

the Story of the World

HISTORY FOR THE CLASSICAL CHILD

Activity Book Two: The Middle Ages

From the Fall of Rome to the Rise of the Renaissance

REVISED EDITION



Printable PDF cover; book not for resale.

Edited by Susan Wise Bauer

With activities and drawings by:

Suzanne Bryan, Sara Buffington, Sheila Graves,
Lisa Logue, Justin Moore, Tiffany Moore, Sarah Park,
Kimberly Shaw, Jeff West, and Sharon Wilson

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The Well-Educated Mind

A Guide to the Classical Education You Never Had
(REVISED EDITION, W.W. NORTON, 2016)

Though the Darkness Hide Thee

(MULTNOMAH, 1998)

WITH JESSIE WISE

The Well-Trained Mind

A Guide to Classical Education at Home
(FOURTH EDITION, W.W. NORTON, 2016)

For more on Susan Wise Bauer, visit her website,
at www.susanwisebauer.com

To find out more about *The Story of the World* series and
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at www.welltrainedmind.com.

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assisted in composition and page design.

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How to Use This Activity Book

History is the most absorbing and enthralling story you can tell a young child, because it's true. A good history narrative is as strange and wondrous as a good fairy tale. Kings, queens, mummies, wooden horses, knights, and castles can be as fascinating as giants and elves—but they *really existed*!

In classical education, history lies at the center of the curriculum. The chronological study of history allows even small children to learn about the past in an orderly way; after all, the “best way to tell a story,” as the King tells Alice in *Alice in Wonderland*, “is to begin at the beginning and go on to the end.” When the study of literature is linked to history, children have an opportunity to hear the stories of each country as they learn more about that country's past and its people. History teaches comprehension; young students learn to listen carefully, to pick out and remember the central facts in each story. History even becomes the training ground for beginning writers. When you ask a young student to narrate, to tell back to you the information he's just heard in his own words, you are giving him invaluable practice in the first and most difficult step of writing: putting an idea into words.

This activity guide is designed to go along with Volume Two of Susan Wise Bauer's *The Story of the World: History for the Classical Child*. Think of each section in *The Story of the World* as a “springboard” into the study of world history. This book provides you with a simple, chronological overview of the progression of history. It isn't intended to be complete, but when you do history with young students, you're not aiming for a “complete” grasp of what happened in the Middle Ages. Instead, you want to give the child an enthusiasm for history, a basic understanding of major cultures, and an idea of the chronological order of historical events.

Using This Activity Book at Home

The Activity Book has two sections: a parents' guide in the front, and consumable Student Pages in the back. (Note the page numbers at the bottom of each page to see what section you're in.) For each section in *The Story of the World*, follow this pattern:

- 1) Read the child one section from *The Story of the World*. Longer chapters are divided into several sections; each section is appropriate for one session of history. Good readers can read the section to you instead.
- 2) **Review Questions:** These test the student's comprehension. When he has thoroughly studied the chapter, he should answer these questions orally without looking at the book. Encourage him to answer in complete sentences when possible. This is training in reading comprehension (and it will help you evaluate whether the child is listening with attention and whether he's really understanding what he's reading). Answers given are approximate; accept any reasonable answer. You can also make up your own questions.
- 3) **Narration Exercise:** Have the child tell you in two to five sentences what the history lesson was about. You can prompt the child with the Review Questions. Encourage the child to include the major facts from the history reading, but not EVERY fact. We have supplied sample narrations simply to give some idea of acceptable answers, not to imply that your child's narration should match word for word!

Write down the child's narration if the child is not writing independently. Good writers can be asked to write the narration down themselves. To help with this process, listen carefully to the child's narration and repeat it back to her while she writes; this will help with “writer's block.” For any given section, you can instead ask the child to draw a picture of her favorite part of the history lesson and then describe the picture to you. Write the description at the bottom of the picture. Put the narration or the picture in a History Notebook—a looseleaf notebook that will serve as the child's record of her history study.

