



# The Middle Ages

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## Homeschool Study Guide

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MomDelights.com



# Introduction

**Welcome!** We hope you and your children are blessed by our little curriculum guide. In these pages you will find schedules, book recommendations, lists of topics and people, notebooking examples and samples, even movies and video. Use these freely as you see fit. We hope this helps give you a framework from which to build your own study with your children.

Our primary source for this curriculum is HeritageHistory.com. There are a number of reasons for this:

1. **The books are FREE!!** In fact, all of the materials on this site are free for download, including book recommendations, timelines, maps, summaries, etc.
2. **The books are PDF, ePub and Mobi!** This means you have three options for reading:
  - A. Directly on a computer screen or other device. This makes it easy to grab your phone and read aloud to your children just about anywhere and anyplace.
  - B. On a Kindle or Nook. We finally afforded three of the basic models this last Christmas. They have proven to be great tools for silent reading, since it's not as easy for a child to get sidetracked by the rest of the Internet as they would on a tablet or other screen.
  - C. Printing and binding. We are doing this with a few of these titles, namely *Gabriel and the Hour Book*, *Page, Esquire, Knight*, *The Story of the Middle Ages*, and *Famous People of the Middle Ages*. The Heritage History has recommendations as to how to accomplish this, and we also have a tutorial on how to print and bind eBooks on my blog, MomDelights.com.
3. **Most of the books escaped the bias of Progressivism.** After reading some modern titles about the Middle Ages written specifically for children, I became ill! There was such an obvious slant, even an outright attack, on Christianity. Almost every page was full of politically-correct dogma.

These old books are not so.

Believe it or not, there was a time in our not-so-distant past when the Bible was considered the standard for truth and a basic knowledge of God was universal in Western culture. Books written during this time included natural references to God and the positive effect Christ had on society. The titles offered in this collection were among these.

I *did* come across some positive references to Darwin and the inclusion of an argument or two for evolutionary theory in the science biography books, but these could easily be skipped or openly discussed as a good way to practice apologetics (interestingly, even these referenced The Creator).

4. **These books are *interesting*.** These are not your typical dry-as-dust textbooks; these are stories, written to children as if they are *real* people. Charlotte Mason would have labeled them "living books" for sure!

We've included loads of links on the blog post for this guide over at MomDelights.com

**Remember, this system is meant to be broken!** In other words, take the best from this guide and use it the way that fits you and your family. We created it to make your life a little easier, not to add more stressors.

Don't try and do everything on the lists, don't try to fit your life perfectly into this schedule.

# Introduction

You may not want to use some of the books listed, or you may find books that are more interesting to you. You may need to go faster or slower.

**Materials you may need to purchase.** Besides needing a venue for reading the books, the following may be helpful:

**A printer and paper.** This is for things such as notebooking pages, maps, illustrations, etc. that you may want to include.

**A composition book or quality notebook.** We have stacks and stacks of composition books filled with our learning adventures. This time I invested in a pack of superior quality notebooks offered by Sam's Club and produced by Mead under the name of Cambridge. These are over-sized, include stronger, thicker paper, a quality wire for the binding, and have pages that are perforated (in case of mistakes that can't be rectified) but are still sturdy. As a bonus, the backs of these are extra thick and sturdy, so they serve as their own clipboards. There is also a pocket at the front to keep extra things such as printouts of maps to be added, etc.

**Basic school/office supplies,** such as pencils, colored pencils, scissors, glue sticks, a few folders, etc.

**The book, *The Politically Incorrect Guide to Western Civilization*** by Anthony Esolen. You need to read the sections on the fall of Rome and the Middle Ages (if you don't want to buy it, you could check it out from the library).

Why? Because, as a rule, our public school education left us with a wrong view of the subject. For one thing, we have been told these years were the "dark ages," which isn't true at all. For another thing, we have been told Christianity was the oppressor of those time when it actually was the liberator, with some admittedly awful exceptions. This book is an easy, quick read that will make an amazing difference in how you view the subject at hand.

It is also a great thing for you to assign to your high-schoolish students.

**Reference books.** These are probably the place where you will be spending a few dollars. The ones we have listed are popular enough to have used versions that you can buy for a fraction of the new cost, and they are not specific to this study, but can be used for years to come.

You could do this study without them, for sure, so not even these are mandatory. They just add a little bit extra and help kids see the subject from a large picture viewpoint.

**Supplies for projects.** I'm a mom on a budget (both in time and money), just like you, so I tend to like projects that don't take a chunk out of my wallet or my day. Hopefully, the ones I have suggested will be easy to do, but if they aren't, substitute your own, or skip them altogether!

So, read on. And pray, and listen to what the Lord is telling you. Along the way you may find you are having such a great time your kids will catch it and they will have a great time, too.

# Procedures

**Daily Focus:** Since life has its challenges and interruptions, the best policy is to put priority subjects first. For us this means Bible and prayer, followed by reading, writing, grammar, and math (this doesn't have to take a lot of time, especially if you use something like the McGuffey readers with The Lesson Book and Gentle Grammar for the reading and grammar portions).

