are marked "c." (*circa*, about). Rulers are given with the years of their reigns.

Primary sources and the Classics Library

Readings are linked free where they exist in the Classics Library, among them the Rule of St. Benedict, Boethius, Einhard, the Song of Roland, Aquinas, the trial of Joan of Arc, Dante and Chaucer. Short passages the Library does not yet hold are named with a standard translation.

Islam in this course

Islam is taught as history, from its own sources and from Christian and other witnesses, and judged by Scripture. Students learn what Muslims believe and why Christians differ, and they meet Christians who lived under Muslim rule. The course is fair to Muslim achievements and honest about conquest on every side.

Where this course fits

It follows Ancient History and pairs with Geography and History and Composition 10. Next year is Early Modern History.

Materials

A King James Bible

Or the KJV in the Classics Library.

A bound notebook

For the timeline and maps, kept all year.

An outline map set of Europe, the Mediterranean and Asia

Printable maps are fine.

The Classics Library

Free online; most readings are there.

Grading

Grades come from worksheets and practice, written work from the primary sources, unit tests, unit projects and exams.

PART	%
Worksheets and practice	**20**
Primary-source work and written paragraphs	**20**
Unit tests	**25**
Unit projects (scored on the rubric)	**15**
Midterm and final	**20**

Scale: A 90–100, B 80–89, C 70–79, D 60–69, F below 60.

- Sample answers show what to look for. Accept other answers that are accurate and supported by the sources.

A note to parents

You do not need to be a historian to teach this course. Read the lesson with your student, keep the Bible open, and ask the five source questions as often as you can.

Some sources describe war, slavery and sacrifice plainly, because they happened. Each one is named for what it is and judged by Scripture.

UNIT 1

After Rome: Kings, Monks and the New Rome

When the Western Empire fell, Germanic kings ruled its provinces, and the eastern half of the empire lived on as Byzantium. This unit studies the baptism of Clovis, the monks of Benedict, the reign of Justinian, and the two men who carried the learning and charity of Rome into the new age, Boethius and Gregory the Great.

Students read Gregory of Tours, the Rule of St. Benedict, Procopius and Boethius' *Consolation of Philosophy*.

PREREQUISITES

- Unit 1 of this course.
- A KJV Bible and the timeline and map notebook.

MASTERY CHECKLIST

- ☐ I can describe the barbarian kingdoms and the conversion of Clovis.
- ☐ I can explain the Benedictine rule and why monasteries mattered.
- ☐ I can describe Justinian's reign, his code and Hagia Sophia.
- ☐ I can explain the work of Boethius and Gregory the Great.
- ☐ I can explain how the church preserved learning after Rome.

LESSONS IN THIS UNIT

1.1	**Clovis and the Barbarian Kingdoms**	Four sessions, 30–50 minutes each
1.2	**Benedict and the Monks**	Four sessions, 30–50 minutes each
1.3	**Justinian and Byzantium**	Four sessions, 30–50 minutes each
1.4	**Boethius and Gregory the Great**	Four sessions, 30–50 minutes each

Unit 1 test

Closed book, except for the source passages printed in Part C. Allow about 50 minutes. One hundred points; Part D's essay may be written the next day.

PART A · TERMS AND PEOPLE

1. (2 pts) **Lesson 1.1**

   What were most Gothic kings, in religion?

PART A · TERMS AND PEOPLE

2. (2 pts) **Lesson 1.1**

   What did Clovis promise in battle about 496?

PART A · TERMS AND PEOPLE

3. (2 pts) **Lesson 1.1**

   What city did Clovis make his capital?

PART A · TERMS AND PEOPLE

4. (2 pts) **Lesson 1.2**

   Who founded communal monasteries in Egypt?

PART A · TERMS AND PEOPLE

5. (2 pts) **Lesson 1.2**

   What monastery did Benedict found about 529?

PART A · TERMS AND PEOPLE

6. (2 pts) **Lesson 1.2**

   How were guests to be received?

PART A · TERMS AND PEOPLE

7. (2 pts) **Lesson 1.3**

   Why was Constantinople so hard to capture?

PART A · TERMS AND PEOPLE

8. (2 pts) **Lesson 1.3**

Who was Theodora?

PART A · TERMS AND PEOPLE

9. (2 pts) **Lesson 1.3**

How did Procopius describe its dome?

PART A · TERMS AND PEOPLE

10. (2 pts) **Lesson 1.4**

What did Boethius plan to translate?

PART A · TERMS AND PEOPLE

11. (2 pts) **Lesson 1.4**

Who visits Boethius in the Consolation?

PART A · TERMS AND PEOPLE

12. (2 pts) **Lesson 1.4**

Name two things Gregory did for Rome.

PART B · DATES AND ORDER

13. (4 pts) **Lesson 1.1**

Put in order, earliest first: Antony goes into the desert; Benedict dies; Gregory sends missionaries to England; Hagia Sophia is dedicated.

PART B · DATES AND ORDER

14. (4 pts) **Lesson 1.2**

Put in order, earliest first: Justinian becomes emperor; The Lombards invade Italy; The plague of Justinian; Theodoric rules Italy.

PART B · DATES AND ORDER

15. **4 pts** **Lesson 1.3**

Put in order, earliest first: The battle of Vouillé; Gregory sends missionaries to England; Theodoric rules Italy; Boethius is executed.

PART B · DATES AND ORDER

16. **4 pts** **Lesson 1.4**

Put in order, earliest first: Hagia Sophia is dedicated; The battle of Vouillé; Gregory the Great becomes pope; Theodoric rules Italy.

PART C · READING SOURCES

17. **10 pts** **Lesson 1.1**

Gregory says Remigius told Clovis at his baptism, “Bow thy neck; adore what thou hast burned, burn what thou hast adored.” (a) What does Remigius mean? (b) Why would Gregory record this? (c) Compare Acts 19:18–19.

PART C · READING SOURCES

18. **10 pts** **Lesson 1.2**

The Rule (ch. 53) commands that all guests who come be received like Christ, because he will say, “I was a stranger, and ye took me in” (Matthew 25:35). (a) What is Benedict’s reason? (b) What would this mean for travelers in the 500s? (c) How does it connect monasteries to the later hospital?

PART C · READING SOURCES

19. **10 pts** **Lesson 1.3**

Procopius writes of Hagia Sophia that its dome seems not to rest on solid masonry but to be suspended from heaven by a golden chain. (a) What is he describing? (b) In which work and for whom? (c) How might this purpose affect his description?

PART D · MAP AND ESSAY

20. **10 pts** **Lesson 1.4**

Locate or describe: Paris, Soissons, Monte Cassino, Ravenna, Constantinople, Carthage, Toledo and Rome.

21. **20 pts** **Lesson 1.4**

Essay (400–500 words): How did the church carry the inheritance of Rome into the Middle Ages? Use Benedict, Boethius and Gregory the Great, and at least two primary sources.

ANSWER KEY

1. Arian Christians.
2. To be baptized if Christ gave him victory.
3. Paris.
4. Pachomius.
5. Monte Cassino.
6. As Christ.
7. Sea on three sides and great land walls.
8. Justinian's wife, a former actress, who became empress.
9. As if suspended from heaven by a golden chain.
10. All of Plato and Aristotle into Latin.
11. Lady Philosophy.
12. Fed the city, ransomed captives, negotiated with the Lombards (any two).
13. Antony goes into the desert (c. 270); Hagia Sophia is dedicated (537); Benedict dies (c. 547); Gregory sends missionaries to England (596).
14. Theodoric rules Italy (493); Justinian becomes emperor (527); The plague of Justinian (541); The Lombards invade Italy (568).
15. Theodoric rules Italy (493); The battle of Vouillé (507); Boethius is executed (c. 524); Gregory sends missionaries to England (596).
16. Theodoric rules Italy (493); The battle of Vouillé (507); Hagia Sophia is dedicated (537); Gregory the Great becomes pope (590).
17. (a) Clovis must humble himself, worship Christ whom he had despised and destroy the idols he had worshiped. (b) To show the conversion as a complete turning from paganism. (c) The Ephesians who believed burned their books of magic publicly.
18. (a) Christ counts what is done for strangers as done for himself. (b) In an age without inns or safe roads, monasteries offered shelter and food to all. (c) Monastic guesthouses and infirmaries cared for strangers and the sick, the roots of the hospital.
19. (a) The great dome of Hagia Sophia, ringed with windows so it seems to float. (b) In the Buildings, written to praise Justinian. (c) He would emphasize glory and wonder; but the building still stands and confirms his description.

20. Paris on the Seine in northern Gaul; Soissons northeast of Paris; Monte Cassino on a hill between Rome and Naples; Ravenna on Italy's northeast coast; Constantinople on the Bosporus; Carthage in North Africa (Tunisia); Toledo in central Spain, the Visigothic capital; Rome on the Tiber.
21. Look for: monasteries copying books and keeping order; Boethius translating Greek learning and writing the Consolation; Gregory feeding Rome and sending missionaries; sources quoted; fair judgment. Score: content 8, sources 6, judgment 3, writing 3.

Printable answer key (PDF, for the parent)

UNIT PROJECT: A DAY UNDER THE RULE

Write a 600–800 word account of one day in a Benedictine monastery about A.D. 600, as a novice might tell it, with each hour and duty drawn from the Rule (cite chapters). End with a paragraph judging the Rule by Scripture: what is wise in it, and what a Protestant reader would question.

Add a notebook map of the barbarian kingdoms and the Byzantine Empire about A.D. 565.

Score each row 4 (excellent), 3 (good), 2 (developing) or 1 (beginning). Twenty points in all; multiply by 5 for a percentage.

LOOK FOR	WHAT IT MEANS
Accuracy	4: every name, date and fact correct, with “c.” used where dates are uncertain. 3: one or two slips. 2: several errors. 1: many errors.
Use of sources	4: the primary sources are quoted and questioned (who, when, how they knew, why, does other evidence agree). 3: mostly. 2: sources only summarized. 1: sources only named.
Fair judgment	4: judges the past by its own age and by Scripture, naming wrongs plainly without modern slogans. 3: mostly fair. 2: one-sided. 1: no judgment or a careless one.
The account	4: every hour and duty taken from the Rule with chapters cited, and a fair judgment. 3: mostly. 2: vague or unsourced. 1: missing.
Timeline and map	4: the unit’s pages of the notebook are complete, neat and correctly placed. 3: minor gaps. 2: incomplete. 1: missing.

UNIT 1 · AFTER ROME: KINGS, MONKS AND THE NEW ROME · LESSON 1.1 OF 36 · FOUR SESSIONS, 30–50 MINUTES EACH

1.1 Clovis and the Barbarian Kingdoms

OBJECTIVES

- Describe the kingdoms that replaced Roman rule in the West.
- Tell the story of Clovis’ conversion from Gregory of Tours.
- Explain why the Franks’ Catholic faith mattered.

> **Warm-up.** Most Germanic kings in 500 were Arian Christians. Clovis became a Catholic. Why might that choice matter for a thousand years?

WATCH

The Merovingians

Ryan M Reeves · 29:52

https://www.youtube.com/watch?v=wXaN2vXEgwg

> **WHEN TO WATCH**
> After the Core ideas; a long lecture, so watch it over two sessions if needed.

Note: Ryan Reeves' lecture on the Merovingian Franks, from Clovis on.

BACKUP VIDEO

How Clovis Changed Europe

Kings and Generals · 21:29

https://www.youtube.com/watch?v=sQ728X06zhs

A second video for another session, or if the first will not play.

KEY TERMS

Franks
the Germanic people of northern Gaul, united under Clovis

Clotilde
Clovis' Catholic wife, who urged him to believe

Gregory of Tours
bishop and historian (c. 538–594) of the Franks

Arian
holding Arius' teaching that the Son was created, as most Goths did

Merovingian
the dynasty of Clovis, named for his grandfather Merovech

CORE IDEAS

New kingdoms. By A.D. 500 the West was ruled by Germanic kings: Ostrogoths in Italy under Theodoric, Visigoths in Spain, Vandals in Africa, Burgundians on the Rhône, Angles and Saxons in Britain. Most were few among many Roman subjects. They kept Roman cities, bishops and much Roman law, but the Goths and Vandals were Arians, and their Catholic subjects distrusted them.

Clovis. Clovis, king of the Franks from 481, was a pagan and a ruthless warrior. His wife **Clotilde**, a Catholic Burgundian princess, urged him to believe. Gregory of Tours says that in a battle against the Alamanni, about 496, with his army near defeat, Clovis called on "Jesus Christ, whom Clotilde declares to be the son of the living God," and promised to be baptized if he won.

Baptism. He won, and Bishop Remigius baptized him at Reims with some 3,000 of his warriors, saying, "Bow thy neck; adore what thou hast burned, burn what thou hast adored." Because Clovis became Catholic, not Arian, the Gallo-Roman bishops and people supported him. He defeated the Visigoths at Vouillé in 507 and made Paris his capital.

A mixed legacy. Gregory admires Clovis as a new Constantine, yet records his murders of rival kings, even kinsmen, without much complaint. The Franks would become the leading people of the West, and France would be called "the eldest daughter of the church". Gregory's *History of the Franks* is our chief source, written about eighty years later by a bishop who loved the Catholic cause.

PICTURE STUDY



The Baptism of Clovis, Master of Saint Giles, c. 1500 · Oil on panel · National Gallery of Art, Washington

Master of Saint Giles, CC0 (public domain dedication). Wikimedia Commons.

Painted a thousand years after the event, this panel shows the legend that a dove brought holy oil from heaven for Clovis' baptism. French kings were anointed with oil said to come from that flask until 1825.

Look closely

- Find the dove carrying the flask of oil.
- The church and clothing are those of about 1500, not 500.

Talk about it

1. What does the artist add that Gregory of Tours does not mention?
2. Why would later French kings value this legend?

PRIMARY SOURCE

Gregory of Tours on Clovis

Read Gregory of Tours, *History of the Franks* II.29–31 (Clotilde, the battle and the baptism) and II.40–42 (Clovis and his rivals), in any good translation (Lewis Thorpe's Penguin or Ernest Brehaut's, which is free online).

Steps

1. How does Clotilde try to persuade Clovis?
2. What happens at the battle, and what does Clovis promise?
3. How does Gregory treat Clovis' killing of his rivals in II.40–42?
4. Apply the five source questions to Gregory.

Check your work

- ☐ Clotilde's arguments
- ☐ The battle and the vow
- ☐ Gregory's treatment of the killings
- ☐ Five questions

TIMELINE AND MAP NOTEBOOK

1. Map: shade the kingdoms of the Franks, Visigoths, Ostrogoths, Burgundians, Vandals and Anglo-Saxons about A.D. 500; mark Reims, Paris, Soissons and Vouillé.
2. Timeline: 476 end of the western emperor; 481 Clovis king; 493 Theodoric rules Italy; c. 496 battle and conversion; 507 Vouillé; 511 Clovis dies.

> **From history.** At Soissons, Gregory says, a soldier smashed a church vase that Clovis had promised to return to a bishop. A year later, at a review of the army, Clovis split the soldier's skull with his axe, saying, "Thus didst thou to the vase at Soissons."

> **Church history.** Remigius, bishop of Reims, was a Gallo-Roman noble who had served as bishop for over twenty years before Clovis' baptism. Bishops like him held Roman cities together after the empire fell.

SEE IT: INTERACTIVE.

Layered History Timeline: Baptism of Clovis

See it on one zoomable page beside the empires, documents, events and people of the same years.

Opens in a new tab.

PRACTICE

1. Easy Who ruled Italy about A.D. 500?

   ▼ **Show answer**

   Theodoric, king of the Ostrogoths.

2. Easy Who was Clotilde?

   ▼ **Show answer**

   Clovis' Catholic wife, a Burgundian princess.

3. Medium Who baptized Clovis, and where?

   ▼ **Show answer**

   Bishop Remigius, at Reims.

4. Medium Whom did Clovis defeat at Vouillé in 507?

   ▼ **Show answer**

   The Visigoths.

5. Hard Who wrote the History of the Franks?

   ▼ **Show answer**

   Gregory, bishop of Tours.

6. Challenge Gregory compares Clovis to Constantine but records his murders. In four sentences, judge Clovis fairly.

   ▼ **Show answer**

   Sample: Clovis truly turned from idols and brought his people to baptism, a great change. But he went on killing rivals by treachery, even his own kin. Scripture says faith shows itself by its fruits (Matthew 7:20). He was a converted warrior king whose conversion reached his throne more than his heart.

COMMON MISTAKES

- Thinking the barbarians destroyed everything Roman. They kept cities, bishops, Latin and much law.
- Thinking Clovis' conversion made him gentle. Gregory records many murders after his baptism.

REFERENCE GUIDE

An eight-page, color-coded guide to Western civilization from ancient times to 1500: the ages at a glance, Mesopotamia, Egypt and Israel, Assyria and Persia, the Greek polis, the Persian Wars and the philosophers, Alexander, the Roman Republic and Empire, the rise of Christianity and the fall of the West, Byzantium, Islam, the medieval Church, Charlemagne, feudalism, the Crusades, the High and Late Middle Ages and the Renaissance, with who's who, battles and great books. The booklet prints on 11×17 paper and folds to letter size. Prints in color and reads clearly in black and white.

> **Scripture.** "So mightily grew the word of God and prevailed." (Acts 19:20, KJV)
>
> Clovis burned what he had adored. At Ephesus the word of God grew mightily the same way.

UNIT 1 · AFTER ROME: KINGS, MONKS AND THE NEW ROME · LESSON 1.2 OF 36 · FOUR SESSIONS, 30–50 MINUTES EACH

1.2 Benedict and the Monks

OBJECTIVES

- Describe the origins of monasticism.
- Explain the Rule of St. Benedict.
- Explain how monasteries preserved learning and served the poor.

> **Warm-up.** Benedict's motto is often summed up as "Pray and work." What would a whole community built on those two words look like?

WATCH

Monasticism in Early Church

Ryan M Reeves · 28:24

https://www.youtube.com/watch?v=Aotkle8uCdI

> **WHEN TO WATCH**
> After the Core idea on the desert.

Note: Ryan Reeves on monasticism from Antony to Benedict.

KEY TERMS

monk
a man who leaves ordinary life to live for God under vows

abbot
the father and head of a monastery

Rule
a written guide for monastic life

Divine Office
the hours of prayer said through the day and night

scriptorium
the room where monks copied books

CORE IDEAS

The desert. Monasticism began in Egypt. About 270 Antony gave away his goods after hearing Matthew 19:21 and went into the desert; Athanasius wrote his life. Pachomius founded communities of monks. In the West, Martin of Tours and John Cassian brought the life to Gaul.

Benedict. Benedict of Nursia (c. 480–547) fled the vices of Rome as a student, lived as a hermit and then founded monasteries, above all **Monte Cassino** about 529. His **Rule**, "a little rule for beginners", is moderate: enough food and sleep, a cup of wine, work for the body and prayer for the soul. Monks vowed obedience, stability (to stay in one house) and conversion of life.

The day. The Rule orders the **Divine Office** of seven day hours and the night office, with the whole Psalter sung each week, quoting Psalm 119:164, “Seven times a day do I praise thee.” Between offices, monks worked in the fields and read. The **abbot** was to rule as Christ’s representative, gently, “that the strong may have something to strive after, and the weak may not fall back in dismay.”

Keepers of learning. Benedictine houses spread across Europe. Monks copied the Bible, the Fathers and many Latin classics in the **scriptorium**; most ancient Latin literature survives because monks copied it. They farmed waste land, kept hospitals and guesthouses (“all guests are to be received as Christ”) and schools. Protestants later questioned vows and the idea of a higher holiness for monks, but honored their labor in preserving Scripture.

PICTURE STUDY



Saint Matthew, the Lindisfarne Gospels, Eadfrith, bishop of Lindisfarne (traditionally), c. A.D. 715–720 · Ink and pigments on vellum · British Library, London

Photographer unknown, CC0 (public domain dedication). Wikimedia Commons.

Monks on the island of Lindisfarne in northern England made this Gospel book. Eadfrith, its probable artist, made the whole book himself over several years. A monk named Aldred later added an Old English translation between the lines.

Look closely

- The winged man above is Matthew's symbol (Ezekiel 1:10; Revelation 4:7).
- A mysterious figure peers out from behind the curtain.

Talk about it

1. What does this page show about how monks valued Scripture?
2. Why would a monk add English between the Latin lines?

PRIMARY SOURCE

The Rule of St. Benedict

Read the Rule, the Prologue and chapters 4 (the tools of good works), 16 (the hours of the Office), 33 (private property), 48 (daily manual labor) and 53 (guests) (Classics Library).

Steps

1. List five "tools of good works" from chapter 4 with a Bible verse for each.
2. Make a timetable of a monk's day from chapters 16 and 48.
3. What does chapter 53 command about guests, and why?
4. Which parts of the Rule would a Protestant reader question, and why?

Check your work

- ☐ Five tools with verses
- ☐ Timetable
- ☐ Guests explained
- ☐ Fair Protestant critique

TIMELINE AND MAP NOTEBOOK

1. Map: mark Nursia, Subiaco, Monte Cassino, Lérins, Marmoutier (Tours), Lindisfarne and Iona.
2. Timeline: c. 270 Antony enters the desert; c. 320 Pachomius; c. 372 Martin at Marmoutier; c. 529 Monte Cassino; c. 547 Benedict dies; c. 715 Lindisfarne Gospels.

> **From history.** Benedict's twin sister Scholastica led a community of nuns nearby. Gregory the Great tells how, at their last meeting, she prayed for him to stay, and a storm broke so fierce that he could not leave.

> **Church history.** Our main source for Benedict's life is Book II of the *Dialogues* of Gregory the Great, who knew Benedict's disciples. Gregory, himself a monk, made the Rule known across the West.

SEE IT: INTERACTIVE.

Layered History Timeline: Benedict of Nursia

See it on one zoomable page beside the empires, documents, events and people of the same years.

Also from this lesson: Rule of St. Benedict. Opens in a new tab.

PRACTICE

1. Easy Who began the monastic life in Egypt, and why?

   ▼ **Show answer**

   Antony, after hearing Matthew 19:21 he gave away his goods and went into the desert.

2. Easy When did Benedict live?

   ▼ **Show answer**

   c. 480–547.

3. Medium What does Benedict call his Rule?

   ▼ **Show answer**

   A little rule for beginners.

4. Medium How often was the whole Psalter sung?

   ▼ **Show answer**

   Each week.

5. Hard What is a scriptorium?

   ▼ **Show answer**

   The room where monks copied books.

6. Challenge In four sentences, weigh the monasteries' contribution to civilization fairly.

   ▼ **Show answer**

   Sample: They copied and preserved the Bible, the Fathers and the classics. They farmed, kept hospitals and schools and welcomed the poor. Some later grew rich and lax and needed reform. Protestants questioned vows of a higher holiness, but all Christians owe them the preserved Scriptures.

COMMON MISTAKES

- Thinking monks hid from the world. They farmed, taught, nursed and copied books, and many became missionaries.
- Thinking the Middle Ages preserved nothing of Rome. Most surviving Latin classics were copied by monks.

> **Scripture.** “Seven times a day do I praise thee because of thy righteous judgments.” (Psalm 119:164, KJV)
>
> The monks built their whole day on this verse.

UNIT 1 · AFTER ROME: KINGS, MONKS AND THE NEW ROME · LESSON 1.3 OF 36 · FOUR SESSIONS, 30–50 MINUTES EACH

1.3 Justinian and Byzantium

OBJECTIVES

- Explain how the Eastern Empire survived.
- Describe Justinian’s code, his wars and Hagia Sophia.
- Read Procopius as a source with two faces.

> **Warm-up.** When Hagia Sophia was finished, Justinian is said to have cried, “Solomon, I have surpassed thee!” What do you make of that boast?

WATCH

Justinian and the Byzantine Empire

Khan Academy · 8:52

https://www.youtube.com/watch?v=Y4-F3zk7pFc

> **WHEN TO WATCH**
> After the Core ideas.

BACKUP VIDEO

It's a church. It's a mosque. It's Hagia Sophia. - Kelly Wall

TED-Ed · 5:12

https://www.youtube.com/watch?v=KRPp3jzv1Tw

A second video for another session, or if the first will not play.

KEY TERMS

Byzantium
the Eastern Roman Empire, ruled from Constantinople; its people called themselves Romans

Justinian
emperor 527–565

Corpus Juris Civilis
Justinian's great collection of Roman law

Nika riots
the uprising of 532 that nearly toppled Justinian

Hagia Sophia
the Church of Holy Wisdom in Constantinople, built 532–537

CORE IDEAS

The East endures. The Eastern Empire was richer, more populous and better defended than the West, and Constantinople, with sea on three sides and great land walls, was nearly impregnable. Its people spoke Greek but called themselves Romans. It would last until 1453.

Justinian and Theodora. Justinian, a peasant's nephew, became emperor in 527 and married Theodora, a former actress. In the **Nika riots** of 532 the chariot-racing factions burned half the city and proclaimed a rival emperor. Justinian prepared to flee, but Theodora, Procopius says, declared that "royalty is a good burial shroud". The general Belisarius trapped the rioters in the Hippodrome and killed some 30,000.

Law and churches. Justinian's lawyers gathered the whole of Roman law into the **Corpus Juris Civilis** (529–534), which became the foundation of law in most of Europe. He rebuilt the burned **Hagia Sophia** in five years with a dome that seemed, Procopius wrote, to be "suspended from heaven by a golden chain". It was the largest church in the world for nearly a thousand years.

Reconquest and cost. Belisarius retook North Africa from the Vandals (533–534) and, after twenty years of war, Italy from the Ostrogoths. But a great plague in 541–542 killed perhaps a quarter of the empire, the wars ruined Italy, and the conquests were soon lost again. Procopius praised Justinian in his official *Wars* and *Buildings*, and in his *Secret History* called him a demon in human form.

PICTURE STUDY



Justinian and His Court, Byzantine mosaicists, c. A.D. 547 · Glass and stone mosaic · Basilica of San Vitale, Ravenna

Meister von San Vitale in Ravenna, public domain. Wikimedia Commons.

Justinian never visited Ravenna, but after his armies retook Italy, this mosaic set him in the apse of San Vitale, bringing an offering to the altar. A matching panel shows Theodora.

Look closely

- Justinian wears a halo, a jeweled crown and imperial purple.
- In the full panel he is flanked by clergy and soldiers; look it up to see the whole.

Talk about it

1. Why put soldiers and clergy on either side of the emperor?
2. What does the halo suggest about how Byzantium saw its emperor?

PRIMARY SOURCE

Procopius' Two Faces

Read Procopius, *Buildings* I.1 (Hagia Sophia) and *Wars* I.24 (the Nika riots and Theodora's speech), then *Secret History* 8 and 12 (on Justinian's character), in any good translation.

Steps

1. How does Procopius describe Hagia Sophia?
2. Summarize Theodora's speech.
3. How does the Secret History describe Justinian?
4. How can one author write both? How should a historian use him?

Check your work

- ☐ Hagia Sophia described
- ☐ Theodora's speech
- ☐ The Secret History
- ☐ Judgment on Procopius

TIMELINE AND MAP NOTEBOOK

1. Map: the empire in 527 and in 565; mark Constantinople, Ravenna, Carthage, Rome and Antioch.
2. Timeline: 527 Justinian emperor; 529–534 the Code; 532 Nika riots; 532–537 Hagia Sophia; 533–534 Africa retaken; 541–542 plague; 554 Italy retaken; 565 Justinian dies.

> **From history.** About 552 two monks smuggled silkworm eggs out of China to Constantinople in hollow canes, and Byzantium began its own silk industry.

> **Church history.** Justinian closed the pagan school of philosophy at Athens in 529, the same year, by tradition, that Benedict founded Monte Cassino. The old philosophy gave way to the new monastic schools.

SEE IT: INTERACTIVE.

Layered History Timeline: Byzantine Empire

See it on one zoomable page beside the empires, documents, events and people of the same years.

Also from this lesson: Justinian I · Code of Justinian · Hagia Sophia completed. Opens in a new tab.

PRACTICE

1. Easy What did the Byzantines call themselves?

   ▼ **Show answer**

   Romans.

2. Easy When did Justinian reign?

   ▼ **Show answer**

   527–565.

3. Medium What were the Nika riots?

   ▼ **Show answer**

   The uprising of 532 by the chariot-racing factions that nearly toppled Justinian.

4. Medium How long did Hagia Sophia take to build?

   ▼ **Show answer**

   About five years (532–537).

5. Hard What lands did Belisarius retake?

   ▼ **Show answer**

   North Africa and Italy.

6. Challenge Procopius praised Justinian in public and attacked him in secret. In four sentences, explain how a historian should use such a source.

   ▼ **Show answer**

   Sample: Each work had a purpose: the public ones to please the emperor, the secret one to vent hatred. Neither is neutral. Facts that appear in both, or that other sources confirm, are most reliable. The contrast reminds us to ask why every source was written.

COMMON MISTAKES

- Calling Byzantium “Greek, not Roman”. Its people called themselves Romans, and their law was Roman.
- Taking either the Wars or the Secret History alone. Procopius must be read with both in view.

> **Scripture.** “Except the LORD build the house, they labour in vain that build it: except the LORD keep the city, the watchman waketh but in vain.” (Psalm 127:1, KJV)
>
> Justinian built the greatest church in the world. The psalmist reminds builders who must build the house.

UNIT 1 · AFTER ROME: KINGS, MONKS AND THE NEW ROME · LESSON 1.4 OF 36 · FOUR SESSIONS, 30–50 MINUTES EACH

1.4 Boethius and Gregory the Great

OBJECTIVES

- Describe Boethius’ work and his Consolation of Philosophy.
- Describe Gregory the Great as pope, pastor and missionary.
- Explain the rise of the papacy in the early Middle Ages.

> **Warm-up.** Boethius wrote his most famous book in prison, waiting to be executed. What might a man write at such a time?

WATCH

Boethius and Christian Philosophy

Ryan M Reeves · 34:30

https://www.youtube.com/watch?v=R7AhBEq4Gqs

> **WHEN TO WATCH**
> With the Core ideas on Boethius.

Note: Ryan Reeves on Boethius and the Consolation.

BACKUP VIDEO

How the Popes Survived the Fall of the Western Roman Empire

Kings and Generals · 19:48

https://www.youtube.com/watch?v=aN58kj_oxIc

A second video for another session, or if the first will not play.

KEY TERMS

Boethius

Roman statesman and philosopher (c. 480–524), executed by Theodoric

Consolation of Philosophy

Boethius' prison dialogue with Lady Philosophy

Wheel of Fortune

Boethius' image of fortune's rise and fall

Gregory the Great

pope 590–604, monk, pastor and missionary

servant of the servants of God

the title Gregory took for the pope

CORE IDEAS

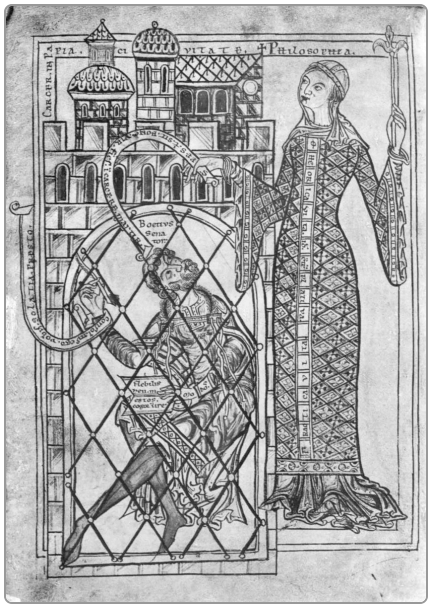
The last Roman. Boethius, a Roman noble and consul, served the Ostrogothic king Theodoric. He set out to translate all of Plato and Aristotle into Latin; he finished Aristotle's logic, which the West studied for the next six centuries. Accused of treason, he was imprisoned and executed at Pavia in 524.

The Consolation. In prison he wrote *The Consolation of Philosophy*. Lady Philosophy visits him and teaches that Fortune turns her wheel for all men, so earthly goods cannot give happiness; true happiness is God himself, the highest good, who rules the world by providence and sees all time at once. Alfred the Great, Chaucer and Queen Elizabeth I all translated it.

Gregory. Gregory, a Roman noble and prefect of the city, gave his wealth to found monasteries and became a monk. In 590, as plague and Lombard invasions struck Rome, he was elected pope. He fed the city from the church's estates, ransomed captives and negotiated with the Lombards when no emperor would help. He called himself "servant of the servants of God".

Pastor and missionary. His *Pastoral Care* taught bishops how to shepherd souls, and Alfred later translated it for his clergy. Bede tells how Gregory saw fair-haired English boys for sale in Rome's market and said they were "not Angles, but angels." In 596 he sent Augustine and forty monks to England (Unit 3). Under Gregory the bishop of Rome became the chief leader of the West.

PICTURE STUDY



Lady Philosophy, Medieval illuminator, c. 1200 · Ink drawing on vellum · Bavarian State Library, Munich (Clm 2599)

The artist is unknown, public domain. Wikimedia Commons.

Medieval copies of the Consolation were often illustrated with Lady Philosophy visiting Boethius, and with Fortune turning her wheel. The book was among the most copied in the Middle Ages.

Look closely

- Philosophy is drawn as a queen, tall and crowned.
- Her robe and the ladder beside her show the steps of learning.

Talk about it

1. Why would medieval readers love a book written in prison?
2. How does Boethius' answer compare with Romans 8:28?

PRIMARY SOURCE

The Consolation of Philosophy

Read Boethius, *The Consolation of Philosophy*, Book I, prose 1 (Philosophy appears), Book II, prose 2 (Fortune speaks) and Book V, prose 6 (God's eternal present) (Classics Library). Then read Bede, *Ecclesiastical History* II.1, on Gregory and the English boys.

Steps

1. How does Philosophy appear, and what does she drive away?
2. What does Fortune say about her wheel?
3. How does Boethius explain that God's foreknowledge does not force our choices?
4. Compare Boethius' comfort with 2 Corinthians 4:17–18.

Check your work

- ☐ Philosophy's arrival
- ☐ Fortune's speech
- ☐ Foreknowledge and freedom
- ☐ Comparison with 2 Corinthians

TIMELINE AND MAP NOTEBOOK

1. Map: mark Rome, Ravenna, Pavia, the Lombard kingdom, and Canterbury.
2. Timeline: 493 Theodoric; c. 524 Boethius executed; 568 Lombards invade Italy; 590 Gregory pope; 596 mission to England; 604 Gregory dies.

> **From history.** The plainchant of the medieval church is called "Gregorian chant" after Gregory the Great, though most of it was composed and collected after his time.

> **Church history.** Gregory refused the title "universal bishop" when the patriarch of Constantinople used it, calling it proud. Later popes claimed far more authority than Gregory did, a point the Reformers often made.

SEE IT: INTERACTIVE.

Layered History Timeline: Gregory the Great

See it on one zoomable page beside the empires, documents, events and people of the same years.

Opens in a new tab.

PRACTICE

1. Easy Whom did Boethius serve?

   ▼ **Show answer**

   Theodoric, king of the Ostrogoths.

2. Easy When and where was Boethius executed?

   ▼ **Show answer**

   At Pavia in 524.

3. Medium What is the Wheel of Fortune?

   ▼ **Show answer**

   Boethius' image for the rise and fall of earthly fortune.

4. Medium When was Gregory elected pope?

   ▼ **Show answer**

   590.

5. Hard What title did Gregory take?

   ▼ **Show answer**

   Servant of the servants of God.

6. Challenge How did Gregory the Great become the leader of the West? Answer in four sentences.

   ▼ **Show answer**

   Sample: The emperor in Constantinople was far away and could not defend Rome. Gregory fed the people, dealt with the Lombards and organized the church's estates. He sent missionaries and wrote books that guided bishops. His service made the bishop of Rome the chief figure of the Western church.

COMMON MISTAKES

- Thinking Boethius' Consolation is not Christian because it does not name Christ. He wrote theological works on the Trinity too; the Consolation reasons by philosophy alone.
- Thinking Gregory claimed the full powers of later popes. He refused the title "universal bishop".

> **Scripture.** "And we know that all things work together for good to them that love God, to them who are the called according to his purpose." (Romans 8:28, KJV)
>
> Boethius found comfort in providence. Paul names the promise for those who love God.

UNIT 2

The Rise of Islam

In the seventh century a new faith rose in Arabia and within a hundred years ruled from Spain to India. This unit studies Muhammad and the Qur'an, the Arab conquests and the caliphates, the battle of Tours and Muslim Spain, and the Christians who lived under Islamic rule, among them John of Damascus.

Islam is studied honestly from its own sources and weighed by Scripture, as the course guide explains. Students read short passages of the Qur'an, the *Mozarabic Chronicle* and John of Damascus.

PREREQUISITES

- Unit 1 of this course.
- A KJV Bible and the timeline and map notebook.

MASTERY CHECKLIST

- ☐ I can describe the life of Muhammad and the main teachings of the Qur’an.
- ☐ I can compare what the Qur’an and the New Testament teach about Jesus.
- ☐ I can trace the Arab conquests and the Umayyad and Abbasid caliphates.
- ☐ I can explain the battle of Tours and the history of al-Andalus.
- ☐ I can describe the life of Christians under Islamic rule.

LESSONS IN THIS UNIT

2.1	**Muhammad and the Qur’an**	Four sessions, 30–50 minutes each
2.2	**The Conquests and the Caliphates**	Four sessions, 30–50 minutes each
2.3	**Tours and al-Andalus**	Four sessions, 30–50 minutes each
2.4	**John of Damascus and Christians under Islam**	Four sessions, 30–50 minutes each

Unit 2 test

Closed book, except for the source passages printed in Part C. Allow about 50 minutes. One hundred points; Part D’s essay may be written the next day.

PART A · TERMS AND PEOPLE

1. (2 pts) **Lesson 2.1**

   When did Muhammad live?

PART A · TERMS AND PEOPLE

2. 2 pts Lesson 2.1

What was the Hijra?

PART A · TERMS AND PEOPLE

3. 2 pts Lesson 2.1

Name the Five Pillars.

PART A · TERMS AND PEOPLE

4. 2 pts Lesson 2.2

Why were Byzantium and Persia weak in the 630s?

PART A · TERMS AND PEOPLE

5. 2 pts Lesson 2.2

When did Jerusalem surrender, and to whom?

PART A · TERMS AND PEOPLE

6. 2 pts Lesson 2.2

What was a dhimmi?

PART A · TERMS AND PEOPLE

7. 2 pts Lesson 2.3

What does Gibraltar’s name mean?

PART A · TERMS AND PEOPLE

8. 2 pts Lesson 2.3

What was the Reconquista?

PART A · TERMS AND PEOPLE

9. 2 pts Lesson 2.3

Who was Charles Martel’s grandson?

PART A · TERMS AND PEOPLE

10. **2 pts** **Lesson 2.4**

What post did his family hold?

PART A · TERMS AND PEOPLE

11. **2 pts** **Lesson 2.4**

What was John's great summary of theology?

PART A · TERMS AND PEOPLE

12. **2 pts** **Lesson 2.4**

What council approved the honoring of icons?

PART B · DATES AND ORDER

13. **4 pts** **Lesson 2.1**

Put in order, earliest first: Muhammad dies; The emirate of Córdoba is founded; Leo III begins iconoclasm; Pelayo wins at Covadonga.

PART B · DATES AND ORDER

14. **4 pts** **Lesson 2.2**

Put in order, earliest first: Pelayo wins at Covadonga; The Hijra to Medina; The emirate of Córdoba is founded; The battle of Tours.

PART B · DATES AND ORDER

15. **4 pts** **Lesson 2.3**

Put in order, earliest first: Icons are restored in Byzantium; Leo III begins iconoclasm; The Dome of the Rock is completed; The Hijra to Medina.

PART B · DATES AND ORDER

16. **4 pts** **Lesson 2.4**

Put in order, earliest first: The battle of the Yarmouk; Jerusalem surrenders to Umar; The emirate of Córdoba is founded; Leo III begins iconoclasm.

PART C · READING SOURCES

17. **10 pts** **Lesson 2.1**

Paul writes that Christ “was seen of above five hundred brethren at once; of whom the greater part remain unto this present” (1 Corinthians 15:6). (a) What is Paul claiming? (b) Why mention that most were still alive? (c) How does this bear on Sura 4:157, written about six hundred years later?