- 4) When you have finished both sections of a chapter, stop and do **additional reading and activities** on the topic covered by that chapter. This Activity Book provides titles of books that you can find at your library for additional history reading, as well as maps, hands-on activities, and other projects. Some topics have many more resources available than others. Ask your local librarian for further suggestions.

When you reach a topic that has a wealth of interesting books and activities connected to it, stop and enjoy yourself; don't feel undue pressure to move on. Check your local library for titles before buying. The recommended titles range in difficulty from books for reading aloud to first graders to advanced books appropriate for fourth graders to read independently. When appropriate, ask the child to draw pictures, to narrate, or to complete brief outlines about the additional reading as well. Put these pictures and narrations into a three-ring History Notebook. This should begin to resemble the child's own one-volume history of the world. Don't ask the child to narrate every book or she'll grow frustrated; use this as occasional reinforcement for a topic she finds particularly interesting.

Because students from a wide range of grades will be using this Activity Book, we have tried to provide a range of activities, appropriate for different levels. Some are more appropriate for younger students; others will require more in-depth thought. We encourage you to select the projects that are most appropriate for you and your students.

- 5) **Maps:** Almost every section in Volume One of *The Story of the World* has an accompanying map activity. A blank map is in the Student Pages; an answer key showing the correct, completed maps begins on page 254.
- 6) We have provided **encyclopedia cross-references** to the appropriate pages in *The Kingfisher Illustrated History of the World*, *The Kingfisher History Encyclopedia* (revised), *The Usborne Book of World History*, and *The Usborne Internet-Linked Encyclopedia of World History*. Use these books for additional supplemental reading, especially for those topics that don't have extensive lists of age-appropriate library books.
- 7) Choose appropriate titles from the recommended **literature lists** and read these with your child. Classical philosophy discourages the use of "reading textbooks" which contain little snippets of a number of different works. These textbooks tend to turn reading into a chore—an assignment that has to be finished—rather than a wonderful way to learn more about the world. Instead of following a "reading program," consider using the "real books" from these literature lists. Following each title is a range of grades showing the appropriate reading level (RA=read aloud, IR=independent read).
- 8) Every four chapters, you should take one history class to prepare your history review cards. Photocopy the history cards (use stiff cardstock for longer-lasting cards) and cut them out; have the student color the picture. After the cards are completed, use them once or twice a week to review material already covered.
- 9) Optional: You can administer written tests (available separately from Well-Trained Mind Press) if you desire a more formal evaluation or wish to develop your child's test-taking ability.

Multilevel Teaching

The Story of the World series is intended for children in grades 1–4, but is often used by older students: Volume One is written primarily for grades 1–4; Volume Two for grades 2–5; Volume Three for grades 3–6; Volume Four for grades 4–8. The maps and many of the activities in this book are also appropriate for children in grades 4–8. To use *The Story of the World* as the center of a multilevel history program, have your older child independently do the following: Read *The Story of the World*; follow this with the appropriate pages from the *Kingfisher History Encyclopedia*; place all important dates on a timeline; and do additional reading on his or her own level. For more book lists and detailed directions on classical education methods for both elementary and middle-grade students, see *The Well-Trained Mind: A Guide to Classical Education at Home*, by Jessie Wise and Susan Wise Bauer (revised edition, W.W. Norton, 2016), available from Well-Trained Mind Press (www.welltrainedmind.com) or anywhere books are sold.

An Important Note for Parents

Families differ in their attitudes towards teaching myths, in their willingness to view partially clothed people in ancient art, and in their sensitivity towards the (inevitable) violence of ancient times. We suggest that you skim through the activities in this book, glance through the literature that we recommend, and skip anything that might be inappropriate for your own family. In addition, both the *Kingfisher History Encyclopedia* and the *Usborne Internet-Linked Encyclopedia of World History* contain a number of pages on prehistoric peoples that may not agree with your family's convictions about humankind's beginnings. If this might pose a problem for you, preview these books before purchasing or using them.