Then comes the other subjects, such as history. Below is a breakdown of the portions of this curriculum that is to be used:

<b>Spines</b>	These books were chosen for this category because they give a nice overview of the subject. Unlike common textbooks which are a compilation of facts, these books read like stories. This makes them enjoyable to read aloud, although it is sometimes a good idea to assign them as self-reads during time of family transition (such as during a move or when welcoming a new baby into the home). You will find them split evenly over sixth months worth of work.
<b>Maps</b>	These are the maps offered by Heritage History which can be printed out and filled in. There are lists included that will help with the basic physical landforms. Further work should be included for the different nations, battles, etc. mentioned in the reading.
<b>Timeline</b>	It's a good idea to print out the timeline found on The Shorter Word website. Laurie White composed it to show God's plan from the beginning of the earth. This can be used to give an overview of what is happening during the different readings, movies, etc. This is a great basic layout that can be used if you want your child to make his own timeline.
<b>Notebooking</b>	There are two options for this: 1. a pre-printed notebooking page to be filled in by the child, or 2. the use of a composition book (or <u>quality</u> spiral notebook) with a set of instructions of what should be included and where. Included in this pack are both the pre-printed and the instructions pages for primary level and middle to high school level. More instructions on the type and frequency assigned are found in the schedule sheets.
<b>Self-reads</b>	These are novels that will keep everyone enthused with the subject. The titles chosen are not only concerned with the subject matter, they are well-written narratives in and of themselves. A few chapters should be assigned per week, with a notebooking page to be filled in as the book is finished. There are enough books to last for six months of reading.
<b>Extra Sources</b>	These are reference books that will add details and other information to the history narrative. Have them open and ready as you are reading and require them as resources when the children are filling out their notebook pages.
<b>Movies and Video</b>	Watching a good movie oftentimes helps solidify what is being studied. There are regular films and YouTube documentaries included. Watch at least one or more of each per week.
<b>Projects</b>	This rounds out the entire program and makes it fun. Not a lot of "cutesy" involved here, mostly because I found those sorts of activities to be more of a drain on the emotions and a waste of time and money. About three, done well, are all that is necessary.

# Procedures

## Daily routines

The names of the days are not used to allow for flexibility

<b>Day 1</b>	Hand out self-read and notebooking assignments.	Read aloud from one of the sources	Map work
<b>Day 2</b>	Kids self read	Read aloud from one of the sources	Timeline or project work
<b>Day 3</b>	Kids self read	Read aloud from a source	Timeline or project work
<b>Day 4</b>	Notebooking pages and involved special projects		
<b>Day 5</b>	This is a catch-up day. Finish up any reading aloud, self reading, projects, or notebooking pages. Other than that, this is a good day to do some extra cleaning and chores around the house :)		
<b>Day 6&amp;7</b>	Good time to watch a movie and some YouTube videos.		
<b>Note on little Ones</b>	I remember well years when there were a few infants, toddlers, and preschoolers around. Other than including them whenever possible, not a lot of effort needs to be spent on creating things for them to do. It is not imperative for specific lessons to be tailored for them. They will receive a bit of benefit from some of the movies and stories, and it may be fun for them to participate in some of the projects as their ability and attention spans permit. Other than that, just keeping them comforted and safe are the best rules. When they are older and are able to retain the information they can go over this material again.		

# Suggested Books From Heritage History

These are reference books which will be used by your family over and over. You can find them used for a fraction of the new cost.

<b><u>The Story of the Middle Ages</u></b> <b>S.B. Harding</b>	<p>This is written for the middle-range reader. It is a great overview and does a good job of taking the myriad of details of the huge subject of the Middle Ages and simplifies it for younger minds (and the minds of older moms). Not dry at all, but told as a story.</p>
<b><u>Old Time Tales</u></b> <b>Lawton Evans</b>	<p>This includes a bit of everything, great for reading aloud to the younger set. The stories are amazing, such as the one about the saint on the pillar, will keep young minds captivated!</p>
<b><u>Famous Men of the Middle Ages</u></b> <b>John Haaren</b>	<p>This book explains the background of a lot of things, such as the pagan religious beliefs of the Germanic tribes and some of their legends as well. More biographical in nature.</p>
<b><u>When Knights Were Bold</u></b> <b>E.M. Tappan</b>	<p>This is a description of life in the middle ages. Once again, not a textbook treatment of dry facts, but a delightful narrative style</p>
<b><u>Page-Esquire-Knight</u></b> <b>Margaret Lansing</b>	<p>This will take care of the Arthurian legend by keeping it short and very sweet, and also includes some lesser-known but important knight's tales.</p>
<b><u>Gabriel and the Hour Book</u></b> <b>Evaleen Stein</b>	<p>This is one of my favorites. This is the story of a young boy whose family is done a horrible injustice and how God answers his prayer. It also includes a good description of illuminated manuscripts, how they were made, and how they came to be popular during the Middle Ages.</p>
<b><u>God's Troubador</u></b> <b>Sophie Jewett</b>	<p>This is the story of St. Francis of Assisi. It is written for a child who has a basic understanding of how life works, so it would be appropriate for an older reader or an older audience if read aloud. Still, it is written in an engaging style and could be assigned as a good novel to read silently.</p>
<b><u>Stories of Don Quixote</u></b> <b>James Baldwin</b>	<p>James Baldwin is one of my favorite children's authors. He makes DonQuixote fun to read, so have a great time with this one (and then watch the movie "Man from La Mancha."</p>

# Suggested Books From Heritage History

These are reference books which will be used by your family over and over. You can find them used for a fraction of the new cost.

<b><u>Otto of the Silver Hand</u></b> <b>Howard Pyle</b>	Howard Pyle was an amazing illustrator who trained famous illustrators such as members of the Wyeth family. He had a particular interest in the Middle Ages and wrote books about that time directed to children. Very engaging and interesting.
<b><u>The Story of Rolf and the Viking's Bow</u></b> <b>Allen French</b>	This is a great way to learn more about the Viking way of life. The story moves you along and allows you to learn without feeling as though you are reading a "school book."
<b><u>The Chaucer Story Book</u></b> <b>E.M. Tappan</b>	Chaucer is hard reading, but considered something most children need to be familiar with. Having his writing put into story form saves a lot of frustration! Geared towards the older
<b><u>The Story of Roland</u></b> <b>James Baldwin</b>	This is not as fun as Don Quixhote, but a great narrative and interesting telling of the story of Roland, with nobility of character evident
<b><u>In God's Garden</u></b> <b>Amy Steedman</b>	Sweet stories of dedicated Christians to encourage little ones in the Lord.