PART C · READING SOURCES

18. **10 pts** **Lesson 2.2**

The inscription inside the Dome of the Rock (691) warns the People of the Book not to say “three”, and declares that God is one and far above having a son. (a) Whom does it address? (b) Why place it on the Temple Mount in Jerusalem? (c) Answer it from John 1:14.

PART C · READING SOURCES

19. **10 pts** **Lesson 2.3**

The Mozarabic Chronicle says that at Tours the men of the north stood as firm as a wall, “like a belt of ice”, and cut down the Arabs with the sword. (a) Who were the men of the north? (b) Why was this formation remarkable? (c) Why does the writer’s position as a Christian in Spain make his account valuable?

PART D · MAP AND ESSAY

20. **10 pts** **Lesson 2.4**

Locate or describe: Mecca, Medina, Damascus, Jerusalem, Baghdad, Córdoba, Tours and the Yarmouk river.

PART D · MAP AND ESSAY

21. **20 pts** **Lesson 2.4**

Essay (400–500 words): Why did Islam spread so fast in its first hundred years? Weigh the weakness of Byzantium and Persia, the Arab armies, the terms offered to conquered peoples and the faith itself. Use at least two sources.

ANSWER KEY

1. c. 570–632.
2. Muhammad's move from Mecca to Medina in 622.
3. The creed, prayer, alms, the Ramadan fast and the pilgrimage to Mecca.
4. They had exhausted each other in a long war (602–628).
5. In 638, to Caliph Umar.
6. A protected but subordinate Christian or Jew under Muslim rule.
7. The rock (mountain) of Tariq.
8. The Christian reconquest of Spain, 722–1492.
9. Charlemagne.
10. Tax officials for the Umayyad caliphs.
11. The Fount of Knowledge.
12. The Second Council of Nicaea (787).
13. Muhammad dies (632); Pelayo wins at Covadonga (c. 722); Leo III begins iconoclasm (726); The emirate of Córdoba is founded (756).
14. The Hijra to Medina (622); Pelayo wins at Covadonga (c. 722); The battle of Tours (732); The emirate of Córdoba is founded (756).
15. The Hijra to Medina (622); The Dome of the Rock is completed (691); Leo III begins iconoclasm (726); Icons are restored in Byzantium (843).
16. The battle of the Yarmouk (636); Jerusalem surrenders to Umar (638); Leo III begins iconoclasm (726); The emirate of Córdoba is founded (756).
17. (a) That hundreds saw the risen Christ at one time. (b) So readers could ask the witnesses themselves. (c) Paul's claim was made within living memory by eyewitnesses; the Qur'an's denial came six centuries later without witnesses.
18. (a) Christians, who confess the Trinity. (b) To proclaim Islam's victory over the older faiths in their holy city. (c) "The Word was made flesh, and dwelt among us … the only begotten of the Father": the Son is God's own Word, not a rival god.
19. (a) The Franks under Charles Martel. (b) Infantry held firm against cavalry, which was unusual. (c) He wrote within a generation, under Muslim rule, with no reason to flatter the Franks.
20. Mecca and Medina in western Arabia (the Hijaz); Damascus in Syria, the Umayyad capital; Jerusalem in Palestine; Baghdad on the Tigris, the Abbasid

capital; Córdoba on the Guadalquivir in southern Spain; Tours on the Loire in western France; the Yarmouk, a tributary of the Jordan east of the Sea of Galilee.

21. Look for: Byzantium and Persia exhausted by war (602–628) and plague; skilled Arab armies (Yarmouk 636, Qadisiyya); surrender terms and the jizya; the dhimmi system; conversion slow over centuries; fair to both sides; sources such as the Mozarabic Chronicle or the Covenant of Umar. Score: content 8, sources 6, judgment 3, writing 3.

Printable answer key (PDF, for the parent)

UNIT PROJECT: CHRISTIANITY AND ISLAM: A SOURCED COMPARISON

Make a chart comparing Christianity and Islam on six questions: God, Jesus, the cross, Scripture, salvation and how each first spread. For every cell give a source: a Bible verse (KJV) on one side and a sura and verse of the Qur'an on the other.

Below the chart, write 300–400 words explaining the most important difference and why it matters, charitably and truthfully, as 1 Peter 3:15 asks: "with meekness and fear".

Score each row 4 (excellent), 3 (good), 2 (developing) or 1 (beginning). Twenty points in all; multiply by 5 for a percentage.

LOOK FOR	WHAT IT MEANS
Accuracy	4: every name, date and fact correct, with "c." used where dates are uncertain. 3: one or two slips. 2: several errors. 1: many errors.
Use of sources	4: the primary sources are quoted and questioned (who, when, how they knew, why, does other evidence agree). 3: mostly. 2: sources only summarized. 1: sources only named.
Fair judgment	4: judges the past by its own age and by Scripture, naming wrongs plainly without modern slogans. 3: mostly fair. 2: one-sided. 1: no judgment or a careless one.
The chart	4: six questions, every cell sourced, fair to both. 3: one or two gaps. 2: several gaps or unfair statements. 1: missing.
Timeline and map	4: the unit's pages of the notebook are complete, neat and correctly placed. 3: minor gaps. 2: incomplete. 1: missing.

UNIT 2 · THE RISE OF ISLAM · LESSON 2.1 OF 36 · FOUR SESSIONS, 30–50 MINUTES EACH

2.1 Muhammad and the Qur'an

OBJECTIVES

- Describe Arabia before Islam and the life of Muhammad.
- Explain the main teachings of the Qur'an and the Five Pillars.
- Compare what the Qur'an and the New Testament say about Jesus.

Warm-up. The Qur'an speaks of Jesus as a prophet born of a virgin, yet denies that he died on the cross. Why does the cross matter so much to Christians?

WATCH

Life of Muhammad and beginnings of Islam part 1

Khan Academy · 9:39

https://www.youtube.com/watch?v=4NT_btkLlho

> **WHEN TO WATCH**
> With the Core idea on Muhammad.

Note: Khan Academy's outline of Muhammad's life. It tells the story as Muslim tradition gives it; read the last Core idea and the source work for the Christian answer.

BACKUP VIDEO

Beginnings of Islam part 2

Khan Academy · 9:49

https://www.youtube.com/watch?v=xoC1fRavjUU

A second video for another session, or if the first will not play.

KEY TERMS

Islam
"submission" to God; a Muslim is "one who submits"

Qur'an
the holy book of Islam, said to be revealed to Muhammad

Hijra
Muhammad's move from Mecca to Medina in 622, year 1 of the Muslim calendar

Kaaba
the cube-shaped shrine at Mecca

Five Pillars
the creed, prayer, alms, the fast of Ramadan and the pilgrimage to Mecca

CORE IDEAS

Arabia. In A.D. 600 Arabia was a land of desert tribes, caravan towns and oases. Mecca was a trading city whose shrine, the **Kaaba**, held the idols of many tribes. Jews lived in several oases, and Christians lived on the edges, in Syria, Ethiopia and Yemen.

Muhammad. Muhammad (c. 570–632), a Meccan merchant, said that from about 610 the angel Gabriel brought him messages from the one God, *Allah*. He preached against idols and warned of judgment. Meccan leaders opposed him, and in 622 he and his followers moved to Medina, the **Hijra**. There he became ruler, lawgiver and general. After years of war Mecca surrendered in 630, and the Kaaba's idols were destroyed. By his death in 632 most of Arabia had submitted.

The Qur'an. Muslims believe the **Qur'an** is God's own word, recited to Muhammad. Its 114 suras teach one God, judgment, heaven and hell, and the prophets from Adam through Abraham, Moses and Jesus to Muhammad. Sura 112 denies that God begets or is begotten. Muslim duty is summed up in the **Five Pillars**. Law (sharia) grew from the Qur'an and the reported sayings of Muhammad.

Jesus in the Qur'an. The Qur'an honors Jesus as a prophet and Messiah born of the virgin Mary, but denies that he is the Son of God and, in Sura 4:157, that he was crucified. The apostles testify the opposite: Christ "died for our sins according to the scriptures" and "rose again the third day" (1 Corinthians 15:3–4). The difference is not small; Paul says, "if Christ be not raised, your faith is vain" (1 Corinthians 15:17).

PICTURE STUDY



A Page of the Blue Qur'an, Unknown calligrapher, c. 850–950 · Gold and silver on indigo-dyed parchment · Leaves in many museums; this one in the Metropolitan Museum of Art, New York

Photographer unknown, public domain. Wikimedia Commons.

Islam forbade images in its holy places, so its artists poured their skill into writing. This famous Qur'an, probably made in North Africa or Spain, was written in gold on parchment dyed deep blue.

Look closely

- The angular script is called Kufic.
- Compare the care taken with the monks' Gospel books of Unit 1.

Talk about it

1. Why would Muslims lavish such care on the written word?
2. What does this page share with the Lindisfarne Gospels, and how is it different?

PRIMARY SOURCE

The Qur'an on God and on Jesus

Read the Qur'an, Sura 1 (the Opening), Sura 112 (Unity) and Sura 4:155–159 (Classics Library). Then read 1 Corinthians 15:1–20 and John 1:1–14 in the KJV.

Steps

1. What does Sura 1 ask of God?
2. What does Sura 112 deny about God?
3. What does Sura 4:157 claim about the crucifixion?
4. Set 4:157 beside 1 Corinthians 15:3–8. What kind of evidence does Paul give?

Check your work

- ☐ Sura 1 summarized
- ☐ Sura 112's denial
- ☐ Sura 4:157 stated
- ☐ Paul's evidence: Scripture and eyewitnesses

TIMELINE AND MAP NOTEBOOK

1. Map: mark Mecca, Medina, Jerusalem, Damascus and the empires of Byzantium and Persia about 600.
2. Timeline: c. 570 Muhammad born; c. 610 first revelation; 622 Hijra; 630 Mecca surrenders; 632 Muhammad dies; c. 650 the Qur'an collected under Uthman.

> **From history.** The Muslim calendar is counted from the Hijra of 622, not from Muhammad's birth, and it is lunar, so Ramadan moves through the seasons, about eleven days earlier each year.

> **Church history.** Some early Christians who met Islam, such as John of Damascus (Lesson 2.4), first treated it as a Christian heresy, because it accepted the virgin birth and the Messiah while denying the deity and death of Christ.

SEE IT: INTERACTIVE.

Layered History Timeline: Muhammad

See it on one zoomable page beside the empires, documents, events and people of the same years.

Also from this lesson: The Hijra · Qur'an standard text (Uthman). Opens in a new tab.

PRACTICE

1. Easy What was the Kaaba before Islam?

   ▼ **Show answer**

   A shrine at Mecca holding the idols of many tribes.

2. Easy Who did Muhammad say brought him messages?

   ▼ **Show answer**

   The angel Gabriel.

3. Medium Why is 622 important to Muslims?

   ▼ **Show answer**

   It is year 1 of the Muslim calendar.

4. Medium How many suras are in the Qur’an?

   ▼ **Show answer**

   114.

5. Hard What does Sura 112 deny?

   ▼ **Show answer**

   That God begets or is begotten.

6. Challenge In four sentences, compare the Qur’an and the New Testament on Jesus.

   ▼ **Show answer**

   Sample: Both call Jesus the Messiah, born of the virgin Mary. The Qur’an calls him only a prophet and denies that he is God’s Son. It also denies that he was crucified. The New Testament makes his death and resurrection the heart of the Gospel (1 Corinthians 15:3–4).

COMMON MISTAKES

- Thinking “Allah” means a different word for a moon god. It is simply Arabic for God, used by Arab Christians too; the question is what Islam teaches about him.
- Thinking the Qur’an ignores Jesus. It names him often, but denies his deity and his death on the cross.

REFERENCE GUIDE

An eight-page, color-coded guide to Western civilization from ancient times to 1500: the ages at a glance, Mesopotamia, Egypt and Israel, Assyria and Persia, the Greek polis, the Persian Wars and the philosophers, Alexander, the Roman Republic and Empire, the rise of Christianity and the fall of the West, Byzantium, Islam, the medieval Church, Charlemagne, feudalism, the Crusades, the High and Late Middle Ages and the Renaissance, with who’s who, battles and great books. The booklet prints on 11×17 paper and folds to letter size. Prints in color and reads clearly in black and white.

> **Scripture.** “For I delivered unto you first of all that which I also received, how that Christ died for our sins according to the scriptures;” (1 Corinthians 15:3, KJV)
>
> The Qur’an denies the cross. Paul names it the first thing of the Gospel.

UNIT 2 · THE RISE OF ISLAM · LESSON 2.2 OF 36 · FOUR SESSIONS, 30–50 MINUTES EACH

2.2 The Conquests and the Caliphates

OBJECTIVES

- Trace the Arab conquests from 632 to 750.
- Explain the dhimmi system and the jizya.
- Compare the Umayyad and Abbasid caliphates.

> **Warm-up.** Within a century of Muhammad’s death, Muslim armies ruled from Spain to India. How could a desert people conquer two great empires so fast?

WATCH

The rise and fall of the medieval Islamic Empire - Petra Sijpesteijn & Birte Kristiansen

TED-Ed · 5:06

https://www.youtube.com/watch?v=rQ0EKiCt6H8

> **WHEN TO WATCH**
> After the Core ideas.

BACKUP VIDEO

Abbasid Revolution - How the Umayyad Caliphate Fell DOCUMENTARY

Kings and Generals · 18:21

https://www.youtube.com/watch?v=hvyHW9fXCvg

A second video for another session, or if the first will not play.

KEY TERMS

caliph
"successor" of Muhammad as ruler of the Muslim community

Sunni and Shia
the two main branches of Islam, divided over who should lead after Muhammad

dhimmi
a protected but subordinate Christian or Jew under Muslim rule

jizya
the poll tax paid by dhimmis

Abbasids
the caliphs who ruled from Baghdad after 750

CORE IDEAS

Exhausted empires. Byzantium and Persia had fought a great war from 602 to 628 and both were worn out. Under the first **caliphs**, Arab armies struck both. They crushed the Byzantines at the **Yarmouk** in 636 and the Persians at Qadisiyya about

636. Jerusalem surrendered to Caliph Umar in 638, Egypt fell by 642, and the Persian Empire was gone by 651.

Division. Muslims quarreled over the succession. Ali, Muhammad's cousin and son-in-law, was murdered in 661, and his son Husayn was killed at Karbala in 680. Those who held that the leadership belonged to Ali's line became the **Shia**; the majority became the **Sunni**. The **Umayyad** caliphs ruled from Damascus and built the Dome of the Rock in Jerusalem (691), whose inscriptions deny that God has a son.

Dhimmis. Conquered Christians and Jews were usually not forced to convert. They became **dhimmis**: protected, but paying the **jizya** and living under limits. Later rules, gathered in the so-called Covenant of Umar, forbade building new churches, ringing bells loudly, riding horses or converting Muslims. Many Christians, worn down over generations, converted. Egypt, Syria and North Africa, once Christian heartlands, slowly became Muslim lands.

Baghdad. In 750 the **Abbasids** overthrew the Umayyads and in 762 founded **Baghdad** on the Tigris. It became one of the largest cities in the world, a center of trade, law and learning. Paper, learned from Chinese prisoners after 751, spread through the Islamic world and later to Europe.

PICTURE STUDY



The Dome of the Rock, Umayyad builders under Caliph Abd al-Malik, Completed A.D. 691 · Stone, marble, mosaic and tile; gilded dome · Temple Mount, Jerusalem

Felice Beato / James Robertson, CC0 (public domain dedication). Wikimedia Commons.

The Dome of the Rock stands on the Temple Mount, where Solomon's and Herod's temples once stood. Inside, inscriptions in Arabic address Christians directly and deny that God has a son.

Look closely

- The octagon shape copies Byzantine Christian buildings.
- It stands on the platform of Herod's temple.

Talk about it

1. Why build here, of all places?
2. Why would its inscriptions speak to Christians?

PRIMARY SOURCE

Terms for the Conquered

Read the surrender terms of Jerusalem attributed to Umar (638) and the later Covenant of Umar, in any good sourcebook (both are in the Internet Medieval Sourcebook at Fordham).

Steps

1. What did the Christians of Jerusalem keep under the treaty?
2. List six restrictions in the Covenant of Umar.
3. Which rules would most discourage Christian life over time?
4. Compare Christ's promise in Matthew 16:18 with the fate of the churches of North Africa.

Check your work

- ☐ Rights kept
- ☐ Six restrictions
- ☐ Long-term effects
- ☐ Thoughtful comparison

TIMELINE AND MAP NOTEBOOK

1. Map: shade the conquests by 634, 656 and 750; mark Damascus, Jerusalem, Alexandria, Carthage, Baghdad, Karbala and the Yarmouk.
2. Timeline: 632 Abu Bakr; 636 Yarmouk; 638 Jerusalem; 642 Alexandria; 651 Persia falls; 661 Umayyads; 680 Karbala; 691 Dome of the Rock; 750 Abbasids; 762 Baghdad.

> **From history.** Baghdad was built as a perfectly round city, about a mile and a half across, with the caliph's palace and mosque at the center.

> **Church history.** The Christians of Iraq, Syria and Egypt, many of them Nestorian or Coptic, outnumbered Muslims in these lands for centuries. Some served as physicians and secretaries to the caliphs.

SEE IT: INTERACTIVE.

Layered History Timeline: Rashidun caliphs

See it on one zoomable page beside the empires, documents, events and people of the same years.

Also from this lesson: Umayyad caliphate · Abbasid caliphate. Opens in a new tab.

PRACTICE

1. Easy What does caliph mean?

   ▼ **Show answer**

   Successor (of Muhammad).

2. Easy Where did the Arabs defeat Byzantium in 636?

   ▼ **Show answer**

   At the Yarmouk river.

3. Medium When did the Persian Empire fall?

   ▼ **Show answer**

   By 651.

4. Medium When was the Dome of the Rock completed?

   ▼ **Show answer**

   691.

5. Hard What was the jizya?

   ▼ **Show answer**

   The poll tax paid by dhimmis.

6. Challenge In four sentences, describe how Christian lands like Egypt and Syria became Muslim.

   ▼ **Show answer**

   Sample: The conquerors did not usually force conversion. Christians paid the jizya and lived under growing restrictions. Over generations many converted to escape the tax and the limits. By about 1000 Muslims were the majority where Christians had been.

COMMON MISTAKES

- Thinking conquered peoples were all converted by the sword. Most were taxed and limited; conversion came slowly over centuries.
- Thinking dhimmi status meant equality. It meant protection with real and lasting inferiority.

> **Scripture.** "And I say also unto thee, That thou art Peter, and upon this rock I will build my church; and the gates of hell shall not prevail against it." (Matthew 16:18, KJV)
>
> Whole churches fell under Islam, yet Christ's church was not overcome.

UNIT 2 · THE RISE OF ISLAM · LESSON 2.3 OF 36 · FOUR SESSIONS, 30–50 MINUTES EACH

2.3 Tours and al-Andalus

OBJECTIVES

- Describe the conquest of Spain and the battle of Tours.
- Describe Muslim Spain, al-Andalus, at its height.
- Explain the beginnings of the Christian Reconquista.

> **Warm-up.** Edward Gibbon imagined that if the Franks had lost at Tours, the Qur'an might have been taught at Oxford. Was he right, or was he exaggerating?

WATCH

The Battle of Tours: a turning point in European History

The History Guy: History Deserves to Be Remembered · 8:31

https://www.youtube.com/watch?v=HlrRNB6OtRc

> **WHEN TO WATCH**
> With the Core idea on Tours.

BACKUP VIDEO

Rise of Muslim Spain (History of al andalus)

Epimetheus · 10:17

https://www.youtube.com/watch?v=hCm6j147gFk

A second video for another session, or if the first will not play.

KEY TERMS

al-Andalus
the Muslim-ruled part of Spain and Portugal

Charles Martel
“the Hammer”, the Frankish mayor of the palace who won at Tours

Reconquista
the Christian reconquest of Spain, 722–1492

Tours (or Poitiers)
the battle of 732 where Charles Martel stopped a Muslim army

Covadonga
the battle (c. 722) where Pelayo began the Christian kingdom of Asturias

CORE IDEAS

Conquest of Spain. In 711 a Berber general, Tariq, crossed from Africa at the rock named for him, Gibraltar (“Jabal Tariq”), defeated the Visigothic king Roderic and took most of Spain within a few years. In the northern mountains, a noble named **Pelayo** defeated a Muslim force at **Covadonga** about 722 and founded the kingdom of Asturias. The **Reconquista** began there.

Tours. Muslim armies raided across the Pyrenees into Gaul. In 732 Abd al-Rahman, governor of Spain, marched toward the rich shrine of St. Martin at Tours. Between Poitiers and Tours **Charles Martel** met him with Frankish infantry formed, says the *Mozarabic Chronicle of 754*, as firm as a wall, "like a belt of ice". Abd al-Rahman was killed and his army withdrew in the night.

How great a battle? Some historians call Tours the battle that saved Europe; others say it stopped a large raid, not a conquest. Both agree that the Franks held, Muslim raids into Gaul faded, and Charles' family became the leaders of the West: his grandson was Charlemagne (Unit 4).

Al-Andalus. An Umayyad prince who escaped the Abbasids founded an emirate at **Córdoba** in 756; in 929 it became a caliphate. Córdoba grew rich, with a great mosque, libraries and paved, lit streets. Christians and Jews lived as dhimmis. Some flourished; others suffered, like the martyrs of Córdoba in the 850s, executed for speaking against Islam. Al-Andalus split into rival kingdoms after 1031, and the Christian kingdoms pushed south.

PICTURE STUDY



The Battle of Poitiers, October 732, Charles de Steuben, 1837 · Oil on canvas · Palace of Versailles

Charles de Steuben, public domain. Wikimedia Commons.

Painted 1,100 years after the battle for King Louis-Philippe's gallery of French history at Versailles, this canvas shows Charles Martel as a national hero.

Look closely

- Charles, on a white horse, is the center of the painting.
- The armor and costume are imagined, not accurate to 732.

Talk about it

1. How does a painting of 1837 differ from the chronicle of 754 as a source?
2. Why would France in 1837 want this picture?

PRIMARY SOURCE

The Mozarabic Chronicle of 754

Read the account of the battle of Tours in the *Mozarabic Chronicle of 754*, written by a Christian living under Muslim rule in Spain, in any good translation (an excerpt is in the Internet Medieval Sourcebook).

Steps

1. How does the chronicler describe the Franks' battle line?
2. What happened to Abd al-Rahman and his army?
3. The chronicler calls the Franks "Europeans". Why is that notable?
4. Apply the five source questions. Why does it matter that he lived under Muslim rule?

Check your work

- ☐ The wall and the belt of ice
- ☐ Death and withdrawal
- ☐ Early use of "Europeans"
- ☐ Five questions

TIMELINE AND MAP NOTEBOOK

1. Map: mark Gibraltar, Toledo, Córdoba, Covadonga, the Pyrenees, Poitiers and Tours; shade al-Andalus and Asturias about 750.
2. Timeline: 711 Tariq crosses; 718/722 Covadonga; 732 Tours; 756 emirate of Córdoba; 785 Great Mosque begun; 850s martyrs of Córdoba; 929 caliphate; 1031 caliphate breaks up.

> **From history.** Charles Martel's nickname, "the Hammer", was given to him by later chroniclers, perhaps recalling Judas Maccabeus, "the hammer" of the Jews' enemies.

> **Church history.** The martyrs of Córdoba, led by the priest Eulogius, who was himself executed in 859, divided the Christians of their own day: some honored them; others, fearing reprisals, said they had provoked death.

SEE IT: INTERACTIVE.

Layered History Timeline: Battle of Tours

See it on one zoomable page beside the empires, documents, events and people of the same years.

Opens in a new tab.

PRACTICE

1. Easy Who crossed into Spain in 711?

   ▼ **Show answer**

   Tariq, a Berber general.

2. Easy Who won at Covadonga, and about when?

   ▼ **Show answer**

   Pelayo, about 722.

3. Medium When was the battle of Tours?

   ▼ **Show answer**

   732.

4. Medium How does the Mozarabic Chronicle describe the Franks?

   ▼ **Show answer**

   Standing firm as a wall, like a belt of ice.

5. Hard Where was the capital of al-Andalus?

   ▼ **Show answer**

   Córdoba.

6. Challenge In four sentences, give a fair picture of Christian life in al-Andalus.

   ▼ **Show answer**

   Sample: Christians kept their churches and bishops under the dhimmi system. Some rose high and learned Arabic culture. They paid the jizya and lived under limits, and some, like the martyrs of Córdoba, were executed. It was neither paradise nor constant persecution.

COMMON MISTAKES

- Thinking al-Andalus was a land of perfect harmony. It had real learning and long peace at times, but Christians and Jews remained subordinate and sometimes persecuted.
- Thinking Tours ended the danger. Raids went on for years, and Muslim rule lasted in Spain until 1492.

> **Scripture.** "God is our refuge and strength, a very present help in trouble." (Psalm 46:1, KJV)
>
> Christians who lived through the conquests in Spain and Gaul held to this refuge.

UNIT 2 · THE RISE OF ISLAM · LESSON 2.4 OF 36 · FOUR SESSIONS, 30–50 MINUTES EACH

2.4 John of Damascus and Christians under Islam

OBJECTIVES

- Describe the life and work of John of Damascus.
- Explain the role of Christians in the House of Wisdom and the translation movement.
- Explain the iconoclast controversy in outline.

> **Warm-up.** Much of Aristotle reached Arabic through Christian translators in Baghdad. Why would a caliph hire Christians to translate Greek books?

WATCH

Golden age of Islam

Khan Academy · 10:44

https://www.youtube.com/watch?v=K5XKjk0-hCo

> **WHEN TO WATCH**
> With the Core idea on the translators.

BACKUP VIDEO

The Byzantine Christian Empire (Part 2)

Ryan M Reeves · 32:52

https://www.youtube.com/watch?v=L6qMvsv0O8c

A second video for another session, or if the first will not play.

KEY TERMS

John of Damascus
a Christian monk and theologian (c. 675–749) under the caliphs

iconoclasm
“image-breaking”, the Byzantine campaign against icons (726–843)

Hunayn ibn Ishaq
a Nestorian Christian physician (809–873) who translated Greek medicine and philosophy

icon
a painted image of Christ or a saint used in worship

House of Wisdom
the library and translation center in Abbasid Baghdad

CORE IDEAS

A Christian at court. John of Damascus was born in Damascus about 675 to a Christian family that served the Umayyad caliphs as tax officials. He held that post himself, then left to become a monk at the monastery of Mar Saba near Jerusalem.

His *Fount of Knowledge* summed up the theology of the Greek Fathers; it was later read by Peter Lombard and Aquinas.

On Islam. In a chapter on heresies John described the teaching of Muhammad as a heresy, since it took Christ as a prophet but denied his deity and crucifixion. He gave Christians answers for debates with Muslims, for example that the Word of God, whom even the Qur'an names, cannot be a created thing.

On icons. In 726 the Byzantine emperor Leo III began to destroy icons, partly from fear that God was punishing images; this was **iconoclasm**. John, safe from the emperor in Muslim lands, wrote three defenses of images: since God the Son took flesh and was seen, he may be pictured. The Second Council of Nicaea (787) approved the honoring of icons. Many Protestants have judged that council wrong by the second commandment (Exodus 20:4–5); the question is still argued.

Translators. The Abbasid caliphs, especially al-Mamun (813–833), gathered books in the **House of Wisdom** at Baghdad. Most translators of Greek science and philosophy were Syriac-speaking Christians, the greatest being **Hunayn ibn Ishaq**, who translated Galen and parts of Aristotle. Muslim scholars such as al-Khwarizmi in mathematics built on this, and much later the books passed into Latin through Spain.

PICTURE STUDY



Saint John of Damascus, Unknown icon painter, Medieval Byzantine tradition · Tempera on panel · Various collections

Photographer unknown, public domain. Wikimedia Commons.

Icons show John in the hood of a monk of Palestine, sometimes with a scroll of his writings. He defended the very kind of picture that portrays him.

Look closely

- The scroll shows he was a writer and teacher.
- Notice the flat gold background used for the light of heaven.

Talk about it

1. Why is it fitting that John is shown in an icon?
2. How would the second commandment bear on this image?

PRIMARY SOURCE

John of Damascus on Images

Read John of Damascus, *First Apology against Those Who Attack the Divine Images*, chapters 4–8, in any good translation (St. Vladimir's Seminary Press publishes one). Then read Exodus 20:4–5 and Colossians 1:15 in the KJV.

Steps

1. Why does John say the Old Testament forbade images of God?
2. What changed, in his view, when the Son became flesh?
3. How does he distinguish worship from honor?
4. Weigh his argument against Exodus 20:4–5. Where do you find it strong or weak?

Check your work

- ☐ Old Testament reason
- ☐ Incarnation argument
- ☐ Worship and honor
- ☐ Fair evaluation

TIMELINE AND MAP NOTEBOOK

1. Map: mark Damascus, Mar Saba, Jerusalem, Baghdad, Constantinople and Nicaea.
2. Timeline: c. 675 John born; 726 iconoclasm begins; c. 749 John dies; 787 Second Council of Nicaea; 813–833 al-Mamun; 843 icons restored in Byzantium; 873 Hunayn dies.

> **From history.** The Arabic numerals we use came from India; al-Khwarizmi wrote on them in Baghdad, and Europeans learned them from his book. His name gives us the word "algorithm".

> **Church history.** John's hymns, including the Easter canon beginning "The day of resurrection", are still sung. John Mason Neale translated it into English in the 1800s.

PRACTICE

1. Easy Where was John of Damascus born?

   ▼ **Show answer**

   Damascus.

2. Easy Where did John become a monk?

   ▼ **Show answer**

   Mar Saba, near Jerusalem.

3. Medium How did John classify Islam?

   ▼ **Show answer**

   As a Christian heresy.

4. Medium What was John's main argument for images?

   ▼ **Show answer**

   The Son became flesh and was seen, so he may be pictured.

5. Hard What was the House of Wisdom?

   ▼ **Show answer**

   The library and translation center in Baghdad.

6. Challenge In four sentences, explain how Greek learning reached the Muslim world.

   ▼ **Show answer**

   Sample: Syriac Christians had long studied Greek medicine and philosophy. The Abbasid caliphs paid them to translate the books into Arabic. Hunayn ibn Ishaq and others translated Galen and Aristotle in Baghdad. Muslim scholars then studied, used and added to this learning.

COMMON MISTAKES

- Thinking Islamic learning owed nothing to Christians. Christian translators carried Greek science into Arabic.
- Thinking all Christians lived in fear under the caliphs. John served at court before becoming a monk, though Christians were always subordinate.

> **Scripture.** “Who is the image of the invisible God, the firstborn of every creature:” (Colossians 1:15, KJV)
>
> John built his defense of icons on this verse; the debate turns on what it permits.

UNIT 3

Missions to the North and East

While Islam advanced in the south, the Gospel went north and east. This unit follows four great missions: Patrick to Ireland, Augustine of Canterbury to the English, Boniface to the Germans and Cyril and Methodius to the Slavs, ending with the baptism of Rus’ in 988. Between them, these missions made the peoples of northern and eastern Europe Christian.

Students read Patrick’s *Confession*, Bede’s *Ecclesiastical History*, Willibald’s *Life of Boniface* and the Russian *Primary Chronicle*.

PREREQUISITES

- Units 1–2 of this course, or a working knowledge of them.
- A KJV Bible and the timeline and map notebook.

MASTERY CHECKLIST

- ☐ I can tell the story of Patrick from his own Confession.
- ☐ I can describe the conversion of the English and the work of Bede.
- ☐ I can describe Boniface’s mission to the Germans.
- ☐ I can explain the work of Cyril and Methodius and the conversion of Rus’.
- ☐ I can explain how missionaries carried learning with the Gospel.

LESSONS IN THIS UNIT

3.1	**Patrick and the Irish**	Four sessions, 30–50 minutes each
3.2	**Augustine of Canterbury, Whitby and Bede**	Four sessions, 30–50 minutes each

3.3	**Boniface and the Oak of Thor**	Four sessions, 30–50 minutes each
3.4	**Cyril, Methodius and Vladimir**	Four sessions, 30–50 minutes each

Unit 3 test

Closed book, except for the source passages printed in Part C. Allow about 50 minutes. One hundred points; Part D's essay may be written the next day.

PART A · TERMS AND PEOPLE

1. **2 pts** **Lesson 3.1**

   What happened to him at sixteen?

PART A · TERMS AND PEOPLE

2. **2 pts** **Lesson 3.1**

   How long was he a slave?

PART A · TERMS AND PEOPLE

3. **2 pts** **Lesson 3.1**

   Who founded Iona, and when?

PART A · TERMS AND PEOPLE

4. **2 pts** **Lesson 3.2**

   When did Augustine land in Kent?

PART A · TERMS AND PEOPLE

5. **2 pts** **Lesson 3.2**

   Why did Ethelbert meet the monks outdoors?

PART A · TERMS AND PEOPLE

6. **2 pts** **Lesson 3.2**

   Who received the gift of song at Whitby?

PART A · TERMS AND PEOPLE

7. (2 pts) **Lesson 3.3**

Where was he from?

PART A · TERMS AND PEOPLE

8. (2 pts) **Lesson 3.3**

Where did he fell the oak?

PART A · TERMS AND PEOPLE

9. (2 pts) **Lesson 3.3**

Which kinswoman joined him?

PART A · TERMS AND PEOPLE

10. (2 pts) **Lesson 3.4**

Where were Cyril and Methodius from?

PART A · TERMS AND PEOPLE

11. (2 pts) **Lesson 3.4**

What did they translate?

PART A · TERMS AND PEOPLE

12. (2 pts) **Lesson 3.4**

Why did Vladimir reject Islam, according to the Chronicle?

PART B · DATES AND ORDER

13. (4 pts) **Lesson 3.1**

Put in order, earliest first: Methodius dies; Edwin of Northumbria is baptized; The Synod of Whitby; Boniface is martyred near Dokkum.

PART B · DATES AND ORDER

14. (4 pts) **Lesson 3.2**

Put in order, earliest first: Columba founds Iona; The pope commissions Boniface; Vladimir is baptized; Cyril and Methodius reach Moravia.

PART B · DATES AND ORDER

15. **4 pts** **Lesson 3.3**

Put in order, earliest first: Methodius dies; Boniface fells the oak at Geismar; The Synod of Whitby; Boniface is martyred near Dokkum.

PART B · DATES AND ORDER

16. **4 pts** **Lesson 3.4**

Put in order, earliest first: Bede finishes his History; Boniface is martyred near Dokkum; Patrick is taken captive; The Synod of Whitby.

PART C · READING SOURCES

17. **10 pts** **Lesson 3.1**

Patrick begins his Confession calling himself a sinner, the most unlearned and least of all the faithful. (a) Why would a bishop open his life story this way? (b) Compare Paul in 1 Timothy 1:15. (c) What does this tell you about the Confession as a source?

PART C · READING SOURCES

18. **10 pts** **Lesson 3.2**

Bede says that at Whitby Wilfrid argued that Peter had been given the keys of the kingdom of heaven, and King Oswiu chose to follow Peter, lest the doorkeeper be unwilling to open to him. (a) What verse did Wilfrid rely on? (b) What did Oswiu decide? (c) How would a Protestant reader understand that verse differently?

PART C · READING SOURCES

19. **10 pts** **Lesson 3.3**

Elijah mocked the priests of Baal, “Cry aloud: for he is a god; either he is talking, or he is pursuing, or he is in a journey” (1 Kings 18:27). (a) How is Geismar like Mount Carmel? (b) How is it different? (c) What did both events prove to the watchers?

PART D · MAP AND ESSAY

20. **10 pts** **Lesson 3.4**

Locate or describe: Armagh, Iona, Lindisfarne, Canterbury, Whitby, Fulda, Dokkum and Kiev.

PART D · MAP AND ESSAY

21. **20 pts** **Lesson 3.4**

Essay (400–500 words): Compare two of this unit's missions. How did each missionary present the Gospel, how did he deal with rulers, and why did the mission take root? Use at least two primary sources.

ANSWER KEY

1. Irish raiders carried him off as a slave.
2. About six years.
3. Columba, in 563.
4. 597.
5. He feared magic.
6. Caedmon.
7. Wessex, in England.
8. At Geismar in Hesse.
9. Leoba.
10. Thessalonica.
11. The Gospels and the liturgy.
12. It forbade wine.
13. Edwin of Northumbria is baptized (627); The Synod of Whitby (664); Boniface is martyred near Dokkum (754); Methodius dies (885).
14. Columba founds Iona (563); The pope commissions Boniface (719); Cyril and Methodius reach Moravia (863); Vladimir is baptized (988).
15. The Synod of Whitby (664); Boniface fells the oak at Geismar (c. 723); Boniface is martyred near Dokkum (754); Methodius dies (885).
16. Patrick is taken captive (c. 406); The Synod of Whitby (664); Bede finishes his History (731); Boniface is martyred near Dokkum (754).
17. (a) To give glory to God and answer critics with humility, not boasting. (b) Paul calls himself the chief of sinners whom Christ came to save. (c) It is a personal testimony written to give thanks and defend his mission, not a full chronicle.
18. (a) Matthew 16:19, “I will give unto thee the keys of the kingdom of heaven.” (b) To follow the Roman date and customs. (c) As Christ’s gift to Peter’s confession and to the apostles together (Matthew 18:18), not a later papal office.
19. (a) A servant of God challenged a false god before its worshipers, and the false god did nothing. (b) Elijah called down fire; Boniface simply cut the tree; no prophets were slain at Geismar. (c) That the idol was powerless and the Lord is God.

20. Armagh in northern Ireland; Iona, an island off western Scotland; Lindisfarne, an island off northeast England; Canterbury in Kent; Whitby on the Yorkshire coast; Fulda in central Germany; Dokkum in Frisia (the northern Netherlands); Kiev on the Dnieper.
21. Look for: Patrick's humility and suffering; Augustine and King Ethelbert; Boniface and the oak; Cyril's alphabet; Vladimir's envoys; role of kings; learning and Scripture in the people's tongue; sources quoted; fair judgment. Score: content 8, sources 6, judgment 3, writing 3.

Printable answer key (PDF, for the parent)

UNIT PROJECT: A MISSION MAP OF EUROPE, 400–1000

Draw a large map of Europe and mark the route and date of at least eight missionaries or conversions: Patrick, Columba, Augustine of Canterbury, Aidan, Willibrord, Boniface, Cyril and Methodius, and Vladimir. For each, add a one-sentence caption and a source.

Then write 400 words answering: what did the successful missions have in common? Use Matthew 28:19–20 and at least two primary sources.

Score each row 4 (excellent), 3 (good), 2 (developing) or 1 (beginning). Twenty points in all; multiply by 5 for a percentage.

LOOK FOR	WHAT IT MEANS
Accuracy	4: every name, date and fact correct, with “c.” used where dates are uncertain. 3: one or two slips. 2: several errors. 1: many errors.
Use of sources	4: the primary sources are quoted and questioned (who, when, how they knew, why, does other evidence agree). 3: mostly. 2: sources only summarized. 1: sources only named.
Fair judgment	4: judges the past by its own age and by Scripture, naming wrongs plainly without modern slogans. 3: mostly fair. 2: one-sided. 1: no judgment or a careless one.
The map	4: eight or more missions, dated, captioned and sourced. 3: six or seven. 2: fewer, or undated. 1: missing.
Timeline and map	4: the unit’s pages of the notebook are complete, neat and correctly placed. 3: minor gaps. 2: incomplete. 1: missing.

UNIT 3 · MISSIONS TO THE NORTH AND EAST · LESSON 3.1 OF 36 · FOUR SESSIONS, 30–50 MINUTES EACH

3.1 Patrick and the Irish

OBJECTIVES

- Tell Patrick’s story from his Confession.
- Explain how Ireland became Christian and the character of Irish monasticism.
- Explain how Irish monks carried the faith and learning to Britain and Europe.

Warm-up. Patrick was carried off as a slave to Ireland at sixteen. Years later he went back of his own will. What would make a man return to the land of his captivity?