Using This Book in the Classroom

Although this Activity Book was initially designed to be used by homeschooling families, it adapts well to the classroom. Following are suggestions on how each chapter may be taught:

- 1) The teacher reads aloud a chapter section while the students follow along in their own books. When you reach the end of a section, ask the review questions provided in this book to selected students. Depending upon the length of a chapter, you may read the entire chapter in one day or break it up over two days.
- 2) Using the review questions and chapter tests as a guide, type up a list of facts that the students should memorize, perhaps employing a fill-in-the-blank format. Give one to each student to help her prepare for the upcoming test. If you would like to administer formal tests, you can purchase them separately from Well-Trained Mind Press.
- 3) Have the students do the map exercises.
- 4) Select one or two activities. Some are more appropriate for classroom use than others.
- 5) Each day there should be an oral or written review. You can make it fun by playing oral quizzing games such as “Around the World,” “Last One Standing,” or “Jeopardy!”
- 6) On the last day before the test, have the students color their chapter review cards.
- 7) Test the students.
- 8) Periodically review past lessons so your students will remember history chronologically.

Pronunciation Guide for Reading Aloud

Abbot Cuibert	–	AB uht QUEE bair	Barbarian	–	bar BEAR ee un
Aborigine	–	AB uh RIJ uh nee	Bards	–	BARDZ
Abu Bakr	–	AH boo BAH kur	Bayeux tapestry	–	bye YUH (a mix between “yoo” and “yuh”)
Aegean Sea	–	uh JEE uhn (sea)	Bedouin	–	BED oo in
Agincourt	–	AHJ in kor	Beijing	–	BAY jing
Agra	–	AH gruh	Beowulf	–	BAY uh WOLF
Ajanta caves	–	ah JAHN tuh (caves)	Berber	–	BUR bur
Akbar	–	AHK bar	Birbal	–	BUR bul
Al Bakri	–	ahl BAHK ree	Bjarni	–	BYAR nee
Aljama	–	AHL haw muh	Blondel	–	blon DEL
Al-Amin	–	ahl ah MEEN	Bubonic	–	boo BON ihk
Al-Andalus	–	Ahl AN duh loos	Buddha	–	BOO duh
Alcuin	–	AL kwin	Byzantine Empire	–	BIZ un teen (Empire)
Alhambra	–	ahl HAM bruh	Byzantium	–	bih ZAN tee uhm
Allah	–	AHL uh	Caffa	–	KAH fuh
Allemanni	–	all uh MAH nee	Caliph	–	KAY lif
Almagest	–	AL muh jest	Canterbury	–	KANN tur burr ee
Al-Mansur	–	al man SEWER	Castile	–	kah STEEL
Amaterasu	–	AH mah tay raw soo	Catherine of Aragon	–	(Catherine of) ARR uh gone
Amerigo Vespucci	–	ah MAIR ee go ves PEW chee	Catherine Parr	–	(Catherine) PAR
Ananias Dare	–	AN uh NYE uhs (Dare)	Celts	–	KELTS
Anne Boleyn	–	(Anne) bowl INN	Chandragupta	–	CHAHN druh GOOP tuh
Anne of Cleves	–	(Anne of) KLEEVZ	Charlemagne	–	SHAR luh MAYN
Antimony	–	AN tim OH nee	Charles Martel	–	(Charles) mar TELL
Aotearoa	–	ah oh TEER oh ah	Chieftain	–	CHEEF tuhn
Archbishop	–	ARCH BISH uhp	Clotilda	–	kluh TIL duh
Asgard	–	AS gard	Clovis	–	KLO vis
Augustine	–	AWE guh steen	Coliseum	–	KOHL ih SEE uhm
Aztec	–	AZ tek	Conquistador	–	kon KEE stah DOR
Babur the Tiger	–	BAW bur (the Tiger)	Constantinople	–	kahn stan tuh NOH pul
Baghdad	–	BAG dad			