# Suggested Books to be Purchased

These are consumables, reference books, picture books, and novels which will be used by your family over and over. Some you can find used for a fraction of the new cost, others can be checked out from the library.

<p><b><u>The Lesson Book</u></b> <b>Sherry Hayes</b></p>	<p>This one was formulated by Yours Truly. It is a collection of open-ended pages that will allow you to use any book for a concentrated, Charlotte Mason-style language arts study. Find out more at MomDelights.com</p>
<p><b><u>The Record Book</u></b> <b>Sherry Hayes</b></p>	<p>While you are having all this fun exploring, you need a place to record and jot down notes. <i>The Record Book</i> is perfect for this. Instead of spending loads of time journaling, this system uses a short hand of sorts along with a checklist to help you save time and work.</p>
<p><b><u>Adam of the Road</u></b> <b>Elizabeth Janet Gray</b></p>	<p>The story of a boy making his way back to his father who is a traveling minstrel.</p>
<p><b><u>A Door in the Wall</u></b> <b>Marguerite De Angeli</b></p>	<p>Written about the time when the Black Plague ravished Europe. A boy with a disability learns from a monk how to overcome.</p>
<p><b><u>The Hidden Treasure of Glaston</u></b> <b>Eleanore M. Jewett</b></p>	<p>This one is a bit mystical, with a mixture of myth and fact, and the storyline includes a lame boy who is healed by the power of Christ found in the Holy Grail.</p>
<p><b><u>St. George and the Dragon</u></b> <b>Margaret Hodges</b></p>	<p>Wonderfully illustrated children's book about the classic tale.</p>
<p><b><u>Dragons: Legend and Lore of Dinosaurs</u></b></p>	<p>Well-done and interactive treatment of a young-earth perspective on dinosaurs living into the Middle Ages.</p>

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<b><u>King Alfred's English</u></b> <b>Laurie White</b>	<p>This book is mainly about how the English language came to be, but along the way it includes a bit of history from the late years of Rome to the discovery of the Americas. The common thread of the development of English is what brings it all together. This is such a fun, interesting read that we own two of them :)</p>
<b><u>Usborne Time Traveler</u></b>	<p>A delightfully-illustrated (and labeled) treatment of a number of ages of world history, including the Middle Ages and the Vikings. This will make all of the stories being read easier to visualize.</p>
<b><u>Usborne Book of World History</u></b>	<p>A bit of everything, so not as focused on the Middle Ages, but a good investment for the entire scope of world history (it seems there was lots of nudity in ancient cultures—I took a black sharpie and gave everyone</p>
<b><u>The National Geographic Visual History of the World</u></b>	<p>This is an encyclopedic treatment of the subject written to adultish-type persons. Most of the book is illustration, with narrative thrown in to keep everything in order. Definitely written from a secular point of view.</p>
<b><u>Streams of Civilization</u></b>	<p>This is an actual textbook, so it is pretty dry reading in and of itself, but lends fascinating details and allows for a Biblically-based overview of world history.</p>

# Suggested Movies

<b>Camelot</b>	Richard Harris The story of King Arthur	<b>Knights of the Round Table</b>	Robert Taylor King Arthur story
<b>Black Shield of Falworth</b>	Tony Curtis Story of knighthood during the reign of King Henry IV.	<b>Prince Valiant (1954)</b>	James Mason Viking Knight and King Arthur
<b>The Sword in the Stone</b>	Animated Disney film concerning King Arthur	<b>Taras Bulba (1962)</b>	Tony Curtis Turks, Cossacks, and Poles
<b>The Thirteenth Warrior</b>	Caution—may contain adult content AD 922 Arabs and Vikings	<b>The Vikings (1958)</b>	Kirk Douglas, Tony Curtis A slave and a prince fight for a princess
<b>Becket</b>	Richard Burton A man stands for God during the time of King Henry II.	<b>Genghis Khan</b>	Omar Sharif Story of his life.
<b>A Knights Tale</b>	Modern film, so caution is warranted for nudity and sexual suggestion	<b>Ivanhoe (1952)</b>	Elizabeth Taylor Knights and King Richard
<b>El Cid</b>	Charles Heston Story of the man who ousted the Moors from Spain.	<b>Braveheart</b>	Of course there is a strong caution, meaning over-the-top violence, nudity, etc. definitely not for the younger set, and the older set only with loads of editing via remote. Still, it is a film that many men relate to, and it does have a good message and an interesting part of history.
<b>The Long Ships</b>	Sidney Poitier Vikings and Moors on and adventure to capture a golden bell.		
<b>The War Lord</b>	Charlton Heston 11th century Normandy		

# People of the Middle Ages

These are simply suggestions of some of the most eminent. As you read you can pick out the ones you are most interested in and and some of your own.

Athanasius	Charlemagne	William the Conqueror
Peter the Hermit	Augustine of Hippo	Gutenberg
Roland	Jan Hus	Wycliffe
St. Francis of Assisi	Becket	King Arthur
Savonarola	Joan of Arc	Louis the IX
Robert Bruce	Augustine of Canterbury	Saint Patrick
Leif Ericson	Alaric	Alfred the Great
Justinian	The Cid	Clovis
William Tell	Ursula	Chaucer
Mohammed	Bayard	Roland
Bernard	Dominic	Charles Martel
Warwick the Kingmaker	Marco Polo	Jerome
Nicholas	Edward the Confessor	Robin Hood