WATCH

The Story of St. Patrick: How Christianity Spread in Ireland

Drive Thru History with Dave Stotts · 4:56

https://www.youtube.com/watch?v=1jqokxg0wFk

WHEN TO WATCH
After the Core ideas.

Note: Dave Stotts in Ireland on Patrick.

BACKUP VIDEO

Who was the real Saint Patrick? And the origins of St. Patrick's Day.

The History Guy: History Deserves to Be Remembered · 8:20

https://www.youtube.com/watch?v=H2bOvw7IIRQ

A second video for another session, or if the first will not play.

KEY TERMS

Confession
Patrick's own short account of his life and calling

Columba
Irish monk (521–597) who founded Iona

peregrinatio
Irish monks' "wandering for Christ", leaving home for missionary exile

Armagh
the church in northern Ireland traditionally founded by Patrick

Iona
the island monastery off Scotland, a base for missions

CORE IDEAS

Captive. Patrick was born in Roman Britain about 390 to a Christian family; his father was a deacon. At sixteen Irish raiders carried him off as a slave. Herding flocks, he says, he began to pray a hundred times a day. After six years he escaped, after a dream told him a ship was ready, and made his way home.

The call. In a vision he heard "the voice of the Irish" begging him to come and walk among them again. Though he called himself unlearned, he returned as a bishop, by tradition in 432. He baptized thousands, ordained clergy and faced danger from kings and druids. He wrote his **Confession** late in life to answer critics, and a *Letter to Coroticus* condemning a British king whose men had killed and enslaved newly baptized converts.

Irish monks. The Irish church grew around monasteries more than cities, for Ireland had none. Monks studied Latin and Scripture and copied books, including the Book of Kells. Many took up *peregrinatio*, leaving Ireland for Christ. **Columba** founded **Iona** in 563 and preached to the Picts; Aidan went from Iona to Lindisfarne in 635; Columbanus founded monasteries in Gaul and Italy.

Legend and history. Later legends say Patrick drove the snakes from Ireland and taught the Trinity with a shamrock. These stories appear centuries later. The historian should rest on the two letters that Patrick himself wrote, which show a humble man, sure of his call, steeped in Scripture.

PICTURE STUDY



The Chi-Rho Page, Book of Kells, Monks of Iona (and perhaps Kells), c. A.D. 800 · Ink and pigments on vellum · Trinity College Library, Dublin

Meister des Book of Kells, public domain. Wikimedia Commons.

This page opens Matthew 1:18, “Now the birth of Jesus Christ was on this wise.” The Greek letters XP (Chi-Rho), the first letters of Christ’s name, fill the page.

Look closely

- Find the cats and mice hidden in the lower part.
- Look for angels among the spirals.

Talk about it

1. Why would monks give one verse a whole page?
2. What does this page tell you about the Irish monks’ love of Scripture?

PRIMARY SOURCE

Patrick's Confession

Read Patrick's *Confession*, sections 1–3, 16–17, 23 and 61–62 (Classics Library).

Steps

1. How does Patrick describe himself in section 1?
2. What happened to him as a slave (16–17)?
3. Describe the vision of section 23.
4. How does he end the Confession (61–62)? What does it show about him?

Check your work

- ☐ Self-description
- ☐ Prayer in slavery
- ☐ The voice of the Irish
- ☐ Humble ending

TIMELINE AND MAP NOTEBOOK

1. Map: mark Britain, Ireland, Armagh, Iona, Lindisfarne, Luxeuil and Bobbio; draw arrows for Patrick, Columba, Aidan and Columbanus.
2. Timeline: c. 390 Patrick born; c. 406 taken captive; 432 traditional return; 563 Iona; 590 Columbanus to Gaul; 635 Aidan at Lindisfarne; c. 800 Book of Kells.

> **From history.** The prayer called "St. Patrick's Breastplate" ("Christ with me, Christ before me…") is probably later than Patrick, but it is one of the oldest Irish prayers.

> **Church history.** Patrick's *Letter to Coroticus* is one of the earliest Christian writings to condemn the slave trade by name. He wrote as one who had been a slave himself.

PRACTICE

1. Easy Where was Patrick born?

▼ **Show answer**

In Roman Britain.

2. Easy What did he do while herding flocks?

   ▼ **Show answer**

   He prayed many times a day.

3. Medium What did he hear in his vision?

   ▼ **Show answer**

   The voice of the Irish begging him to come back.

4. Medium Why did he write to Coroticus?

   ▼ **Show answer**

   To condemn him, because his men killed and enslaved new converts.

5. Hard Who went from Iona to Lindisfarne?

   ▼ **Show answer**

   Aidan, in 635.

6. Challenge In four sentences, explain how a historian should treat the legends about Patrick.

   ▼ **Show answer**

   Sample: The snakes and shamrock appear centuries after his death. Patrick's own Confession does not mention them. A historian must build first on the earliest and closest sources. The real Patrick of the Confession is more remarkable than the legends.

COMMON MISTAKES

- Thinking Patrick was the first Christian in Ireland. Pope Celestine sent Palladius to Irish believers in 431.
- Trusting the snake and shamrock stories. They appear centuries after Patrick.

REFERENCE GUIDE

An eight-page, color-coded guide to Western civilization from ancient times to 1500: the ages at a glance, Mesopotamia, Egypt and Israel, Assyria and Persia, the Greek polis, the Persian Wars and the philosophers, Alexander, the Roman Republic and Empire, the rise of Christianity and the fall of the West, Byzantium, Islam, the medieval Church, Charlemagne, feudalism, the Crusades, the High and Late Middle

Ages and the Renaissance, with who's who, battles and great books. The booklet prints on 11×17 paper and folds to letter size. Prints in color and reads clearly in black and white.

> **Scripture.** "And how shall they preach, except they be sent? as it is written, How beautiful are the feet of them that preach the gospel of peace, and bring glad tidings of good things!" (Romans 10:15, KJV)
>
> Patrick went back to his captors with the Gospel.

UNIT 3 · MISSIONS TO THE NORTH AND EAST · LESSON 3.2 OF 36 · FOUR SESSIONS, 30–50 MINUTES EACH

3.2 Augustine of Canterbury, Whitby and Bede

OBJECTIVES

- Describe the mission of Augustine to Kent.
- Explain the Synod of Whitby.
- Describe Bede and his Ecclesiastical History.

> **Warm-up.** A thane told King Edwin that a man's life is like a sparrow flying through a lit hall in winter. What did he mean, and why did it lead to the Gospel?

WATCH

Bede's Ecclesiastical History of the English People (Pt. 3.)

Voices of the Past · 4:58

https://www.youtube.com/watch?v=ZPnDcMbFXaM

> **WHEN TO WATCH**
> With the Core idea on Bede.

Note: A reading from Bede's own Ecclesiastical History (from Book 2, in an older English translation). The backup continues the reading.

BACKUP VIDEO

Bede's Ecclesiastical History of the English People (Pt. 4)

Voices of the Past · 4:33

https://www.youtube.com/watch?v=ZVpDSz8BRBk

A second video for another session, or if the first will not play.

KEY TERMS

Ethelbert
king of Kent who welcomed Augustine in 597

Canterbury
Ethelbert's capital and the seat of the archbishop

Whitby
the abbey where a synod in 664 settled the date of Easter

Hilda
abbess of Whitby (614–680)

Bede
monk of Jarrow (673–735), the "father of English history"

CORE IDEAS

The mission. Gregory the Great sent **Augustine**, prior of his own monastery in Rome, with forty monks. They landed in Kent in 597, carrying a silver cross and a

painted image of Christ. King **Ethelbert**, whose wife Bertha was already a Frankish Christian, heard them in the open air, fearing magic, and let them preach. He was baptized, and Augustine became the first archbishop of **Canterbury**.

The sparrow. In Northumbria, Bede tells, King Edwin's council debated the faith in 627. A thane compared man's life to a sparrow flying out of the winter storm through a lit hall and out again: we know nothing of what came before or what follows. If the new teaching told more, it should be followed. Edwin was baptized at York.

Whitby. Irish missionaries from Iona and Roman missionaries kept Easter on different dates. In 664 King Oswiu called a synod at Abbess **Hilda**'s abbey of **Whitby**. Wilfrid argued for Rome, appealing to Peter; Oswiu chose the Roman date, and England was drawn closer to the continental church. At Whitby too, Bede tells, the cowherd Caedmon was given the gift of singing Scripture in English verse.

Bede. Bede, a monk at Jarrow from the age of seven, wrote commentaries, a book on time, and in 731 the *Ecclesiastical History of the English People*. He named his sources and weighed them, and he popularized dating years from the birth of Christ, "in the year of our Lord". He died in 735 finishing a translation of John's Gospel into English.

PICTURE STUDY



Ezra the Scribe, Codex Amiatinus, Monks of Wearmouth-Jarrow, Before A.D. 716 · Ink and pigments on vellum · Biblioteca Medicea Laurenziana, Florence

Photographer unknown, public domain. Wikimedia Commons.

Bede's own monastery made three huge Latin Bibles. This one, the Codex Amiatinus, is the oldest complete Latin Bible in existence. Its abbot carried it toward Rome as a gift for the pope in 716.

Look closely

- The cupboard holds the books of the Bible.
- Ezra was remembered as the scribe who restored the law (Ezra 7:6).

Talk about it

1. Why would monks in Northumbria picture Ezra?
2. What does this book show about English learning in Bede's time?

PRIMARY SOURCE

Bede's History

Read Bede, *Ecclesiastical History* I.25–26 (Augustine in Kent), II.13 (the sparrow), III.25 (Whitby) and IV.24 (Caedmon), in any good translation (Leo Sherley-Price's Penguin, or the free Everyman translation).

Steps

1. How did Ethelbert receive the missionaries?
2. Retell the sparrow speech in your own words.
3. What argument won at Whitby?
4. How did Caedmon receive his gift? What did he sing about?

Check your work

- ☐ Ethelbert's caution
- ☐ The sparrow
- ☐ Peter and the keys
- ☐ Caedmon's hymn

TIMELINE AND MAP NOTEBOOK

1. Map: mark Canterbury, York, Lindisfarne, Whitby, Jarrow and Iona; shade Kent and Northumbria.
2. Timeline: 597 Augustine lands; 601 Ethelbert baptized (by then); 627 Edwin baptized; 635 Aidan; 664 Whitby; 731 Bede's History; 735 Bede dies.

> **From history.** Bede's pupil Cuthbert described his death: having finished the last sentence of his translation, Bede sang "Glory be to the Father" and died on the floor of his cell.

> **Church history.** Gregory advised Augustine not to destroy pagan temples but to cleanse them for Christian worship, so that people might come more readily to familiar places to worship the true God.

SEE IT: INTERACTIVE.

Layered History Timeline: Bede, Ecclesiastical History

See it on one zoomable page beside the empires, documents, events and people of the same years.

Opens in a new tab.

PRACTICE

1. Easy Who sent Augustine to England?

   ▼ **Show answer**

   Gregory the Great.

2. Easy Who was Ethelbert's wife?

   ▼ **Show answer**

   Bertha, a Frankish Christian.

3. Medium What city became the seat of the archbishop?

   ▼ **Show answer**

   Canterbury.

4. Medium Who was abbess of Whitby?

   ▼ **Show answer**

   Hilda.

5. Hard Where was Bede a monk?

   ▼ **Show answer**

   At Jarrow (Wearmouth-Jarrow).

6. Challenge In four sentences, explain why Bede is called the father of English history.

   ▼ **Show answer**

   Sample: He wrote the first history of the English people. He named and weighed his sources and gathered documents from Rome and from local churches. He spread the A.D. dating system. Later historians built on his work.

COMMON MISTAKES

- Thinking England was converted all at once. It took about ninety years, with many kings returning to paganism.
- Thinking Whitby was only about a date. It decided whether the English church would follow Iona's customs or Rome's.

> **Scripture.** "So teach us to number our days, that we may apply our hearts unto wisdom." (Psalm 90:12, KJV)
>
> The sparrow speech is a heathen echo of this prayer.

UNIT 3 · MISSIONS TO THE NORTH AND EAST · LESSON 3.3 OF 36 · FOUR SESSIONS, 30–50 MINUTES EACH

3.3 Boniface and the Oak of Thor

OBJECTIVES

- Describe Boniface's mission to the Germans.
- Explain the meaning of the felling of the oak at Geismar.
- Explain Boniface's work in reforming the Frankish church.

> **Warm-up.** Boniface took an axe to a sacred oak while a crowd of pagans watched. Was that wise or reckless?

WATCH

Boniface – Missionary, Reformer, Martyr - The Apostle of Germany

Legendary Lives · 7:42

https://www.youtube.com/watch?v=9en1FJ9mOxE

> WHEN TO WATCH
> After the Core ideas.

Note: Parent preview: Legendary Lives, 7:42: "Boniface – Missionary, Reformer, Martyr - The Apostle of Germany". Channel note: channel likely AI-generated; this video only.

KEY TERMS

Boniface
English missionary (c. 675–754), "apostle of the Germans"

Fulda
the monastery Boniface founded in 744

Willibald
priest who wrote Boniface's Life soon after his death

Geismar
the place in Hesse where Boniface felled the oak of Thor (Donar)

Frisians
a people on the North Sea coast

CORE IDEAS

A monk of Wessex. Wynfrith, later named **Boniface**, was a respected teacher in a monastery in Wessex. In his forties he left to preach to the pagan Frisians and Germans, the people from whom the English had come. In 719 the pope commissioned him; in 722 he was made a bishop.

The oak. In Hesse many baptized people still sacrificed to trees and springs. About 723 at **Geismar**, Willibald writes, Boniface began to cut down a huge oak sacred to Thor while pagans cursed him. The tree crashed and split into four parts. The watchers turned to the Lord, and Boniface built a chapel to St. Peter from its timber.

Builder and reformer. Boniface founded churches and monasteries, above all **Fulda** (744), and called English monks and nuns to help, among them his kinswoman Leoba. With Carloman and Pepin, sons of Charles Martel, he held councils to reform the Frankish church, removing worldly bishops. He kept up a steady correspondence, asking English friends for books.

Martyr. In old age he went back to the **Frisians**. On 5 June 754 near **Dokkum** a band of pagans attacked his camp. Willibald says he forbade his companions to fight and told them to trust God. He and some fifty companions were killed. A Gospel book slashed by a sword, said to be the one he raised to shield himself, is kept at Fulda.

PRIMARY SOURCE

Willibald's Life of Boniface

Read Willibald, *Life of St. Boniface*, chapters 6 (the oak at Geismar) and 8 (the martyrdom), in any good translation (C. H. Talbot's *The Anglo-Saxon Missionaries in Germany*, or the Internet Medieval Sourcebook).

Steps

1. What was the state of the Hessians' faith?
2. Describe the felling of the oak and the crowd's response.
3. What did Boniface say to his companions at Dokkum?
4. Apply the five source questions. Willibald wrote within about fifteen years; what follows from that?

Check your work

- ☐ Mixed faith
- ☐ The oak
- ☐ Forbidding to fight
- ☐ Five questions

TIMELINE AND MAP NOTEBOOK

1. Map: mark Wessex, Utrecht, Geismar, Fulda, Mainz and Dokkum; draw Boniface's journeys.
2. Timeline: c. 675 Boniface born; 716 first mission to Frisia; 719 papal commission; 722 bishop; c. 723 Geismar; 744 Fulda; 747 Frankish councils; 754 martyrdom.

> **From history.** A later legend says that Boniface pointed to a young fir growing among the roots of the oak as a sign of Christ. The story is first told centuries later, but some connect it with the Christmas tree.

> **Church history.** Boniface wrote to an English archbishop that the church is like a great ship tossed on the sea, and that we should not abandon it but steer it, a line still quoted.

PRACTICE

1. Easy What was Boniface's birth name?

   ▼ **Show answer**

   Wynfrith.

2. Easy What is he called?

   ▼ **Show answer**

   The apostle of the Germans.

3. Medium To which god was the oak sacred?

   ▼ **Show answer**

   Thor (Donar).

4. Medium What monastery did he found in 744?

   ▼ **Show answer**

   Fulda.

5. Hard Where and when was he martyred?

   ▼ **Show answer**

   Near Dokkum in Frisia, in 754.

6. Challenge In four sentences, explain how Boniface's death fits his life.

   ▼ **Show answer**

   Sample: He spent his life preaching without force. At Dokkum he refused to let his companions fight. He died holding a book, not a sword. His martyrdom sealed his witness, as the blood of martyrs had in Rome.

COMMON MISTAKES

- Thinking Boniface preached to people who had never heard of Christ. Many in Hesse were baptized but mixed the faith with paganism.
- Thinking mission and learning were separate. Boniface asked constantly for books and founded schools.

> **Scripture.** “And when all the people saw it, they fell on their faces: and they said, The LORD, he is the God; the LORD, he is the God.” (1 Kings 18:39, KJV)
>
> The people at Geismar responded as Israel did on Carmel.

UNIT 3 · MISSIONS TO THE NORTH AND EAST · LESSON 3.4 OF 36 · FOUR SESSIONS, 30–50 MINUTES EACH

3.4 Cyril, Methodius and Vladimir

OBJECTIVES

- Describe the mission of Cyril and Methodius to the Slavs.
- Explain why a Slavic alphabet mattered.
- Tell the story of the conversion of Rus’ from the Primary Chronicle.

> **Warm-up.** Cyril invented an alphabet so that the Slavs could read the Gospel in their own tongue. Why might some churchmen have objected?

WATCH

Methodius and Cyril: Apostles to the Slavs

Drive Thru History with Dave Stotts · 3:24

https://www.youtube.com/watch?v=oEw5nf2yY9w

> **WHEN TO WATCH**
> With the Core ideas on the brothers.

BACKUP VIDEO

How the Rus Became Christian - Vladimir the Great DOCUMENTARY

Kings and Generals · 19:04

https://www.youtube.com/watch?v=TYxsfTMxaNY

A second video for another session, or if the first will not play.

KEY TERMS

Cyril and Methodius
brothers from Thessalonica, missionaries to the Slavs (860s–880s)

Glagolitic
the alphabet Cyril made for the Slavic language

Cyrillic
the later alphabet, named for Cyril, used for Russian today

Rus'
the people and state of Kiev, ancestors of Russia and Ukraine

Vladimir
prince of Kiev, baptized in 988

CORE IDEAS

The brothers. In 862 Prince Rastislav of Moravia asked Constantinople for teachers who could teach his people in their own language. Emperor Michael III sent two brothers from Thessalonica who knew Slavic, **Constantine** (who took the name **Cyril** as a monk) and **Methodius**. Constantine made a new alphabet, the **Glagolitic**, and translated the Gospels and the liturgy.

Opposition. Frankish clergy in Moravia held that only Hebrew, Greek and Latin were fit for worship. The brothers went to Rome, and the pope approved the Slavonic liturgy in 868. Cyril died in Rome in 869; Methodius returned as archbishop, endured prison by Frankish bishops and labored until his death in 885. After his death his disciples were driven out of Moravia and carried the work to Bulgaria, where the **Cyrillic** alphabet was developed.

The envoys. The *Primary Chronicle* of Kiev tells that Prince **Vladimir**, a pagan with many wives, sent envoys to examine the faiths. They rejected Islam (no wine) and Judaism (a people scattered for their sins), found the Germans' worship plain, and in Hagia Sophia at Constantinople "knew not whether we were in heaven or on earth". Vladimir chose the Greek faith.

Baptism of Rus'. In 988 Vladimir was baptized and married the emperor's sister Anna. He had the idol of Perun dragged into the Dnieper, and the people of Kiev were baptized in the river. The Chronicle says he then built churches and schools and cared for the poor. Rus' took its faith, art and letters from Byzantium.

PICTURE STUDY



The Baptism of Prince Vladimir, Viktor Vasnetsov, 1890s · Mural · St. Volodymyr's Cathedral, Kiev

Viktor Vasnetsov, public domain. Wikimedia Commons.

Painted for the cathedral of St. Vladimir in Kiev about 900 years after the event, this mural shows the prince's baptism at Chersonesus.

Look closely

- Vladimir's rich robes lie aside; he stands humbled.
- The courtiers watch to see what their prince will do.

Talk about it

1. Why does a ruler's baptism matter so much for a people?
2. How does a painting of the 1890s compare with the Chronicle as a source?

PRIMARY SOURCE

The Primary Chronicle on the Choice of Faith

Read the *Russian Primary Chronicle* for the years 986–988 (the examination of the faiths and the baptism of Kiev), in any good translation (Cross and Sherbowitz-Wetzor's, or the Internet Medieval Sourcebook excerpt).

Steps

1. Why did Vladimir reject Islam and Judaism?
2. What did the envoys say about Hagia Sophia?
3. What did Vladimir do to the idols of Kiev?
4. Was choosing a faith for its beauty a good reason? What does John 4:24 add?

Check your work

- ☐ Reasons for rejection
- ☐ Heaven or earth
- ☐ Perun in the river
- ☐ Thoughtful judgment

TIMELINE AND MAP NOTEBOOK

1. Map: mark Thessalonica, Constantinople, Moravia, Rome, Bulgaria, Kiev, the Dnieper and Chersonesus.
2. Timeline: 862 Rastislav's request; 863 the brothers arrive; 868 the pope approves; 869 Cyril dies; 885 Methodius dies; 893 Slavonic in Bulgaria; 988 baptism of Kiev.

> **From history.** The Chronicle says the envoys found that Islam forbade wine, and Vladimir replied that drinking is the joy of the Rus' and they could not live without it.

> **Church history.** Church Slavonic, the language of Cyril's translations, is still used in the liturgy of the Russian and other Slavic Orthodox churches.

SEE IT: INTERACTIVE.

Layered History Timeline: Kievan Rus

See it on one zoomable page beside the empires, documents, events and people of the same years.

Also from this lesson: Baptism of Vladimir and the Rus. Opens in a new tab.

PRACTICE

1. Easy Who asked Constantinople for Slavic-speaking teachers?

   ▼ Show answer

   Prince Rastislav of Moravia.

2. Easy What alphabet did Cyril create?

   ▼ Show answer

   The Glagolitic.

3. Medium Who objected, and why?

   ▼ Show answer

   Frankish clergy, who held that only Hebrew, Greek and Latin were fit for worship.

4. Medium What alphabet is named for Cyril?

   ▼ Show answer

   Cyrillic.

5. Hard What did the envoys say about Hagia Sophia?

   ▼ Show answer

   They knew not whether they were in heaven or on earth.

6. Challenge In four sentences, judge Vladimir's conversion fairly.

   ▼ Show answer

   Sample: His choice involved beauty, politics and a royal marriage. Before it, he had many wives and had killed his brother. After it, the Chronicle says, he built churches, cared for the poor and gave up his wives. We cannot read his heart, but his life changed.

COMMON MISTAKES

- Thinking Cyril invented the Cyrillic alphabet. He made the Glagolitic; Cyrillic was developed by his disciples' circle and named for him.
- Thinking the conversion of Rus' was purely a matter of beauty. Politics and a marriage to the emperor's sister were also involved.

> **Scripture.** "And how hear we every man in our own tongue, wherein we were born?" (Acts 2:8, KJV)
>
> At Pentecost each man heard in his own tongue. Cyril and Methodius served the same end.

UNIT 4

Charlemagne, the Vikings and Alfred

Charles Martel's grandson Charlemagne built an empire across western Europe, was crowned emperor in Rome in 800 and gathered scholars to restore learning. After him the Northmen burst out of Scandinavia, plundering monasteries from Ireland to the Seine, until kings like Alfred of Wessex stood against them and, in time, the Vikings themselves were baptized.

Students read Einhard's and Notker's lives of Charlemagne, Alcuin's letter on Lindisfarne, *Beowulf* and Asser's *Life of Alfred*.

PREREQUISITES

- Units 1–3 of this course, or a working knowledge of them.
- A KJV Bible and the timeline and map notebook.

MASTERY CHECKLIST

- ☐ I can describe Charlemagne's conquests, his coronation and his character.
- ☐ I can explain the Carolingian Renaissance and Alcuin's part in it.
- ☐ I can describe the Viking raids, voyages and conversion.
- ☐ I can describe Alfred's defense of Wessex and his revival of learning.
- ☐ I can judge rulers of this age fairly by their own standards and by Scripture.

LESSONS IN THIS UNIT

4.1	**Charlemagne**	Four sessions, 30–50 minutes each
4.2	**Alcuin and the Carolingian Renaissance**	Four sessions, 30–50 minutes each
4.3	**The Northmen**	Four sessions, 30–50 minutes each
4.4	**Alfred the Great**	Four sessions, 30–50 minutes each

Unit 4 Test

Closed book, except for the source passages printed in Part C. Allow about 50 minutes. One hundred points; Part D's essay may be written the next day.

PART A · TERMS AND PEOPLE

1. (2 pts) **Lesson 4.1**
   What did Pepin give the pope?

PART A · TERMS AND PEOPLE

2. **2 pts** **Lesson 4.1**

Whom did Charles conquer in Italy in 774?

PART A · TERMS AND PEOPLE

3. **2 pts** **Lesson 4.1**

Who crowned Charles emperor, and when?

PART A · TERMS AND PEOPLE

4. **2 pts** **Lesson 4.2**

When did Alcuin come to the court?

PART A · TERMS AND PEOPLE

5. **2 pts** **Lesson 4.2**

What did the capitulary of about 789 order?

PART A · TERMS AND PEOPLE

6. **2 pts** **Lesson 4.2**

Where was Alcuin abbot from 796?

PART A · TERMS AND PEOPLE

7. **2 pts** **Lesson 4.3**

Who wrote about the attack from the Frankish court?

PART A · TERMS AND PEOPLE

8. **2 pts** **Lesson 4.3**

Why did Vikings attack monasteries?

PART A · TERMS AND PEOPLE

9. **2 pts** **Lesson 4.3**

Who received Normandy in 911?

PART A · TERMS AND PEOPLE

10. **2 pts** **Lesson 4.4**

What was the only English kingdom not conquered by 870?

PART A · TERMS AND PEOPLE

11. **2 pts** **Lesson 4.4**

Where did Alfred defeat the Danes?

PART A · TERMS AND PEOPLE

12. **2 pts** **Lesson 4.4**

How did Alfred's law code begin?

PART B · DATES AND ORDER

13. **4 pts** **Lesson 4.1**

Put in order, earliest first: Northmen sack Lindisfarne; The massacre at Verden; Charles is crowned emperor; Iceland accepts Christianity.

PART B · DATES AND ORDER

14. **4 pts** **Lesson 4.2**

Put in order, earliest first: Alcuin becomes abbot of Tours; Charles is crowned emperor; Alfred retakes London; Alfred becomes king of Wessex.

PART B · DATES AND ORDER

15. **4 pts** **Lesson 4.3**

Put in order, earliest first: Vikings besiege Paris; The massacre at Verden; Charles orders schools; Alfred wins at Edington.

PART B · DATES AND ORDER

16. **4 pts** **Lesson 4.4**

Put in order, earliest first: Charles conquers the Lombards; Alfred wins at Edington; Charles is crowned emperor; Alfred dies.

PART C · READING SOURCES

17. **10 pts** **Lesson 4.1**

Jesus said, “Go ye therefore, and teach all nations, baptizing them” (Matthew 28:19). (a) What order do the words teach and baptize come in? (b) How did Alcuin use this order against forced baptism? (c) How did Charlemagne respond?

PART C · READING SOURCES

18. **10 pts** **Lesson 4.2**

Proverbs says, “Wisdom is the principal thing; therefore get wisdom: and with all thy getting get understanding” (Proverbs 4:7). (a) How did Charlemagne’s school reforms follow this? (b) Whose wisdom did the schools aim at? (c) What was the risk in nobles neglecting learning?

PART C · READING SOURCES

19. **10 pts** **Lesson 4.3**

Alcuin wrote that never before had such a terror appeared in Britain, and asked whether the attack was a sign of judgment for the sins of the people. (a) What sins did he name? (b) Compare Amos 3:6, “shall there be evil in a city, and the LORD hath not done it?” (c) Is it fair to call such an attack a judgment?

PART D · MAP AND ESSAY

20. **10 pts** **Lesson 4.4**

Locate or describe: Aachen, Rome, Verden, Roncesvalles, Lindisfarne, Paris, Winchester and Edington.

PART D · MAP AND ESSAY

21. **20 pts** **Lesson 4.4**

Essay (400–500 words): Charlemagne and Alfred were both Christian kings at war. Compare them as rulers. Which better fits the picture of a ruler in Romans 13:3–4 and 2 Samuel 23:3? Use at least two primary sources.

ANSWER KEY

1. Lands in central Italy, the beginning of the Papal States.
2. The Lombards.
3. Pope Leo III, on Christmas Day 800.
4. 782.
5. Schools at every monastery and bishop's house, and corrected copies of books.
6. Tours (St. Martin's).
7. Alcuin.
8. They were rich and undefended.
9. Rollo.
10. Wessex.
11. At Edington, in 878.
12. With the Ten Commandments and laws from Exodus.
13. The massacre at Verden (782); Northmen sack Lindisfarne (793); Charles is crowned emperor (800); Iceland accepts Christianity (1000).
14. Alcuin becomes abbot of Tours (796); Charles is crowned emperor (800); Alfred becomes king of Wessex (871); Alfred retakes London (886).
15. The massacre at Verden (782); Charles orders schools (c. 789); Vikings besiege Paris (845); Alfred wins at Edington (878).
16. Charles conquers the Lombards (774); Charles is crowned emperor (800); Alfred wins at Edington (878); Alfred dies (899).
17. (a) Teaching comes first, then baptism. (b) He argued that people must be taught and believe before being baptized; faith cannot be forced. (c) He later softened his harsh Saxon laws in 797.
18. (a) He commanded schools and corrected books so that all could learn. (b) The wisdom of Scripture, read rightly through good Latin. (c) Ignorant rulers and clergy would misgovern and misread God's word.
19. (a) Luxury, greed, fine clothing and injustice among the English. (b) Amos taught that disaster in a city comes under God's rule. (c) Scripture shows God judging nations through invaders, but we should be careful in naming exact causes; the right response is repentance (Luke 13:1–5).

20. Aachen in western Germany, Charlemagne's capital; Rome on the Tiber; Verden on the Aller in Saxony; Roncesvalles in a pass of the western Pyrenees; Lindisfarne, an island off northeast England; Paris on the Seine; Winchester in Hampshire, Alfred's chief city; Edington in Wiltshire.
21. Look for: Charlemagne's conquests, forced baptism of the Saxons and Verden; his schools and laws; Alfred's defense of Wessex, Guthrum's baptism, his laws and translations; sources such as Einhard and Asser; fair judgment. Score: content 8, sources 6, judgment 3, writing 3.

Printable answer key (PDF, for the parent)

UNIT PROJECT: A HOUSEHOLD LAW CODE AFTER ALFRED

Alfred began his law code by copying the Ten Commandments and laws from Exodus 20–23. Write a household law code of twelve laws for a Christian home, each drawn from a verse in Exodus 20–23 or from the teaching of Christ, with the verse cited and a one-sentence explanation.

Add a 300-word preface, as Alfred did, explaining why laws should rest on God's law, quoting Matthew 7:12.

Score each row 4 (excellent), 3 (good), 2 (developing) or 1 (beginning). Twenty points in all; multiply by 5 for a percentage.

LOOK FOR	WHAT IT MEANS
Accuracy	4: every name, date and fact correct, with "c." used where dates are uncertain. 3: one or two slips. 2: several errors. 1: many errors.
Use of sources	4: the primary sources are quoted and questioned (who, when, how they knew, why, does other evidence agree). 3: mostly. 2: sources only summarized. 1: sources only named.
Fair judgment	4: judges the past by its own age and by Scripture, naming wrongs plainly without modern slogans. 3: mostly fair. 2: one-sided. 1: no judgment or a careless one.
The code	4: twelve laws, each sourced and explained, wise and practical. 3: nine to eleven. 2: fewer, or unsourced. 1: missing.
Timeline and map	4: the unit's pages of the notebook are complete, neat and correctly placed. 3: minor gaps. 2: incomplete. 1: missing.

UNIT 4 · CHARLEMAGNE, THE VIKINGS AND ALFRED · LESSON 4.1 OF 36 · FOUR SESSIONS, 30–50 MINUTES EACH

4.1 Charlemagne

OBJECTIVES

- Trace Charlemagne's rise and conquests.
- Explain the meaning of his coronation in 800.
- Judge his rule fairly, including the Saxon wars.

Warm-up. Einhard says that Charlemagne would not have entered St. Peter's on Christmas Day 800 had he known the pope meant to crown him. Do you believe him?

WATCH

Ten Minute History - Charlemagne and the Carolingian Empire (Short Documentary)

History Matters · 10:00

https://www.youtube.com/watch?v=H2J_3RTKB1c

> **WHEN TO WATCH**
> After the Core ideas.

BACKUP VIDEO

25th December 800: Charlemagne crowned emperor by Pope Leo III during Christmas Mass

HistoryPod · 2:35

https://www.youtube.com/watch?v=C1MEYeij7c0

A second video for another session, or if the first will not play.

KEY TERMS

Carolingians
the family of Charles Martel, Pepin and Charlemagne

Pepin the Short
Charlemagne's father, king of the Franks from 751

Saxons
the pagan people of northern Germany conquered by Charlemagne

Verden
the place where Charlemagne had some 4,500 Saxons beheaded in 782

missi dominici
"the lord's envoys", pairs of officials sent to inspect the counties

CORE IDEAS

Rise. Charles Martel's son **Pepin** deposed the last Merovingian king in 751 with the pope's approval and was anointed king. Pepin gave the pope lands in central Italy, the beginning of the Papal States. His son **Charles**, later called Charlemagne ("Charles the Great"), became sole king in 771.

Conquests. Charles fought nearly every year. He conquered the Lombards of Italy (774), fought in Spain, where his rear guard was destroyed at Roncesvalles in 778 (the story behind the *Song of Roland*), and subdued the Avars. His longest war, against the pagan **Saxons**, lasted some thirty years. After a Saxon revolt in 782 he had about 4,500 prisoners beheaded at **Verden**, and his Saxon laws ordered death for refusing baptism. Alcuin protested: faith, he wrote, must be freely given, not forced.

Emperor. On Christmas Day 800 Pope Leo III crowned Charles emperor of the Romans in St. Peter's. For the first time since 476 the West had an emperor. Byzantium was outraged. The coronation raised a question that would trouble Christendom for centuries: did emperors receive their crown from the pope?

Government. From **Aachen** Charles ruled through counts, checked by the **missi dominici**. His capitularies (decrees) ordered schools at every monastery and cathedral, honest weights, care for the poor and sound preaching. Einhard paints him as tall, cheerful, devout, fond of swimming, eager to learn, yet unable to write well. He had several wives and concubines one after another. He died in 814.

PICTURE STUDY



Emperor Charlemagne, Albrecht Dürer, 1511–1513 · Oil and tempera on panel · Germanisches Nationalmuseum, Nuremberg

Albrecht Dürer, public domain. Wikimedia Commons.

Seven hundred years after Charlemagne's death, Dürer painted him for the room in Nuremberg where the imperial crown jewels were kept. The crown he wears is the later imperial crown, not one Charlemagne knew.

Look closely

- He holds the sword of justice and the orb of rule.
- The coats of arms show the German eagle and the French lilies.

Talk about it

1. Why would both Germany and France claim Charlemagne?
2. What does this painting say about how later ages remembered him?

PRIMARY SOURCE

Einhard's Life of Charlemagne

Read Einhard, *Life of Charlemagne*, chapters 7–8 (the Saxon war), 22–29 (his person, habits, piety and coronation) (Classics Library).

Steps

1. How does Einhard describe the Saxon war, and what does he leave out?
2. List five details of Charles' person and habits.
3. What does Einhard say about the coronation?
4. Einhard modeled his book on Suetonius. How might that shape it?

Check your work

- ☐ Saxon war and silences
- ☐ Five details
- ☐ The coronation
- ☐ Model and bias

TIMELINE AND MAP NOTEBOOK

1. Map: shade the Frankish kingdom in 768 and the empire in 814; mark Aachen, Rome, Pavia, Verden, Roncesvalles and Paderborn.
2. Timeline: 751 Pepin king; 756 Donation of Pepin; 768 Charles king; 772 Saxon war begins; 774 Lombards conquered; 778 Roncesvalles; 782 Verden; 800 coronation; 814 death.

> **From history.** Einhard says Charlemagne kept wax tablets under his pillow to practice writing at night, but began too late in life and never mastered it.

> **Church history.** Alcuin wrote that a man can be drawn to faith but not forced, and that preaching should come before baptism. Charles later softened his Saxon laws (797).

SEE IT: INTERACTIVE.

Layered History Timeline: Charlemagne

See it on one zoomable page beside the empires, documents, events and people of the same years.

Also from this lesson: Carolingian dynasty · Charlemagne crowned emperor. Opens in a new tab.

PRACTICE

1. Easy Who was Charlemagne's father?

   ▼ **Show answer**

   Pepin the Short.

2. Easy When did Charles become sole king?

   ▼ **Show answer**

   771.

3. Medium What happened at Roncesvalles in 778?

   ▼ **Show answer**

   Charles' rear guard was destroyed.

4. Medium Who protested forced baptism?

   ▼ **Show answer**

   Alcuin.

5. Hard Where was Charles' capital?

   ▼ **Show answer**

   Aachen.

6. Challenge In four sentences, judge Charlemagne fairly.

   ▼ **Show answer**

   Sample: He gave western Europe order, law and schools, and sincerely sought to spread the faith. But he forced baptism on the Saxons and ordered the slaughter at Verden. Alcuin rebuked him from Scripture and the Fathers, and Charles later eased his laws. He was a great Christian king who used the sword where only the word should go.

COMMON MISTAKES

- Thinking Charlemagne was a gentle saint. He was devout and built schools, but he was also a hard conqueror who forced baptism and ordered the massacre at Verden.
- Thinking Charles invented the Holy Roman Empire. The name came later; he was called emperor of the Romans.

REFERENCE GUIDE

An eight-page, color-coded guide to Western civilization from ancient times to 1500: the ages at a glance, Mesopotamia, Egypt and Israel, Assyria and Persia, the Greek polis, the Persian Wars and the philosophers, Alexander, the Roman Republic and Empire, the rise of Christianity and the fall of the West, Byzantium, Islam, the medieval Church, Charlemagne, feudalism, the Crusades, the High and Late Middle Ages and the Renaissance, with who's who, battles and great books. The booklet prints on 11×17 paper and folds to letter size. Prints in color and reads clearly in black and white.

> **Scripture.** "The God of Israel said, the Rock of Israel spake to me, He that ruleth over men must be just, ruling in the fear of God." (2 Samuel 23:3, KJV)
>
> Einhard praised Charles' greatness; this verse names what God asks of a ruler.

UNIT 4 · CHARLEMAGNE, THE VIKINGS AND ALFRED · LESSON 4.2 OF 36 · FOUR SESSIONS, 30–50 MINUTES EACH

4.2 Alcuin and the Carolingian Renaissance

OBJECTIVES

- Describe Alcuin and the palace school.
- Explain the reforms in books, handwriting and schools.
- Read Notker as a source of stories about Charlemagne.

> **Warm-up.** Most of the Latin classics we read survive in copies made in Charlemagne's time. What would we have lost without them?

WATCH

Who was Charlemagne?

Ryan M Reeves · 29:10

https://www.youtube.com/watch?v=8yfhG547two

> **WHEN TO WATCH**
> After the Core ideas; it also reviews Lesson 4.1.

Note: Ryan Reeves on Charlemagne, the church and the revival of learning.

KEY TERMS

Alcuin
English scholar of York (c. 735–804), head of Charlemagne's palace school

Carolingian minuscule
the clear lower-case script developed under Charlemagne

Notker
monk of St. Gall who wrote stories of Charlemagne about 885

palace school
the school at Charlemagne's court

liberal arts
grammar, logic, rhetoric (the trivium); arithmetic, geometry, music, astronomy (the quadrivium)

CORE IDEAS

Gathering scholars. Charlemagne invited scholars from across Christendom: Paul the Deacon from Italy, Theodulf from Spain and above all **Alcuin** of York, the most learned man in the West, who came in 782. At the **palace school** Charles himself, his family and courtiers studied, giving each other nicknames: Charles was "David".