Coronation	– KOR uh NAY shun	Ghazi	– GAH zee
Cracow	– KRAK ow (“ow” rhymes with “cow”)	Giovanni Boccaccio	– jee oh VAH nee boh KAH chee oh
Craith	– KRAYTH	Gladiator	– GLAD ee ay tuhr
Croatan	– CROW uh tan	Goth	– GAHTH
Cuzco	– KOOZ coe	Granada	– graa NAH duh
Daimyo	– DIE me oh (quickly slur syllables together)	Grendel	– GREN dul
Dais	– DAY is	Gulshan	– GOOL shahn
Danube	– DAN yoob	Gupta dynasty	– GOOP tuh (dynasty)
Dauphin	– doh FAN (“fan” with “a” like “apple”; barely say the “n”)	Guthorm	– GOO thorm
Delhi	– DEH lee	Hagia Sophia	– HAH zhee ah SOH fee ah (“zh” sound is like Zsa Zsa Gabor)
Diaspora	– dye AS pur uh	Haiku	– HI koo (say “hah-ee” very quickly)
Diocletian	– dye oh KLEE shun	Hajj	– HAZH (“zh” sound is like Zsa Zsa Gabor)
Donnacona	– DAHH nah KOH nah	Halfdan	– HALF dan (“hal” of HALF rhymes with “shall;” “dan” is like DANiel)
El Cid	– EHL SID	Hegira	– HEH zheera (“zh” sound as above)
Emir of Cordova	– ay MEER (of) KOR doh vuh	Hernan Cortes	– ayr NANN kor TEZ
Emu	– EE moo	Hernando De Soto	– ayr NAN doh day SO toh
Ethelbert	– ETH uhl burt	Himalayas	– HIM uh LAY uhz
Ethelred	– ETH uhl red	Honingi	– HOE neen ghee
Ferdinand Magellan	– (Ferdinand) muh JEL uhn	Horns of Hattin	– (Horns of) hat TEEN
Francisco Vasquez de Coronado	– fran SIS koh VAS kez day kor oh NAH doh	Hrothgar	– HRAHTH gahr
Fresco	– FRESS koh	Huayna Capac	– WHY nah kah PAHK
Frigg	– FRIG	Huns	– HUNZ
Gabriel	– GAY bree uhl	Hyde Abbey	– HIDE AB ee
Galileo Galilei	– ga lih LAY oh ga lih LAY ee (the “a” in “ga” is like “apple”)	Humayan	– hoo MY ahn
Galleon	– GAL ee uhn	Ibn Athir	– IB uhn ah THEER
Ganges	– GAN jeez	Ibn Batuta	– IB uhn bah TOO tah
Garderober	– GARD er ohb	Incas	– EEN kuhz
Gaul	– GAWL	Inti	– IN tee
Genghis Khan	– JENG gihs KAHN	Isabella	– IZ uh BEL uh
Ghana	– GAH nuh	Islam	– iz LAHM