# Special Projects

<p><b>Create a page of illuminated scripture</b></p> <p>This is not a quick project. It would be fun to have the children work on parts of this at a time while they are being read to.</p>	<p>Parchment paper or some other quality paper</p> <p>Pencil and eraser</p> <p>acrylic paint in typical colors originally used, along with metallic gold (instead of messing with gold leaf)</p> <p>Fine paint brushes</p>	<p>Watch YouTube video of illuminated manuscript creation</p> <p>Find examples, or actual coloring pages (there are books of these) to draw from.</p> <p>Pick a scripture portion to use.</p> <p>Draw the design out carefully.</p> <p>Write the text (it doesn't have to be in exact calligraphy, just neat and nice looking)</p> <p>Paint out the design.</p> <p>Outline with some darker colors, such as brown and black</p>
<b>Triptych</b>	Use cardboard and printed pictures online to create a three-paneled piece of art such as would have been found in a church	
<b>Celtic pattern coloring page</b>	Print these online and hand them out to do color in during read aloud times.	
<b>Create a huge castle with Lego's</b>	This really doesn't take too much explanation!	
<b>Middle ages cooking</b>	Look up various recipes on the Internet and try them out. Eventually work up to creating an entire meal.	
<b>Middle Ages dress</b>	Use various resources to construct what different types of people would wear and draw or even sew them. The girls might enjoy designing their own special dresses.	

## Spines/Maps Fall of Rome, Germanic Peoples, Movement of Peoples

Date:	Week 1	Week 2	Week 3	Week 4
<b>A</b> <i>King Alfred's English</i> ***	chapters 1-2			
<b>U</b> <i>The Story of the Middle Ages</i>	pp. 4-17			
<b>P</b> <i>Old Time Tales</i>	pp. 4-22			
<b>Europe Map</b>	Print out and label map at this link : <a href="https://www.heritage-history.com/site/hclass/young_readers/pdf/geography_terms.pdf">https://www.heritage-history.com/site/hclass/young_readers/pdf/geography_terms.pdf</a> <b>pages 5-6 only</b> *Mark the kingdoms at the time of 520 AD.			
	For reference use the map at this location: <a href="https://www.heritage-history.com/site/data/map-dir/philips/phil002b.jpg">https://www.heritage-history.com/site/data/map-dir/philips/phil002b.jpg</a>			
<b>Notebooking:</b>	Each child completes 2 notebooking pages per week.. Either you pick or your child picks people/nation/topic from the list provided or write your own in the list as you read and explore.			

## Self Reads

<b>P</b> <i>Gabriel and the Hour Book</i>	pp 3-11	pp 12-18	pp 19-27	pp 28-34 narration & review
<b>U</b> <i>Otto of the Silver Hand</i>	pp 4-15	pp 16-36	pp 37-52	pp 53-61 narration and review
<b>U</b> <i>Famous Men of the Middle Ages</i>	pp 5-6	pp 7-10	pp 11-13	pp 14-17 narration and review

## Extra Sources

<i>Usborne Book of World History</i> ***				
<i>Time Traveler</i> ***				
<i>National Geographic Visual History of the World</i> ***				
<i>Streams of Civilization, Volume 1</i> ***				

## Movies and Video

**YouTube Middle Ages list** <https://www.youtube.com/playlist?list=PLxbcoXQo3Qiz2lzojzr8iKRXHauZDBEHF> Pick a few and watch to add interest

**Film** Pick a movie ahead of time from the list (or another suitable one) and have it ready. Make sure and follow up with discussion

## Project

Choose a project from the list (or find one of your own). Make sure and have the necessary supplies on hand. If possible, have your children work on this while you are reading aloud. Have two ready if necessary, one for the older, one for the younger.

A=All P=Primary U=Upper Grades \*\*\*optional books to be purchased

## Spines/Maps Fall of Rome, Germanic Peoples, Movement of Peoples

Date:	Week 1	Week 2	Week 3	Week 4
<b>A</b> <i>King Alfred's English</i> ***	ch 3			
<b>U</b> <i>The Story of the Middle Ages</i>	pp 18-30			
<b>P</b> <i>Old Time Tales</i>	pp 23-42			
<b>Map Work</b>	Print out and label map at this link : <a href="https://www.heritage-history.com/site/hclass/young_readers/pdf/geography_terms.pdf">https://www.heritage-history.com/site/hclass/young_readers/pdf/geography_terms.pdf</a> <b>pages 5-6 only</b> *Mark the borders of different countries at the time of the death of Charles the Great.			
	For reference use the map at this location: <a href="https://www.heritage-history.com/site/data/map-dir/gardiner/gard006.jpg">https://www.heritage-history.com/site/data/map-dir/gardiner/gard006.jpg</a>			
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## Self Reads

<b>P</b> <i>Page, Esquire, and Knight</i>	pp 4-16	pp 17-39	pp 40-46	pp 46-56 narration & review
<b>U</b> <i>God's Troubadour</i>	pp 3-9	pp 10-17	pp 18-24	pp 25-34 narration and review
<b>U</b> <i>Famous Men of the Middle Ages</i>	pp 18-20	pp 21-23	pp 24-26	pp 27-30 narration and review

## Extra Sources

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<i>National Geographic Visual History of the World</i> ***				
<i>Streams of Civilization, Volume 1</i> ***				

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## Spines/Maps Fall of Rome, Germanic Peoples, Movement of Peoples

Date:	Week 1	Week 2	Week 3	Week 4
<b>A</b> <i>King Alfred's English</i> ***	chapter 4			
<b>U</b> <i>The Story of the Middle Ages</i>	pp. 31-44			
<b>P</b> <i>Old Time Tales</i>	pp. 43-61			
<b>Map Work</b>	Print out and label map at this link : <a href="https://www.heritage-history.com/site/hclass/young_readers/pdf/geography_terms.pdf">https://www.heritage-history.com/site/hclass/young_readers/pdf/geography_terms.pdf</a> <b>pages 5-6 only</b> *Mark the map of Europe during the Crusades.			
	For reference us the map at this location: <a href="https://www.heritage-history.com/site/data/map-dir/">https://www.heritage-history.com/site/data/map-dir/</a>			
<b>Notebooking:</b>	Each child completes 2 notebooking pages per week.. Either you pick or your child picks people/nation/topic from the list provided or write your own in the list as you read and explore.			