Schools and books. A capitulary of about 789 ordered schools at every monastery and bishop's house to teach boys the psalms, chant, arithmetic and grammar, and ordered corrected copies of the Bible and service books. Alcuin produced a revised

Latin Bible. Scribes developed **Carolingian minuscule**, a clear round script with spaces between words, the ancestor of our lower-case letters.

Saving the classics. Carolingian scribes copied not only Scripture and the Fathers but Cicero, Virgil, Caesar, Tacitus and many others. For most Latin authors, the oldest surviving copies are Carolingian. The **liberal arts**, arranged by Boethius and Cassiodorus, became the school course of the Middle Ages.

Notker's Charlemagne. About 885 **Notker**, a monk of St. Gall, wrote anecdotes of Charlemagne for his great-grandson. Notker tells how Charles visited a school, found the poor boys working hard and the noble boys idle, and thundered that the nobles would get nothing from him unless they mended their ways. Such stories are less reliable than Einhard, but they show how Charles was remembered.

PICTURE STUDY



Christ Enthroned, the Godescalc Gospels, The scribe Godescalc and court artists, 781–783 · Gold and silver ink and pigments on purple vellum · Bibliothèque nationale de France, Paris

Godescalc, public domain. Wikimedia Commons.

Charlemagne ordered this Gospel book to mark his son's baptism in Rome. It was written in gold and silver on purple-dyed parchment, like the books of Roman emperors.

Look closely

- Christ holds the book of the Gospels.
- The style looks back to Roman and Byzantine art.

Talk about it

1. Why use gold, silver and purple for this book?
2. What does it show about Charlemagne's aims?

PRIMARY SOURCE

Notker on Charlemagne and the School

Read Notker, *The Deeds of Charlemagne*, Book I, chapters 1–3 (the scholars and the school) (Classics Library). Then read Charlemagne's letter *On the Cultivation of Learning* (about 787), in the Internet Medieval Sourcebook.

Steps

1. What does Notker say about the poor and noble boys?
2. Why does the letter On the Cultivation of Learning ask for good Latin?
3. Compare Notker with Einhard as a source.
4. What does Proverbs 4:7 add to Charles' aim?

Check your work

- ☐ Poor and noble boys
- ☐ Correct words for right prayer
- ☐ Comparison
- ☐ Wisdom and learning

TIMELINE AND MAP NOTEBOOK

1. Map: mark Aachen, York, Tours, St. Gall, Fulda and Corbie.
2. Timeline: 781 Alcuin meets Charles; 782 Alcuin at court; c. 789 order for schools; 796 Alcuin abbot of Tours; 804 Alcuin dies; 814 Charles dies; c. 885 Notker writes.

> **From history.** Alcuin wrote a book of riddles and math puzzles for students, including the famous problem of the wolf, the goat and the cabbage to be carried across a river.

> **Church history.** Charlemagne's letter on learning said that monks who wrote bad Latin might misunderstand Scripture, so learning must serve true worship.

PRACTICE

1. Easy Who was Alcuin?

   ▼ **Show answer**

   An English scholar from York who led Charlemagne's palace school.

2. Easy What nickname did Charles take at the palace school?

   ▼ **Show answer**

   David.

3. Medium What is Carolingian minuscule?

   ▼ **Show answer**

   The clear lower-case script of Charlemagne's time.

4. Medium Name the quadrivium.

   ▼ **Show answer**

   Arithmetic, geometry, music, astronomy.

5. Hard Who was Notker?

   ▼ **Show answer**

   A monk of St. Gall who wrote stories of Charlemagne.

6. Challenge In four sentences, compare Notker and Einhard as sources.

   ▼ **Show answer**

   Sample: Einhard knew Charles personally and wrote soon after his death. Notker wrote seventy years later from stories he had heard. Notker's tales are lively and moral but often legendary. A historian prefers Einhard but uses Notker to see how Charles was remembered.

COMMON MISTAKES

- Thinking the classics were lost in the Middle Ages. Carolingian monks preserved most of them.
- Taking Notker's anecdotes as precise history. They are told seventy years later to teach lessons.

> **Scripture.** “Wisdom is the principal thing; therefore get wisdom: and with all thy getting get understanding.” (Proverbs 4:7, KJV)
>
> The palace school pursued this command.

UNIT 4 · CHARLEMAGNE, THE VIKINGS AND ALFRED · LESSON 4.3 OF 36 · FOUR SESSIONS, 30–50 MINUTES EACH

4.3 The Northmen

OBJECTIVES

- Describe the Viking raids and their causes.
- Describe Viking voyages and settlements.
- Explain how the Scandinavians became Christian.

> **Warm-up.** Alcuin wrote that never before had such terror appeared in Britain as the attack on Lindisfarne. Why did a raid on one monastery shock all Christendom?

WATCH

Ten Minute History - The Viking Age (Short Documentary)

History Matters · 10:00

https://www.youtube.com/watch?v=ExvEIOWB-H0

> **WHEN TO WATCH**
> After the Core ideas.

KEY TERMS

Vikings
Scandinavian raiders and traders of about 793–1066

longship
the shallow, fast Viking ship of oars and sail

Danelaw
the part of England ruled by the Danes

Normandy
the land in France granted to the Viking Rollo in 911

Althing
the assembly of Iceland, which accepted Christianity in 1000

CORE IDEAS

Lindisfarne. On 8 June 793 Northmen sacked the island monastery of **Lindisfarne**, killing monks and carrying off treasure and captives. **Alcuin** wrote from the Frankish court that the church of St. Cuthbert was spattered with the blood of priests, and asked whether this was judgment for the sins of the English. Iona was attacked in 795 and many times after.

Raiders and traders. Using fast **longships**, the **Vikings** struck monasteries, which were rich and undefended, and sailed up rivers: Paris was besieged in 845 and 885. A Great Army landed in England in 865 and conquered all but Wessex. Vikings were also traders and settlers. Swedes went down the rivers of Rus' to Constantinople, where some served as the emperor's Varangian Guard; Norwegians settled Iceland (from 874) and Greenland, and Leif Erikson reached North America about 1000.

Settlement. Vikings settled in the **Danelaw**, in Ireland's new towns like Dublin and in **Normandy**, granted to the chief Rollo in 911 on condition that he be baptized. Their descendants, the Normans, would conquer England in 1066 (Unit 5).

Conversion. Missionaries like Ansgar (d. 865) preached in Denmark and Sweden. Kings brought the decisive change: Harald Bluetooth of Denmark (c. 965) and Olaf Tryggvason and Olaf Haraldsson of Norway, sometimes by force. In Iceland the **Althing** in 1000 chose its lawspeaker to decide; he ruled that all would be Christian, so that the land would have one law. The Old English poem *Beowulf*, a Christian poet's tale of pagan Danes and Geats, comes from these centuries.

PRIMARY SOURCE

Alcuin on Lindisfarne and Beowulf

Read Alcuin's letter to King Ethelred of Northumbria (793), in the Internet Medieval Sourcebook or any good translation. Then read *Beowulf*, lines 86–114 (the song of creation in Heorot and Grendel's descent from Cain) (Classics Library).

Steps

1. How does Alcuin describe the attack?
2. What sins of the English does he say might have brought it?
3. In Beowulf, what does the bard sing in Heorot?
4. Where does the poet say Grendel came from? What does this show about the poem?

Check your work

- ☐ The attack
- ☐ The sins named
- ☐ The song of creation
- ☐ Cain's kin

TIMELINE AND MAP NOTEBOOK

1. Map: draw Viking routes to Lindisfarne, Dublin, Paris, Normandy, Iceland, Greenland, Vinland, Kiev and Constantinople.
2. Timeline: 793 Lindisfarne; 845 Paris; 865 Great Army; 874 Iceland settled; 911 Normandy; c. 965 Jelling; c. 1000 Leif Erikson and Iceland's conversion.

> **From history.** Viking graffiti in runes, carved by a man named Halfdan, can still be seen on a marble railing in Hagia Sophia in Istanbul.

> **Church history.** The Northmen who sacked Lindisfarne were within two centuries building churches. The poet of *Beowulf* could look on the pagan past with sympathy and sorrow, because his own people had come out of it.

PRACTICE

1. Easy When was Lindisfarne attacked?

   ▼ **Show answer**

   8 June 793.

2. Easy What did Alcuin ask about the attack?

   ▼ **Show answer**

   Whether it was judgment for the sins of the English.

3. Medium What ship did the Vikings use?

   ▼ **Show answer**

   The longship.

4. Medium Who reached North America about 1000?

   ▼ **Show answer**

   Leif Erikson.

5. Hard Who was the missionary to Denmark and Sweden?

   ▼ **Show answer**

   Ansgar.

6. Challenge In four sentences, compare the conversion of Scandinavia with that of the English.

   ▼ **Show answer**

   Sample: Both peoples were converted largely through their kings. In England missionaries came first and kings were persuaded. In Scandinavia some kings forced the faith on their people. Iceland chose it by law in an assembly.

COMMON MISTAKES

- Thinking Vikings wore horned helmets. No horned helmet from a Viking battle has been found; the idea came from 1800s costumes.
- Thinking Vikings were only raiders. Many were farmers, traders and settlers.

> **Scripture.** “I tell you, Nay: but, except ye repent, ye shall all likewise perish.” (Luke 13:3, KJV)
>
> Jesus warned against reading disasters as proof that the victims were worse sinners.

UNIT 4 · CHARLEMAGNE, THE VIKINGS AND ALFRED · LESSON 4.4 OF 36 · FOUR SESSIONS, 30–50 MINUTES EACH

4.4 Alfred the Great

OBJECTIVES

- Describe Alfred’s defense of Wessex against the Danes.
- Explain Alfred’s laws and his revival of learning.
- Read Asser and Alfred’s Preface to the Pastoral Care.

> **Warm-up.** Alfred is the only English king called “the Great”. What would you expect a king to have done to earn that name?

WATCH

Ten Minute English and British History #04 -Alfred the Great and the Rise of Wessex

History Matters · 10:00

https://www.youtube.com/watch?v=qCGAl93_lGM

> **WHEN TO WATCH**
> After the Core ideas.

BACKUP VIDEO

Alfred the Great & the Anglo Saxons

Ryan M Reeves · 26:28

https://www.youtube.com/watch?v=sXMONr3QmkU

A second video for another session, or if the first will not play.

KEY TERMS

Wessex
the West Saxon kingdom of southern England

Athelney
the marshes where Alfred hid in 878

Edington
Alfred's great victory over the Danes in 878

burh
a fortified town in Alfred's system of defense

Asser
Welsh bishop who wrote the Life of Alfred in 893

CORE IDEAS

Near ruin. By 870 the Danish Great Army had conquered every English kingdom but **Wessex**. **Alfred**, the youngest son of King Ethelwulf, became king in 871. In January 878 the Danes under Guthrum surprised him at Chippenham, and he fled with a small band into the marshes of **Athelney**.

Edington. In spring 878 Alfred called out the men of three shires and crushed the Danes at **Edington**. He besieged Guthrum and offered peace on terms: Guthrum would be baptized, with Alfred as his godfather, and withdraw. The land was divided, the Danes taking the Danelaw in the east.

Defense. Alfred built a network of **burhs**, fortified towns no more than a day's march apart, divided his army so half was always ready, and built ships. He retook London in 886. When the Danes returned in the 890s, Wessex held. His son and grandsons went on to unite England.

Laws and learning. Alfred's law code began with the Ten Commandments and laws from Exodus, then Christ's Golden Rule. Grieving that learning had so decayed that few priests south of the Humber could understand their Latin services, he learned Latin himself as an adult and translated, with helpers, "the books most needful for all men to know": Gregory's *Pastoral Care*, Boethius' *Consolation*, Augustine's *Soliloquies* and the Psalms. He ordered that free-born youths learn to read English.

PICTURE STUDY



The Alfred Jewel, Anglo-Saxon goldsmith, Late 9th century · Gold, enamel and rock crystal (shown here in an old engraving) · Ashmolean Museum, Oxford

from Project Gutenberg and Commons; adapted by me, public domain. Wikimedia Commons.

Found in 1693 near Athelney, the jewel reads “Alfred ordered me to be made.” It may be the handle of an *æstel*, a pointer for following lines in a book. Alfred sent one with each copy of his translation of the *Pastoral Care*.

Look closely

- Read the Old English words around the edge.
- The beast’s head socket would hold a small rod.

Talk about it

1. What does this object suggest about Alfred’s love of books?
2. Why might a king send a pointer with a book to each bishop?

PRIMARY SOURCE

Asser and Alfred's Preface

Read Asser, *Life of King Alfred*, chapters 53–56 (Athelney and Edington) and 76–77 (his love of learning), and Alfred's Preface to the *Pastoral Care*, in any good translation (Keynes and Lapidge's Penguin *Alfred the Great* has both).

Steps

1. How does Asser describe Alfred at Athelney?
2. What terms did Alfred give Guthrum?
3. What does Alfred lament in the Preface?
4. What plan does he propose for teaching the young?

Check your work

- ☐ Athelney
- ☐ Guthrum's baptism
- ☐ Decay of learning
- ☐ English reading for the young

TIMELINE AND MAP NOTEBOOK

1. Map: mark Winchester, Chippenham, Athelney, Edington, London and the Danelaw boundary; mark six burhs.
2. Timeline: 849 Alfred born; 865 Great Army; 871 Alfred king; 878 Athelney and Edington; 886 London; c. 890 Pastoral Care; 893 Asser's Life; 899 Alfred dies.

> **From history.** The story of Alfred burning the cakes while hiding in a herdsman's hut comes from a later life of St. Neot, not from Asser.

> **Church history.** Asser records that Alfred suffered from a painful illness most of his life and prayed for an affliction that would keep him from sin without making him useless.

SEE IT: INTERACTIVE.

Layered History Timeline: Alfred the Great

See it on one zoomable page beside the empires, documents, events and people of the same years.

Opens in a new tab.

PRACTICE

1. Easy When did Alfred become king?

   ▼ **Show answer**

   871.

2. Easy Where did Alfred hide in 878?

   ▼ **Show answer**

   In the marshes of Athelney.

3. Medium Who was the Danish leader?

   ▼ **Show answer**

   Guthrum.

4. Medium When did Alfred retake London?

   ▼ **Show answer**

   886.

5. Hard Name two books Alfred translated.

   ▼ **Show answer**

   Gregory's Pastoral Care, Boethius' Consolation, Augustine's Soliloquies, the Psalms (any two).

6. Challenge In four sentences, explain why Alfred is called the Great.

   ▼ **Show answer**

   Sample: He saved the last English kingdom from conquest. He built defenses that laid the foundation for a united England. He gave laws grounded in God's law. He revived learning by translating books into English and teaching the young to read.

COMMON MISTAKES

- Thinking Alfred was king of England. He was king of the West Saxons, later "of the Anglo-Saxons"; his grandson Athelstan ruled all England.
- Taking the cakes story as history. It comes from a later source.

> **Scripture.** "Therefore all things whatsoever ye would that men should do to you, do ye even so to them: for this is the law and the prophets." (Matthew 7:12, KJV)
>
> Alfred set Christ's rule at the head of his laws.

UNIT 5

Feudal Christendom and the Two Swords

After the Vikings, western Europe was rebuilt on bonds of loyalty: lord and vassal, lord and peasant. In the same centuries the Greek and Latin churches split in 1054, and in the West pope and emperor fought over who should rule the church. The unit ends with the Norman conquest of England in 1066.

Students read Fulbert of Chartres on fealty, the Nicene Creed with and without the *filioque*, the *Dictatus Papae* and the *Song of Roland*, and study the Bayeux Tapestry. Unit 5 closes the first half of the year; the midterm follows.

PREREQUISITES

- Units 1–4 of this course, or a working knowledge of them.
- A KJV Bible and the timeline and map notebook.

MASTERY CHECKLIST

- ☐ I can describe the bonds of lord and vassal and the life of the manor.
- ☐ I can explain the causes of the Great Schism of 1054.
- ☐ I can explain the Investiture Controversy and the meaning of Canossa.
- ☐ I can describe the Norman conquest of England.
- ☐ I can weigh the claims of pope and king by Scripture.

LESSONS IN THIS UNIT

5.1	**Lords, Vassals and the Manor**	Four sessions, 30–50 minutes each
5.2	**The Great Schism of 1054**	Four sessions, 30–50 minutes each
5.3	**Canossa and the Two Swords**	Four sessions, 30–50 minutes each
5.4	**1066 and the Normans**	Four sessions, 30–50 minutes each

Unit 5 test

Closed book, except for the source passages printed in Part C. Allow about 50 minutes. One hundred points; Part D's essay may be written the next day.

PART A · TERMS AND PEOPLE

1. **2 pts** **Lesson 5.1**

   What is a fief?

PART A · TERMS AND PEOPLE

2. **2 pts** **Lesson 5.1**

   What did a vassal owe?

PART A · TERMS AND PEOPLE

3. **2 pts** **Lesson 5.1**

   What is three-field rotation?

PART A · TERMS AND PEOPLE

4. **2 pts** **Lesson 5.2**

   What does filioque mean?

PART A · TERMS AND PEOPLE

5. **2 pts** **Lesson 5.2**

   Why did the Greeks object to it?

PART A · TERMS AND PEOPLE

6. 2 pts **Lesson 5.2**

Who laid the bull on the altar?

PART A · TERMS AND PEOPLE

7. 2 pts **Lesson 5.3**

What is simony?

PART A · TERMS AND PEOPLE

8. 2 pts **Lesson 5.3**

Who elected popes after 1059?

PART A · TERMS AND PEOPLE

9. 2 pts **Lesson 5.3**

What happened at Canossa in 1077?

PART A · TERMS AND PEOPLE

10. 2 pts **Lesson 5.4**

Who was crowned king in January 1066?

PART A · TERMS AND PEOPLE

11. 2 pts **Lesson 5.4**

Who was the third claimant?

PART A · TERMS AND PEOPLE

12. 2 pts **Lesson 5.4**

What was the harrying of the north?

PART B · DATES AND ORDER

13. 4 pts **Lesson 5.1**

Put in order, earliest first: The Concordat of Worms; Edward the Confessor becomes king; Henry IV at Canossa; The Truce of God at Elne.

PART B · DATES AND ORDER

14. **4 pts** **Lesson 5.2**

Put in order, earliest first: The battle of Hastings; The Creed of Constantinople; The Peace of God at Charroux; Gregory VII forbids lay investiture.

PART B · DATES AND ORDER

15. **4 pts** **Lesson 5.3**

Put in order, earliest first: The Peace of God at Charroux; The filioque is added at Toledo; Cluny is founded; The Truce of Cologne.

PART B · DATES AND ORDER

16. **4 pts** **Lesson 5.4**

Put in order, earliest first: The Domesday Book; The Peace of God at Charroux; The Concordat of Worms; The filioque is added at Toledo.

PART C · READING SOURCES

17. **10 pts** **Lesson 5.1**

Paul writes, “And, ye masters, do the same things unto them, forbearing threatening: knowing that your Master also is in heaven” (Ephesians 6:9). (a) What does Paul require of masters? (b) How does Fulbert’s letter echo this? (c) Why would this matter in a society of lords and serfs?

PART C · READING SOURCES

18. **10 pts** **Lesson 5.2**

Jesus said, “But when the Comforter is come, whom I will send unto you from the Father, even the Spirit of truth, which proceedeth from the Father, he shall testify of me” (John 15:26). (a) Who sends the Spirit here? (b) From whom does he proceed? (c) How could both sides of the filioque debate appeal to this verse?

PART C · READING SOURCES

19. **10 pts** **Lesson 5.3**

Jesus said, “Render therefore unto Cæsar the things which are Cæsar’s; and unto God the things that are God’s” (Matthew 22:21). (a) What two authorities does Jesus name? (b) How did the Concordat of Worms divide what was “Caesar’s” and what was “God’s”? (c) Did either Gregory or Henry respect both halves of the verse?

PART D · MAP AND ESSAY

20. **10 pts** **Lesson 5.4**

Locate or describe: Chartres, Cluny, Constantinople, Rome, Canossa, Worms, Hastings and Bayeux.

PART D · MAP AND ESSAY

21. **20 pts** **Lesson 5.4**

Essay (400–500 words): Christendom in 1100 was divided in two ways: East against West, and pope against king. Explain both divisions and judge which did more lasting harm. Use at least two primary sources.

ANSWER KEY

1. Land granted to a vassal.
2. Military service, counsel and aid.
3. Planting two fields and leaving one fallow, in turn.
4. And the Son.
5. No single church could change the Creed of a council.
6. Cardinal Humbert.
7. Buying or selling church offices.
8. The cardinals.
9. Henry stood three days as a penitent and was absolved.
10. Harold Godwinson.
11. Harald Hardrada of Norway.
12. William's devastation of northern England to crush revolt.
13. The Truce of God at Elne (1027); Edward the Confessor becomes king (1042); Henry IV at Canossa (1077); The Concordat of Worms (1122).
14. The Creed of Constantinople (381); The Peace of God at Charroux (989); The battle of Hastings (1066); Gregory VII forbids lay investiture (1075).
15. The filioque is added at Toledo (589); Cluny is founded (910); The Peace of God at Charroux (989); The Truce of Cologne (1083).
16. The filioque is added at Toledo (589); The Peace of God at Charroux (989); The Domesday Book (1086); The Concordat of Worms (1122).
17. (a) To treat servants justly and without threats, as men who also have a Master. (b) Fulbert says the lord owes his vassal the same faith the vassal owes him. (c) It reminded the powerful that they would answer to God for how they ruled the weak.
18. (a) The Son sends him, from the Father. (b) From the Father. (c) The Greeks stressed that he proceeds from the Father; the Latins stressed that the Son sends him, and argued that sending reflects his eternal procession from the Son as well.
19. (a) The civil ruler and God. (b) Ring and staff (spiritual office) went to the church; the bishop's lands and their duties went to the emperor. (c) Henry sought to control the church; Gregory claimed power over the crown. Each overreached into the other's sphere.

20. Chartres southwest of Paris; Cluny in Burgundy; Constantinople on the Bosporus; Rome on the Tiber; Canossa in the Apennines of northern Italy; Worms on the Rhine; Hastings on the south coast of England; Bayeux in Normandy.
21. Look for: filioque, papal authority, 1054 excommunications; investiture, Dictatus Papae, Canossa, Worms 1122; lasting effects; Scripture applied; fair to both sides. Score: content 8, sources 6, judgment 3, writing 3.

Printable answer key (PDF, for the parent)

UNIT PROJECT: POPE OR EMPEROR? A DEBATE

Prepare both sides of the debate “Resolved: that the pope had the right to depose Henry IV.” For each side write a 400-word speech using the Dictatus Papae, Henry’s letter of 1076, Gregory’s letters and Scripture (for example Matthew 22:21, Romans 13:1–4, Acts 5:29).

Close with a 200-word judgment of your own on the proper relation of church and civil ruler.

Score each row 4 (excellent), 3 (good), 2 (developing) or 1 (beginning). Twenty points in all; multiply by 5 for a percentage.

LOOK FOR	WHAT IT MEANS
Accuracy	4: every name, date and fact correct, with “c.” used where dates are uncertain. 3: one or two slips. 2: several errors. 1: many errors.
Use of sources	4: the primary sources are quoted and questioned (who, when, how they knew, why, does other evidence agree). 3: mostly. 2: sources only summarized. 1: sources only named.
Fair judgment	4: judges the past by its own age and by Scripture, naming wrongs plainly without modern slogans. 3: mostly fair. 2: one-sided. 1: no judgment or a careless one.
The speeches	4: both sides argued fairly from sources and Scripture, with a clear judgment. 3: one side weaker. 2: thin or unsourced. 1: missing.
Timeline and map	4: the unit’s pages of the notebook are complete, neat and correctly placed. 3: minor gaps. 2: incomplete. 1: missing.

UNIT 5 · FEUDAL CHRISTENDOM AND THE TWO SWORDS · LESSON 5.1 OF 36 · FOUR SESSIONS, 30–50 MINUTES EACH

5.1 Lords, Vassals and the Manor

OBJECTIVES

- Explain the bond of lord and vassal.
- Describe life on a medieval manor.
- Describe the Peace and Truce of God.

> **Warm-up.** A knight knelt, put his hands between his lord's hands and swore to be faithful. What would bind a man to keep such an oath?

WATCH

Feudal system during the Middle Ages

Khan Academy · 10:21

https://www.youtube.com/watch?v=p3pYuY4buIk

> **WHEN TO WATCH**
> With the Core idea on lord and vassal.

BACKUP VIDEO

Serfs and manorialism

Khan Academy · 5:55

https://www.youtube.com/watch?v=4o6wnbgi6bg

A second video for another session, or if the first will not play.

KEY TERMS

vassal
a free man who swore loyalty and service to a lord in return for protection and land

fief
land granted to a vassal

homage and fealty
the ceremony of becoming a man's vassal and the oath of faith

manor
an estate with a lord's house, village, fields and church

serf
a peasant bound to the land, owing labor to the lord

CORE IDEAS

Lord and vassal. When royal power broke down under the Viking attacks, men looked to local lords. A free warrior did **homage**, placing his hands between his lord's, and swore **fealty**. The lord gave him a **fief**, usually land, and owed him protection and justice; the vassal owed military service, counsel and aid. Historians debate the word "feudalism", for customs differed from place to place.

Fulbert's letter. About 1020 Bishop **Fulbert of Chartres** wrote to the duke of Aquitaine that a vassal must do his lord no harm (his six words are unharmed, safe, honorable, useful, easy and possible) and must also do good, giving counsel and aid; the lord owed the same faith in return. Loyalty ran both ways.

The manor. Most people were peasants on a **manor**. Many were **serfs**, not slaves (they could not be sold apart from the land, had families and fields of their own) but bound to the land, owing days of labor and dues. Fields were worked in strips, with the heavy plow and, increasingly, three-field rotation. The parish church, its feasts and its Sunday rest shaped the year.

Taming the knights. The church tried to restrain warfare. The **Peace of God** (from 989) protected clergy, peasants and the poor from violence; the **Truce of God** forbade fighting from Wednesday evening to Monday morning and in holy seasons. The ideal of the Christian knight, protecting the weak, grew slowly from these efforts.

PICTURE STUDY



October, Très Riches Heures, The Limbourg brothers, c. 1412–1416 · Ink and pigments on vellum · Musée Condé, Chantilly

Limbourg brothers / Barthélemy d'Eyck, public domain. Wikimedia Commons.

A duke's prayer book opens with a calendar of the months. October shows peasants sowing winter wheat across the river from the Louvre palace in Paris.

Look closely

- A man on horseback pulls a harrow weighted with a stone.
- Birds peck at the seed while a scarecrow stands guard.

Talk about it

1. What does the picture show about the bond of lord and peasant?
2. This was painted for a duke. How might peasants have described October?

PRIMARY SOURCE

Fulbert of Chartres on the Duties of Vassal and Lord

Read Fulbert of Chartres' letter to William of Aquitaine (1020), in the Internet Medieval Sourcebook or any good sourcebook. Then read the canons of the Truce of God (Council of Elne, or the Truce of the archbishop of Cologne, 1083).

Steps

1. List the six words Fulbert uses for what a vassal must keep safe.
2. What does a lord owe in return?
3. What days does the Truce forbid fighting?
4. Compare Ephesians 6:5–9. What does Paul ask of masters as well as servants?

Check your work

- ☐ Six duties
- ☐ Lord's duty
- ☐ Truce days
- ☐ Ephesians compared

TIMELINE AND MAP NOTEBOOK

1. Diagram: draw a manor with the lord's house, church, mill, village, three open fields in strips, meadow and woods.
2. Timeline: 989 Peace of God at Charroux; c. 1020 Fulbert's letter; 1027 Truce of God at Elne; 1083 Truce of Cologne; c. 1100 three-field system widespread.

> **From history.** A medieval peasant's year might include over fifty church holy days on which no servile work was done, besides Sundays.

> **Church history.** Fulbert's cathedral school at Chartres was among the best in Europe; his letter shows a bishop teaching warriors that oaths bind both the great and the small.

PRACTICE

1. Easy What is a vassal?

   ▼ **Show answer**

   A free man who swore loyalty and service to a lord.

2. Easy What happens at homage?

   ▼ **Show answer**

   The vassal puts his hands between his lord's and becomes his man.

3. Medium What did a lord owe?

   ▼ **Show answer**

   Protection, justice and faith in return.

4. Medium How was a serf different from a slave?

   ▼ **Show answer**

   He could not be sold apart from the land and had family and fields of his own.

5. Hard What did the Peace of God protect?

   ▼ **Show answer**

   Clergy, peasants and the poor.

6. Challenge In four sentences, judge the place of the serf fairly.

   ▼ **Show answer**

   Sample: Serfs were bound to the land and owed heavy labor. Yet they were not slaves: they had families, homes and customary rights. The church taught that lord and serf were equal before God and gave holy days of rest. Over centuries many serfs gained freedom.

COMMON MISTAKES

- Thinking serfs were slaves. They could not be sold, had family land and rights in custom, though they were not free to leave.
- Thinking "feudalism" was one tidy system. Customs varied widely, and the word itself is modern.

REFERENCE GUIDE

An eight-page, color-coded guide to Western civilization from ancient times to 1500: the ages at a glance, Mesopotamia, Egypt and Israel, Assyria and Persia, the Greek polis, the Persian Wars and the philosophers, Alexander, the Roman Republic and Empire, the rise of Christianity and the fall of the West, Byzantium, Islam, the medieval Church, Charlemagne, feudalism, the Crusades, the High and Late Middle Ages and the Renaissance, with who's who, battles and great books. The booklet prints on 11×17 paper and folds to letter size. Prints in color and reads clearly in black and white.

> **Scripture.** "And, ye masters, do the same things unto them, forbearing threatening: knowing that your Master also is in heaven; neither is there respect of persons with him." (Ephesians 6:9, KJV)
>
> Fulbert taught lords their duty from the same principle.

UNIT 5 · FEUDAL CHRISTENDOM AND THE TWO SWORDS · LESSON 5.2 OF 36 · FOUR SESSIONS, 30–50 MINUTES EACH

5.2 The Great Schism of 1054

OBJECTIVES

- Explain the differences that grew between the Greek and Latin churches.
- Explain the filioque and papal authority as causes of the schism.
- Describe the events of 1054 and their meaning.

> **Warm-up.** In 1054 a papal legate laid a bull of excommunication on the altar of Hagia Sophia. Can one document split a church?

WATCH

Great Schism (1054)

Ryan M Reeves · 31:02

https://www.youtube.com/watch?v=Q_s9Rcsg5UI

> **WHEN TO WATCH**
> After the Core ideas.

Note: Ryan Reeves on the schism of 1054.

BACKUP VIDEO

Great Schism: The Bitter Rivalry Between Greek and Latin Christianity

Kings and Generals · 18:46

https://www.youtube.com/watch?v=a6rWf0k8d78

A second video for another session, or if the first will not play.

KEY TERMS

schism
a split in the church

filioque
Latin “and the Son”, added in the West to the Creed’s statement on the Holy Spirit

patriarch
the chief bishop of a great see, such as Constantinople

Humbert
the cardinal who excommunicated the patriarch in 1054

Michael Cerularius
patriarch of Constantinople (1043–1059)

CORE IDEAS

Drifting apart. East and West had grown apart for centuries. The West spoke Latin, the East Greek, and few spoke both. The West had the pope and Frankish emperors;

the East had its emperor and patriarchs. Customs differed: the Latins used unleavened bread at communion, their priests were to be unmarried, and they fasted on Saturdays.

The filioque. The Nicene Creed (381) says the Holy Spirit "proceedeth from the Father". Spanish churches added *filioque*, "and the Son", about 589 to guard Christ's deity against Arians, and the addition spread through the Frankish lands; Rome adopted it about 1014. The Greeks objected that no one church could change the Creed of a council, and that the words confused the persons of the Trinity. The Latins pointed to John 15:26 and 16:7, where the Son sends the Spirit.

Authority. Deeper still was the question of the pope. Rome claimed authority over the whole church as Peter's successor. The East honored Rome as first in honor among the patriarchs, but held that great questions belonged to councils, not one bishop.

1054. Pope Leo IX sent Cardinal **Humbert** to Constantinople to settle disputes with Patriarch **Michael Cerularius**, who had closed Latin churches in the city. Talks failed, and on 16 July 1054 Humbert laid a bull excommunicating the patriarch on the altar of Hagia Sophia; Cerularius excommunicated the legates in return. At the time few thought it final, but the break hardened, above all after the Crusaders sacked Constantinople in 1204 (Unit 6). The mutual excommunications were lifted only in 1965.

PICTURE STUDY



Inside Hagia Sophia, Unknown photographer, 19th century · Albumen photograph · Rijksmuseum, Amsterdam

Rijksmuseum, CC0 (public domain dedication). Wikimedia Commons.

This photograph was taken when Hagia Sophia was a mosque. This is the church whose altar received Humbert's bull in 1054.

Look closely

- See how the columns and arches rise in tiers.
- The church built for Christian worship had been a mosque since 1453.

Talk about it

1. Why would excommunicating a patriarch at this altar carry such weight?
2. What does the later history of the building suggest about the cost of the schism?

PRIMARY SOURCE

The Creed and the Filioque

Compare the Nicene-Constantinopolitan Creed of 381 with the Latin form that adds "and the Son" (Classics Library). Then read John 14:26, 15:26 and 16:7 in the KJV, and Humbert's bull of 1054 (excerpt in the Internet Medieval Sourcebook).

Steps

1. Write out the sentence on the Spirit in both forms.
2. What do John 15:26 and 16:7 say about who sends the Spirit?
3. What does Humbert accuse the Greeks of?
4. Was the addition worth dividing the church? Give reasons.

Check your work

- ☐ Both forms
- ☐ Sending and proceeding
- ☐ Humbert's charges
- ☐ Reasoned judgment

TIMELINE AND MAP NOTEBOOK

1. Map: mark Rome, Constantinople, Alexandria, Antioch and Jerusalem, the five great patriarchates; shade Latin and Greek Christendom about 1054.
2. Timeline: 381 Creed of Constantinople; 589 Council of Toledo adds filioque; 867 Photian quarrel; c. 1014 filioque sung in Rome; 1054 excommunications; 1204 sack of Constantinople; 1965 excommunications lifted.

> **From history.** Humbert's bull accused the Greeks of having removed the filioque from the Creed. In fact the West had added it; Humbert had his history backward.

> **Church history.** Protestant churches, which came from the Latin West, generally keep the filioque, and the Reformers held it to be taught in Scripture.

SEE IT: INTERACTIVE.

Layered History Timeline: East-West Schism

See it on one zoomable page beside the empires, documents, events and people of the same years.

Opens in a new tab.

PRACTICE

1. Easy What is a schism?

   ▼ **Show answer**

   A split in the church.

2. Easy Where was the filioque first added?

   ▼ **Show answer**

   In Spain (Council of Toledo, 589).

3. Medium What verse did the Latins cite?

   ▼ **Show answer**

   John 15:26 or 16:7, where the Son sends the Spirit.

4. Medium Who was patriarch in 1054?

   ▼ **Show answer**

   Michael Cerularius.

5. Hard When and where?

   ▼ **Show answer**

   16 July 1054, in Hagia Sophia.

6. Challenge In four sentences, judge whether the schism was necessary.

   ▼ **Show answer**

   Sample: The filioque and papal authority were real questions. Yet both sides acted with pride, as Humbert's ignorant charges and Cerularius' closing of churches show. Christ prayed that his people would be one (John 17:21). The schism was a sin of both sides more than a necessity of truth.

COMMON MISTAKES

- Thinking 1054 was a clean break felt by everyone. Many at the time hardly noticed; the split hardened over the next two centuries.
- Thinking the filioque was the only issue. Papal authority and many customs mattered as much.

> **Scripture.** "That they all may be one; as thou, Father, art in me, and I in thee, that they also may be one in us: that the world may believe that thou hast sent me." (John 17:21, KJV)
>
> Christ prayed for the unity his church broke in 1054.

UNIT 5 · FEUDAL CHRISTENDOM AND THE TWO SWORDS · LESSON 5.3 OF 36 · FOUR SESSIONS, 30–50 MINUTES EACH

5.3 Canossa and the Two Swords

OBJECTIVES

- Explain the reform of the church from Cluny to Gregory VII.
- Explain the Investiture Controversy and Canossa.
- Explain the Concordat of Worms and its meaning.

> **Warm-up.** In January 1077 the emperor of the West stood barefoot in the snow for three days outside a castle, waiting for the pope to forgive him. What could bring an emperor to that?

WATCH

Why did Emperor Henry IV walk over the Alps to meet the Pope in 1077?

HistoryMarche · 18:10

https://www.youtube.com/watch?v=rvY5MErtDAY

> **WHEN TO WATCH**
> After the Core ideas.

Note: Parent preview: HistoryMarche, 18:10: "Why did Emperor Henry IV walk over the Alps to meet the Pope in 1077?". Channel note: sponsor segments; this video only.

KEY TERMS

investiture
the giving of ring and staff to a new bishop

simony
buying or selling church offices (Acts 8:18–20)

Gregory VII
reforming pope (1073–1085), formerly Hildebrand

Henry IV
German king and emperor (1056–1106)

Concordat of Worms
the compromise of 1122 on investiture

CORE IDEAS

Reform. By 1000 many bishoprics were bought and sold (**simony**, named for Simon Magus in Acts 8), and many priests were married or worldly. The abbey of **Cluny** (910), free of any lord but the pope, led a reform of monasteries. Reforming popes from 1049 attacked simony and claimed the church's freedom; in 1059 a decree gave the election of popes to the cardinals.

The quarrel. Kings had long chosen bishops and invested them with ring and staff, for bishops held great lands and served the king. **Gregory VII** forbade lay investiture in 1075. In his *Dictatus Papae*, a list of papal claims, he declared that the pope alone

may depose emperors and may release subjects from their oath to wicked rulers. **Henry IV** replied in 1076 with a letter to "Hildebrand, now not pope but false monk" and called on him to step down.

Canossa. Gregory excommunicated Henry and released his subjects from their oaths. German princes threatened to depose Henry unless he was absolved. In January 1077 Henry crossed the Alps and stood three days as a penitent outside the castle of **Canossa**, where Gregory was staying with Countess Matilda. Gregory, as a priest, absolved him. But the war was soon renewed; Henry set up an antipope and took Rome in 1084, and Gregory died in exile in 1085, saying, "I have loved righteousness and hated iniquity; therefore I die in exile."

Worms. In 1122 the **Concordat of Worms** made a compromise: the church would elect bishops and invest them with ring and staff, the spiritual symbols, while the emperor would grant their lands with the scepter. The idea of two powers, the spiritual and the temporal, the "two swords" of Luke 22:38, would shape the West and, much later, the separation of church and state.

PICTURE STUDY



Henry IV Kneels before Matilda and Hugh of Cluny, Illuminator for Donizo of Canossa, c. 1115 · Ink and pigments on vellum · Vatican Library (Vita Mathildis)

Levan Ramishvili from Tbilisi, Georgia, public domain. Wikimedia Commons.

This picture from Donizo's *Life of Matilda* shows Henry IV asking Countess Matilda and Abbot Hugh of Cluny to plead for him with the pope.

Look closely

- Henry kneels; Matilda sits higher than the king.
- Abbot Hugh was Henry's godfather.

Talk about it

1. Why would Henry need go-betweens?
2. Matilda's chaplain painted this. How might that shape the picture?

PRIMARY SOURCE

The Dictatus Papae and Henry's Letter

Read Gregory VII's *Dictatus Papae* (1075) and Henry IV's letter to Gregory (1076), both in the Internet Medieval Sourcebook. Then read Matthew 22:21, Romans 13:1–4 and Acts 5:29 in the KJV.

Steps

1. List five of the Dictatus' claims.
2. What does Henry accuse Gregory of?
3. Which claims of the Dictatus go beyond Scripture?
4. Using the three verses, describe the proper relation of the two powers.