Istanbul	– IS tahn bool	Maximilian	– mack sih MIH lee ahn
Jabal Tariq	– JAH buhl tair EEK	Mayan empire	– MY ahn
Jacques Cartier	– ZHAHK kar tee AY	Mead	– MEED
Jane Seymour	– (Jane) SEE more	Mecca	– MEHK uh
Jerusalem	– juh ROO suh luhm	Medina	– muh DEE nuh
Johannes Gutenberg	– yo HAN uhs GOO tuhn burg	Mediterranean Sea	– MED ih tuh RAY nee uhn
John Cabot	– KAB uht	Mehmed the conqueror	– MEH med (the conqueror)
Joyeuse	– zhoy OOS (“zh” as in Zsa Zsa Gabor)	Merovius	– meh ROH vee uhs or may ROH vee uhs
Julius Caesar	– JEWL ee yus SEE zuhr	Midgard serpent	– MID gard
Justinian	– juhs TIN ee uhn	Micmacs	– MIHK macks
Kamikaze	– KAH mih KAH zee	Ming	– MEENG
Katanas	– kah TAH nahs	Moghul	– MOH guhl
Khans	– KAHNZ	Montezuma	– MOHN tih ZOO muh
Kiev	– KEE ef	Moor	– moohr
Koran	– kuh RAN	Morocco	– muh ROK oh
Kritovoulos	– kree TOH vuh lohs	Mosaic	– moh ZAY ik
Kublai Khan	– KOO blai KAHN	Mosque	– mosk
Kumargupta	– koo mahr GOOP tah	Muhammad	– moo HAM uhd
Lake Texcoco	– (lake) tex KOH koh	Muslims	– MUZ lims
Lancastrian	– lang KAS tree uhn	Newfoundland	– NEW fuhn luhnd
Leicester Abbey	– LES tur AB ee	Niccolo	– NEEK koe low
Leif Ericsson	– LEAF ER ik suhn	Nicholas Copernicus	– (Nicholas) koe PUR ni kus
Leo Africanus	– ahf rih KAHN us	Niña	– NEE nyah
Li Yuan	– LEE yoo AHH	Norsemen	– NORS mehn (“nors” rhymes with “horse”)
Lutetia Parisiorum	– loo TEE shee ah payr iss OR ee um	Nottingham	– NOT ing uhm
Macbeth	– mac BETH	Oasis	– oh AY sis (plural: Oases – oh AY sees)
Magna Carta	– MAG nuh KAR tuh	Oda Nobunaga	– OH dah NO boo NAH gah
Mali	– MAH lee	Odin	– OH dihn
Manco Capac	– MAHN koh kaw PAHK	Okuninushi	– OH koo nee NOO shee
Mansa Musa	– MAWN saw MOO saw	Onsen	– OHN sehn
Maori	– MOU ree (“mou” rhymes with “cow”)	Orthodox	– OR tuh doks
Marianas Islands	– MAIR ee AN uhs (Islands)	Ostrogoth	– OS truh gahth
		Othello	– oh THELL oh

Ottoman	–	OT uh muhn	Santa Maria	–	SANN tuh muh REE uh
Pachamama	–	PAH chah mah mah	Saracen	–	SAYR uh suhn
Paekche	–	PIKE shay	Sawm	–	sahm
Pagoda Kofuku-ji	–	pah GOH dah koh foo KOOH jee	Saxons	–	SAK suns
Pax Romana	–	PAHKS roh MAH nuh	Scandinavia	–	SKAN duh NAY vee uh
Pedro Giron	–	PAY droh hee ROHN	Scourge	–	skurj
Peking	–	pay KING	Scriptorium	–	skrip TOR ee uhm
Pinta	–	PEEN tah	Scyldings	–	SKEEL dings
Portcullis	–	port KUHL ihs	Seppuku	–	sep POO koo
Ptolemy	–	TOHL uh mee (second syllable is slurred)	Shahadah	–	SHAH hah dah
Quetzalcoatl	–	ket SAHL koh ah tul (swallow the “l”)	Siege engines	–	SEEJ (engines)
Ram Bagh	–	RAHM BAH	Skandagupta	–	SKAHN dah GOOP tah
Ramadan	–	RAHM uh dahn	Skraelings	–	SKRAY leengs
Refectory	–	rih FEK tuh ree	Skymer	–	SKY mer
Relic	–	REL ik	Songhay	–	SOHNG hye
Rheims	–	REEMZ	Sui dynasty	–	SOO-EE (say quickly)
Roanoke Island	–	ROH uh noak	Suleiman	–	SOO lay mahn
Robin of Lockesley	–	(Robin of) LOX lee	Sultan	–	SUHL tun
Roc	–	ROCK	Susano	–	SOO sah no
Rodrigo Díaz de Vivar	–	rohd REE goh DEE ahz day vee VAHR	Sweyn Forkbeard	–	SVAYN FORK beard
Rua	–	ROO ah	Tag Haza	–	TAHG ha ZHA (“zh” as in Zsa Zsa Gabor)
Rulu	–	ROO loo	Tang Dynasty	–	TAHNG (dynasty)
Rune	–	ROON	Tariq Bin Ziyad	–	tar EEK bin zuh YAAD
Runnymede	–	RUN ee meed	Te Ika-a-Maui	–	TAY ee ka ah MOW ee (“mow” rhymes with “cow”)
Rurik	–	ROOR ik	Tenochtitlan	–	teh NOCH teet lan
Saladin	–	SAL uh deen	Terre-neuve	–	TAYR Noohv (somewhere between “nuhv” and “noov”)
Salah	–	suh LAH	Tesseract	–	TESS er aye
Salic law	–	SAH lik (law)	Thane of Cawdor	–	THAYN (of) KAW dore
Samudragupta	–	SAH moo drah GOOP tah	Thar Desert	–	TAR (desert)
Samurai	–	SAH moo rye (“rye” is really a quick “rah-ee”)	Theodora	–	THEE uh DOR uh
Sanskrit	–	SAN skriht			