## Self Reads

<b>P</b> <i>In God's Garden</i>	pp 4-25	pp 26-38	pp 39-50	pp 51-60 narration & review
<b>U</b> <i>When Knights Were Bold</i>	pp 4-26	pp 27-57	pp 58-88	pp 89 to end narration and review
<b>U</b> <i>Famous Men of the Middle Ages</i>	pp 31-34	pp 35-37	pp 38-41	pp 42-49 narration and review

## Extra Sources

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<i>Time Traveler</i> ***				
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<i>Streams of Civilization, Volume 1</i> ***				

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Date:	Week 1	Week 2	Week 3	Week 4
<b>A</b> <i>King Alfred's English</i> ***	chapter 5-6			
<b>U</b> <i>The Story of the Middle Ages</i>	pp 45-62			
<b>P</b> <i>Old Time Tales</i>	pp. 62-79			
<b>Timeline</b>	Print out timeline found at The Shorter Word and study. Create and label your own timeline based on the information on this timeline and the knowledge you have gained so far about the Middle Ages.			
<b>Notebooking:</b>	Each child completes 2 notebooking pages per week.. Either you pick or your child picks people/nation/topic from the list provided or write your own in the list as you read and explore.			

### Self Reads

<b>P</b> <i>Stories of Don Quixote</i>	pp 3-17	pp 18-26	pp 27-38	pp 39-49 narration & review
<b>U</b> <i>Rolf and the Viking's Bow</i>	pp 5-23	pp 24-41	pp 42-68	pp 69-end narration and review
<b>U</b> <i>Famous Men of the Middle Ages</i>	pp 50-52	pp 53-54	55-59	pp 60-63 narration and review

### Extra Sources

<i>Usborne Book of World History</i> ***				
<i>Time Traveler</i> ***				
<i>National Geographic Visual History of the World</i> ***				
<i>Streams of Civilization, Volume 1</i> ***				

### Movies and Video

**YouTube Middle Ages list** <https://www.youtube.com/playlist?list=PLxbcoXQo3Qiz2Izozjr8iKRXHauZDBEHF> Pick a few and watch to add interest

**Film** Pick a movie ahead of time from the list (or another suitable one) and have it ready. Make sure and follow up with

### Project

Choose a project from the list (or find one of your own). Make sure and have the necessary supplies on hand. If possible, have your children work on this while you are reading aloud. Have two ready if necessary, one for the older, one for the younger.

A=All P=Primary U=Upper Grades \*\*\*optional books to be purchased

### Spines/Maps Fall of Rome, Germanic Peoples, Movement of Peoples

Date:	Week 1	Week 2	Week 3	Week 4
<i>King Alfred's English</i>	chapter 7-8			
<i>The Story of the Middle Ages</i>	pp 63-80			
<i>Old Time Tales</i>	pp 80-102			
<i>Timeline</i>	Add in information from the readings and studies			
<b>Notebooking:</b>	Each child completes 2 notebooking pages per week.. Either you pick or your child picks people/nation/topic from the list provided or write your own in the list as you read and explore.			

### Self Reads

<b>P</b> <i>Stories of Robin Hood</i>	pp 3-9	pp 10-17	pp 24-32	28-end narration and review
<b>U</b> <i>The Story of Roland</i>	pp 6-39	pp 40-84	pp 85-112	113-end narration and review
<b>U</b> <i>Famous Men of the Middle Ages</i>	pp 64-65	pp 66-67	pp 68-75	pp 76-79 narration and review

### Extra Sources

<i>Usborne Book of World History***</i>				
<i>Time Traveler***</i>				
<i>National Geographic Visual History of the World***</i>				
<i>Streams of Civilization, Volume 1***</i>				

### Movies and Video

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**Film** Pick a movie ahead of time from the list (or another suitable one) and have it ready. Make sure and follow up with discussion

### Project

Choose a project from the list (or find one of your own). Make sure and have the necessary supplies on hand. If possible, have your children work on this while you are reading aloud. Have two ready if necessary, one for the older, one for the younger.

A=All P=Primary U=Upper Grades \*\*\*optional books to be purchased

## Spines/Maps Fall of Rome, Germanic Peoples, Movement of Peoples

Date:	Week 1	Week 2	Week 3	Week 4
<i>King Alfred's English</i>	chapter 9-10			
<i>The Story of the Middle Ages</i>	pp. 81-end			
<i>Old Time Tales</i>	80- the end			
<i>Timeline</i>	Add information from studies			
<b>Notebooking:</b>	Each child completes 2 notebooking pages per week.. Either you pick or your child picks people/nation/topic from the list provided or write your own in the list as you read and explore.			

## Self Reads

<b>P</b> <i>The Door in the Wall</i> ***	pp 7-41	pp 42-75	76-103	pp 104-121 narration and review
<b>U</b> <i>The Chaucer Study Book</i>	pp 4-23	pp 24-32	pp 33-44	pp 45-end narration and review
<b>U</b> <i>Famous Men of the Middle Ages</i>	pp 80-81	pp 82-86	pp 87-92	pp 93-end narration and review

## Extra Sources

<i>Usborne Book of World History</i> ***				
<i>Time Traveler</i> ***				
<i>National Geographic Visual History of the World</i> ***				
<i>Streams of Civilization, Volume 1</i> ***				

## Movies and Video

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A=All P=Primary U=Upper Grades \*\*\*optional books to be purchased

# Middle Ages Notebooking Guide

## Person/Legend

**Times.** *What years? What was the world like? What was life like?*

**Noteables.** *Why is he/she important? What did they do that is noteworthy? How do we know?*

**Good or bad.** *Was this person good or bad? Why?*

**Short biography.** *Write a quick narration of this person's life.*

**Quote.** *Something he/she said or was written or said about them.*

- Make sure and include a sketch or printed graphic of how this person may have looked.
- You can even include a map or timeline to help explain all they did.