Check your work

- ☐ Five claims
- ☐ Henry's charges
- ☐ Scripture weighed
- ☐ Two powers

TIMELINE AND MAP NOTEBOOK

1. Map: mark Cluny, Rome, Canossa, Worms, Tribur and Salerno; shade the German kingdom and Matilda's lands.
2. Timeline: 910 Cluny; 1049 Leo IX; 1059 cardinals elect popes; 1073 Gregory VII; 1075 Dictatus; 1076 Henry's letter and excommunication; 1077 Canossa; 1084 Rome taken; 1085 Gregory dies; 1122 Worms.

> **From history.** Gregory's last words echo Psalm 45:7, but he changed the ending to "therefore I die in exile."

> **Church history.** The Reformers later used Canossa as a symbol of papal overreach; Bismarck in 1872 said, "We will not go to Canossa." Yet Gregory's fight against simony was a real reform that Protestants also honored.

PRACTICE

1. Easy What was investiture?

   ▼ **Show answer**

   The giving of ring and staff to a new bishop.

2. Easy What abbey led monastic reform from 910?

   ▼ **Show answer**

   Cluny.

3. Medium What was Gregory VII's name before he was pope?

   ▼ **Show answer**

   Hildebrand.

4. Medium How did Henry address Gregory in 1076?

   ▼ **Show answer**

   As Hildebrand, not pope but false monk.

5. Hard Who was Gregory staying with at Canossa?

   ▼ **Show answer**

   Countess Matilda of Tuscany.

6. Challenge In four sentences, judge the claims of the Dictatus Papae by Scripture.

   ▼ **Show answer**

   Sample: Gregory rightly opposed simony and defended the church's freedom to choose its pastors. But the claim to depose emperors and release subjects from oaths goes beyond anything Peter claimed. Scripture tells Christians to obey God rather than men (Acts 5:29), yet also to honor rulers (Romans 13:1). The Dictatus made the pope a ruler over kings, which Christ did not.

COMMON MISTAKES

- Thinking Canossa was a final victory for the pope. Henry regained power and drove Gregory into exile.
- Thinking the quarrel was only about ceremonies. It was about who controlled bishops, their lands and the church itself.

> **Scripture.** “Then Peter and the other apostles answered and said, We ought to obey God rather than men.” (Acts 5:29, KJV)
>
> Both pope and emperor claimed this verse; the question was who spoke for God.

UNIT 5 · FEUDAL CHRISTENDOM AND THE TWO SWORDS · LESSON 5.4 OF 36 · FOUR SESSIONS, 30–50 MINUTES EACH

5.4 1066 and the Normans

OBJECTIVES

- Explain the succession crisis of 1066.
- Describe the battles of Stamford Bridge and Hastings.
- Explain the results of the Norman Conquest, and read the Song of Roland.

> **Warm-up.** In 1066 three men claimed the English crown, and two of them died in battle within three weeks. How could one year change the history of a nation?

WATCH

The Battle of Hastings 1066 - The Normans - BBC

BBC · 7:27

https://www.youtube.com/watch?v=oLy1LskT6Y8

> **WHEN TO WATCH**
> With the Core idea on the two battles.

BACKUP VIDEO

What's the story in the Bayeux Tapestry?

The British Museum · 2:08

https://www.youtube.com/watch?v=VCeydlr3Nww

A second video for another session, or if the first will not play.

KEY TERMS

Edward the Confessor
king of England (1042–1066), who died childless

Harold Godwinson
earl of Wessex, crowned king in January 1066

William the Conqueror
duke of Normandy, king of England 1066–1087

Domesday Book
William's survey of the land and wealth of England (1086)

chanson de geste
"song of deeds", an Old French epic like the Song of Roland

CORE IDEAS

Three claimants. When **Edward the Confessor** died on 5 January 1066, the English council chose **Harold Godwinson**. Duke **William** of Normandy claimed that Edward had promised him the throne and that Harold had sworn on holy relics to support him. Harald Hardrada, king of Norway, claimed it by an old treaty.

Two battles. Hardrada landed in Yorkshire in September. Harold marched north and destroyed his army at **Stamford Bridge** on 25 September; Hardrada was killed. Three days later William landed at Pevensey with papal approval. Harold rushed south, and on 14 October at **Hastings** his shield wall held all day until, after feigned retreats drew the English down the hill, Harold was killed. William was crowned at Westminster on Christmas Day 1066.

The Conquest. William crushed revolts, harrying the north in 1069–1070 so harshly that a later chronicler said he could not count the dead. Norman lords replaced nearly all the English nobles and bishops, built castles and great stone cathedrals, and the **Domesday Book** (1086) recorded the land. French became the language of court and law; English absorbed thousands of French words.

The Song of Roland. Norman knights, it was said, sang of Roland at Hastings. The *Song of Roland*, written down about 1100, tells of Charlemagne's rear guard at Roncesvalles, here fighting Saracens rather than the Basques who really attacked it. Roland, too proud to blow his horn for help until it is too late, dies faithful to God

and his lord. It shows the ideals of the knight: loyalty, courage and faith, and the danger of pride.

PICTURE STUDY



The Death of Harold, Bayeux Tapestry, English embroiderers, probably at Canterbury, c. 1070s · Wool embroidery on linen · Bayeux Museum, Normandy

Myrabella, public domain. Wikimedia Commons.

The Bayeux Tapestry is a strip of embroidered linen nearly 70 meters long, telling the story of 1066 from the Norman side. It was probably made for William's half-brother, Bishop Odo of Bayeux.

Look closely

- Read the Latin: "Harold the king is killed."
- Which figure is Harold? Historians still argue.

Talk about it

1. Why tell the story of a conquest in a church hanging?
2. How might an English chronicler tell the story differently?

PRIMARY SOURCE

The Song of Roland

Read the *Song of Roland*, laisses 83–92 (Oliver begs Roland to sound the horn), 128–135 (the horn sounded too late) and 168–176 (Roland's death) (Classics Library). Then look through the Bayeux Tapestry online (the Bayeux Museum's full digital tapestry).

Steps

1. Why does Roland refuse to sound the horn?
2. What does Oliver say when Roland finally wants to blow it?
3. How does Roland die?
4. Is Roland a hero, a fool or both? Use Proverbs 16:18.

Check your work

- ☐ Roland's pride
- ☐ Oliver's rebuke
- ☐ Faithful death
- ☐ Hero and pride weighed

TIMELINE AND MAP NOTEBOOK

1. Map: mark Stamford Bridge, York, Pevensey, Hastings, London, Westminster, Bayeux and Rouen.
2. Timeline: 1042 Edward king; 5 Jan 1066 Edward dies; 25 Sep Stamford Bridge; 28 Sep William lands; 14 Oct Hastings; 25 Dec William crowned; 1069–1070 harrying of the north; 1086 Domesday Book.

> **From history.** Halley's Comet appeared in April 1066. The Bayeux Tapestry shows men pointing at it in fear: "These men marvel at the star."

> **Church history.** Edward the Confessor built Westminster Abbey, consecrated a week before his death. Every English monarch since William has been crowned there.

SEE IT: INTERACTIVE.

Layered History Timeline: Battle of Hastings

See it on one zoomable page beside the empires, documents, events and people of the same years.

Also from this lesson: Domesday Book. Opens in a new tab.

PRACTICE

1. Easy Who died childless on 5 January 1066?

   ▼ **Show answer**

   Edward the Confessor.

2. Easy What did William claim?

   ▼ **Show answer**

   That Edward promised him the throne and Harold swore to support him.

3. Medium Where did Harold defeat Hardrada?

   ▼ **Show answer**

   Stamford Bridge.

4. Medium When was William crowned?

   ▼ **Show answer**

   Christmas Day 1066.

5. Hard What is the Domesday Book?

   ▼ **Show answer**

   William's survey of the land and wealth of England (1086).

6. Challenge In four sentences, describe how the Conquest changed England.

   ▼ **Show answer**

   Sample: Norman lords and bishops replaced the English nobility. Castles and great cathedrals were built across the land. The Domesday Book recorded the kingdom for royal taxation. French entered the language, and England was bound more closely to Europe.

COMMON MISTAKES

- Thinking William was a Frenchman in the modern sense. The Normans descended from Vikings (Unit 4) who had become French-speaking Christians.
- Taking the Tapestry as neutral. It tells the Norman side, stressing Harold's oath.

> **Scripture.** "Pride goeth before destruction, and an haughty spirit before a fall." (Proverbs 16:18, KJV)
>
> The Song of Roland tells this proverb as a story.

UNIT 6

The Crusades

In 1095 Pope Urban II called the knights of the West to go to the aid of the Eastern Christians and free Jerusalem. For two centuries crusaders fought in the Holy Land, in Spain and at last, shamefully, against Christian Constantinople. This unit studies the Crusades by their own standards and by Scripture: what they intended, what they did, and where they betrayed the faith they claimed.

Students read Fulcher of Chartres, the *Gesta Francorum*, Usama ibn Munqidh, Villehardouin, Niketas Choniates and Bernard of Clairvaux.

PREREQUISITES

- Units 1–5 of this course, or a working knowledge of them.
- A KJV Bible and the timeline and map notebook.

MASTERY CHECKLIST

- ☐ I can explain why Urban II called the First Crusade and why so many answered.
- ☐ I can describe the capture of Jerusalem in 1099, including the massacre.
- ☐ I can describe the crusader states, Saladin and the Third Crusade.
- ☐ I can explain the sack of Constantinople in 1204.
- ☐ I can judge the Crusades by just-war principles and by Scripture.

LESSONS IN THIS UNIT

6.1	**Clermont and the First Crusade**	Four sessions, 30–50 minutes each
6.2	**Outremer, Saladin and Hattin**	Four sessions, 30–50 minutes each
6.3	**The Sack of Constantinople (1204)**	Four sessions, 30–50 minutes each
6.4	**Bernard, the Military Orders and the Reconquista**	Four sessions, 30–50 minutes each

Unit 6 test

Closed book, except for the source passages printed in Part C. Allow about 50 minutes. One hundred points; Part D's essay may be written the next day.

PART A · TERMS AND PEOPLE

1. (2 pts) **Lesson 6.1**

   Which emperor asked the West for help?

PART A · TERMS AND PEOPLE

2. (2 pts) **Lesson 6.1**

   What did Urban promise crusaders?

PART A · TERMS AND PEOPLE

3. (2 pts) **Lesson 6.1**

   When did the crusaders take Jerusalem?

PART A · TERMS AND PEOPLE

4. (2 pts) **Lesson 6.2**

   When did Edessa fall?

PART A · TERMS AND PEOPLE

5. 2 pts **Lesson 6.2**

Who was Saladin?

PART A · TERMS AND PEOPLE

6. 2 pts **Lesson 6.2**

Who drowned on the Third Crusade?

PART A · TERMS AND PEOPLE

7. 2 pts **Lesson 6.3**

With which city did the crusaders contract for ships?

PART A · TERMS AND PEOPLE

8. 2 pts **Lesson 6.3**

What Christian city did the crusaders attack in 1202?

PART A · TERMS AND PEOPLE

9. 2 pts **Lesson 6.3**

Who wrote that the Saracens had been more merciful?

PART A · TERMS AND PEOPLE

10. 2 pts **Lesson 6.4**

To what order did he belong?

PART A · TERMS AND PEOPLE

11. 2 pts **Lesson 6.4**

Whom did Bernard stop in the Rhineland?

PART A · TERMS AND PEOPLE

12. 2 pts **Lesson 6.4**

How did the Hospitallers begin?

PART B · DATES AND ORDER

13. **4 pts** **Lesson 6.1**

Put in order, earliest first: Edessa falls; The Greeks retake Constantinople; The crusaders take Jerusalem; The battle of Manzikert.

PART B · DATES AND ORDER

14. **4 pts** **Lesson 6.2**

Put in order, earliest first: Innocent III calls a crusade; The sack of Constantinople; The Greeks retake Constantinople; The crusaders take Jerusalem.

PART B · DATES AND ORDER

15. **4 pts** **Lesson 6.3**

Put in order, earliest first: The crusaders take Jerusalem; Urban II speaks at Clermont; The battle of Las Navas de Tolosa; The battle of Manzikert.

PART B · DATES AND ORDER

16. **4 pts** **Lesson 6.4**

Put in order, earliest first: The sack of Constantinople; The Greeks retake Constantinople; Richard takes Acre; Bernard preaches at Vézelay.

PART C · READING SOURCES

17. **10 pts** **Lesson 6.1**

When Peter struck with the sword, Jesus said, “Put up again thy sword into his place: for all they that take the sword shall perish with the sword” (Matthew 26:52). (a) What was Jesus refusing? (b) Christians who defended the Crusades also cited Romans 13:4, where the ruler “beareth not the sword in vain”. How would they reconcile the two? (c) Can a war be holy? Give your judgment.

PART C · READING SOURCES

18. **10 pts** **Lesson 6.2**

“If thine enemy hunger, feed him; if he thirst, give him drink” (Romans 12:20). (a) How did Saladin’s cup of water to Guy fit this verse? (b) Saladin was a Muslim. What should Christians learn from his mercy at Jerusalem? (c) How does 1099 look beside 1187?

PART C · READING SOURCES

19. **10 pts** **Lesson 6.3**

James asks, “From whence come wars and fightings among you? come they not hence, even of your lusts that war in your members?” (James 4:1). (a) How does the Fourth Crusade illustrate this verse? (b) Name two desires that drove it. (c) How should a Christian name this event plainly?

PART D · MAP AND ESSAY

20. **10 pts** **Lesson 6.4**

Locate or describe: Clermont, Constantinople, Nicaea, Antioch, Jerusalem, Acre, Hattin and Las Navas de Tolosa.

PART D · MAP AND ESSAY

21. **20 pts** **Lesson 6.4**

Essay (400–500 words): The crusaders took the cross to defend Christians and free Jerusalem, yet massacred Jerusalem in 1099 and sacked Christian Constantinople in 1204. How should a Christian judge the Crusades? Use at least two primary sources and Scripture.

ANSWER KEY

1. Alexius I Comnenus.
2. That the journey would count as full penance for their sins.
3. 15 July 1099.
4. 1144.
5. Kurdish sultan of Egypt and Syria.
6. Frederick Barbarossa.
7. Venice.
8. Zara.
9. Niketas Choniates.
10. The Cistercians.
11. The monk Radulf, who stirred up attacks on Jews.
12. As a hospital for pilgrims in Jerusalem.
13. The battle of Manzikert (1071); The crusaders take Jerusalem (1099); Edessa falls (1144); The Greeks retake Constantinople (1261).
14. The crusaders take Jerusalem (1099); Innocent III calls a crusade (1198); The sack of Constantinople (1204); The Greeks retake Constantinople (1261).
15. The battle of Manzikert (1071); Urban II speaks at Clermont (1095); The crusaders take Jerusalem (1099); The battle of Las Navas de Tolosa (1212).
16. Bernard preaches at Vézelay (1146); Richard takes Acre (1191); The sack of Constantinople (1204); The Greeks retake Constantinople (1261).
17. (a) To be defended or to spread his kingdom by the sword. (b) The sword belongs to lawful rulers punishing evil, not to the church spreading the faith; they argued the crusade was a defense of victims. (c) Answers vary; a strong answer distinguishes a just war of defense from a war for the Gospel, which Christ forbade.
18. (a) He gave his thirsty captive drink, sparing his life. (b) That Christians are rebuked when unbelievers show more mercy than they do. (c) The crusaders, who bore Christ's name, massacred the city; the Muslim conqueror spared it.
19. (a) The crusaders' greed and debts led them to war against fellow Christians. (b) Money, plunder, revenge or power (any two). (c) As Christians against Christians: a great sin committed under the sign of the cross.

20. Clermont in central France; Constantinople on the Bosporus; Nicaea in northwest Asia Minor; Antioch in northern Syria; Jerusalem in the hills of Judea; Acre on the coast of Palestine north of Mount Carmel; the Horns of Hattin west of the Sea of Galilee; Las Navas de Tolosa in southern Spain.
21. Look for: Turkish conquests and the plea of Alexius; Urban's call; sincere faith and sacrifice; massacres of Jews in the Rhineland and of Jerusalem's people in 1099; Saladin and Richard; 1204; Bernard; just-war criteria; Matthew 26:52 and Romans 13:4. Score: content 8, sources 6, judgment 3, writing 3.

Printable answer key (PDF, for the parent)

UNIT PROJECT: WAS THE FIRST CRUSADE A JUST WAR?

Write a 700–900 word essay judging the First Crusade by Augustine's just-war criteria as later summed up by Aquinas (Summa II-II q.40): rightful authority, a just cause and a right intention. Consider the appeal of Emperor Alexius, Urban's speech, the conduct of the crusaders at Jerusalem and elsewhere, and Scripture.

Treat the crusaders and their enemies by the standards of their own day, and also by God's law.

Score each row 4 (excellent), 3 (good), 2 (developing) or 1 (beginning). Twenty points in all; multiply by 5 for a percentage.

LOOK FOR	WHAT IT MEANS
Accuracy	4: every name, date and fact correct, with "c." used where dates are uncertain. 3: one or two slips. 2: several errors. 1: many errors.
Use of sources	4: the primary sources are quoted and questioned (who, when, how they knew, why, does other evidence agree). 3: mostly. 2: sources only summarized. 1: sources only named.
Fair judgment	4: judges the past by its own age and by Scripture, naming wrongs plainly without modern slogans. 3: mostly fair. 2: one-sided. 1: no judgment or a careless one.
The essay	4: all three criteria applied with sources, crimes and motives named fairly, a clear judgment. 3: one criterion thin. 2: one-sided or unsourced. 1: missing.
Timeline and map	4: the unit's pages of the notebook are complete, neat and correctly placed. 3: minor gaps. 2: incomplete. 1: missing.

UNIT 6 · THE CRUSADES · LESSON 6.1 OF 36 · FOUR SESSIONS, 30–50 MINUTES EACH

6.1 Clermont and the First Crusade

OBJECTIVES

- Explain the causes of the First Crusade.
- Trace the First Crusade from Clermont to Jerusalem.
- Face honestly the crimes committed along the way and at Jerusalem.

Warm-up. At Clermont the crowd answered the pope with one cry, “God wills it!” What might have moved ordinary men to sell their land and walk two thousand miles?

WATCH

Introduction to the Crusades

Khan Academy · 7:24

https://www.youtube.com/watch?v=NGyCpI1zE6k

> **WHEN TO WATCH**
> After the Core ideas.

BACKUP VIDEO

The First Crusades (Part I)

Ryan M Reeves · 28:56

https://www.youtube.com/watch?v=7bGxMcSHOmI

A second video for another session, or if the first will not play.

KEY TERMS

crusade
an armed pilgrimage under the sign of the cross, called by the pope

Alexius I Comnenus
Byzantine emperor (1081–1118) who asked the West for help

Outremer
“the land beyond the sea”, the crusader states

Seljuk Turks
Muslim Turks who conquered much of Asia Minor after 1071

indulgence
the church’s remission of penance for sin, offered to crusaders

CORE IDEAS

The appeal. After the **Seljuk Turks** crushed the Byzantines at Manzikert in 1071, they overran most of Asia Minor. Pilgrims to Jerusalem told of danger and abuse. In 1095 Emperor **Alexius I** asked Pope **Urban II** for soldiers. At **Clermont** in November 1095 Urban called the knights of France to rescue the Eastern Christians and free the holy places, and promised that the journey would count as full penance for sin.

The response. Tens of thousands took the cross. Many sold lands to pay for a journey that cost several years' income; most expected to return home, not to grow rich. A disorderly People's Crusade went ahead under Peter the Hermit and was destroyed in Asia Minor. Worse, in spring 1096 bands under Count Emicho massacred Jews in Speyer, Worms and Mainz, though local bishops tried to shelter them and the church had not called for it.

The march. The main armies met at Constantinople in 1097, took **Nicaea**, defeated the Turks at Dorylaeum and besieged **Antioch** for eight months in hunger and disease. They took it in June 1098 and then beat a relieving army. In June 1099 the survivors, perhaps 13,000 of many more who had set out, reached **Jerusalem**.

Jerusalem. On 15 July 1099 they broke in. Both Christian and Muslim sources record a great massacre of the city's Muslims and Jews; the *Gesta Francorum* says men waded in blood in Solomon's Temple (the Temple Mount). Then they went weeping to the Holy Sepulchre to give thanks. Godfrey of Bouillon refused to wear a crown of gold where Christ had worn a crown of thorns. Most crusaders went home, and four crusader states, **Outremer**, were set up.

PICTURE STUDY



The Capture of Jerusalem, 1099, Illuminator of a manuscript of William of Tyre, 13th–14th century · Ink and pigments on vellum · Bibliothèque nationale de France, Paris

Anonymous Unknown author, public domain. Wikimedia Commons.

Later medieval copies of William of Tyre's history of the crusader kingdom pictured the capture of Jerusalem as a holy victory.

Look closely

- Find the attackers and the defenders on the walls.
- Notice how neat and orderly the artist makes the battle.

Talk about it

1. What does the artist believe about the crusade?
2. What does the picture leave out that the chronicles record?

PRIMARY SOURCE

Urban's Call and the Fall of Jerusalem

Read Fulcher of Chartres' version of Urban's speech at Clermont (*History of the Expedition to Jerusalem*, I.3) and the *Gesta Francorum*, book X, on the capture of Jerusalem, both in the Internet Medieval Sourcebook.

Steps

1. What reasons does Urban give in Fulcher's version?
2. What does he promise to those who go?
3. What does the Gesta report of the capture of Jerusalem?
4. How do these accounts square with Matthew 5:44 and Romans 13:4?

Check your work

- ☐ Urban's reasons
- ☐ The promise
- ☐ The massacre named
- ☐ Scripture applied

TIMELINE AND MAP NOTEBOOK

1. Map: draw the route of the First Crusade from France through Constantinople, Nicaea, Dorylaeum, Antioch and Edessa to Jerusalem; mark Speyer, Worms and Mainz.
2. Timeline: 1071 Manzikert; 1095 Clermont; 1096 Rhineland massacres and People's Crusade; 1097 Nicaea; 1098 Antioch; 15 July 1099 Jerusalem; 1099 Ascalon.

> **From history.** There are five different accounts of Urban's speech, all written after the event; none is a word-for-word record. Fulcher, who was probably there, gives the most sober version.

> **Church history.** Bishop John of Speyer protected the Jews of his city and punished some of the attackers. Later, Bernard of Clairvaux stopped a monk preaching attacks on Jews in 1146 (Lesson 6.4).

SEE IT: INTERACTIVE.

Layered History Timeline: First Crusade

See it on one zoomable page beside the empires, documents, events and people of the same years.

Opens in a new tab.

PRACTICE

1. Easy Who defeated the Byzantines at Manzikert in 1071?

   ▼ **Show answer**

   The Seljuk Turks.

2. Easy Where and when did Urban II call the crusade?

   ▼ **Show answer**

   At Clermont, in November 1095.

3. Medium What did the crowd cry?

   ▼ **Show answer**

   God wills it!

4. Medium Which city did the crusaders besiege for eight months?

   ▼ **Show answer**

   Antioch.

5. Hard What did they do in the city?

   ▼ **Show answer**

   They massacred many of its Muslims and Jews.

6. Challenge In four sentences, judge the capture of Jerusalem fairly.

   ▼ **Show answer**

   Sample: By the customs of war at the time, a city taken by storm could expect slaughter, as Muslim conquerors also practiced. Yet the killing of the defenseless, women and children among them, was a grave sin. Christ commanded love even for enemies (Matthew 5:44). The crusaders' tears at the Sepulchre do not wash away the blood in the streets.

COMMON MISTAKES

- Thinking the crusaders were mostly younger sons seeking land. Most went at great cost and returned home poorer.
- Thinking the Crusades were unprovoked. They answered centuries of conquest and a direct appeal from Eastern Christians; but this does not excuse the massacres.

REFERENCE GUIDE

An eight-page, color-coded guide to Western civilization from ancient times to 1500: the ages at a glance, Mesopotamia, Egypt and Israel, Assyria and Persia, the Greek polis, the Persian Wars and the philosophers, Alexander, the Roman Republic and Empire, the rise of Christianity and the fall of the West, Byzantium, Islam, the medieval Church, Charlemagne, feudalism, the Crusades, the High and Late Middle Ages and the Renaissance, with who's who, battles and great books. The booklet prints on 11×17 paper and folds to letter size. Prints in color and reads clearly in black and white.

> **Scripture.** "Then said Jesus unto him, Put up again thy sword into his place: for all they that take the sword shall perish with the sword." (Matthew 26:52, KJV)
>
> The crusaders took the cross; Christ's words about the sword stand over them.

UNIT 6 · THE CRUSADES · LESSON 6.2 OF 36 · FOUR SESSIONS, 30–50 MINUTES EACH

6.2 Outremer, Saladin and Hattin

OBJECTIVES

- Describe life in the crusader states.
- Explain the rise of Saladin and the fall of Jerusalem in 1187.
- Describe the Third Crusade and Richard the Lionheart.

> **Warm-up.** When Saladin took Jerusalem in 1187 he did not massacre its people as the crusaders had in 1099. What does that tell us about him, and about the crusaders?

WATCH

An overview of the Crusades (part 2)

Khan Academy · 8:46

https://www.youtube.com/watch?v=bCiNvTNwAQk

> **WHEN TO WATCH**
> After the Core ideas.

BACKUP VIDEO

Third Crusade 1189-1192: From Hattin to Jaffa DOCUMENTARY

Kings and Generals · 1:31:35

https://www.youtube.com/watch?v=jCyCSgsFXKQ

A second video for another session, or if the first will not play.

KEY TERMS

Edessa
the first crusader state, lost in 1144

Hattin
Saladin's crushing victory over the crusader army in 1187

Usama ibn Munqidh
Syrian Muslim nobleman (1095–1188) who wrote memoirs of the Franks

Saladin
Kurdish sultan of Egypt and Syria (1174–1193)

Richard I
king of England (1189–1199), "the Lionheart"

CORE IDEAS

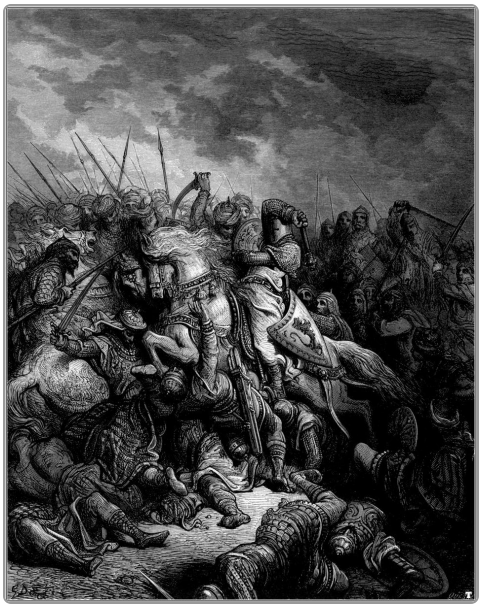
Outremer. The crusader states (Jerusalem, Antioch, Tripoli and **Edessa**) were a thin strip of Frankish lords ruling a mostly Eastern Christian and Muslim population. Many Franks adopted local ways. The Syrian nobleman **Usama ibn Munqidh** found some Franks rough and ignorant, especially in medicine, but befriended Templars who let him pray in a mosque in Jerusalem.

Saladin. Edessa fell in 1144, and the Second Crusade (1147–1149) failed. **Saladin**, a Kurdish officer, made himself master of Egypt and Syria and called for jihad. On 4 July 1187 at the Horns of **Hattin** he trapped the crusader army, waterless in the summer heat, and destroyed it. He beheaded the captured Templars and Hospitallers but spared King Guy.

Jerusalem falls. Jerusalem surrendered on 2 October 1187. Saladin let the inhabitants ransom themselves; thousands of the poor who could not pay were sold as slaves, though Saladin and his brother freed some. The Muslims remembered the massacre of 1099 but chose mercy, and the contrast was noticed in the West.

The Third Crusade. Emperor Frederick Barbarossa drowned on the way; Philip II of France went home after Acre. **Richard I** took **Acre** in 1191, but when Saladin was slow to meet the terms of surrender Richard had about 2,700 Muslim prisoners killed. He beat Saladin at Arsuf but judged he could not hold Jerusalem, and in 1192 made a treaty letting Christian pilgrims visit the city. Saladin and Richard came to respect each other, but never met.

PICTURE STUDY



Richard and Saladin in Battle, Gustave Doré, 1877 · Wood engraving · Illustration for Joseph-François Michaud's History of the Crusades

Gustave Doré, public domain. Wikimedia Commons.

Doré's engravings for Michaud's History of the Crusades shaped how the nineteenth century imagined the Crusades. Richard and Saladin in fact never met face to face.

Look closely

- Find the crusader's cross and the Muslim warrior's curved sword.
- Doré invents a duel that the sources do not record.

Talk about it

1. Why would artists want to set the two great leaders against each other?
2. What does this show about the danger of trusting pictures as sources?

PRIMARY SOURCE

Usama ibn Munqidh on the Franks

Read Usama ibn Munqidh, *Book of Contemplation* (also called *Memoirs*), the passages on Frankish medicine and on praying in the Aqsa mosque, in any good translation (Paul Cobb's Penguin or Philip Hitti's, excerpted in the Internet Medieval Sourcebook).

Steps

1. What does Usama say about Frankish doctors?
2. What happened when he prayed in Jerusalem?
3. What does he think of the Franks who had lived long in the East?
4. Apply the five source questions. What can a Muslim nobleman tell us that crusader chronicles cannot?

Check your work

- ☐ Medicine
- ☐ The Templars and the newcomer
- ☐ Old settlers
- ☐ Five questions

TIMELINE AND MAP NOTEBOOK

1. Map: mark Edessa, Antioch, Tripoli, Acre, Jerusalem, Hattin, Arsuf, Damascus and Cairo; shade the crusader states in 1140 and in 1190.
2. Timeline: 1144 Edessa falls; 1147–1149 Second Crusade; 1174 Saladin rules Syria; 4 July 1187 Hattin; 2 Oct 1187 Jerusalem; 1191 Acre; 1191 Arsuf; 1192 Treaty of Jaffa; 1193 Saladin dies.

> **From history.** When Richard was ill, Saladin is said to have sent him fresh fruit and snow from the mountains to cool his drinks.

> **Church history.** The fall of Jerusalem was felt in the West as a judgment; Pope Gregory VIII called Christians to repentance as well as to arms.

SEE IT: INTERACTIVE.

Layered History Timeline: Saladin

See it on one zoomable page beside the empires, documents, events and people of the same years.

Also from this lesson: Saladin takes Jerusalem. Opens in a new tab.

PRACTICE

1. Easy Name the four crusader states.

   ▼ **Show answer**

   Jerusalem, Antioch, Tripoli and Edessa.

2. Easy Who was Usama ibn Munqidh?

   ▼ **Show answer**

   A Syrian Muslim nobleman who wrote memoirs of the Franks.

3. Medium When was the battle of Hattin?

   ▼ **Show answer**

   4 July 1187.

4. Medium How did Saladin treat Jerusalem's people?

   ▼ **Show answer**

   He let them ransom themselves rather than massacring them.

5. Hard What city did Richard take in 1191?

   ▼ **Show answer**

   Acre.

6. Challenge In four sentences, compare Saladin and Richard fairly.

   ▼ **Show answer**

   Sample: Both were brave and able commanders who respected each other. Saladin showed mercy at Jerusalem but executed captured knights. Richard won great victories but killed his prisoners at Acre. Both were men of their age, capable of chivalry and cruelty.

COMMON MISTAKES

- Thinking Saladin was flawless. He was generous and honorable, but also a hard war leader who executed captured knights.
- Thinking Richard was purely a hero. He was a brilliant soldier who also killed his prisoners at Acre.

> **Scripture.** “Therefore if thine enemy hunger, feed him; if he thirst, give him drink: for in so doing thou shalt heap coals of fire on his head.” (Romans 12:20, KJV)
>
> Saladin’s cup is a hard lesson for Christian readers.

UNIT 6 · THE CRUSADES · LESSON 6.3 OF 36 · FOUR SESSIONS, 30–50 MINUTES EACH

6.3 The Sack of Constantinople (1204)

OBJECTIVES

- Explain how the Fourth Crusade was diverted.
- Describe the sack of Constantinople.
- Explain its lasting results for Christendom.

> **Warm-up.** The Fourth Crusade set out to attack Egypt and ended by looting the greatest Christian city in the world. How could that happen?

WATCH

The rise and fall of the Byzantine Empire - Leonora Neville

TED-Ed · 5:21

https://www.youtube.com/watch?v=Okph9wt8I0A

> **WHEN TO WATCH**
> Before the Core ideas, for the background of Byzantium.

BACKUP VIDEO

Sack of Constantinople 1204 - Fourth Crusade DOCUMENTARY

Kings and Generals · 28:50

https://www.youtube.com/watch?v=IpHbbq0O7Wo

A second video for another session, or if the first will not play.

KEY TERMS

Fourth Crusade
the crusade of 1202–1204 that sacked Constantinople

Enrico Dandolo
the blind, aged doge of Venice

Zara
a Christian city on the Adriatic attacked by the crusaders in 1202

Latin Empire
the crusader state in Constantinople, 1204–1261

Niketas Choniates
Byzantine official and historian who witnessed the sack

CORE IDEAS

Debt. Pope Innocent III called a new crusade in 1198. The leaders contracted with **Venice** for ships for 33,500 men, but far fewer came, and they could not pay. Doge **Enrico Dandolo** proposed that they pay part of the debt by capturing **Zara**, a Christian city that had rebelled against Venice. They took it in 1202. Innocent excommunicated them.

Diversion. A Byzantine prince, Alexius, promised money, troops and the union of the churches if the crusaders would restore his deposed father to the throne. In 1203 they did so. But Alexius could not pay, the people of Constantinople hated the Latins, and Alexius was murdered. The crusaders, camped outside with no money, decided to take the city for themselves.

The sack. On 12–13 April 1204 they stormed **Constantinople** and looted it for three days. **Niketas Choniates**, who fled with his family, wrote that the Saracens had been merciful compared to these men who bore the cross on their shoulders. Churches were stripped; a prostitute was set on the patriarch's throne in Hagia Sophia; nuns were assaulted. Relics and treasures, such as the bronze horses now at St. Mark's in Venice, were carried west.

Results. The crusaders set up a **Latin Empire** and a Latin patriarch. Innocent III condemned the crimes bitterly, writing that the Greeks now had reason to hate the Latins worse than dogs, though he accepted the result. The Greeks retook the city in 1261, but Byzantium never recovered its strength, and in 1453 it fell to the Turks (Unit 8). The sack made the schism of 1054 a wound that has not healed.

PICTURE STUDY



The Entry of the Crusaders into Constantinople, Eugène Delacroix, 1840 · Oil on canvas · Louvre, Paris

Eugène Delacroix, public domain. Wikimedia Commons.

Delacroix painted this for the Versailles gallery of French history. The leaders ride in as conquerors while the people of the city beg for mercy.

Look closely

- Find the old man pleading and the woman over a body.
- Notice the banners and the city on the water behind.

Talk about it

1. Does Delacroix glorify the crusaders or accuse them?
2. Compare this painting with Niketas' words.

PRIMARY SOURCE

Villehardouin and Niketas Choniates

Read Geoffrey of Villehardouin, *The Conquest of Constantinople*, chapters 247–251 (the plunder), and Niketas Choniates, *Annals*, on the sack (both in the Internet Medieval Sourcebook or in Penguin's *Chronicles of the Crusades*).

Steps

1. How does Villehardouin describe the plunder? What does he admire?
2. What crimes does Niketas record?
3. What does Niketas say about the Saracens by comparison?
4. Two witnesses on two sides: what do they agree on?

Check your work

- ☐ Villehardouin's view
- ☐ Crimes listed
- ☐ Saracen comparison
- ☐ Agreement

TIMELINE AND MAP NOTEBOOK

1. Map: draw the route of the Fourth Crusade from Venice to Zara to Constantinople; mark Egypt, the intended goal.
2. Timeline: 1198 Innocent III calls a crusade; 1201 treaty with Venice; 1202 Zara; 1203 Isaac II restored; 1204 sack and Latin Empire; 1261 Greeks retake the city.

> **From history.** Some of the crusaders refused to go to Constantinople and sailed to the Holy Land instead, including Simon de Montfort the elder, who left after Zara.

> **Church history.** In 2001 Pope John Paul II, visiting Athens, expressed sorrow for the sack of 1204, and in 2004 the patriarch of Constantinople accepted the apology.

SEE IT: INTERACTIVE.

Layered History Timeline: Crusaders sack Constantinople

See it on one zoomable page beside the empires, documents, events and people of the same years.

Opens in a new tab.

PRACTICE

1. Easy Which pope called the Fourth Crusade?

   ▼ **Show answer**

   Innocent III.

2. Easy Who was Enrico Dandolo?

   ▼ **Show answer**

   The blind, aged doge of Venice.

3. Medium How did Innocent respond?

   ▼ **Show answer**

   He excommunicated them.

4. Medium How long did the looting last?

   ▼ **Show answer**

   Three days.

5. Hard What famous treasure went to St. Mark's in Venice?

   ▼ **Show answer**

   The bronze horses.

6. Challenge In four sentences, explain why the sack of 1204 was a disaster for Christendom.

   ▼ **Show answer**

   Sample: Christians looted and defiled the greatest Christian city in the world. It made the split between Greek and Latin churches deep and bitter. It weakened Byzantium, the shield of Europe in the East. It helped the Turks take Constantinople in 1453.

COMMON MISTAKES

- Thinking the pope ordered the attack on Constantinople. Innocent III forbade attacks on Christians and condemned the sack.
- Thinking the Fourth Crusade was a plot from the start. It came from debt, broken promises and greed at each step.

> **Scripture.** “From whence come wars and fightings among you? come they not hence, even of your lusts that war in your members?” (James 4:1, KJV)
>
> James explains 1204 better than any chronicler.

UNIT 6 · THE CRUSADES · LESSON 6.4 OF 36 · FOUR SESSIONS, 30–50 MINUTES EACH

6.4 Bernard, the Military Orders and the Reconquista

OBJECTIVES

- Describe Bernard of Clairvaux and his part in the Second Crusade.
- Explain the military orders of the Templars and Hospitallers.
- Trace the Reconquista to Las Navas de Tolosa.

> **Warm-up.** The Templars were monks who were also knights. Can a man be both a monk and a soldier?

WATCH

Knights Templar

Khan Academy · 9:24

https://www.youtube.com/watch?v=T9ACF4I4q0k

> **WHEN TO WATCH**
> With the Core idea on the monk-knights.

BACKUP VIDEO

Bernard of Clairvaux

Ryan M Reeves · 29:29

https://www.youtube.com/watch?v=0zCUMgCTAF0

A second video for another session, or if the first will not play.

KEY TERMS

Bernard of Clairvaux
Cistercian abbot (1090–1153), preacher and writer

Cistercians
the strict reformed order of monks spread by Bernard

Templars
knights living under monastic vows to protect pilgrims (founded c. 1119)

Hospitallers
the Order of St. John, first a hospital, then also a military order

Las Navas de Tolosa
the Christian victory of 1212 in Spain

CORE IDEAS

Bernard. Bernard entered the strict new abbey of Cîteaux in 1113 with thirty companions and in 1115 founded Clairvaux. He became the most powerful voice in the Western church, advising popes and kings. His sermons on the Song of Songs speak of the love of Christ for the soul. Luther and Calvin quoted him with honor.

The Second Crusade. When Edessa fell in 1144, the pope asked Bernard to preach a new crusade. At Vézelay in 1146 so many took the cross that his cloak was cut up for

crosses. When a monk named Radulf stirred up attacks on Jews in the Rhineland, Bernard went there himself and stopped him, saying that Jews must not be killed. The crusade failed in 1148 before Damascus, and Bernard grieved that he was blamed.

Monk-knights. The **Templars**, founded about 1119 to protect pilgrims, lived under vows of poverty, chastity and obedience. Bernard wrote *In Praise of the New Knighthood* for them, contrasting them with worldly knights who fought for pride. The **Hospitallers** began as a hospital for pilgrims in Jerusalem and became a military order too. Both grew rich; the Templars were destroyed on false charges by King Philip IV of France in 1307–1314.