Thialfi – thee AHL fee	Vortigern – VOR tih gurn
Thor - THOR	Wani – WAH nee
Thorvald – THOR vuld	Wessex – WEH siks
Tigris – TYE gris	Wigwam – WIG wahm
Timbuktu – TIM buck TOO	William Caxton – (William) KAKS tuhn
Torah – TOR uh	Wittenberg – VIHT en burg
Troy – troi	Woden – WOH dun
Tsar – zar	Xi'an – SHEE ahn
Tyr – tire	Yakka – YAK uh (“yak” as in “apple”)
Valencia – vuh LEN see uh	Yamato Dynasty – yah MAH toh
Valhalla – val HAL uh	Yang Chien – YANG shee EN
Valkyries – VAL keer eez	Yangtze – YANG tzee
Vandals – VAN duls	Yohanan ben Zakkai – yoh HAH nuhn ben zah KYE
Varangian Guard – vahr EN jee an (guard)	Zakat – zuh KAHT
Vasco da Gama – VAS coe dah GAHM uh	Zealot – ZEL uht
Visigoth – VIZ ih gahth	Xi'an – SHYAN
Vizier – viz EER	Xiling Ji – SHEE ling JEE
Vladimir – VLAD uh meer	Yangtze – YANG see or YANG dzu

Medieval Tales that Kids Can Read and Tell, by Lorna MacDonald Czarnota (August House Publishers, 2000). Very brief tales along with historical background and tips for kids who want to tell them out loud; includes tales from the Song of Roland, a medieval fable about Charlemagne. **Out of print.** (RA 2, IR 3–5)

MAP WORK

The Frankish Empire Under Clovis (*Student Page 39, answer 256*)

1. Color the Mediterranean Sea and the Atlantic Ocean blue.
2. Color the North Sea and the Baltic Sea blue.
3. Underline the word “Allemanni” in yellow.
4. Underline the word “Burgundians” in pink.
5. Underline the word “Franks” in light blue.
6. Clovis united all three tribes into one empire. Outline the territory of the Frankish Kingdom in dark blue to show the unification.

COLORING PAGE Clovis eventually ruled over all of Gaul. (*Student Page 40*)