**\*\*\*Use at least three sources for your information and note them on the page(s), such as:**

- Heritage History books
- National Geographic History of the World
- Abeka World History
- Streams of Civilization
- Internet

## Kingdom/Nation/Religion

**Times.** *What years? What was the world like? What was life like?*

**Description.** *What are the distinctives?*

**Description.** *What was it? Why is it important?*

**Area.** *Where did this occur?*

**Culture.** *What are the distinctives of the way the people acted and the way they lived under this?*

**Conflicts and Challenges.** *This includes wars, problems they faced, etc.*

- Make sure and include a map or timeline to help explain the territory, movements, conquests, wars, etc.

**\*\*\*Use at least three sources for your information, such as:**

- Heritage History books
- National Geographic History of the World
- Abeka World History
- Streams of Civilization
- Internet

## Topics

- |   |   |
|---|---|
| <input type="checkbox"/> Black Death        | <input type="checkbox"/> Guilds                 |
| <input type="checkbox"/> Catholic Church    | <input type="checkbox"/> Crusades               |
| <input type="checkbox"/> Byzantine Empire   | <input type="checkbox"/> Everyday Life for ____ |
| <input type="checkbox"/> Islam/Moors        | <input type="checkbox"/> Monks                  |
| <input type="checkbox"/> Crusades           | <input type="checkbox"/> Education              |
| <input type="checkbox"/> Cathedral          | <input type="checkbox"/> Food                   |
| <input type="checkbox"/> Castle             | <input type="checkbox"/> Dress                  |
| <input type="checkbox"/> Illuminated Text   | <input type="checkbox"/> Transportation         |
| <input type="checkbox"/> Feudalism          | <input type="checkbox"/> Music                  |
| <input type="checkbox"/> Carolingian Empire | <input type="checkbox"/> Battles                |
| <input type="checkbox"/> Chivalry           | <input type="checkbox"/> Superstition           |
| <input type="checkbox"/> Courtly love       | <input type="checkbox"/> Health                 |
| <input type="checkbox"/> Hundred Years War  | <input type="checkbox"/> Barbarianism           |
| <input type="checkbox"/> Inquisition        | <input type="checkbox"/> Chieftan               |
| <input type="checkbox"/> Vikings            | <input type="checkbox"/> Saints                 |
| <input type="checkbox"/> Troubadors         | <input type="checkbox"/> Christianity           |
| <input type="checkbox"/> Germanic Tribes    | <input type="checkbox"/> Heraldry               |
| <input type="checkbox"/> Troubadors         | <input type="checkbox"/>                        |
| <input type="checkbox"/> Monastery          | <input type="checkbox"/>                        |

## Topic

**Describe.** *What is it?*

**Times.** *When did it occur or exist?*

**Impact.** *What was the effect of this topic?*

**Years.** *When did this happen, when was this practiced or popular?*

**Where.** *What area was impacted, or where was this practiced, or where could you find this?*

**Who.** *Who were the people, nation, class who would have done/built/experienced this?*

- Make sure and include multiple graphics that are labeled with important information. Maps are highly suggested.

**\*\*\*Use at least three sources for your information, such as:**

- Heritage History books
- National Geographic History of the World
- Abeka World History
- Streams of Civilization
- Internet

# Middle Ages Notebooking Guide

## Person/Legend

**Times.** *What years? What was the world like? What was life like?*

**Noteables.** *Why is he/she important? What did they do that is noteworthy? How do we know?*

**Good or bad.** *Was this person good or bad? Why?*

**Short biography.** *Write a quick narration of this person's life.*

**Quote.** *Something he/she said or was written or said about them.*

- Make sure and include a sketch or printed graphic of how this person may have looked.
- You can even include a map or timeline to help explain all they did.

**\*\*\*Use at least three sources for your information and note them on the page(s), such as:**

- Internet
- 
- 
- 

## Kingdom/Nation/Religion

**Times.** *What years? What was the world like? What was life like?*

**Rulers and important characters.** *Why is he/she important? What did they do that is noteworthy? How do we know?*

**Description.** *What was it? Why is it important?*

**Area.** *Where did this occur?*

**Culture.** *What are the distinctives of the way the people acted and the way they lived under this?*

- Make sure and include a map or timeline to help explain the territory, movements, conquests, wars, etc.

**\*\*\*Use at least three sources for your information, such as:**

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- 
- 
- 

## Topics

- |   |  |
|---|--|
| <input type="checkbox"/> Black Death        | <input type="checkbox"/> Guilds                  |
| <input type="checkbox"/> Catholic Church    | <input type="checkbox"/> Crusades                |
| <input type="checkbox"/> Byzantine Empire   | <input type="checkbox"/> Everyday Life for _____ |
| <input type="checkbox"/> Islam/Moors        | <input type="checkbox"/> Monks                   |
| <input type="checkbox"/> Crusades           | <input type="checkbox"/> Education               |
| <input type="checkbox"/> Cathedral          | <input type="checkbox"/> Food                    |
| <input type="checkbox"/> Castle             | <input type="checkbox"/> Dress                   |
| <input type="checkbox"/> Illuminated Text   | <input type="checkbox"/> Transportation          |
| <input type="checkbox"/> Feudalism          | <input type="checkbox"/> Music                   |
| <input type="checkbox"/> Carolingian Empire | <input type="checkbox"/> Battles                 |
| <input type="checkbox"/> Chivalry           | <input type="checkbox"/> Superstition            |
| <input type="checkbox"/> Courtly love       | <input type="checkbox"/> Health                  |
| <input type="checkbox"/> Hundred Years War  | <input type="checkbox"/> Barbarianism            |
| <input type="checkbox"/> Inquisition        | <input type="checkbox"/> Chieftan                |
| <input type="checkbox"/> Vikings            | <input type="checkbox"/> Saints                  |
| <input type="checkbox"/> Troubadors         | <input type="checkbox"/> Christianity            |
| <input type="checkbox"/> Germanic Tribes    | <input type="checkbox"/>                         |
| <input type="checkbox"/> Troubadors         | <input type="checkbox"/>                         |
| <input type="checkbox"/> Monastery          | <input type="checkbox"/>                         |