The Reconquista. In Spain the crusade was a long fight to recover lands lost in 711. Toledo was retaken in 1085. After defeats by the Almohads, the kings of Castile, Aragon and Navarre won a decisive victory at **Las Navas de Tolosa** in 1212. Córdoba fell in 1236 and Seville in 1248, leaving only Granada in Muslim hands until 1492.

PICTURE STUDY



The Battle of Las Navas de Tolosa, Francisco de Paula Van Halen, 1864 · Oil on canvas · Palacio del Senado, Madrid

Francisco de Paula Van Halen, public domain. Wikimedia Commons.

Painted for the Spanish Senate six and a half centuries after the battle, this canvas shows the kings of Spain breaking the Almohad army in 1212.

Look closely

- Find the leader with the raised sword and the banners above him.
- Notice how the artist arranges the fallen enemy.

Talk about it

1. Why would the Spanish Senate want this painting in 1864?
2. How does a painting of 1864 differ from the archbishop's chronicle?

PRIMARY SOURCE

Bernard of Clairvaux

Read Bernard, *Sermons on the Song of Songs*, Sermon 1 (Classics Library), and his letter to the people of England (Letter 363) calling for the Second Crusade and forbidding attacks on Jews, in the Internet Medieval Sourcebook.

Steps

1. What does Bernard say is the subject of the Song of Songs?
2. What does Letter 363 ask the English to do?
3. What does he say about the Jews, and why?
4. How do the sermon and the letter show two sides of Bernard?

Check your work

- ☐ The love of Christ
- ☐ The call to arms
- ☐ Protection of Jews
- ☐ Two sides weighed

TIMELINE AND MAP NOTEBOOK

1. Map: mark Cîteaux, Clairvaux, Vézelay, Damascus, Toledo, Las Navas de Tolosa, Córdoba, Seville and Granada.
2. Timeline: 1085 Toledo; 1115 Clairvaux; c. 1119 Templars; 1146 Vézelay; 1148 Damascus; 1153 Bernard dies; 1212 Las Navas; 1236 Córdoba; 1248 Seville; 1307 Templars arrested.

> **From history.** Bernard wrote a hymn still sung today in translation: “Jesus, the very thought of thee with sweetness fills my breast.” Its authorship is traditional, but it is in his spirit.

> **Church history.** Calvin quoted Bernard often in the *Institutes*; Luther called him the best of the medieval monks.

PRACTICE

1. Easy Which abbey did Bernard found in 1115?

   ▼ **Show answer**

   Clairvaux.

2. Easy Where did Bernard preach the Second Crusade?

   ▼ **Show answer**

   At Vézelay, in 1146.

3. Medium Where did the Second Crusade fail?

   ▼ **Show answer**

   Before Damascus, in 1148.

4. Medium What did Bernard write for the Templars?

   ▼ **Show answer**

   In Praise of the New Knighthood.

5. Hard Who destroyed the Templars?

   ▼ **Show answer**

   King Philip IV of France, 1307–1314.

6. Challenge In four sentences, compare the Reconquista with the crusades in the East.

   ▼ **Show answer**

   Sample: The Reconquista recovered lands conquered from Christian kingdoms in 711. It lasted centuries and ended in victory in 1492. The eastern crusades sought to hold distant lands with few settlers and failed by 1291. In both, faith and political ambition were mixed.

COMMON MISTAKES

- Thinking the military orders were mercenaries. They lived under monastic vows, though they grew rich and proud.
- Thinking the Reconquista was one crusade. It lasted nearly eight centuries, with long periods of peace and alliance between Christian and Muslim kings.

> **Scripture.** "I say then, Hath God cast away his people? God forbid. For I also am an Israelite, of the seed of Abraham, of the tribe of Benjamin." (Romans 11:1, KJV)
>
> Bernard used Scripture to protect the Jews from the crusaders' mobs.

UNIT 7

The High Middle Ages

Between about 1100 and 1300 western Christendom built its greatest monuments: Gothic cathedrals, universities, the scholastic theology of Anselm and Aquinas, the preaching friars of Francis and Dominic, and the beginnings of English common law and parliament. This unit studies the age that the Renaissance would later call "dark" and finds it bright with stone, glass, argument and charity.

Students read Suger on St-Denis, Aquinas' *Summa* and *De Regno*, the writings of Francis, Edward Grim on Becket and Magna Carta.

PREREQUISITES

- Units 1–6 of this course, or a working knowledge of them.
- A KJV Bible and the timeline and map notebook.

MASTERY CHECKLIST

- ☐ I can explain how and why Gothic cathedrals were built.
- ☐ I can describe the rise of universities and the method of scholasticism.
- ☐ I can summarize Anselm's and Aquinas' arguments in outline.
- ☐ I can describe Francis and Dominic and the friars.
- ☐ I can explain Becket, Magna Carta and the early English parliament.

LESSONS IN THIS UNIT

7.1	**The Gothic Cathedral**	Four sessions, 30–50 minutes each
7.2	**Universities, Anselm and Aquinas**	Four sessions, 30–50 minutes each

7.3	**Francis and Dominic**	Four sessions, 30–50 minutes each
7.4	**Becket, Magna Carta and Parliament**	Four sessions, 30–50 minutes each

Unit 7 test

Closed book, except for the source passages printed in Part C. Allow about 50 minutes. One hundred points; Part D's essay may be written the next day.

PART A · TERMS AND PEOPLE

1. **2 pts** **Lesson 7.1**

   What does a flying buttress do?

PART A · TERMS AND PEOPLE

2. **2 pts** **Lesson 7.1**

   Who was Suger?

PART A · TERMS AND PEOPLE

3. **2 pts** **Lesson 7.1**

   Who paid for many windows?

PART A · TERMS AND PEOPLE

4. **2 pts** **Lesson 7.2**

   What was Bologna famous for?

PART A · TERMS AND PEOPLE

5. **2 pts** **Lesson 7.2**

   What was the language of the universities?

PART A · TERMS AND PEOPLE

6. **2 pts** **Lesson 7.2**

   Whose philosophy did Aquinas join to the faith?

PART A · TERMS AND PEOPLE

7. (2 pts) **Lesson 7.3**

What did Francis do before the bishop?

PART A · TERMS AND PEOPLE

8. (2 pts) **Lesson 7.3**

When was Francis' rule approved?

PART A · TERMS AND PEOPLE

9. (2 pts) **Lesson 7.3**

When was the Order of Preachers approved?

PART A · TERMS AND PEOPLE

10. (2 pts) **Lesson 7.4**

Who made Becket archbishop, and when?

PART A · TERMS AND PEOPLE

11. (2 pts) **Lesson 7.4**

When was Becket murdered?

PART A · TERMS AND PEOPLE

12. (2 pts) **Lesson 7.4**

What does clause 39 promise?

PART B · DATES AND ORDER

13. (4 pts) **Lesson 7.1**

Put in order, earliest first: Anselm becomes archbishop of Canterbury; Chartres burns and is rebuilt; Notre-Dame de Paris is begun; Thomas Aquinas is born.

PART B · DATES AND ORDER

14. (4 pts) **Lesson 7.2**

Put in order, earliest first: Francis dies; Notre-Dame de Paris is begun; The university of Bologna begins; Thomas Becket is murdered.

PART B · DATES AND ORDER

15. 4 pts Lesson 7.3

Put in order, earliest first: The university of Bologna begins; Aquinas dies; King John seals Magna Carta; The Dominican order is approved.

PART B · DATES AND ORDER

16. 4 pts Lesson 7.4

Put in order, earliest first: Aquinas dies; Francis dies; Chartres burns and is rebuilt; Notre-Dame de Paris is begun.

PART C · READING SOURCES

17. 10 pts Lesson 7.1

The psalmist says, “LORD, I have loved the habitation of thy house, and the place where thine honour dwelleth” (Psalm 26:8). (a) How would cathedral builders use this verse? (b) What does 1 Kings 8:27 add? (c) Is it right to spend great sums on a church?

PART C · READING SOURCES

18. 10 pts Lesson 7.2

Paul writes that the Gentiles “shew the work of the law written in their hearts, their conscience also bearing witness” (Romans 2:15). (a) What does this verse say about those without the Bible? (b) How did Aquinas build natural law on it? (c) Why would this matter for kings?

PART C · READING SOURCES

19. 10 pts Lesson 7.3

Paul writes, “And the servant of the Lord must not strive; but be gentle unto all men, apt to teach, patient, in meekness instructing those that oppose themselves” (2 Timothy 2:24–25). (a) How did Dominic’s preaching fit this verse? (b) How did the Inquisition fall short of it? (c) How should Christians answer false teaching?

PART D · MAP AND ESSAY

20. **10 pts** **Lesson 7.4**

Locate or describe: St-Denis, Chartres, Paris, Bologna, Oxford, Assisi, Canterbury and Runnymede.

PART D · MAP AND ESSAY

21. **20 pts** **Lesson 7.4**

Essay (400–500 words): Were the High Middle Ages a “dark age”? Answer from the cathedrals, the universities, the friars and the law, and do not hide the age’s faults. Use at least two primary sources.

ANSWER KEY

1. It braces a high wall from outside.
2. Abbot of St-Denis, builder of the first Gothic choir.
3. Guilds, nobles and townspeople.
4. Law.
5. Latin.
6. Aristotle's.
7. He gave back his clothes to his father.
8. 1209.
9. 1216.
10. Henry II, in 1162.
11. 29 December 1170.
12. No free man imprisoned or punished except by the lawful judgment of his peers or the law of the land.
13. Anselm becomes archbishop of Canterbury (1093); Notre-Dame de Paris is begun (1163); Chartres burns and is rebuilt (1194); Thomas Aquinas is born (1225).
14. The university of Bologna begins (c. 1088); Notre-Dame de Paris is begun (1163); Thomas Becket is murdered (1170); Francis dies (1226).
15. The university of Bologna begins (c. 1088); King John seals Magna Carta (1215); The Dominican order is approved (1216); Aquinas dies (1274).
16. Notre-Dame de Paris is begun (1163); Chartres burns and is rebuilt (1194); Francis dies (1226); Aquinas dies (1274).
17. (a) To justify building a worthy house for God's worship. (b) No building can contain God; a church is for his people to meet him. (c) Answers vary; a strong answer weighs worship, beauty and care for the poor.
18. (a) They know right and wrong in part through conscience. (b) He taught that God's eternal law is reflected in human reason as natural law. (c) Even kings are bound by a law above their own will.
19. (a) He sought to persuade heretics by gentle, patient, learned preaching. (b) It used fear, prison and death to compel belief. (c) By teaching the truth patiently, praying for opponents and leaving judgment to God.

20. St-Denis just north of Paris; Chartres southwest of Paris; Paris on the Seine; Bologna in northern Italy; Oxford on the Thames northwest of London; Assisi in Umbria in central Italy; Canterbury in Kent; Runnymede, a meadow by the Thames west of London.
21. Look for: Suger and Chartres; Paris, Bologna and Oxford; Anselm and Aquinas; Francis and Dominic; Magna Carta and parliament; faults such as the Albigensian Crusade, the Inquisition and corrupt clergy; sources quoted; fair judgment. Score: content 8, sources 6, judgment 3, writing 3.

Printable answer key (PDF, for the parent)

UNIT PROJECT: A SCHOLASTIC QUAESTIO

Write a short *quaestio* in Aquinas' form on a question of your choice (for example, "Whether a king is bound by law" or "Whether it is lawful to read pagan authors"): state three objections, a "But on the contrary" from Scripture or a Father, your answer ("I answer that…"), and a reply to each objection.

Then write 200 words on what this method teaches about fairness to opponents.

Score each row 4 (excellent), 3 (good), 2 (developing) or 1 (beginning). Twenty points in all; multiply by 5 for a percentage.

LOOK FOR	WHAT IT MEANS
Accuracy	4: every name, date and fact correct, with "c." used where dates are uncertain. 3: one or two slips. 2: several errors. 1: many errors.
Use of sources	4: the primary sources are quoted and questioned (who, when, how they knew, why, does other evidence agree). 3: mostly. 2: sources only summarized. 1: sources only named.
Fair judgment	4: judges the past by its own age and by Scripture, naming wrongs plainly without modern slogans. 3: mostly fair. 2: one-sided. 1: no judgment or a careless one.
The quaestio	4: three fair objections, a sourced "on the contrary", a clear answer and three replies. 3: one part thin. 2: objections weak or replies missing. 1: missing.
Timeline and map	4: the unit's pages of the notebook are complete, neat and correctly placed. 3: minor gaps. 2: incomplete. 1: missing.

UNIT 7 · THE HIGH MIDDLE AGES · LESSON 7.1 OF 36 · FOUR SESSIONS, 30–50 MINUTES EACH

7.1 The Gothic Cathedral

OBJECTIVES

- Explain the features of Gothic architecture.
- Describe Abbot Suger and the new church of St-Denis.
- Read a cathedral as a book of Scripture in stone and glass.

> **Warm-up.** A medieval cathedral could take a century or more to build. Why would a town start a building that none of its builders would see finished?

WATCH

5. Gothic Cathedrals

Engineering Models · 5:15

https://www.youtube.com/watch?v=WiX2amY7G-I

> **WHEN TO WATCH**
> With the Core idea on Romanesque and Gothic.

BACKUP VIDEO

Chartres Cathedral - UNESCO World Heritage Site

World Heritage Journey · 4:14

https://www.youtube.com/watch?v=Gfp9P18xITc

A second video for another session, or if the first will not play.

KEY TERMS

Gothic
the style of tall churches with pointed arches, ribbed vaults and flying buttresses

flying buttress
an outside arch that braces a high wall

rose window
a great round window of stained glass

Suger
abbot of St-Denis (c. 1081–1151), builder of the first Gothic choir

nave
the long main hall of a church

CORE IDEAS

Romanesque to Gothic. Churches of the 1000s, called Romanesque, had thick walls, round arches and small windows. In the 1140s builders combined the **pointed arch**,

the **ribbed vault** and later the **flying buttress**. These carried the weight of the roof outward, so walls could rise higher and be opened for great windows.

Suger. Abbot Suger of St-Denis, near Paris, rebuilt his abbey's choir between 1140 and 1144 with a ring of chapels filled with light. He wrote that the dull mind rises to truth through material things, and that the bright work should brighten minds to go through the true lights to the True Light, Christ. Light pouring through colored glass seemed to him an image of God's glory.

Chartres. After a fire in 1194 the people of **Chartres** rebuilt their cathedral in about 26 years, with some 170 windows of stained glass, most of which survive. Its windows and sculptures tell the stories of Scripture, the saints and the labors of the months, so that those who could not read could see the faith; the guilds who paid for windows are shown in them.

Who built them? Cathedrals were built by master masons, carpenters and glaziers paid wages, and by gifts of bishops, nobles, guilds and townspeople. Some townsfolk hauled stone carts themselves in acts of devotion. A cathedral was the pride of a town, its school, its meeting place and its house of prayer. Critics then and now noted the cost; Bernard of Clairvaux warned against splendor while the poor went hungry.

PICTURE STUDY



The West Front of Chartres Cathedral, Medieval builders; drawing of the 19th century, Built 1145–1220 · Limestone and stained glass (shown in a drawing) · Chartres, France

Photographer unknown, public domain. Wikimedia Commons.

Chartres' two spires do not match: the plain south spire is from the 1100s, the lacy north spire from the 1500s. The west portals survived the fire of 1194.

Look closely

- Find the rose window above the three doors.
- Compare the two spires.

Talk about it

1. Why would the builders keep the old west front after the fire?
2. What does the size of the building say about its builders' faith?

PRIMARY SOURCE

Suger on St-Denis

Read Abbot Suger, *On What Was Done in His Administration*, chapters 27–28 (the bronze doors and the new choir), and *On the Consecration*, chapter 5, in Erwin Panofsky's *Abbot Suger* or the Internet Medieval Sourcebook. Then read Psalm 26:8 and 1 Kings 8:27 in the KJV.

Steps

1. What did Suger inscribe on his doors?
2. What does he say about light and the mind?
3. Why did Suger spend so much on gold and glass?
4. Weigh Suger against 1 Kings 8:27 and Bernard's warning.

Check your work

- ☐ The door verses
- ☐ Light and the True Light
- ☐ Reasons for splendor
- ☐ Fair weighing

TIMELINE AND MAP NOTEBOOK

1. Diagram: label a Gothic cross section: nave, aisle, pointed arch, ribbed vault, triforium, clerestory, flying buttress and pinnacle.
2. Timeline: 1093 Romanesque Durham begun; 1140–1144 St-Denis choir; 1163 Notre-Dame begun; 1194 Chartres fire; c. 1220 Chartres finished; 1248 Sainte-Chapelle.

> **From history.** The highest Gothic choir, at Beauvais, was built to about 48 meters. It collapsed in 1284 and had to be rebuilt with more supports.

> **Church history.** Solomon said at the temple's dedication, "the heaven and heaven of heavens cannot contain thee; how much less this house that I have builded?" (1 Kings 8:27). The builders of the cathedrals knew it, and built anyway.

PRACTICE

1. Easy Name three features of Gothic architecture.

   ▼ **Show answer**

   Pointed arches, ribbed vaults, flying buttresses (also large windows).

2. Easy What did Romanesque churches look like?

   ▼ **Show answer**

   Thick walls, round arches and small windows.

3. Medium When was the choir of St-Denis built?

   ▼ **Show answer**

   1140–1144.

4. Medium About how many stained-glass windows does Chartres have?

   ▼ **Show answer**

   About 170.

5. Hard What warning did Bernard give?

   ▼ **Show answer**

   Against splendor while the poor went hungry.

6. Challenge In four sentences, weigh Suger against Bernard.

   ▼ **Show answer**

   Sample: Suger believed that beauty could lift the soul to God. Bernard feared that splendor distracted monks and robbed the poor. Both quoted Scripture and both loved God. A wise answer honors beauty in worship while remembering that God dwells in a broken heart (Isaiah 57:15).

COMMON MISTAKES

- Thinking cathedrals were built by unpaid peasants. Most work was done by skilled paid craftsmen.
- Thinking “Gothic” was the builders’ name. Renaissance critics called it Gothic, meaning barbarous.

REFERENCE GUIDE

An eight-page, color-coded guide to Western civilization from ancient times to 1500: the ages at a glance, Mesopotamia, Egypt and Israel, Assyria and Persia, the Greek polis, the Persian Wars and the philosophers, Alexander, the Roman Republic and Empire, the rise of Christianity and the fall of the West, Byzantium, Islam, the medieval Church, Charlemagne, feudalism, the Crusades, the High and Late Middle Ages and the Renaissance, with who's who, battles and great books. The booklet prints on 11×17 paper and folds to letter size. Prints in color and reads clearly in black and white.

> **Scripture.** "But will God indeed dwell on the earth? behold, the heaven and heaven of heavens cannot contain thee; how much less this house that I have builded?" (1 Kings 8:27, KJV)
>
> Solomon's prayer is the right word to bring to every great church.

UNIT 7 · THE HIGH MIDDLE AGES · LESSON 7.2 OF 36 · FOUR SESSIONS, 30–50 MINUTES EACH

7.2 Universities, Anselm and Aquinas

OBJECTIVES

- Explain the rise of the universities.
- Describe the scholastic method and Anselm's argument.
- Summarize Aquinas' Five Ways and his teaching on kingship.

> **Warm-up.** Anselm prayed, "I believe in order that I may understand." Does faith come before reason, or reason before faith?

WATCH

Thomas Aquinas (part 1)

Ryan M Reeves · 26:22

https://www.youtube.com/watch?v=xri0AMiAKIo

> **WHEN TO WATCH**
> With the Core idea on Aquinas.

Note: Ryan Reeves on Thomas Aquinas.

BACKUP VIDEO

Anselm on God: the Ontological Argument

Ryan M Reeves · 27:21

https://www.youtube.com/watch?v=hnL9x7DmLVo

A second video for another session, or if the first will not play.

KEY TERMS

university
a guild (universitas) of masters and students

scholasticism
the method of the schools: questions, objections, authorities and reasoned answers

Anselm
archbishop of Canterbury (1093–1109), author of the ontological argument

Thomas Aquinas
Dominican theologian (1225–1274), author of the Summa Theologica

Five Ways
Aquinas' five arguments for the existence of God

CORE IDEAS

Universities. Cathedral schools grew into **universities**, guilds of masters and students: **Bologna** for law, **Paris** for theology, Oxford, and later many others.

Students began with the liberal arts and could go on to law, medicine or theology. Lectures and formal disputations were in Latin. The degree, the lecture and the gown all come from them.

Anselm. Anselm, an Italian monk who became archbishop of Canterbury, taught "faith seeking understanding". In the *Proslogion* he argued that God is "that than which nothing greater can be thought"; such a being must exist in reality, not only in the mind. In *Why God Became Man* he argued that only one who is both God and man could pay the debt of man's sin.

Aquinas. Thomas Aquinas, a Dominican friar, joined Aristotle's philosophy, newly translated into Latin, to the Christian faith. His *Summa Theologica* asks thousands of questions, each with objections, an authority "on the contrary", his answer and replies. In I q.2 a.3 he gives **Five Ways** to God, from motion, cause, contingency, degrees of goodness and design. Reason, he taught, can show that God exists, but the Trinity and the incarnation are known only by revelation.

De Regno. In *De Regno* (*On Kingship*) Aquinas argued that rule by one good king is best, but that a king must rule for the common good, not his own; when he does not, he becomes a tyrant. He urged that a king's power be limited to prevent tyranny. His teaching on natural law, that God's law is written on human reason (Romans 2:14–15), shaped later Western law.

PICTURE STUDY



The Triumph of St. Thomas Aquinas, Benozzo Gozzoli, c. 1471 · Tempera on panel · Louvre, Paris

Benozzo Gozzoli, public domain. Wikimedia Commons.

Two centuries after his death, Aquinas was painted as the teacher of the church, with the pagan philosophers serving his work and the heretic Averroes at his feet.

Look closely

- Aristotle and Plato hold open books toward him.
- Christ above sends rays of light to Thomas.

Talk about it

1. What does the painting say about faith and reason?
2. Is it fair to put the Muslim philosopher Averroes under Thomas' feet?

PRIMARY SOURCE

The Five Ways and De Regno

Read Aquinas, *Summa Theologica* I q.2 a.3 (“Whether God exists”) (Classics Library) and *De Regno* I.1–3 and I.6 (Classics Library).

Steps

1. What are the two objections Aquinas answers in I q.2 a.3?
2. Summarize the first and fifth Ways.
3. Why is rule for the common good just and rule for oneself tyranny?
4. Compare De Regno I.6 with Deuteronomy 17:18–20.

Check your work

- ☐ Two objections
- ☐ Two Ways
- ☐ Common good
- ☐ King under God’s law

TIMELINE AND MAP NOTEBOOK

1. Map: mark Bologna, Paris, Oxford, Cambridge, Salamanca, Padua, Naples and Aquino.
2. Timeline: c. 1088 Bologna; 1093 Anselm archbishop; c. 1150 Paris; c. 1167 Oxford; 1209 Cambridge; 1225 Aquinas born; 1265–1274 Summa written; 1274 Aquinas dies.

> **From history.** Near the end of his life Aquinas stopped writing after an experience at Mass, saying that all he had written seemed like straw compared to what he had seen.

> **Church history.** Aquinas taught that grace does not destroy nature but perfects it. The Reformers honored much in him but held that he trusted reason too much and taught a mistaken view of justification.

SEE IT: INTERACTIVE.

Layered History Timeline: Anselm of Canterbury

See it on one zoomable page beside the empires, documents, events and people of the same years.

Also from this lesson: Thomas Aquinas · Aquinas, Summa Theologiae. Opens in a new tab.

PRACTICE

1. Easy What did the word universitas mean?

   ▼ **Show answer**

   A guild or corporation (of masters and students).

2. Easy What was Paris famous for?

   ▼ **Show answer**

   Theology.

3. Medium What was Anselm's motto?

   ▼ **Show answer**

   Faith seeking understanding (I believe in order that I may understand).

4. Medium To what order did Aquinas belong?

   ▼ **Show answer**

   The Dominicans.

5. Hard Name three of the Five Ways.

   ▼ **Show answer**

   Motion, cause, contingency, degrees of goodness, design (any three).

6. Challenge In four sentences, explain how Aquinas related faith and reason.

   ▼ **Show answer**

   Sample: He held that reason can know that God exists and much of the moral law. The highest truths, like the Trinity, are known only by revelation. Faith and reason cannot truly conflict, because God is the author of both. Reason serves faith as a handmaid.

COMMON MISTAKES

- Thinking medieval scholars argued only about angels on a pin. That jibe came later; they argued about God, law, logic, nature and the soul.
- Thinking Aquinas put reason above Scripture. He held that Scripture is the highest authority.

> **Scripture.** "For the invisible things of him from the creation of the world are clearly seen, being understood by the things that are made, even his eternal power and Godhead; so that they are without excuse:" (Romans 1:20, KJV)
>
> Aquinas' Five Ways rest on Paul's claim that God is known through what he has made.

UNIT 7 · THE HIGH MIDDLE AGES · LESSON 7.3 OF 36 · FOUR SESSIONS, 30–50 MINUTES EACH

7.3 Francis and Dominic

OBJECTIVES

- Tell the story of Francis of Assisi.
- Describe Dominic and the Order of Preachers.
- Explain the work of the friars, and the Albigensian Crusade and Inquisition.

> **Warm-up.** Francis gave his clothes back to his rich father before the bishop and walked away naked. What was he saying?

WATCH

The Albigensian Crusade

The History Guy: History Deserves to Be Remembered · 11:33

https://www.youtube.com/watch?v=3Ph9rffLMSA

> **WHEN TO WATCH**
> With the last Core idea.

Note: The History Guy on the Albigensian Crusade. No approved video on Francis himself was found.

BACKUP VIDEO

Why did the Albigensian Crusades Happen? - Medieval History

Kings and Generals · 18:46

https://www.youtube.com/watch?v=mKPhahc50v4

A second video for another session, or if the first will not play.

KEY TERMS

friar
"brother", a member of an order living in poverty among the people

Franciscans
the Order of Friars Minor, founded by Francis in 1209

Dominicans
the Order of Preachers, approved in 1216

Cathars
dualist heretics of southern France who held the material world evil

Inquisition
church courts to find and judge heresy, begun in the 1230s

CORE IDEAS

Francis. Francis (1181/82–1226), son of a rich cloth merchant of Assisi, was a merry, free-spending young man who dreamed of knighthood. After illness and prison he

turned to God. He kissed a leper, rebuilt ruined chapels, and when his father hauled him before the bishop, gave back his very clothes. Hearing Matthew 10:9–10, he took up a life of total poverty and preaching.

The friars. Pope Innocent III approved his little brotherhood in 1209. The **friars**, unlike monks, lived not in remote abbeys but among the poor in the towns, begging their bread and preaching. Clare of Assisi founded the women's order. Francis preached to the sultan of Egypt in 1219 during a crusade. His *Canticle of the Creatures* praises God for brother sun and sister moon. He received the stigmata, it was said, in 1224, and died in 1226.

Dominic. Dominic (1170–1221), a Castilian priest, preached among the **Cathars** of southern France, who taught that matter was evil and rejected marriage and the sacraments. Dominic believed they must be won by poor, learned preachers who lived what they taught. His Order of Preachers, approved in 1216, sent friars to the universities; Aquinas was one.

Sword and court. When a papal legate was murdered in 1208, Innocent III called the **Albigensian Crusade** against the Cathars. Northern knights took the south in a cruel war; at Béziers in 1209 the whole town was slaughtered. In the 1230s popes set up the **Inquisition**, often run by Dominicans, which questioned suspects and handed the unrepentant to the state for burning. Christians must name these things plainly as sins committed in Christ's name.

PICTURE STUDY



St. Francis Preaching to the Birds, Giotto (or his workshop), c. 1297–1299 · Fresco · Upper Basilica of San Francesco, Assisi

Creator:St. Francis Master, public domain. Wikimedia Commons.

This fresco is one of a cycle of twenty-eight scenes of Francis' life painted in the great church built over his tomb. The earliest lives tell how Francis preached to birds, calling them to praise their Creator.

Look closely

- Francis bends low; the birds look up.
- Giotto gives the figures real weight and feeling, new in his time.

Talk about it

1. What does the story say about Francis' view of creation?
2. How does Psalm 148 fit this scene?

PRIMARY SOURCE

Francis in His Own Words

Read Francis' *Testament* and the *Canticle of the Creatures* (Classics Library), and Bonaventure, *The Journey of the Mind into God*, Prologue (Classics Library).

Steps

1. What does Francis say about the lepers in his Testament?
2. For what does the Canticle praise God?
3. What does Francis ask of his brothers about poverty and work?
4. Compare the Canticle with Psalm 148.

Check your work

- ☐ The lepers
- ☐ Brother sun and sister moon
- ☐ Poverty and labor
- ☐ Psalm 148

TIMELINE AND MAP NOTEBOOK

1. Map: mark Assisi, Rome, Damietta, Toulouse, Béziers, Albi and Caleruega.
2. Timeline: 1181/82 Francis born; 1205 conversion; 1209 rule approved; 1212 Clare; 1209 Béziers; 1216 Dominicans approved; 1219 Francis and the sultan; 1221 Dominic dies; 1226 Francis dies; 1230s Inquisition.

> **From history.** Francis made the first Christmas crib scene with a live ox and donkey at Greccio in 1223, so that people could see the poverty of Christ's birth.

> **Church history.** The friars, preaching in the common tongue and living among the poor, were in some ways forerunners of later revival preachers. Luther began as an Augustinian friar.

SEE IT: INTERACTIVE.

Layered History Timeline: Francis of Assisi

See it on one zoomable page beside the empires, documents, events and people of the same years.

Opens in a new tab.

PRACTICE

1. Easy Who was Francis' father?

   ▼ **Show answer**

   A rich cloth merchant of Assisi.

2. Easy What verse moved him to poverty?

   ▼ **Show answer**

   Matthew 10:9–10 (provide neither gold nor silver).

3. Medium How did friars differ from monks?

   ▼ **Show answer**

   They lived among people in the towns, begging and preaching, not in remote abbeys.

4. Medium What did the Cathars teach?

   ▼ **Show answer**

   That matter is evil.

5. Hard What happened at Béziers in 1209?

   ▼ **Show answer**

   The whole town was slaughtered in the Albigensian Crusade.

6. Challenge In four sentences, compare Dominic's way with the Albigensian Crusade.

   ▼ **Show answer**

   Sample: Dominic tried to win the Cathars by preaching and holy living. The crusade tried to destroy them by the sword. The crusade killed thousands, the innocent with the guilty. Dominic's way was the way of the apostles; the crusade's was not (2 Timothy 2:24–25).

COMMON MISTAKES

- Thinking Francis was a gentle nature lover only. He was a fierce penitent who preached repentance and Christ crucified.
- Thinking the Inquisition burned people itself. It tried them and handed them to the state, which executed them; the church still shares the guilt.

> **Scripture.** “And the servant of the Lord must not strive; but be gentle unto all men, apt to teach, patient,” (2 Timothy 2:24, KJV)
>
> Dominic preached this way; the Inquisition did not.

UNIT 7 · THE HIGH MIDDLE AGES · LESSON 7.4 OF 36 · FOUR SESSIONS, 30–50 MINUTES EACH

7.4 Becket, Magna Carta and Parliament

OBJECTIVES

- Describe the quarrel of Henry II and Thomas Becket.
- Explain Magna Carta and its key clauses.
- Describe the beginnings of the English parliament.

> **Warm-up.** “No free man shall be imprisoned … except by the lawful judgment of his peers or by the law of the land.” Why would barons force a king to promise this?

WATCH

Ten Minute English and British History #11 - King John and the Magna Carta

History Matters · 10:00

https://www.youtube.com/watch?v=tycBBN2f2j0

> **WHEN TO WATCH**
> With the Core idea on Magna Carta.

BACKUP VIDEO

29th December 1170: Thomas Becket, the Archbishop of Canterbury, killed in Canterbury Cathedral

HistoryPod · 2:30

https://www.youtube.com/watch?v=-TrpO69sM-c

A second video for another session, or if the first will not play.

KEY TERMS

common law
law common to all England, made by royal judges from custom and precedent

Magna Carta
the Great Charter sealed by King John in 1215

Model Parliament
Edward I's parliament of 1295, with knights and burgesses

Thomas Becket
archbishop of Canterbury, murdered in 1170

Parliament
the assembly of lords and commons that grew from the king's council

CORE IDEAS

Henry II. Henry II (1154–1189) restored order after civil war and sent royal judges around England, building the **common law**, with juries of neighbors. He made his friend **Thomas Becket** chancellor and in 1162 archbishop of Canterbury. Becket

changed: he became austere and defended the church's rights, including that clergy be tried in church courts.

Murder in the cathedral. After years of quarrel and exile, Becket returned in 1170 and excommunicated bishops who sided with the king. Henry, in rage, cried out against his men for letting a low-born clerk mock him. Four knights rode to Canterbury and on 29 December 1170 killed Becket in his cathedral. The monk **Edward Grim**, whose arm was nearly cut off shielding him, wrote an account. Becket was declared a saint in 1173, and Henry did public penance at his tomb in 1174.

Magna Carta. King **John** (1199–1216) lost Normandy, quarreled with the pope and taxed heavily. In 1215 the barons rebelled and forced him at Runnymede to seal **Magna Carta**. It promised that the English church would be free, that no free man would be imprisoned or punished except by the lawful judgment of his peers or the law of the land (clause 39), and that justice would not be sold, denied or delayed (clause 40). John soon broke it, but it was reissued and became the symbol of a king under law.

Parliament. Kings needed consent for new taxes. In 1265 Simon de Montfort summoned knights and burgesses (townsmen) with the lords. In 1295 Edward I called the so-called **Model Parliament**, with clergy, lords, two knights from each shire and two burgesses from each town. The principle "what touches all should be approved by all" grew into the English constitution, from which American liberties later grew.

PICTURE STUDY



The Murder of Thomas Becket, English illuminator, c. 1180 · Ink and pigments on vellum · British Library, London

Photographer unknown, public domain. Wikimedia Commons.

Within a few years of Becket's death, artists across Europe pictured the murder. This early English picture shows the knights' swords and Edward Grim holding the cross.

Look closely

- Find Edward Grim and the cross.
- The lower scene shows the cult of Becket at his tomb.

Talk about it

1. Why did Becket's death make him more powerful than his life?
2. How does the painting take sides?

PRIMARY SOURCE

Edward Grim and Magna Carta

Read Edward Grim's account of Becket's death (Classics Library). Then read Magna Carta, clauses 1, 12, 39 and 40, in the British Library's English translation (bl.uk, "Magna Carta translation").

Steps

1. What did Becket say to the knights, according to Grim?
2. How did he die?
3. What does clause 39 protect?
4. Compare clause 40 with Deuteronomy 16:19.

Check your work

- ☐ Becket's words
- ☐ His death
- ☐ Lawful judgment
- ☐ Justice not sold

TIMELINE AND MAP NOTEBOOK

1. Map: mark Canterbury, Westminster, Runnymede, Windsor, London and Normandy.
2. Timeline: 1154 Henry II; 1162 Becket archbishop; 1164 Constitutions of Clarendon; 1170 Becket murdered; 1173 canonized; 1204 Normandy lost; 1215 Magna Carta; 1265 de Montfort's parliament; 1295 Model Parliament.

> **From history.** Chaucer's pilgrims in the Canterbury Tales (Unit 9) are on their way to Becket's shrine, two centuries after his death.

> **Church history.** Becket died defending the church's rights against the crown. Henry VIII later destroyed his shrine and ordered his name erased from service books.

SEE IT: INTERACTIVE.

Layered History Timeline: Magna Carta

See it on one zoomable page beside the empires, documents, events and people of the same years.

Opens in a new tab.

PRACTICE

1. Easy What was the common law?

   ▼ **Show answer**

   Law common to all England, made by royal judges from custom and precedent.

2. Easy What did Becket defend?

   ▼ **Show answer**

   The rights of the church, including church courts for clergy.

3. Medium Who wrote an eyewitness account?

   ▼ **Show answer**

   Edward Grim.

4. Medium Where and when?

   ▼ **Show answer**

   At Runnymede, in 1215.

5. Hard What does clause 40 promise?

   ▼ **Show answer**

   Justice will not be sold, denied or delayed.

6. Challenge In four sentences, judge the quarrel of Henry and Becket fairly.

   ▼ **Show answer**

   Sample: Henry wanted one law for all, including criminal clergy. Becket defended the church's freedom from royal control. Both were proud and stubborn. Becket's murder in his own cathedral was a crime that turned the quarrel in his favor.

COMMON MISTAKES

- Thinking Magna Carta gave democracy. It protected the rights of free men and barons and limited the king; democracy came much later.
- Thinking Henry II ordered Becket's murder. He spoke in rage, and the knights acted on it; he did penance for it.

> **Scripture.** "Thou shalt not wrest judgment; thou shalt not respect persons, neither take a gift: for a gift doth blind the eyes of the wise, and pervert the words of the righteous." (Deuteronomy 16:19, KJV)
>
> Magna Carta's promise of justice was God's old command to judges.

UNIT 8

The Wider Medieval World

Christendom was not the whole world. This unit looks outward: the Mongol storm that swept from China to Hungary, the kingdoms of Mali and Christian Ethiopia, Song China, Japan and the peoples of the Americas before 1492, and finally the fall of Constantinople to the Ottoman Turks in 1453, which closed the Middle Ages in the East.

Students read William of Rubruck, Marco Polo, Ibn Battuta and the eyewitnesses of 1453.

PREREQUISITES

- Units 1–7 of this course, or a working knowledge of them.
- A KJV Bible and the timeline and map notebook.

MASTERY CHECKLIST

- ☐ I can describe the Mongol conquests and the travels of Rubruck and Marco Polo.
- ☐ I can describe Mali under Mansa Musa and Christian Ethiopia.
- ☐ I can describe Song China, feudal Japan and the Aztecs and Incas.
- ☐ I can tell the story of the fall of Constantinople in 1453.
- ☐ I can judge other civilizations fairly, naming both their achievements and their sins.

LESSONS IN THIS UNIT

8.1	**The Mongols**	Four sessions, 30–50 minutes each
8.2	**Mali and Ethiopia**	Four sessions, 30–50 minutes each
8.3	**Song China, Japan and the Americas before 1492**	Four sessions, 30–50 minutes each
8.4	**The Fall of Constantinople (1453)**	Four sessions, 30–50 minutes each

Unit 8 test

Closed book, except for the source passages printed in Part C. Allow about 50 minutes. One hundred points; Part D's essay may be written the next day.

PART A · TERMS AND PEOPLE

1. (2 pts) **Lesson 8.1**
   When did he take the title Genghis Khan?

PART A · TERMS AND PEOPLE

2. **2 pts** **Lesson 8.1**

What happened to cities that resisted?

PART A · TERMS AND PEOPLE

3. **2 pts** **Lesson 8.1**

Who was Kublai Khan?

PART A · TERMS AND PEOPLE

4. **2 pts** **Lesson 8.2**

Who founded Mali, and about when?

PART A · TERMS AND PEOPLE

5. **2 pts** **Lesson 8.2**

When did Mansa Musa make his pilgrimage?

PART A · TERMS AND PEOPLE

6. **2 pts** **Lesson 8.2**

What did he praise?

PART A · TERMS AND PEOPLE

7. **2 pts** **Lesson 8.3**

Name three Chinese inventions of this era.

PART A · TERMS AND PEOPLE

8. **2 pts** **Lesson 8.3**

Who conquered the Song?

PART A · TERMS AND PEOPLE

9. **2 pts** **Lesson 8.3**

What did the Incas use instead of writing?

PART A · TERMS AND PEOPLE

10. **2 pts** **Lesson 8.4**

When did the Ottomans cross into Europe?

PART A · TERMS AND PEOPLE

11. **2 pts** **Lesson 8.4**

Who were the janissaries?

PART A · TERMS AND PEOPLE

12. **2 pts** **Lesson 8.4**

How did Mehmed get his ships into the Golden Horn?

PART B · DATES AND ORDER

13. **4 pts** **Lesson 8.1**

Put in order, earliest first: Temujin becomes Genghis Khan; Mansa Musa's pilgrimage; The Song dynasty begins; The Aztecs found Tenochtitlan.