PROJECTS

ACTIVITY PROJECT Design Your Own Dynasty

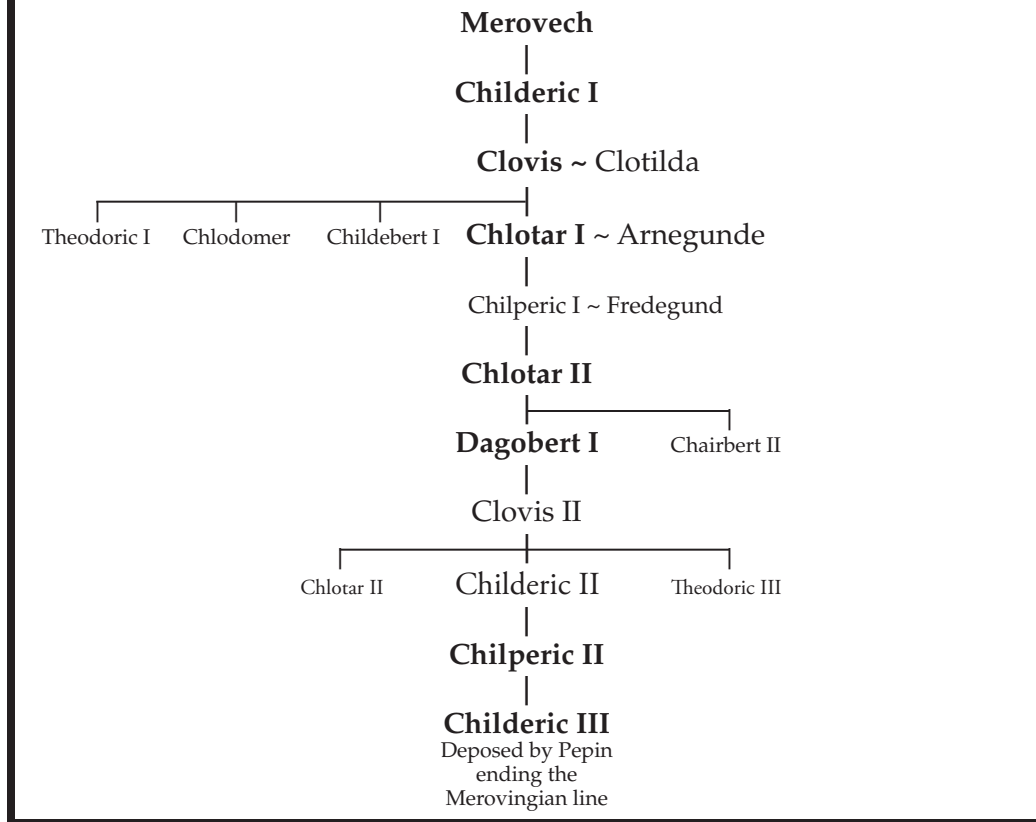
Clovis began as just another Frankish Barbarian ruler who had inherited his father’s land. But Clovis had a dream to make his father’s northeastern empire larger. Through cunning, deceit, strength, persuasion, and fortune, his empire grew to include most of what is now France and Germany. He left a great empire for his heirs, who fought over the inheritance. The line of the Merovingian Dynasty is filled with both brutality and goodness. Slowly Clovis’s great vision of a grand Frankish Empire dissolved as his descendents pursued pleasure and self-benefit over the good of the kingdom. Finally, Pepin the Short, Charlemagne’s father, stepped in and stripped the last Merovingian king of his power, establishing a new dynasty.

Clovis had an idea of what his kingdom was going to look like when he started. Design your own kingdom—and complete it with your own dynasty.

- Materials:*
- ☐ Colored Pencils
 - ☐ White paper with no lines
 - ☐ Construction paper of your favorite color

- Directions:*
1. Think through what a kingdom of your own imagination might look like. Would it be small and controllable or vast and wide? Would it be set in the mountains, the seaside, or the desert? Would it contain lakes, rivers, and seas, or border an ocean? Where would you place your capital city and what would you name it? Draw a map of your kingdom on a white sheet of paper. Use the colored pencils and add symbols for things like mountain ranges, lakes, cities, deserts, and rivers. Don’t forget to make a key saying what each symbol means.
 2. Using the Merovingian Dynasty family tree as an example, make up your own dynasty tree. Use your family if you want, or make up people and tell what they are like.
 3. Glue your map and your dynasty family-tree on pieces of construction paper.