## Topic

**Describe.** *What is it?*

**Times.** *When did it occur or exist?*

**Impact.** *What was the effect of this topic?*

**Years.** *When did this happen, when was this practiced or popular?*

**Where.** *What area was impacted, or where was this practiced, or where could you find this?*

**Who.** *Who were the people, nation, class*

- Make sure and include multiple graphics that are labeled with important information. Maps are highly suggested.

**\*\*\*Use at least three sources for your information, such as:**

- Internet
- 
- 
-

# Middle Ages Notebooking Guide

## Person/Legend

Put an index card here and draw something, either a picture of the person, something they did, where they lived,

Write about the time and place they lived here.

Tell whether this person was good or bad and why

Write a short story about this person.

\*\*\*You can look at and read different books for your information. Be sure and use at least two, such as:

- Books from Heritage History on Kindle
- Usborne Time Traveler
- Usborne World History
- Internet

## Kingdom/Nation/Religion

Describe this and tell why it is important.

Put an index card here and add a map or something else that shows interesting information about this kingdom/nation/or

Tell when this existed.

Write a story or give more information here.

\*\*\*You can look at and read different books for your information. Be sure and use at least two, such as:

- Books from Heritage History on Kindle
- Usborne Time Traveler
- Usborne World History

## Topics

- |   |   |
|---|---|
| <input type="checkbox"/> Black Death        | <input type="checkbox"/> Guilds                 |
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| <input type="checkbox"/> Crusades           | <input type="checkbox"/> Education              |
| <input type="checkbox"/> Cathedral          | <input type="checkbox"/> Food                   |
| <input type="checkbox"/> Castle             | <input type="checkbox"/> Dress                  |
| <input type="checkbox"/> Illuminated Text   | <input type="checkbox"/> Transportation         |
| <input type="checkbox"/> Feudalism          | <input type="checkbox"/> Music                  |
| <input type="checkbox"/> Carolingian Empire | <input type="checkbox"/> Battles                |
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| <input type="checkbox"/> Courtly love       | <input type="checkbox"/> Health                 |
| <input type="checkbox"/> Hundred Years War  | <input type="checkbox"/> Barbarianism           |
| <input type="checkbox"/> Inquisition        | <input type="checkbox"/> Chieftan               |
| <input type="checkbox"/> Vikings            | <input type="checkbox"/> Saints                 |
| <input type="checkbox"/> Troubadors         | <input type="checkbox"/> Christianity           |
| <input type="checkbox"/> Germanic Tribes    | <input type="checkbox"/> Chaucer                |
| <input type="checkbox"/> Troubadors         | <input type="checkbox"/>                        |
| <input type="checkbox"/> Monastery          | <input type="checkbox"/>                        |

## Topic

Describe this. Tell when it happened.

Tell about your picture or map.

You can use a few whole index cards, or you can cut index cards in half and put a few like this or across the top of your page. Use them to draw or glue pictures of parts of the topic. Be sure to

Tell about your picture or map.

Tell about your picture or map.

# Middle Ages Notebooking Guide

## Person/Legend

Put an index card here and draw something, either a picture of the person, something they did, where they lived,

Write about the time and place they lived here.

Tell whether this person was good or bad and why

Write a short story about this person.

\*\*\*You can look at and read different books for your information. Be sure and use at least two, such as:

- Internet
- 
- 
- 
- 

## Kingdom/Nation/Religion

Describe this and tell why it is important.

Put an index card here and add a map or something else that shows interesting information about this kingdom/nation/or religion

Tell when this existed.

Write a story or give more information here.

\*\*\*You can look at and read different books for your information. Be sure and use at least two, such as:

- Internet
- 
- 

## Topics

- |   |   |
|---|---|
| <input type="checkbox"/> Black Death        | <input type="checkbox"/> Guilds                 |
| <input type="checkbox"/> Catholic Church    | <input type="checkbox"/> Crusades               |
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| <input type="checkbox"/> Troubadors         | <input type="checkbox"/> Christianity           |
| <input type="checkbox"/> Germanic Tribes    | <input type="checkbox"/> Chaucer                |
| <input type="checkbox"/> Troubadors         | <input type="checkbox"/>                        |
| <input type="checkbox"/> Monastery          | <input type="checkbox"/>                        |

## Topic

Describe this. Tell when it happened.

Tell about your picture or map.