PART B · DATES AND ORDER

14. **4 pts** **Lesson 8.2**

Put in order, earliest first: Mansa Musa's pilgrimage; The Mongols burn Kiev; Lalibela's rock churches; The shogunate begins in Japan.

PART B · DATES AND ORDER

15. **4 pts** **Lesson 8.3**

Put in order, earliest first: The shogunate begins in Japan; The battle of Kosovo; Sundiata founds Mali; Temujin becomes Genghis Khan.

PART B · DATES AND ORDER

16. **4 pts** **Lesson 8.4**

Put in order, earliest first: The Aztecs found Tenochtitlan; Temujin becomes Genghis Khan; The battle of Kosovo; The Mongols sack Baghdad.

PART C · READING SOURCES

17. **10 pts** **Lesson 8.1**

Rubruck records the khan saying that God had given Christians Scripture, which they did not keep. (a) What was the khan's charge? (b) How does Romans 2:24 echo it? (c) What lesson is there for Christians who bear witness to other nations?

PART C · READING SOURCES

18. **10 pts** **Lesson 8.2**

Acts tells of "a man of Ethiopia, an eunuch of great authority under Candace queen of the Ethiopians" who was baptized by Philip (Acts 8:27). (a) Who was this man? (b) What was he reading? (c) Why do Ethiopian Christians treasure this story?

PART C · READING SOURCES

19. **10 pts** **Lesson 8.3**

The psalmist laments that Israel "sacrificed their sons and their daughters unto devils, and shed innocent blood" (Psalm 106:37–38). (a) What sin does the psalm describe? (b) How does it apply to the Aztecs and Incas? (c) Why must a Christian historian name this plainly?

PART D · MAP AND ESSAY

20. **10 pts** **Lesson 8.4**

Locate or describe: Karakorum, Beijing (Khanbaliq), Baghdad, Timbuktu, Lalibela, Kyoto, Tenochtitlan and Cusco.

PART D · MAP AND ESSAY

21. **20 pts** **Lesson 8.4**

Essay (400–500 words): Choose two civilizations from this unit. What did each achieve, and where did each fall short of God's law? Judge each by its own standards and by Scripture, fairly. Use at least two sources.

ANSWER KEY

1. 1206.
2. They were often destroyed with all their people.
3. Grandson of Genghis and emperor of China.
4. Sundiata Keita, about 1235.
5. 1324.
6. Its justice and safety, and zeal for prayer.
7. Printing, the compass, gunpowder, paper money (any three).
8. The Mongols, in 1279.
9. Knotted cords (quipu).
10. 1354.
11. Elite infantry taken as Christian boys and raised as Muslims.
12. He dragged them over a hill on greased logs.
13. The Song dynasty begins (960); Temujin becomes Genghis Khan (1206); Mansa Musa's pilgrimage (1324); The Aztecs found Tenochtitlan (c. 1325).
14. The shogunate begins in Japan (1185); Lalibela's rock churches (c. 1200); The Mongols burn Kiev (1240); Mansa Musa's pilgrimage (1324).
15. The shogunate begins in Japan (1185); Temujin becomes Genghis Khan (1206); Sundiata founds Mali (c. 1235); The battle of Kosovo (1389).
16. Temujin becomes Genghis Khan (1206); The Mongols sack Baghdad (1258); The Aztecs found Tenochtitlan (c. 1325); The battle of Kosovo (1389).
17. (a) That Christians did not live by their own book. (b) "The name of God is blasphemed among the Gentiles through you." (c) Christians' lives must agree with the Scripture they preach.
18. (a) The treasurer of the queen of the Ethiopians, returning from worship in Jerusalem. (b) Isaiah 53, which Philip explained as speaking of Jesus. (c) It shows the Gospel reached Ethiopians in the apostles' own time.
19. (a) Child sacrifice to false gods. (b) Both empires killed people, including children, to feed their gods. (c) Because God's word calls it wicked, and honesty about the past requires it, as it requires honesty about Christendom's own sins.
20. Karakorum in Mongolia; Beijing in northern China; Baghdad on the Tigris; Timbuktu on the Niger bend in Mali; Lalibela in the highlands of Ethiopia; Kyoto

in central Japan; Tenochtitlan on a lake island where Mexico City stands; Cusco in the Andes of southern Peru.

21. Look for: specific achievements (Mongol trade and post; Mali's wealth and learning; Ethiopian churches; Song printing; Aztec and Inca engineering); specific sins (massacres, slavery, human sacrifice); fair comparison with Christendom's own sins; Scripture (Acts 17:26; Romans 1–2). Score: content 8, sources 6, judgment 3, writing 3.

Printable answer key (PDF, for the parent)

UNIT PROJECT: A TRAVELER'S JOURNAL

Write a journal of 8–10 entries (100–150 words each) as a traveler of about 1250–1350 journeying with William of Rubruck, Marco Polo or Ibn Battuta. Every entry must rest on a real detail from the source; cite it.

Add a map of the journey with dates. End with a closing entry on what the traveler learned about God's world and the nations (Acts 17:26–27).

Score each row 4 (excellent), 3 (good), 2 (developing) or 1 (beginning). Twenty points in all; multiply by 5 for a percentage.

LOOK FOR	WHAT IT MEANS
Accuracy	4: every name, date and fact correct, with "c." used where dates are uncertain. 3: one or two slips. 2: several errors. 1: many errors.
Use of sources	4: the primary sources are quoted and questioned (who, when, how they knew, why, does other evidence agree). 3: mostly. 2: sources only summarized. 1: sources only named.
Fair judgment	4: judges the past by its own age and by Scripture, naming wrongs plainly without modern slogans. 3: mostly fair. 2: one-sided. 1: no judgment or a careless one.
The journal	4: eight or more entries, each grounded in the source and cited, with a map. 3: six or seven. 2: invented details or no map. 1: missing.
Timeline and map	4: the unit's pages of the notebook are complete, neat and correctly placed. 3: minor gaps. 2: incomplete. 1: missing.

8.1 The Mongols

OBJECTIVES

- Describe the rise of Genghis Khan and the Mongol conquests.
- Describe the Mongol empire at its height and the Pax Mongolica.
- Read William of Rubruck and Marco Polo as travelers.

> **Warm-up.** The Mongol empire was the largest land empire in history, built in about fifty years by a people of perhaps a million. How?

WATCH

The rise and fall of the Mongol Empire - Anne F. Broadbridge

TED-Ed · 5:01

https://www.youtube.com/watch?v=wUVvTqvjUaM

> **WHEN TO WATCH**
> After the Core ideas.

BACKUP VIDEO

Ten Minute History - Genghis Khan and the Mongol Empire (Short Documentary)

History Matters · 10:00

https://www.youtube.com/watch?v=CUQhuC31ieI

A second video for another session, or if the first will not play.

KEY TERMS

Genghis Khan
"universal ruler", title of Temujin (c. 1162–1227)

khan
a Mongol ruler

Karakorum

the Mongol capital in Mongolia

Pax Mongolica

the “Mongol peace” on the Silk Road under Mongol rule

Kublai Khan

grandson of Genghis, emperor of China (1260–1294)

CORE IDEAS

Genghis Khan. Temujin, a Mongol chief’s son left fatherless and poor, united the steppe tribes and in 1206 took the title **Genghis Khan.** His armies of mounted archers, organized in units of ten, a hundred and a thousand, were disciplined, swift and merciless. Cities that resisted were often destroyed with all their people; cities that surrendered were usually spared.

Conquests. The Mongols took northern China, crushed the Khwarazmian empire of Persia (1219–1221), and after Genghis’ death invaded Russia, burning Kiev in 1240, and defeated Polish and Hungarian armies in 1241. In 1258 they sacked **Baghdad** and killed the last Abbasid caliph. At Ain Jalut in 1260 the Mamluks of Egypt stopped them.

The Mongol peace. Across the empire a postal relay and protected roads made trade safe from China to the Black Sea, the **Pax Mongolica.** The khans tolerated many religions; Nestorian Christians served at court, and some khans’ mothers and wives were Christian. **Kublai Khan** conquered all of China by 1279 and ruled from Beijing.

Travelers. In 1253 King Louis IX of France sent the Franciscan **William of Rubruck** to the Mongols. At Karakorum in 1254 he took part in a debate before the khan with Muslims and Buddhists, and found Nestorian Christians there, though often ignorant of Scripture. The Venetian **Marco Polo** traveled to Kublai’s court about 1275 and served him for years; his book, dictated in prison in Genoa, amazed Europe with tales of paper money, coal and great cities.

PICTURE STUDY



Genghis Khan, Court painter of the Yuan dynasty, 14th century · Ink and color on silk · National Palace Museum, Taipei

Photographer unknown, public domain. Wikimedia Commons.

This portrait was painted for the Yuan (Mongol) emperors of China decades after Genghis died. No one knows how closely it resembles him.

Look closely

- The simple white robe and cap.
- Compare it with portraits of European kings.

Talk about it

1. Why would the Yuan court want such a portrait?
2. What can and can't a later portrait tell us?

PRIMARY SOURCE

William of Rubruck at Karakorum

Read William of Rubruck, *The Mission of Friar William of Rubruck*, chapters 33–34 (the debate at Karakorum), in Peter Jackson's Hakluyt Society translation or the Internet Medieval Sourcebook. Then read Marco Polo, Book II, chapter 24 (paper money), in any good translation.

Steps

1. Who debated before the khan?
2. What did William argue first, and why?
3. What did the khan say about religion?
4. How does Marco Polo describe paper money? Why would Europeans find it hard to believe?

Check your work

- ☐ Debaters
- ☐ One God first
- ☐ The khan's view
- ☐ Paper money

TIMELINE AND MAP NOTEBOOK

1. Map: shade the Mongol empire in 1227 and 1294; mark Karakorum, Beijing, Samarkand, Baghdad, Kiev, Legnica and Ain Jalut; draw Marco Polo's route.
2. Timeline: 1206 Genghis Khan; 1219–1221 Persia; 1227 Genghis dies; 1240 Kiev; 1241 Legnica and Mohi; 1253–1255 Rubruck; 1258 Baghdad; 1260 Ain Jalut; 1271–1295 Marco Polo; 1279 China conquered.

> **From history.** The Mongols twice tried to invade Japan (1274 and 1281) and twice were wrecked by storms that the Japanese called the kamikaze, the "divine wind".

> **Church history.** Rubruck reports that the khan Möngke told him that God had given Christians the Scriptures, which they did not keep, while to the Mongols he had given soothsayers, whom they obeyed. William had no chance to answer.

SEE IT: INTERACTIVE.

Layered History Timeline: Genghis Khan

See it on one zoomable page beside the empires, documents, events and people of the same years.

Also from this lesson: Yuan dynasty (Mongol). Opens in a new tab.

PRACTICE

1. Easy What was Genghis Khan's birth name?

   ▼ **Show answer**

   Temujin.

2. Easy How were Mongol armies organized?

   ▼ **Show answer**

   In units of ten, a hundred and a thousand.

3. Medium When did the Mongols burn Kiev?

   ▼ **Show answer**

   1240.

4. Medium What was the Pax Mongolica?

   ▼ **Show answer**

   The safe trade along the Silk Road under Mongol rule.

5. Hard Who sent William of Rubruck?

   ▼ **Show answer**

   King Louis IX of France.

6. Challenge In four sentences, judge the Mongol empire fairly.

   ▼ **Show answer**

   Sample: The Mongols killed millions and destroyed great cities. Yet they protected trade and travel across Asia and tolerated many faiths. Their rule linked East and West as never before. God, who sets the bounds of nations (Acts 17:26), used even their storm in history.

COMMON MISTAKES

- Thinking the Mongols were only destroyers. They also protected trade and tolerated religions.
- Thinking the Mongols were only a horde of savages. They were superbly organized and adapted Chinese and Persian ways of ruling.

REFERENCE GUIDE

An eight-page, color-coded guide to Western civilization from ancient times to 1500: the ages at a glance, Mesopotamia, Egypt and Israel, Assyria and Persia, the Greek polis, the Persian Wars and the philosophers, Alexander, the Roman Republic and Empire, the rise of Christianity and the fall of the West, Byzantium, Islam, the medieval Church, Charlemagne, feudalism, the Crusades, the High and Late Middle Ages and the Renaissance, with who's who, battles and great books. The booklet prints on 11×17 paper and folds to letter size. Prints in color and reads clearly in black and white.

> **Scripture.** "And hath made of one blood all nations of men for to dwell on all the face of the earth, and hath determined the times before appointed, and the bounds of their habitation;" (Acts 17:26, KJV)
>
> Rubruck saw how God had made of one blood all the nations of the steppe and the sown land.

UNIT 8 · THE WIDER MEDIEVAL WORLD · LESSON 8.2 OF 36 · FOUR SESSIONS, 30–50 MINUTES EACH

8.2 Mali and Ethiopia

OBJECTIVES

- Describe the empire of Mali and the trans-Saharan trade.
- Describe Mansa Musa's pilgrimage and Timbuktu.
- Describe Christian Ethiopia and the churches of Lalibela.

> **Warm-up.** When Mansa Musa passed through Cairo in 1324, it is said he gave away so much gold that its price fell for years. Where did all that gold come from?

WATCH

Mansa Musa, one of the wealthiest people who ever lived - Jessica Smith

TED-Ed · 3:55

https://www.youtube.com/watch?v=O3YJMaL55TM

> **WHEN TO WATCH**
> With the Core idea on Mansa Musa.

BACKUP VIDEO

The hidden treasures of Timbuktu - Elizabeth Cox

TED-Ed · 5:35

https://www.youtube.com/watch?v=40ehHbdi95o

A second video for another session, or if the first will not play.

KEY TERMS

Mali
the West African empire of the 1200s–1400s

Mansa Musa
king of Mali (c. 1312–1337), famous for his pilgrimage

Timbuktu
a trading and learning city on the Niger

Ibn Battuta
Moroccan traveler (1304–c. 1369)

Lalibela
Ethiopian king (c. 1200) and the town of his rock-hewn churches

CORE IDEAS

Gold and salt. West Africa had gold; the Sahara had salt. Camel caravans carried salt, cloth and horses south and gold and slaves north. Empires grew by controlling this trade: Ghana, then **Mali**, founded by Sundiata Keita about 1235. Islam came with the traders, and Mali's kings became Muslims, though many subjects kept older religions.

Mansa Musa. Mansa Musa made the pilgrimage to Mecca in 1324 with a vast caravan; Arab writers say he gave and spent so much gold in Cairo that its value fell. He brought back scholars and the architect who built mosques at Gao and **Timbuktu.** Timbuktu became a center of trade and Islamic learning, with many manuscripts. The Catalan Atlas of 1375 shows Musa holding a gold nugget.

Ibn Battuta. The Moroccan **Ibn Battuta** traveled perhaps 75,000 miles through the Muslim world. In 1352–1353 he visited Mali. He praised its justice and safety, "there is complete security in their country", and its zeal for Friday prayer, but disapproved of slave women and girls going about uncovered, and noted the many slaves. Slavery was common in Mali, as in the whole Islamic and medieval world.

Christian Ethiopia. Ethiopia had been Christian since the king of Aksum was baptized about 330 (Acts 8 tells of an earlier Ethiopian believer). Cut off by Islam from most of Christendom, it kept its own church, linked to Alexandria, and the Ge'ez Bible. About 1200 King **Lalibela** had eleven churches carved down into solid rock as a "new Jerusalem". The Solomonic dynasty from 1270 claimed descent from Solomon and the queen of Sheba.

PICTURE STUDY



Mansa Musa in the Catalan Atlas, Abraham Cresques (attributed), 1375 · Ink, pigments and gold on vellum · Bibliothèque nationale de France, Paris

attributed to Abraham Cresques, public domain. Wikimedia Commons.

This great map, made by a Jewish mapmaker on Majorca, shows Mansa Musa as a crowned king holding up gold. Europeans knew Mali mainly as a land of gold.

Look closely

- Find the gold nugget and the crown.
- A veiled rider on a camel approaches.

Talk about it

1. What did Europeans most want from Mali?
2. How does a mapmaker's picture differ from a traveler's report?

PRIMARY SOURCE

Ibn Battuta in Mali

Read Ibn Battuta, *Travels*, the section on Mali (1352–1353), in any good translation (H. A. R. Gibb's, excerpted in the Internet Medieval Sourcebook as "Travels in Asia and Africa").

Steps

1. List two things Ibn Battuta praises in Mali.
2. List two things he dislikes.
3. What does he say about slaves?
4. Apply the five source questions. How does his own faith shape his judgments?

Check your work

- ☐ Praise
- ☐ Criticism
- ☐ Slavery named
- ☐ Five questions

TIMELINE AND MAP NOTEBOOK

1. Map: mark the Sahara, the Niger, Timbuktu, Gao, Niani, Cairo, Mecca, Aksum and Lalibela; draw the caravan routes.
2. Timeline: c. 330 Aksum Christian; c. 1200 Lalibela's churches; c. 1235 Sundiata founds Mali; 1270 Solomonic dynasty; 1324 Musa's pilgrimage; 1352–1353 Ibn Battuta in Mali; 1375 Catalan Atlas.

> **From history.** The churches of Lalibela were carved from the top down: workers cut trenches around a block of rock and then hollowed out rooms, windows and pillars from the block.

> **Church history.** Ethiopian Christians claim the Ark of the Covenant is kept in a chapel at Aksum. The claim cannot be tested, for only one guardian monk may see it.

SEE IT: INTERACTIVE.

Layered History Timeline: Kingdom of Aksum

See it on one zoomable page beside the empires, documents, events and people of the same years.

Also from this lesson: Ghana Empire · Mali Empire · Mansa Musa · Mansa Musa's pilgrimage · Songhai Empire. Opens in a new tab.

PRACTICE

1. Easy What two goods drove trans-Saharan trade?

   ▼ **Show answer**

   Gold and salt.

2. Easy How did Islam come to Mali?

   ▼ **Show answer**

   With the traders.

3. Medium What happened to gold in Cairo?

   ▼ **Show answer**

   Its value fell because Musa spent so much.

4. Medium Who visited Mali in 1352–1353?

   ▼ **Show answer**

   Ibn Battuta.

5. Hard When did Ethiopia become Christian?

   ▼ **Show answer**

   About 330, when the king of Aksum was baptized.

6. Challenge In four sentences, describe how Ethiopia remained Christian.

   ▼ **Show answer**

   Sample: It was converted in the 300s from Alexandria. Its mountains protected it when Islam conquered Egypt and Arabia. It kept its own church, Bible and kings. Lalibela's churches show the strength of its faith around 1200.

COMMON MISTAKES

- Thinking medieval Africa had no kingdoms or learning. Mali, Ethiopia and others had great cities, wealth and written learning.
- Thinking slavery began with the Atlantic trade. It was common in Africa, the Islamic world and medieval Europe long before.

> **Scripture.** “Princes shall come out of Egypt; Ethiopia shall soon stretch out her hands unto God.” (Psalm 68:31, KJV)
>
> Ethiopian Christians read this verse as a prophecy of their own church.

UNIT 8 · THE WIDER MEDIEVAL WORLD · LESSON 8.3 OF 36 · FOUR SESSIONS, 30–50 MINUTES EACH

8.3 Song China, Japan and the Americas before 1492

OBJECTIVES

- Describe the achievements of Song China.
- Describe feudal Japan and the samurai.
- Describe the Aztecs and Incas, including human sacrifice, fairly and plainly.

> **Warm-up.** The Chinese invented printing, the compass and gunpowder centuries before Europe. Why did these change Europe more than China?

WATCH

The rise and fall of the Inca Empire - Gordon McEwan

TED-Ed · 5:46

https://www.youtube.com/watch?v=UO5ktwPXsyM

> **WHEN TO WATCH**
> With the Core idea on the Incas.

BACKUP VIDEO

Aztec Empire

Khan Academy · 5:14

https://www.youtube.com/watch?v=_-96fKZGQVs

A second video for another session, or if the first will not play.

KEY TERMS

Song dynasty
the Chinese dynasty of 960–1279

civil service examinations
tests on the Confucian classics used to choose officials

samurai
the warrior class of Japan

shogun
the military ruler of Japan who governed in the emperor's name

Tenochtitlan
the island capital of the Aztecs

CORE IDEAS

Song China. Under the **Song** (960–1279) China had perhaps 100 million people, great cities, paper money, printing with wooden blocks (and Bi Sheng's movable type in the 1040s), the magnetic compass and gunpowder. Officials were chosen by **examinations** on the Confucian classics. Neo-Confucian scholars like Zhu Xi taught order, family duty and learning. The Mongols conquered the Song in 1279.

Japan. Japan took writing, Buddhism and much else from China but kept its own emperor and ways. From 1185 real power lay with the **shogun**, a military ruler, and the **samurai**, warriors bound by loyalty to their lords, like Europe's knights. Their ideal, later called *bushido*, prized loyalty, courage and honor, even to suicide.

The Aztecs. In the Valley of Mexico the **Aztecs** founded **Tenochtitlan** on a lake island about 1325. By 1500 it held perhaps 200,000 people, with causeways, canals, floating gardens and markets that amazed the Spaniards. The Aztecs ruled by conquest and tribute. Their religion taught that the sun needed human blood; they sacrificed thousands of captives each year, tearing out hearts on temple tops. At the rededication of the Great Temple in 1487 the numbers killed were very large, though estimates vary widely.

The Incas. In the Andes the **Incas** built in about a century (from c. 1438) an empire of some 10 million, ruled from Cusco. They had no writing or wheel but kept records on knotted cords (quipu), built about 25,000 miles of roads and great stone walls fitted without mortar, and terraced the mountains. They also sacrificed children on mountain tops in the ceremony of capacocha. Both empires fell to the Spanish soon after 1492 (Early Modern, Unit 2).

PICTURE STUDY



Along the River during the Qingming Festival (detail), Zhang Zeduan, Early 12th century · Ink and color on silk handscroll · Palace Museum, Beijing

Immanuel Giel, public domain. Wikimedia Commons.

This scroll, over five meters long, shows life in the Song capital Kaifeng: boatmen, merchants, scholars and porters, more than 800 people in all.

Look closely

- On the bridge, a crowd shouts as a boat struggles to lower its mast.
- Find shops, inns and carts.

Talk about it

1. What does this scroll tell you about Song cities?
2. Compare it with a European town of the 1100s.

PRIMARY SOURCE

Seeing the Aztecs

Read Bernal Díaz del Castillo, *The True History of the Conquest of New Spain*, chapters 87–88 and 92 (the first view of Tenochtitlan and the Great Temple), in any good translation (J. M. Cohen's Penguin *The Conquest of New Spain*).

Steps

1. What did the Spaniards compare Tenochtitlan to when they first saw it?
2. Describe the great market.
3. What did they see at the top of the temple?
4. How does Díaz combine admiration and horror? Is that fair?

Check your work

- ☐ Like an enchanted vision
- ☐ The market
- ☐ Sacrifice named
- ☐ Fair judgment

TIMELINE AND MAP NOTEBOOK

1. Map: mark Kaifeng, Hangzhou, Kyoto, Kamakura, Tenochtitlan, Cusco and Machu Picchu.
2. Timeline: 960 Song; 1040s movable type; 1185 shogunate; 1279 Song falls; c. 1325 Tenochtitlan; c. 1438 Inca expansion; 1487 Great Temple rededicated; 1492 Columbus.

> **From history.** The Incas' runners relayed messages along the royal road so fast that, it was said, fresh fish from the coast reached the emperor in Cusco within two days.

> **Church history.** Romans 1 says that men "changed the glory of the uncorruptible God into an image made like to corruptible man". The Aztec gods who demanded blood show how far that change can go.

SEE IT: INTERACTIVE.

Layered History Timeline: Classic Maya city-states

See it on one zoomable page beside the empires, documents, events and people of the same years.

Also from this lesson: Tang dynasty · Song dynasty · Ming dynasty · Voyages of Zheng He. Opens in a new tab.

PRACTICE

1. Easy When did the Song dynasty rule?

   ▼ **Show answer**

   960–1279.

2. Easy How were Chinese officials chosen?

   ▼ **Show answer**

   By examinations on the Confucian classics.

3. Medium What was a shogun?

   ▼ **Show answer**

   The military ruler of Japan.

4. Medium What did Aztec religion teach the sun needed?

   ▼ **Show answer**

   Human blood.

5. Hard About how many miles of roads did the Incas build?

   ▼ **Show answer**

   About 25,000.

6. Challenge In four sentences, judge the Aztecs fairly.

   ▼ **Show answer**

   Sample: They built a magnificent city with causeways, canals and markets. They ruled a large empire by tribute. They sacrificed thousands of people a year to their gods. Admiration for their skill must not hide the horror of their worship (Psalm 106:37–38).

COMMON MISTAKES

- Thinking China was backward in the Middle Ages. Song China was richer and more inventive than Europe.
- Thinking the Aztecs and Incas were peaceful victims. They were great builders and also conquering empires that practiced human sacrifice.

> **Scripture.** "And shed innocent blood, even the blood of their sons and of their daughters, whom they sacrificed unto the idols of Canaan: and the land was polluted with blood." (Psalm 106:38, KJV)
>
> The psalm names the sin of the Aztec temples.

UNIT 8 · THE WIDER MEDIEVAL WORLD · LESSON 8.4 OF 36 · FOUR SESSIONS, 30–50 MINUTES EACH

8.4 The Fall of Constantinople (1453)

OBJECTIVES

- Describe the rise of the Ottoman Turks.
- Tell the story of the siege of 1453.
- Explain the meaning of the fall of Constantinople.

> **Warm-up.** When the Turks broke into Constantinople, the last emperor threw off his imperial robes and charged into the fight. What does that tell you about him?

WATCH

Ten Minute History - The Rise of the Ottoman Empire (Short Documentary)

History Matters · 10:00

https://www.youtube.com/watch?v=PWg0tae_QT0

> **WHEN TO WATCH**
> After the Core ideas.

BACKUP VIDEO

The city of walls: Constantinople - Lars Brownworth

TED-Ed · 4:17

https://www.youtube.com/watch?v=MNMoi5Af1SY

A second video for another session, or if the first will not play.

KEY TERMS

Ottomans
the Turkish dynasty founded by Osman about 1300

Mehmed II
Ottoman sultan (1444–1446, 1451–1481), “the Conqueror”

Constantine XI
the last Byzantine emperor, killed in 1453

Theodosian Walls
the great land walls of Constantinople built in the 400s

janissaries
the sultan’s elite infantry, taken as Christian boys and raised as Muslims

CORE IDEAS

The Ottomans. The **Ottomans**, a Turkish clan in Asia Minor, grew from about 1300 as Byzantium weakened. They crossed into Europe in 1354, crushed the Serbs at Kosovo in 1389 and a crusading army at Nicopolis in 1396. Their **janissaries** were Christian

boys taken by levy, converted and trained as soldiers. By 1450 Byzantium was little more than the city itself.

The siege. Mehmed II, 21 years old, besieged Constantinople from April 1453 with perhaps 80,000 men and huge cannon, one cast by a Hungarian engineer. **Constantine XI** had about 7,000 defenders, including Venetians and Genoese under Giovanni Giustiniani. When a chain blocked the Golden Horn, Mehmed had ships dragged over a hill on greased logs into the harbor.

The last days. On 28 May, Greeks and Latins, divided by the schism, prayed together in Hagia Sophia. Before dawn on 29 May the Turks attacked. Giustiniani was wounded and carried off; the defense broke near the Gate of St. Romanus. Constantine, the eyewitness Sphrantzes and others say, threw himself into the fight and was never seen again. The city was given over to plunder for a day, and many were killed or enslaved. Mehmed rode to Hagia Sophia and turned it into a mosque.

Meaning. The Roman Empire that Augustus had founded ended after nearly 1,500 years. Greek scholars fled to Italy with their books, feeding the Renaissance. Russia, the remaining great Orthodox power, came to see Moscow as the “third Rome”. The Ottomans would threaten Vienna in 1529 and 1683. Many historians date the end of the Middle Ages to 1453.

PICTURE STUDY



Mehmed II Entering Constantinople, Fausto Zonaro, c. 1903 · Oil on canvas · Dolmabahçe Palace, Istanbul

Fausto Zonaro, public domain. Wikimedia Commons.

The Italian painter Zonaro served as court painter to the Ottoman sultan. Here he imagines Mehmed's triumphant entry, from the conquerors' side.

Look closely

- Mehmed rides a white horse at the center.
- Notice the ruined walls and the dead.

Talk about it

1. From whose point of view is this painted?
2. How would a Greek painter have shown the same day?

PRIMARY SOURCE

Eyewitnesses of 1453

Read Nicolò Barbaro, *Diary of the Siege of Constantinople*, entries for 28–29 May 1453, and George Sphrantzes, *Chronicle*, on the fall and the emperor's death, in any good translation (both excerpted in the Internet Medieval Sourcebook or in Marios Philippides' editions).

Steps

1. What does Barbaro say happened on 29 May?
2. What does Sphrantzes say of Constantine's death?
3. Barbaro was Venetian, Sphrantzes Greek. What does each blame for the fall?
4. What do they agree on?

Check your work

- ☐ The breach
- ☐ The emperor's end
- ☐ Blame
- ☐ Agreement

TIMELINE AND MAP NOTEBOOK

1. Map: mark Constantinople, the Golden Horn, the Theodosian Walls, Galata, Edirne, Kosovo and Nicopolis; shade the Ottoman lands in 1453.
2. Timeline: c. 1300 Osman; 1354 Gallipoli; 1389 Kosovo; 1396 Nicopolis; 1444 Varna; 1451 Mehmed II; 6 April 1453 siege begins; 22 April ships over the hill; 29 May the city falls.

> **From history.** One of Mehmed's cannon was so large that it took sixty oxen to haul it, and it could fire only a few times a day.

> **Church history.** Many Greeks said they preferred the Turkish turban to the Latin mitre. The bitterness of 1204 helped keep the West from sending real help in 1453.

SEE IT: INTERACTIVE.

Layered History Timeline: Fall of Constantinople

See it on one zoomable page beside the empires, documents, events and people of the same years.

Opens in a new tab.

PRACTICE

1. Easy Who founded the Ottoman dynasty?

   ▼ **Show answer**

   Osman, about 1300.

2. Easy What happened at Kosovo in 1389?

   ▼ **Show answer**

   The Ottomans crushed the Serbs.

3. Medium Who besieged Constantinople in 1453?

   ▼ **Show answer**

   Mehmed II.

4. Medium Who led the Genoese defenders?

   ▼ **Show answer**

   Giovanni Giustiniani.

5. Hard When did the city fall?

   ▼ **Show answer**

   29 May 1453.

6. Challenge In four sentences, explain the meaning of 1453 for Europe.

   ▼ **Show answer**

   Sample: The last remnant of the Roman Empire ended. The Ottomans became a great power threatening central Europe. Greek scholars carried books and learning to Italy. Many date the end of the Middle Ages to this year.

COMMON MISTAKES

- Thinking the Ottomans forced all Christians to convert. Christians were dhimmis under the patriarch, though they paid heavy taxes and lost boys to the janissary

levy.

- Thinking cannon alone won the siege. Numbers, the ships over the hill and the wounding of Giustiniani all mattered.

> **Scripture.** "For here have we no continuing city, but we seek one to come." (Hebrews 13:14, KJV)
>
> The Second Rome fell. Christians seek a city that does not.

UNIT 9

The Late Middle Ages

The fourteenth and fifteenth centuries brought plague, war and schism. The Black Death killed perhaps a third of Europe; England and France fought the Hundred Years' War, in which a peasant girl, Joan of Arc, turned the tide; popes left Rome for Avignon and then split into rival lines, while Wycliffe and Hus called the church back to Scripture. Yet the same age produced Dante and Chaucer, two of the greatest poets of the West.

Students read Boccaccio, the *Trial of Joan of Arc*, Shakespeare's *Henry V*, Wycliffe, Hus, Dante and Chaucer. The course ends with the question, "Dark Ages?"

PREREQUISITES

- Units 1–8 of this course, or a working knowledge of them.
- A KJV Bible and the timeline and map notebook.

MASTERY CHECKLIST

- ☐ I can describe the Black Death and how Christians responded.
- ☐ I can describe the Hundred Years' War and the story of Joan of Arc.
- ☐ I can explain the Avignon papacy, the Great Schism and the councils.
- ☐ I can describe the work of Wycliffe and Hus.
- ☐ I can explain why Dante and Chaucer matter.

LESSONS IN THIS UNIT

9.1	**The Black Death**	Four sessions, 30–50 minutes each
9.2	**The Hundred Years' War and Joan of Arc**	Four sessions, 30–50 minutes each
9.3	**Avignon, the Schism, Wycliffe and Hus**	Four sessions, 30–50 minutes each
9.4	**Dante and Chaucer**	Four sessions, 30–50 minutes each

Unit 9 test

Closed book, except for the source passages printed in Part C. Allow about 50 minutes. One hundred points; Part D's essay may be written the next day.

PART A · TERMS AND PEOPLE

1. 2 pts **Lesson 9.1**

   How did it reach Sicily?

PART A · TERMS AND PEOPLE

2. 2 pts **Lesson 9.1**

   About how much of Europe died?

PART A · TERMS AND PEOPLE

3. 2 pts **Lesson 9.1**

   Who wrote the Decameron?

PART A · TERMS AND PEOPLE

4. 2 pts **Lesson 9.2**

   On what did Edward III base his claim?

PART A · TERMS AND PEOPLE

5. 2 pts **Lesson 9.2**

   When was Agincourt?

PART A · TERMS AND PEOPLE

6. **2 pts** **Lesson 9.2**

Where was Charles VII crowned?

PART A · TERMS AND PEOPLE

7. **2 pts** **Lesson 9.3**

What did Petrarch call it?

PART A · TERMS AND PEOPLE

8. **2 pts** **Lesson 9.3**

When did the Great Western Schism begin?

PART A · TERMS AND PEOPLE

9. **2 pts** **Lesson 9.3**

Who were the Lollards?

PART A · TERMS AND PEOPLE

10. **2 pts** **Lesson 9.4**

Why was Dante exiled?

PART A · TERMS AND PEOPLE

11. **2 pts** **Lesson 9.4**

Who guides Dante through Hell and Purgatory?

PART A · TERMS AND PEOPLE

12. **2 pts** **Lesson 9.4**

Where are Chaucer's pilgrims going?

PART B · DATES AND ORDER

13. **4 pts** **Lesson 9.1**

Put in order, earliest first: Joan of Arc is burned at Rouen; Chaucer begins the Canterbury Tales; The Hundred Years' War begins; Dante dies.

PART B · DATES AND ORDER

14. **4 pts** **Lesson 9.2**

Put in order, earliest first: The plague in Florence; Dante is exiled from Florence; Dante dies; Jan Hus is burned at Constance.

PART B · DATES AND ORDER

15. **4 pts** **Lesson 9.3**

Put in order, earliest first: Dante dies; Jan Hus is burned at Constance; Chaucer dies; The Great Western Schism begins.

PART B · DATES AND ORDER

16. **4 pts** **Lesson 9.4**

Put in order, earliest first: The Peasants' Revolt in England; The Hundred Years' War begins; The Great Western Schism begins; John Wycliffe dies.

PART C · READING SOURCES

17. **10 pts** **Lesson 9.1**

Jesus said, "I was sick, and ye visited me" (Matthew 25:36). (a) Who in 1348 obeyed this command at great cost? (b) Who failed it, according to Boccaccio? (c) What do Christians owe the sick in times of plague?

PART C · READING SOURCES

18. **10 pts** **Lesson 9.2**

Jesus said, "But when they deliver you up, take no thought how or what ye shall speak: for it shall be given you in that same hour what ye shall speak" (Matthew 10:19). (a) How did Joan's trial resemble this situation? (b) Give one of her answers. (c) Should we judge her voices to be from God? Give a careful answer.

PART C · READING SOURCES

19. **10 pts** **Lesson 9.3**

Paul writes, “All scripture is given by inspiration of God, and is profitable for doctrine, for reproof, for correction, for instruction in righteousness” (2 Timothy 3:16). (a) How did Wycliffe use this teaching? (b) Why did that make him want an English Bible? (c) What did Hus ask the council that rested on the same ground?

PART D · MAP AND ESSAY

20. **10 pts** **Lesson 9.4**

Locate or describe: Florence, Avignon, Crécy, Agincourt, Orléans, Rouen, Prague and Constance.

PART D · MAP AND ESSAY

21. **20 pts** **Lesson 9.4**

Essay (400–500 words): Wycliffe and Hus called the church back to Scripture a century before Luther. Why did they fail to reform the church in their own day, and what did they prepare for the future? Use at least two primary sources.

ANSWER KEY

1. On Genoese ships from the Black Sea.
2. A third to a half.
3. Boccaccio.
4. Descent from his mother, a French princess.
5. 1415.
6. Reims.
7. A Babylonian captivity.
8. 1378.
9. Wycliffe's followers who preached and spread the English Bible.
10. His political enemies in Florence banished him.
11. Virgil.
12. To Becket's shrine at Canterbury.
13. Dante dies (1321); The Hundred Years' War begins (1337); Chaucer begins the Canterbury Tales (c. 1387); Joan of Arc is burned at Rouen (1431).
14. Dante is exiled from Florence (1302); Dante dies (1321); The plague in Florence (1348); Jan Hus is burned at Constance (1415).
15. Dante dies (1321); The Great Western Schism begins (1378); Chaucer dies (1400); Jan Hus is burned at Constance (1415).
16. The Hundred Years' War begins (1337); The Great Western Schism begins (1378); The Peasants' Revolt in England (1381); John Wycliffe dies (1384).
17. (a) The priests, friars and nuns who nursed and ministered to the dying, many of whom died. (b) Families and neighbors who abandoned the sick, and many who fled. (c) Care, prayer and help, wisely, knowing that Christ counts it as done to him.
18. (a) She was delivered up to judges seeking to trap her. (b) "If I am not, may God put me there; and if I am, may God so keep me." (c) Answers vary; a careful answer notes her sincere faith and courage, the claim of private revelation that Scripture warns us to test (1 John 4:1), and the limits of our knowledge.
19. (a) He held Scripture to be the supreme authority over popes and councils. (b) If Scripture is for doctrine and correction, every Christian must be able to read it. (c) To be shown his errors from Scripture before he would recant.

20. Florence on the Arno in Tuscany; Avignon on the Rhône in southern France; Crécy in northern France near the Somme; Agincourt in northern France near Calais; Orléans on the Loire; Rouen on the Seine in Normandy; Prague on the Vltava in Bohemia; Constance on Lake Constance by the Rhine.
21. Look for: Wycliffe's teaching on Scripture, the papacy and the Mass; the English Bible; Lollards; Hus at Prague and Constance; the safe conduct broken; Hussite wars; the councils; later influence on Luther; fair judgment. Score: content 8, sources 6, judgment 3, writing 3.

Printable answer key (PDF, for the parent)

UNIT PROJECT: CAPSTONE: DARK AGES?

Write a 900–1,200 word essay answering, “Were the Middle Ages a dark age?” Draw on at least one lesson from each of Units 1–9 and at least four primary sources read this year. Give the age’s sins their full weight (the massacres of the Crusades, the Inquisition, corrupt clergy) and its achievements theirs (missions, monasteries, cathedrals, universities, law, charity).

End with a paragraph on what Christians today can learn from the medieval church, for good and ill.

Score each row 4 (excellent), 3 (good), 2 (developing) or 1 (beginning). Twenty points in all; multiply by 5 for a percentage.

LOOK FOR	WHAT IT MEANS
Accuracy	4: every name, date and fact correct, with “c.” used where dates are uncertain. 3: one or two slips. 2: several errors. 1: many errors.
Use of sources	4: the primary sources are quoted and questioned (who, when, how they knew, why, does other evidence agree). 3: mostly. 2: sources only summarized. 1: sources only named.
Fair judgment	4: judges the past by its own age and by Scripture, naming wrongs plainly without modern slogans. 3: mostly fair. 2: one-sided. 1: no judgment or a careless one.
The capstone	4: all nine units represented, four or more sources, sins and achievements fairly weighed, a clear thesis. 3: a unit or source short. 2: one-sided. 1: missing.
Timeline and map	4: the unit’s pages of the notebook are complete, neat and correctly placed. 3: minor gaps. 2: incomplete. 1: missing.

UNIT 9 · THE LATE MIDDLE AGES · LESSON 9.1 OF 36 · FOUR SESSIONS, 30–50 MINUTES EACH

9.1 The Black Death

OBJECTIVES

- Describe the coming of the Black Death and its toll.
- Describe how people, including Christians, responded.

- Explain its long-term results.

> **Warm-up.** Boccaccio wrote that in Florence in 1348 brother abandoned brother, and parents their children. How would you behave in a plague that killed half your city?

WATCH

The past, present, and future of the bubonic plague - Sharon N. DeWitte

TED-Ed · 4:13

https://www.youtube.com/watch?v=ySClB6-OH-Q

> **WHEN TO WATCH**
> After the Core idea on its coming.

BACKUP VIDEO

Why plague doctors wore beaked masks

TED-Ed · 5:33

https://www.youtube.com/watch?v=LMt8xm4t7XQ

A second video for another session, or if the first will not play.

KEY TERMS

Black Death
the great plague of 1347–1351

bubonic plague
the disease caused by a bacterium carried by fleas on rats

flagellants
bands who whipped themselves in public penance

Boccaccio
Florentine writer (1313–1375), author of the Decameron

Peasants' Revolt
the English rising of 1381

CORE IDEAS

Coming. Plague spread from Central Asia along the trade routes. In 1347 it reached the Black Sea and then, by Genoese ships, Sicily. Within four years it swept all of Europe. Most victims had the **bubonic plague**: fever, black swellings and, for most, death within days. Perhaps a third to a half of Europe died, about 25 million people.

Responses. People had no idea of germs. Physicians blamed bad air or the stars; preachers called for repentance. **Flagellants** marched from town to town whipping themselves until Pope Clement VI condemned them. In many towns Jews were falsely accused of poisoning wells and massacred, at Strasbourg and elsewhere; Clement VI issued bulls declaring them innocent, noting that Jews died of the plague too.

Charity and fear. Boccaccio's introduction to the *Decameron* describes Florence in 1348: the sick abandoned, bodies piled in trenches, many fleeing to the country. Yet many priests, friars and nuns stayed to nurse the dying and give the last rites, and died in great numbers; in some places new, untrained clergy had to be ordained quickly. Towns began quarantines; Ragusa (Dubrovnik) introduced a thirty-day isolation for ships in 1377.

Results. With so many dead, laborers were scarce, and wages rose. Lords tried to hold wages down by law, and anger fed the French Jacquerie (1358) and the English **Peasants' Revolt** (1381), in which the priest John Ball asked, "When Adam delved and Eve span, who was then the gentleman?" Serfdom slowly faded in western Europe. Art grew darker, with images of the Dance of Death.

PICTURE STUDY



The Triumph of Death, Pieter Bruegel the Elder, c. 1562 · Oil on panel · Museo del Prado, Madrid

Pieter Brueghel the Elder, public domain. Wikimedia Commons.

Painted two centuries after the Black Death, when plague still returned again and again, Bruegel shows death sparing no one, from king to peasant.

Look closely

- Find the king and the skeleton with an hourglass.
- In the corner, two lovers make music, unaware.

Talk about it

1. What does the painting teach about death and rank?
2. Compare with Hebrews 9:27.

PRIMARY SOURCE

Boccaccio on the Plague in Florence

Read Giovanni Boccaccio, *Decameron*, the introduction to the First Day (the plague of 1348), in any good translation (G. H. McWilliam's Penguin, or the Internet Medieval Sourcebook excerpt). Then read Matthew 25:35–40 in the KJV.

Steps

1. How does Boccaccio describe the symptoms?
2. List three ways people responded.
3. What happened to the bonds of family?
4. Compare Boccaccio's Florence with Matthew 25:36. Who in this lesson acted on that verse?

Check your work

- ☐ Symptoms
- ☐ Three responses
- ☐ Family broken
- ☐ Those who nursed the sick

TIMELINE AND MAP NOTEBOOK

1. Map: draw the spread of the plague from Caffa (1346) to Sicily (1347), Italy and France (1348), England (1348–1349), Germany and Scandinavia (1349–1350) and Russia (1351).
2. Timeline: 1346 Caffa; 1347 Messina; 1348 Florence and Avignon; 1348 Clement VI's bulls; 1349 England; 1351 Russia; 1358 Jacquerie; 1377 Ragusa quarantine; 1381 Peasants' Revolt.

> **From history.** The word quarantine comes from the Italian *quaranta giorni*, forty days, the period Venice later required ships to wait.

> **Church history.** Julian of Norwich, who lived through repeated plagues, wrote of Christ's words to her: "All shall be well, and all shall be well, and all manner of thing shall be well."

SEE IT: INTERACTIVE.

Layered History Timeline: Black Death

See it on one zoomable page beside the empires, documents, events and people of the same years.

Opens in a new tab.

PRACTICE

1. Easy When did the Black Death strike Europe?

   ▼ **Show answer**

   1347–1351.

2. Easy What carried the plague?

   ▼ **Show answer**

   Fleas on rats.

3. Medium Who were the flagellants?

   ▼ **Show answer**

   Bands who whipped themselves in public penance.

4. Medium How did Clement VI defend the Jews?

   ▼ **Show answer**

   He declared them innocent, noting that Jews died of the plague too.

5. Hard Which city introduced quarantine in 1377?

   ▼ **Show answer**

   Ragusa (Dubrovnik).

6. Challenge In four sentences, describe how the Black Death changed society.

   ▼ **Show answer**

   Sample: So many died that land was plentiful and laborers scarce. Wages rose and lords struggled to keep serfs on the land. Revolts broke out in France and England. Over time serfdom faded in western Europe.

COMMON MISTAKES

- Thinking the church did nothing. Many clergy died nursing the sick, and the pope defended the Jews.

- Thinking the plague came once. It returned every few years for centuries.

REFERENCE GUIDE

An eight-page, color-coded guide to Western civilization from ancient times to 1500: the ages at a glance, Mesopotamia, Egypt and Israel, Assyria and Persia, the Greek polis, the Persian Wars and the philosophers, Alexander, the Roman Republic and Empire, the rise of Christianity and the fall of the West, Byzantium, Islam, the medieval Church, Charlemagne, feudalism, the Crusades, the High and Late Middle Ages and the Renaissance, with who's who, battles and great books. The booklet prints on 11×17 paper and folds to letter size. Prints in color and reads clearly in black and white.

> **Scripture.** "Naked, and ye clothed me: I was sick, and ye visited me: I was in prison, and ye came unto me." (Matthew 25:36, KJV)
>
> Those who stayed with the dying obeyed this verse.

UNIT 9 · THE LATE MIDDLE AGES · LESSON 9.2 OF 36 · FOUR SESSIONS, 30–50 MINUTES EACH

9.2 The Hundred Years' War and Joan of Arc

OBJECTIVES

- Explain the causes and course of the Hundred Years' War.
- Describe the battles of Crécy and Agincourt.
- Tell the story of Joan of Arc from her trial.

> **Warm-up.** A seventeen-year-old peasant girl told the heir to the French throne that God had sent her to drive out the English. Why would anyone have believed her?

WATCH

Ten Minute English and British History #15 - The Hundred Years' War

History Matters · 10:00

https://www.youtube.com/watch?v=d6CrOGoXtMI

> **WHEN TO WATCH**
> With the Core idea on English victories.

BACKUP VIDEO

The Battle of Agincourt (1415)

Historia Civilis · 9:31

https://www.youtube.com/watch?v=VDnKciXrmnc

A second video for another session, or if the first will not play.

KEY TERMS

Hundred Years' War
the wars of England and France, 1337–1453

longbow
the English bow that could pierce armor at long range

Crécy
English victory in 1346

Agincourt
Henry V's victory in 1415

Joan of Arc
French peasant girl (c. 1412–1431) who led the relief of Orléans

CORE IDEAS

Causes. English kings held lands in France as vassals of the French king. In 1337 Edward III claimed the French throne through his mother, and war began. It lasted, with truces, until 1453, the **Hundred Years' War**.

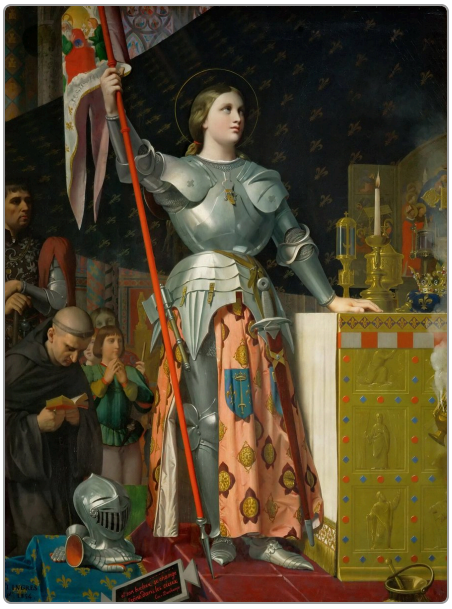
English victories. At **Crécy** in 1346 English archers with the **longbow** cut down the charging French knights; at Poitiers (1356) the Black Prince captured the French king. After long pause, **Henry V** invaded and won at **Agincourt** in 1415, on St.

Crispin's day, against a much larger French army in the mud. By the Treaty of Troyes (1420) he was to inherit France. Shakespeare's *Henry V* made the battle immortal.

The Maid. Joan, a peasant girl of Domrémy, said that from about thirteen she heard the voices of St. Michael, St. Catherine and St. Margaret telling her to save France. In 1429 she convinced the Dauphin Charles at Chinon, rode with the army to **Orléans**, then under siege, and the siege was lifted within days. She led Charles to Reims, where he was crowned Charles VII.

Trial and death. In 1430 the Burgundians captured her and sold her to the English. At **Rouen** a church court led by Bishop Cauchon tried her for heresy. Unlettered, she answered her judges with startling wisdom. Asked whether she was in God's grace, a trap either way, she said, "If I am not, may God put me there; and if I am, may God so keep me." She was burned on 30 May 1431, aged about 19, calling on Jesus. A retrial in 1456 declared her innocent. The French drove the English out of all France but Calais by 1453.

PICTURE STUDY



Joan of Arc at the Coronation of Charles VII, Jean-Auguste-Dominique Ingres, 1854 · Oil on canvas · Louvre, Paris

Jean-Auguste-Dominique Ingres, public domain. Wikimedia Commons.

Ingres painted Joan in Reims cathedral at the crowning of Charles VII in 1429. At her trial she was asked why her banner was carried at the coronation; she answered that it had been through the hardship, and it was right that it should have the honor.

Look closely

- Her banner and armor.
- Her eyes are turned upward.

Talk about it

1. How does Ingres show her faith?
2. What does her answer about the banner show?

PRIMARY SOURCE

The Trial of Joan of Arc

Read the *Trial of Joan of Arc*, the sessions of 24 February and 27 February 1431 and the account of her death (Classics Library). Then read Shakespeare, *Henry V*, Act IV, scene 3 (the St. Crispin's Day speech) (Classics Library).

Steps

1. How did Joan answer the question about God's grace?
2. What did she say about her voices?
3. How did she die?
4. Henry V and Joan both believed God was on their side. How should a Christian weigh such claims?

Check your work

- ☐ The answer on grace
- ☐ The voices
- ☐ Her death
- ☐ Weighing claims

TIMELINE AND MAP NOTEBOOK

1. Map: mark Crécy, Poitiers, Calais, Agincourt, Domrémy, Chinon, Orléans, Reims, Compiègne and Rouen; shade English and Burgundian lands in 1429.
2. Timeline: 1337 war begins; 1346 Crécy; 1356 Poitiers; 1415 Agincourt; 1420 Troyes; 1429 Orléans and Reims; 1430 capture; 1431 Rouen; 1453 war ends; 1456 retrial.

> **From history.** The Duke of Bedford, the English regent, was said to have been so impressed by Joan that he hesitated to kill her, but the English needed to prove her a witch to undo Charles' coronation.

> **Church history.** The court that condemned Joan was a church court, its judges mostly French clergy loyal to the English. A later church court overturned its verdict. Courts of the church can err, as the Reformers would insist.

SEE IT: INTERACTIVE.

Layered History Timeline: Joan of Arc

See it on one zoomable page beside the empires, documents, events and people of the same years.

Opens in a new tab.

PRACTICE

1. Easy When did the Hundred Years' War begin and end?

   ▼ **Show answer**

   1337–1453.

2. Easy What weapon won Crécy?

   ▼ **Show answer**

   The English longbow.

3. Medium Which king won Agincourt?

   ▼ **Show answer**

   Henry V.

4. Medium Which siege did she help lift?

   ▼ **Show answer**

   Orléans, in 1429.

5. Hard Who captured Joan?

   ▼ **Show answer**

   The Burgundians.

6. Challenge In four sentences, explain why Joan's answer about grace was so remarkable.

   ▼ **Show answer**

   Sample: If she said yes, she would seem proud; if no, she would admit guilt. She answered with a humble prayer that avoided both traps. An unlettered girl outwitted learned judges. Her answer echoes Christ's promise that the Spirit gives words to those on trial (Matthew 10:19).

COMMON MISTAKES

- Thinking Joan commanded the French army. She inspired it and rode with it; captains led it.
- Thinking the English alone condemned her. French churchmen loyal to England tried her.

> **Scripture.** "But when they deliver you up, take no thought how or what ye shall speak: for it shall be given you in that same hour what ye shall speak." (Matthew 10:19, KJV)
>
> Joan's answers to her judges recall this promise.

UNIT 9 · THE LATE MIDDLE AGES · LESSON 9.3 OF 36 · FOUR SESSIONS, 30–50 MINUTES EACH

9.3 Avignon, the Schism, Wycliffe and Hus

OBJECTIVES

- Explain the Avignon papacy and the Great Western Schism.
- Describe the teaching of John Wycliffe and the first English Bible.
- Tell the story of Jan Hus and the Council of Constance.

> **Warm-up.** In 1409 there were three men who each claimed to be pope. How would an ordinary Christian know which was right?

WATCH

Why were there three popes at the same time? - Joëlle Rollo-Koster

TED-Ed · 6:13

https://www.youtube.com/watch?v=7i2bd5F1BXM

> **WHEN TO WATCH**
> With the Core idea on the schism.

BACKUP VIDEO

Jan Hus: The Radical Reformer Who Faced the Fire

Ryan M Reeves · 31:48

https://www.youtube.com/watch?v=FUnyz9qFqPg

A second video for another session, or if the first will not play.

KEY TERMS

Avignon papacy
the popes' residence at Avignon, 1309–1377

conciliarism
the teaching that a general council is above the pope

Jan Hus
Czech preacher (c. 1372–1415), burned at Constance

Great Western Schism
the split of 1378–1417 between rival popes

John Wycliffe
Oxford theologian (c. 1330–1384), "morning star of the Reformation"

CORE IDEAS

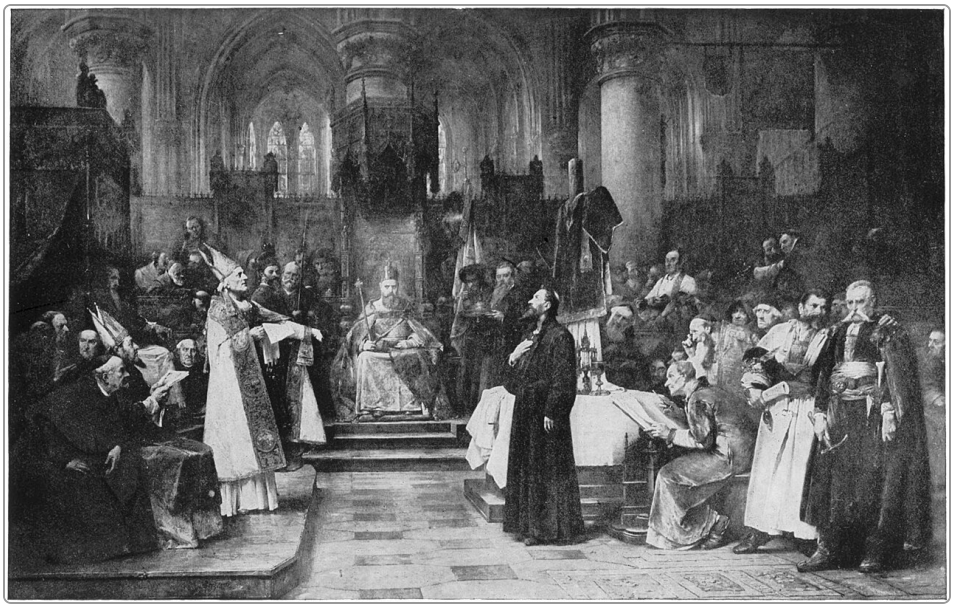
Avignon. After a bitter quarrel between Pope Boniface VIII and King Philip IV of France, the popes from 1309 lived at **Avignon**, under French influence, for nearly seventy years. Petrarch called it a "Babylonian captivity". Catherine of Siena urged Gregory XI to return to Rome, and he did in 1377.

Schism. In 1378 the cardinals elected an Italian pope, then declared the election invalid and chose a Frenchman, who went back to Avignon. Christendom split: France and Scotland obeyed one pope, England and the Empire the other. A council at Pisa in 1409 deposed both and elected a third, who was not accepted. The **Council of Constance** (1414–1418) finally removed the rival popes and elected Martin V in 1417, and declared that a council held its authority directly from Christ.

Wycliffe. John Wycliffe of Oxford taught that Scripture is the supreme authority for every Christian, that the church is the company of the elect, that the pope may be Antichrist if he lives against Christ, and that the bread of the Mass does not cease to be bread. His followers translated the whole Bible from the Latin into English (c. 1382–1395). His preachers, the Lollards, carried it through England. He died in peace in 1384; in 1428 his bones were dug up, burned and thrown into the river Swift.

Hus. Wycliffe's books reached Prague, where **Jan Hus** preached in Czech at the Bethlehem Chapel against the sale of indulgences and the sins of the clergy. Summoned to Constance under the emperor's promise of safe conduct, he was imprisoned and told to recant. He refused unless shown his errors from Scripture, and was burned on 6 July 1415, singing. The Czechs rose in the Hussite wars. A century later Luther said, "We are all Hussites without knowing it."

PICTURE STUDY



Master Jan Hus at the Council of Constance, Václav Brožík, 1883 · Oil on canvas · Old Town Hall, Prague

Václav Brožík, public domain. Wikimedia Commons.

The Czech painter Brožík shows Hus refusing to recant before the council in 1415. The painting hangs in Prague's Old Town Hall, a sign of what Hus meant to his nation.

Look closely

- Hus stands alone, his hand on his heart.
- The assembly of princes of the church surrounds him.

Talk about it

1. Why does the painter make Hus so isolated?
2. What did Hus ask the council to show him?

PRIMARY SOURCE

Wycliffe and Hus

Read the Prologue to the Wycliffite Bible (chapter 15, on translation), and Hus' last letters from prison at Constance (letters of June 1415), both in the Internet Medieval Sourcebook or in Matthew Spinka's *The Letters of John Hus*. Then read 2 Timothy 3:16–17 in the KJV.

Steps

1. Why does the Prologue argue that the Bible should be in English?
2. What does Hus ask of his friends in his letters?
3. On what ground does Hus refuse to recant?
4. How do these writings prepare for the Reformation?

Check your work

- ☐ Translation defended
- ☐ Hus' requests
- ☐ Scripture as ground
- ☐ Link to the Reformation

TIMELINE AND MAP NOTEBOOK

1. Map: mark Rome, Avignon, Pisa, Constance, Prague, Oxford and Lutterworth.
2. Timeline: 1302 Unam Sanctam; 1309 Avignon; 1377 return to Rome; 1378 schism; 1382 Wycliffe condemned; 1384 Wycliffe dies; c. 1395 Wycliffite Bible complete; 1409 Pisa; 1414 Constance; 1415 Hus burned; 1417 Martin V; 1428 Wycliffe's bones burned.

> **From history.** Hus' name means "goose" in Czech. Legend says he told his judges that they might roast a goose, but a swan would come whom they could not burn; Lutherans later applied it to Luther.

> **Church history.** Thomas à Kempis' *Imitation of Christ*, from the same years, shows another kind of reform: the quiet devotion of the Brethren of the Common Life, who called believers to follow Christ humbly in daily life.

SEE IT: INTERACTIVE.

Layered History Timeline: John Wycliffe

See it on one zoomable page beside the empires, documents, events and people of the same years.

Opens in a new tab.

PRACTICE

1. Easy When did the popes live at Avignon?

   ▼ **Show answer**

   1309–1377.

2. Easy Who urged the pope to return to Rome?

   ▼ **Show answer**

   Catherine of Siena.

3. Medium How many claimed to be pope after 1409?

   ▼ **Show answer**

   Three.

4. Medium What did Wycliffe hold to be the supreme authority?

   ▼ **Show answer**

   Scripture.

5. Hard What happened to Wycliffe's bones?

   ▼ **Show answer**

   They were dug up, burned and thrown into the river Swift in 1428.

6. Challenge In four sentences, explain why Hus refused to recant.

   ▼ **Show answer**

   Sample: He was asked to deny teachings he believed were true or that he had never held. He asked to be shown his errors from Scripture. To swear falsely would be to lie before God. He chose death rather than betray his conscience bound by God's word.

COMMON MISTAKES

- Thinking Wycliffe translated the Bible from Greek and Hebrew. The Wycliffite Bible was from the Latin Vulgate; Tyndale later translated from the originals.
- Thinking the Council of Constance reformed the church. It ended the schism but burned Hus and left the abuses largely untouched.

> **Scripture.** "All scripture is given by inspiration of God, and is profitable for doctrine, for reproof, for correction, for instruction in righteousness:" (2 Timothy 3:16, KJV)
>
> Wycliffe and Hus staked their lives on this verse.

UNIT 9 · THE LATE MIDDLE AGES · LESSON 9.4 OF 36 · FOUR SESSIONS, 30–50 MINUTES EACH

9.4 Dante and Chaucer

OBJECTIVES

- Describe Dante and the plan of the Divine Comedy.
- Describe Chaucer and the Canterbury Tales.
- Explain why these poets matter for Christian readers today.

> **Warm-up.** Dante begins, "Midway in the journey of our life I found myself in a dark wood." What do you think the dark wood means?

WATCH

Why should you read Dante's "Divine Comedy"? - Sheila Marie Orfano

TED-Ed · 5:10

https://www.youtube.com/watch?v=YbCEWSip9pQ

> **WHEN TO WATCH**
> With the Core ideas on Dante.

KEY TERMS

Divine Comedy
Dante's poem of a journey through Hell, Purgatory and Paradise

Virgil
the Roman poet who guides Dante through Hell and Purgatory

Canterbury Tales
Chaucer's tales told by pilgrims riding to Becket's shrine

Beatrice
the Florentine woman Dante loved, his guide in Paradise

vernacular
the common spoken language, rather than Latin

CORE IDEAS

Dante. Dante Alighieri (1265–1321) of Florence was a poet and statesman exiled in 1302 by his political enemies. In exile he wrote the *Divine Comedy* in Italian, the **vernacular**, not Latin. In it Dante, lost in a dark wood on Good Friday 1300, is led by **Virgil** down through the nine circles of Hell and up the mountain of Purgatory, and by **Beatrice** through the heavens to the vision of God.

The poem's world. Hell is ordered by sin: the lustful near the top, traitors frozen in ice at the bottom with Satan. Dante places popes in Hell for simony. The poem gathers all medieval learning: Aristotle, Aquinas, astronomy and history. It ends with "the love that moves the sun and the other stars." Protestants reject its Purgatory, but have loved its vision of sin, grace and the glory of God.

Chaucer. Geoffrey Chaucer (c. 1343–1400), a London wine merchant's son, served English kings as courtier and diplomat. In the *Canterbury Tales*, written in English in the 1380s and 1390s, about thirty pilgrims ride from Southwark to Becket's shrine and tell tales on the way. The General Prologue portrays all of English society: a worthy knight, a greedy friar, a worldly prioress, a corrupt pardoner selling fake relics, and a poor parson who taught Christ's lore "but first he followed it himself."

Why they matter. Dante made Italian, and Chaucer made English, into languages of great literature. Both satirize the corrupt clergy of their day, and both hold up true holiness. They show the medieval mind at its fullest: ordered, learned, humorous

and full of faith. For those who ask whether the Middle Ages were dark, these two poets are a strong answer.

PICTURE STUDY



Dante and the Three Kingdoms, Domenico di Michelino, 1465 · Tempera on panel · Florence Cathedral

Domenico di Michelino / After Alesso Baldovinetti, CC0 (public domain dedication). Wikimedia Commons.

Florence, which had exiled Dante and refused his return, honored him 144 years after his death with this painting in its cathedral.

Look closely

- Find the gate of Hell, the mountain of Purgatory and the spheres of heaven.
- The dome of the cathedral where the painting hangs appears on the right.

Talk about it

1. Why would Florence honor the man it exiled?
2. How does the painting sum up the whole poem?

PRIMARY SOURCE

Dante and Chaucer

Read Dante, *Inferno*, Canto I, and *Paradiso*, Canto XXXIII (Classics Library), and Chaucer, *Canterbury Tales*, the General Prologue, the portraits of the Knight, the Pardoner and the Parson (Classics Library).

Steps

1. What three beasts block Dante's way, and what might they mean?
2. What does Dante see at the end of the Paradiso?
3. Compare Chaucer's Pardoner and Parson.
4. What does Chaucer's Parson teach about leadership? Compare 1 Peter 5:2–3.

Check your work

- ☐ The beasts
- ☐ The vision of God
- ☐ Pardoner and Parson
- ☐ Shepherd and example

TIMELINE AND MAP NOTEBOOK

1. Diagram: sketch the structure of the Comedy: the nine circles of Hell, the seven terraces of Purgatory and the nine spheres of Paradise.
2. Timeline: 1265 Dante born; 1300 the poem's journey; 1302 exile; 1321 Dante dies; c. 1343 Chaucer born; c. 1387 Canterbury Tales begun; 1400 Chaucer dies.

> **From history.** Chaucer was the first poet buried in what became Poets' Corner in Westminster Abbey.

> **Church history.** At the end of the Canterbury Tales the Parson preaches on repentance, and Chaucer adds a short Retraction, asking forgiveness for his worldly writings and thanking Christ for his works of devotion.

SEE IT: INTERACTIVE.

Layered History Timeline: Dante Alighieri

See it on one zoomable page beside the empires, documents, events and people of the same years.

Also from this lesson: Dante, Divine Comedy · Chaucer, Canterbury Tales. Opens in a new tab.

PRACTICE

1. Easy When did Dante live?

   ▼ **Show answer**

   1265–1321.

2. Easy In what language did he write the Comedy?

   ▼ **Show answer**

   Italian, the vernacular.

3. Medium Who guides him through Paradise?

   ▼ **Show answer**

   Beatrice.

4. Medium When did Chaucer live?

   ▼ **Show answer**

   c. 1343–1400.

5. Hard What does the Pardoner sell?

   ▼ **Show answer**

   Fake relics and pardons.

6. Challenge In four sentences, explain what Chaucer's pilgrims show about medieval society.

   ▼ **Show answer**

   Sample: They come from every rank, from knight to plowman. Some clergy are corrupt, like the Pardoner and the Friar. Others, like the Parson, are faithful. Chaucer shows a society full of faith and full of sin, much like our own.

COMMON MISTAKES

- Thinking Dante's Hell is a list of his enemies. He includes friends and admired men too; the poem judges sin, not only persons.
- Thinking Chaucer mocks all clergy. He mocks corrupt ones and honors the faithful Parson.

> **Scripture.** "Neither as being lords over God's heritage, but being ensamples to the flock." (1 Peter 5:3, KJV)
>
> Chaucer's Parson was an ensample to his flock.

WEEK 20

Midterm Exam

Covers Units 1–5. Time: 90 minutes.

Closed book. One hundred points. Part D may be written in a second sitting.

PART A · TERMS AND PEOPLE

1. 2 pts **Lesson 1.1**
   What did France come to be called?

PART A · TERMS AND PEOPLE

2. 2 pts **Lesson 1.3**
   What struck the empire in 541–542?

PART A · TERMS AND PEOPLE

3. 2 pts **Lesson 1.3**
   What did Theodora say about royalty?

PART A · TERMS AND PEOPLE

4. 2 pts **Lesson 1.4**
   What does Philosophy say true happiness is?

PART A · TERMS AND PEOPLE

5. 2 pts Lesson 2.1

When did Mecca surrender to Muhammad?

PART A · TERMS AND PEOPLE

6. 2 pts Lesson 2.2

Name two restrictions in the Covenant of Umar.

PART A · TERMS AND PEOPLE

7. 2 pts Lesson 2.2

When was Baghdad founded, and by whom?

PART A · TERMS AND PEOPLE

8. 2 pts Lesson 2.3

Who led the Franks at Tours?

PART A · TERMS AND PEOPLE

9. 2 pts Lesson 2.3

When did the caliphate of Córdoba break up?

PART A · TERMS AND PEOPLE

10. 2 pts Lesson 2.4

Who was Hunayn ibn Ishaq?

PART A · TERMS AND PEOPLE

11. 2 pts Lesson 3.1

What was peregrinatio?

PART A · TERMS AND PEOPLE

12. 2 pts Lesson 3.1

What famous Gospel book did Irish monks make?

PART A · TERMS AND PEOPLE

13. 2 pts **Lesson 3.3**

Who wrote his Life?

PART A · TERMS AND PEOPLE

14. 2 pts **Lesson 3.4**

Where did Cyril die?

PART A · TERMS AND PEOPLE

15. 2 pts **Lesson 4.1**

What were the missi dominici?

PART A · TERMS AND PEOPLE

16. 2 pts **Lesson 4.1**

When did Charlemagne die?

PART A · TERMS AND PEOPLE

17. 2 pts **Lesson 4.3**

What did Harald Bluetooth claim on the Jelling stone?

PART A · TERMS AND PEOPLE

18. 2 pts **Lesson 4.4**

What did Guthrum agree to?

PART A · TERMS AND PEOPLE

19. 2 pts **Lesson 5.1**

When did the Peace of God begin?

PART A · TERMS AND PEOPLE

20. 2 pts **Lesson 5.3**

What did the Concordat of Worms decide?

PART B · DATES AND ORDER

21. **5 pts**

Put in order, earliest first: Justinian dies; The pope commissions Boniface; Mecca surrenders; Patrick is taken captive.

PART B · DATES AND ORDER

22. **5 pts**

Put in order, earliest first: Charles is crowned emperor; Gregory sends missionaries to England; The Nika riots; Boethius is executed.

PART B · DATES AND ORDER

23. **5 pts**

Put in order, earliest first: Charles is crowned emperor; Bede finishes his History; Pelayo wins at Covadonga; Tariq crosses into Spain.

PART B · DATES AND ORDER

24. **5 pts**

Put in order, earliest first: The Domesday Book; Fulbert writes on fealty; The plague of Justinian; Alfred wins at Edington.

PART C · READING SOURCES

25. **10 pts** **Lesson 1.4**

Bede writes that Gregory, seeing fair-haired boys for sale in the Roman market and told they were Angles, said, “Right, for they have an angelic face, and it is meet that such should be co-heirs with the angels in heaven.” (a) What did the encounter lead to? (b) When did Bede write, and how did he know? (c) What does the story show about Gregory?

PART C · READING SOURCES

26. **10 pts** **Lesson 3.3**

Elijah mocked the priests of Baal, “Cry aloud: for he is a god; either he is talking, or he is pursuing, or he is in a journey” (1 Kings 18:27). (a) How is Geismar like Mount Carmel? (b) How is it different? (c) What did both events prove to the watchers?

27. **20 pts**

Essay (500–600 words): Between 476 and 1066 the old Roman world became three civilizations: Latin Christendom, Byzantium and Islam. Compare two of them in their faith, their rulers and their learning, using at least three primary sources.

ANSWER KEY

1. The eldest daughter of the church.
2. A great plague.
3. That it is a good burial shroud.
4. God himself, the highest good.
5. 630.
6. No new churches, no loud bells, no riding horses, no converting Muslims (any two).
7. In 762, by the Abbasids.
8. Charles Martel.
9. After 1031.
10. A Nestorian Christian who translated Greek medicine and philosophy into Arabic.
11. Leaving home to wander as a missionary for Christ.
12. The Book of Kells.
13. Willibald.
14. In Rome, in 869.
15. Officials sent in pairs to inspect the counties.
16. 814.
17. That he made the Danes Christian.
18. To be baptized and withdraw.
19. 989.
20. The church would invest bishops with ring and staff; the emperor would grant their lands.
21. Patrick is taken captive (c. 406); Justinian dies (565); Mecca surrenders (630); The pope commissions Boniface (719).
22. Boethius is executed (c. 524); The Nika riots (532); Gregory sends missionaries to England (596); Charles is crowned emperor (800).
23. Tariq crosses into Spain (711); Pelayo wins at Covadonga (c. 722); Bede finishes his History (731); Charles is crowned emperor (800).

24. The plague of Justinian (541); Alfred wins at Edington (878); Fulbert writes on fealty (c. 1020); The Domesday Book (1086).
25. (a) Gregory's mission to the English in 596. (b) About 731, more than a century later, from English tradition and Roman letters. (c) His compassion for slaves and pagans and his zeal for missions.
26. (a) A servant of God challenged a false god before its worshipers, and the false god did nothing. (b) Elijah called down fire; Boniface simply cut the tree; no prophets were slain at Geismar. (c) That the idol was powerless and the Lord is God.
27. Look for: Benedict, Gregory, Charlemagne, Alfred; Justinian, John of Damascus, the Schism; Muhammad, the conquests, al-Andalus; at least three sources quoted; fair to each, judged by Scripture. Score: content 8, sources 6, judgment 3, writing 3.

Printable answer key (PDF, for the parent)

YEAR END

Final Exam

Covers Units 6–9. Time: 90 minutes.

Closed book. One hundred points. Part D may be written in a second sitting.

PART A · TERMS AND PEOPLE

1. 2 pts **Lesson 6.1**
   Why did Godfrey refuse a crown of gold?

PART A · TERMS AND PEOPLE

2. 2 pts **Lesson 6.1**
   Who led the People's Crusade?

PART A · TERMS AND PEOPLE

3. **2 pts** **Lesson 6.1**

What was Outremer?

PART A · TERMS AND PEOPLE

4. **2 pts** **Lesson 6.2**

Why did the crusaders lose at Hattin?

PART A · TERMS AND PEOPLE

5. **2 pts** **Lesson 6.2**

What did the treaty of 1192 allow?

PART A · TERMS AND PEOPLE

6. **2 pts** **Lesson 6.3**

When did the Greeks retake the city?

PART A · TERMS AND PEOPLE

7. **2 pts** **Lesson 7.1**

What is a nave?

PART A · TERMS AND PEOPLE

8. **2 pts** **Lesson 7.2**

What did Aquinas say only revelation can show?

PART A · TERMS AND PEOPLE

9. **2 pts** **Lesson 7.2**

How did Anselm define God in the Proslogion?

PART A · TERMS AND PEOPLE

10. **2 pts** **Lesson 7.3**

Who founded the women's order?

PART A · TERMS AND PEOPLE

11. 2 pts **Lesson 8.1**

What Christians did William find at Karakorum?

PART A · TERMS AND PEOPLE

12. 2 pts **Lesson 8.1**

What happened in Baghdad in 1258?

PART A · TERMS AND PEOPLE

13. 2 pts **Lesson 8.1**

What amazed Europe in Marco Polo's book?

PART A · TERMS AND PEOPLE

14. 2 pts **Lesson 8.2**

What did the Solomonic dynasty claim?

PART A · TERMS AND PEOPLE

15. 2 pts **Lesson 8.4**

What became of Hagia Sophia?

PART A · TERMS AND PEOPLE

16. 2 pts **Lesson 8.4**

Where did many Greek scholars flee?

PART A · TERMS AND PEOPLE

17. 2 pts **Lesson 9.2**

Where was Joan from?

PART A · TERMS AND PEOPLE

18. 2 pts **Lesson 9.2**

What did the retrial of 1456 decide?

PART A · TERMS AND PEOPLE

19. **2 pts** **Lesson 9.3**

When was Hus burned?

PART A · TERMS AND PEOPLE

20. **2 pts** **Lesson 9.4**

What is at the bottom of Hell?

PART B · DATES AND ORDER

21. **5 pts**

Put in order, earliest first: Ragusa begins quarantine; Urban II speaks at Clermont; Bernard preaches at Vézelay; Dante is exiled from Florence.

PART B · DATES AND ORDER

22. **5 pts**

Put in order, earliest first: Bernard preaches at Vézelay; Chartres burns and is rebuilt; King John seals Magna Carta; Notre-Dame de Paris is begun.

PART B · DATES AND ORDER

23. **5 pts**

Put in order, earliest first: The Hundred Years' War begins; Notre-Dame de Paris is begun; The Great Western Schism begins; King John seals Magna Carta.

PART B · DATES AND ORDER

24. **5 pts**

Put in order, earliest first: The Peasants' Revolt in England; The Inca empire begins to expand; The battle of Las Navas de Tolosa; The crusaders take Antioch.

PART C · READING SOURCES

25. **10 pts** **Lesson 9.1**

Jesus said, "I was sick, and ye visited me" (Matthew 25:36). (a) Who in 1348 obeyed this command at great cost? (b) Who failed it, according to Boccaccio? (c) What do Christians owe the sick in times of plague?

PART C · READING SOURCES

26. **10 pts** **Lesson 9.2**

Jesus said, “But when they deliver you up, take no thought how or what ye shall speak: for it shall be given you in that same hour what ye shall speak” (Matthew 10:19). (a) How did Joan’s trial resemble this situation? (b) Give one of her answers. (c) Should we judge her voices to be from God? Give a careful answer.

PART D · ESSAY

27. **20 pts**

Essay (500–600 words): Were the High and Late Middle Ages an age of faith? Weigh the cathedrals, universities, friars and Magna Carta against the Crusades’ excesses, the sack of 1204, the Avignon papacy and the burning of Hus. Use at least three primary sources.

ANSWER KEY

1. Christ had worn a crown of thorns there.
2. Peter the Hermit.
3. The crusader states, the land beyond the sea.
4. They were trapped without water in the summer heat.
5. Christian pilgrims to visit Jerusalem.
6. 1261.
7. The long main hall of a church.
8. The Trinity and the incarnation.
9. That than which nothing greater can be thought.
10. Clare of Assisi.
11. Nestorian Christians.
12. The Mongols sacked it and killed the last Abbasid caliph.
13. Paper money, coal and great cities (any one).
14. Descent from Solomon and the queen of Sheba.
15. It was turned into a mosque.
16. To Italy.
17. Domrémy.
18. That she was innocent.
19. 6 July 1415.
20. Traitors frozen in ice, with Satan.
21. Urban II speaks at Clermont (1095); Bernard preaches at Vézelay (1146); Dante is exiled from Florence (1302); Ragusa begins quarantine (1377).
22. Bernard preaches at Vézelay (1146); Notre-Dame de Paris is begun (1163); Chartres burns and is rebuilt (1194); King John seals Magna Carta (1215).
23. Notre-Dame de Paris is begun (1163); King John seals Magna Carta (1215); The Hundred Years' War begins (1337); The Great Western Schism begins (1378).
24. The crusaders take Antioch (1098); The battle of Las Navas de Tolosa (1212); The Peasants' Revolt in England (1381); The Inca empire begins to expand (c. 1438).
25. (a) The priests, friars and nuns who nursed and ministered to the dying, many of whom died. (b) Families and neighbors who abandoned the sick, and many who

fled. (c) Care, prayer and help, wisely, knowing that Christ counts it as done to him.

26. (a) She was delivered up to judges seeking to trap her. (b) “If I am not, may God put me there; and if I am, may God so keep me.” (c) Answers vary; a careful answer notes her sincere faith and courage, the claim of private revelation that Scripture warns us to test (1 John 4:1), and the limits of our knowledge.
27. Look for: specific evidence on both sides; Aquinas, Francis, Magna Carta, Joan, Dante or Chaucer quoted; the call for reform by Wycliffe and Hus; fair judgment by Scripture. Score: content 8, sources 6, judgment 3, writing 3.

Printable answer key (PDF, for the parent)