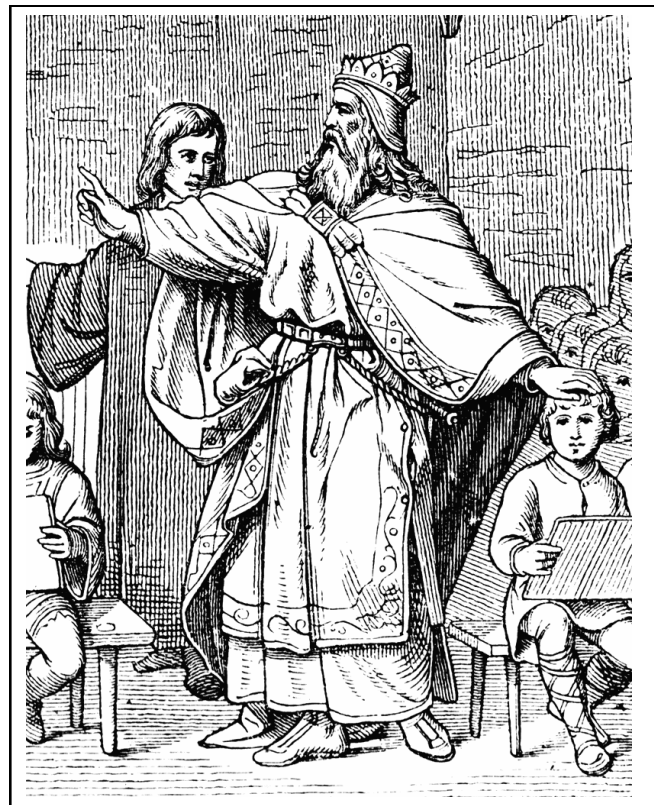
You can use a few whole index cards, or you can cut index cards in half and put a few like this or across the top of your page. Use them to draw or glue pictures of parts of the topic. Be sure to

Tell about your picture or map.

Tell about your picture or map.


# Charlemagne

*Why is he/she important? What did they do that is noteworthy? How do we know?*


[illegible][illegible]


*Why is he/she important? What did they do that is noteworthy? How do we know?*


[illegible][illegible][illegible]


**Clobis**


*Why is he/she important? What did they do that is noteworthy? How do we know?*


[illegible][illegible]



--

*Why is he/she important? What did they do that is noteworthy? How do we know?*


[illegible][illegible]


What is this?

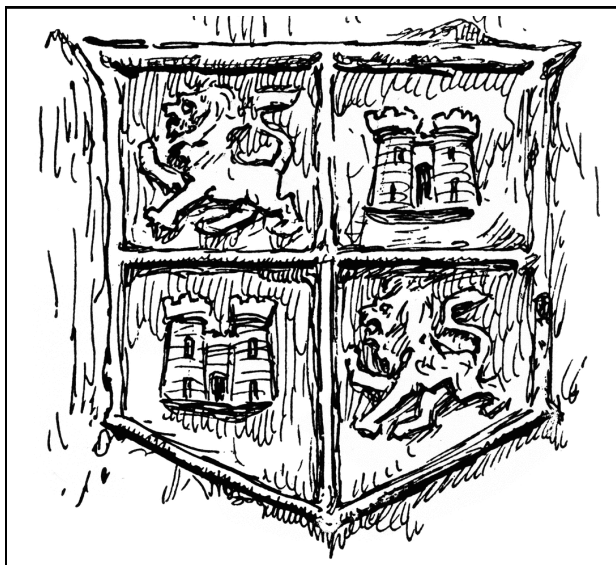

Topic:

## Heraldry

This was                      good                      bad                      other

*When did this happen, when was this practiced or popular?*


*What area was impacted, or where was this practiced, or where could you find this?*

*Who were the people, nation, class who would have done/built/experienced this?*


Quote:


What is this?

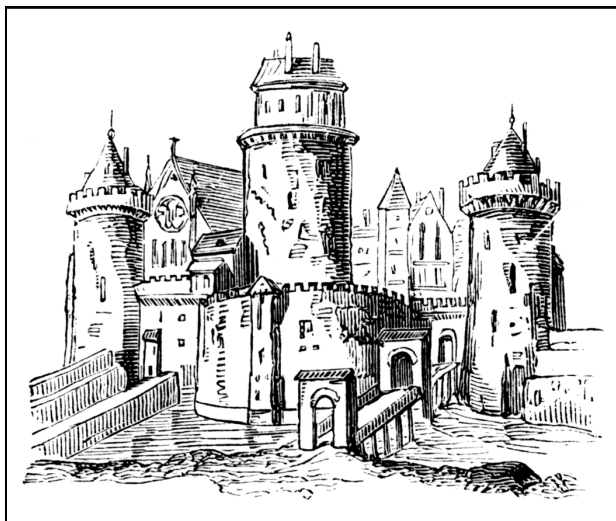

Topic:

## Castle

This was                      good                      bad                      other

*When did this happen, when was this practiced or popular?*


*What area was impacted, or where was this practiced, or where could you find this?*

*Who were the people, nation, class who would have done/built/experienced this?*


Quote:


What is this?


Topic:

--

This was                      good                      bad                      other

*When did this happen, when was this practiced or popular?*


*What area was impacted, or where was this practiced, or where could you find this?*


--

*Who were the people, nation, class who would have done/built/experienced this?*


Quote:


*What years? What was the world like? What was life like?*


Topic:

## Franks

This was            good            bad            other

*What were these people like?*




Quote:


*What years? What was the world like? What was life like?*


Topic:

--

This was            good            bad            other

*What were these people like?*


--

Quote:


Conflicts and Challenges. This includes wars, problems they faced, etc.


Topic:

Franks



What area was impacted, or where was this practiced, or where could you find this?


Quote:


Conflicts and Challenges. This includes wars, problems they faced, etc.


Topic:

--



What area was impacted, or where was this practiced, or where could you find this?


Quote:


# Charlemagne

*Draw something, either a picture of the person, something they did, where they lived, etc.*

*Write about the time and place they lived here.*




This person was                      good                      bad                      other

*Write a short story about this person.*


*Draw something, either a picture of the person, something they did, where they lived, etc.*

*Write about the time and place they lived here.*


This person was                      good                      bad                      other

*Write a short story about this person.*


--

*Describe this and tell why it is important.*


*Add a map or something else that shows interesting information about this kingdom/nation/or religion*



*Tell when this existed.*


*Write a short story or give more information here.*


--

Describe this. Tell when it happened.


Add a map or something else that shows interesting information about this topic.

--

--

--

Explain your picture, map, etc.