Merovingian Dynasty

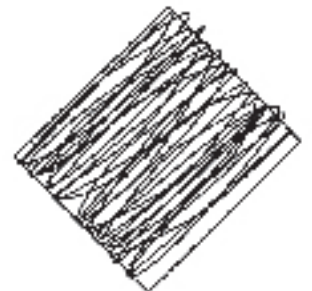


CRAFT PROJECT Long-Haired Kings

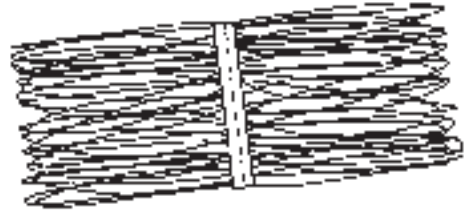
Before the Franks were conquered by the Romans, the chieftains wore their hair long and flowing. When they met Roman aristocracy and saw that the Romans cut their hair short, they changed to the Roman way. As Rome weakened, Clovis and other Frankish leaders saw their chance to throw off Roman rule. Part of the rebellion was to grow their hair long again. Clovis also braided the front part of his hair on both sides. The Merovingians adopted this look as their own.

- Materials:**
- ❑ 2 skeins of yarn (yellow, tan, black, or brown)
 - ❑ Large sheet of cardboard at least 15" × 15" (or use the back of a chair or any area that would give you 30-inch strands*)
 - ❑ Scissors
 - ❑ Felt strip the same color as yarn, 1" × 9" (use an outline of a ruler to make the strip)
 - ❑ Straight pins
 - ❑ Sewing machine or needle
 - ❑ Thread same color as the yarn

- Directions:**
1. Wrap the yarn around the legs of a chair or a large sheet of cardboard, tightly, spreading out the yarn evenly. When one skein is finished make sure you end and begin on the same side. Mark that side.



2. When both skeins have been wrapped, note the side with the loose ends. On that side cut the yarn across all the tightly wrapped strips. If the cardboard is lying down, this will help to keep the pieces together as they are being cut. If using chair legs, have someone on the uncut side hold the middle while the other side is being cut.
3. Stretch out the long pieces on a table, so that they are relatively even. Place the felt strip under the center of the yarn strands. Carefully pin the yarn pieces onto the felt. Bunch up the strands so that the felt is not visible. An adult will need to sew a straight line down the center.
4. Once the stands are secure all around, try on the wig. Gather a few of the yarn stands in the front on one side, and make a braid. Do the same on the other side. You are now part of the Merovingian tribe!



**Note:* At our house, we used the barstool legs and wrapped the yarn around and around it. We had the most fun when two of us did it together.

CRAFT PROJECT

Fleur-de-lis Stamp and Royal Cape

There are two tales of how the Fleur-de-lis became a French symbol. The first one tells of a battle Clovis fought after he became a Christian. He prayed to God for help to cross a river and found a trail of lilies that led him to the right place to cross. The second tells of a visit from an angel of God, who brought with him the symbol to represent the Trinity: the Father, the Son and the Holy Spirit. The fleur-de-lis remained a symbol of France for centuries. Clovis also adopted the royal blue color after, he believed, St. Martin helped him in a battle. The royal blue color was the family color of St. Martin.

Materials for Stamp:

- ❑ 1 sheet of foam board any color (stay away from yellow or gold so the paint shows when you are working with the stamp)
- ❑ Cut out of the fleur-de-lis pattern (*Student Page 41*)
- ❑ Craft knife or scissors
- ❑ Thick tacky glue or hot glue
- ❑ Block of wood, the size of your palm (check in hardware stores for free end pieces)
- ❑ Craft paintbrushes
- ❑ Yellow or gold paint

- Directions:*
1. Trace pattern onto foam board and cut out.
 2. Glue onto block of wood.
 3. Let stamp sit until dry.

Materials for a Royal Cape:

- ❑ 1½ yards of inexpensive, satin-looking, royal blue fabric
- ❑ Thread to match
- ❑ Iron and ironing board

- Directions:*
1. Iron the edges under about ¼ inch all the way around.
 2. Stitch this edge down. OR If you have a serger, serge the cape's sides securely.

3. Place some paper on a working table. Put cape on top, satin side up. Smooth away any creases.
4. Brush on a smooth coat of yellow or gold paint onto the fleur-de-lis stamp. (Do not dip the stamp into the paint as this will give it too much paint and distort the design.) Create a design around the edges of your cape, and/or in the middle.
5. Let dry. Use with the Frankish wig and Merovingian brooch.

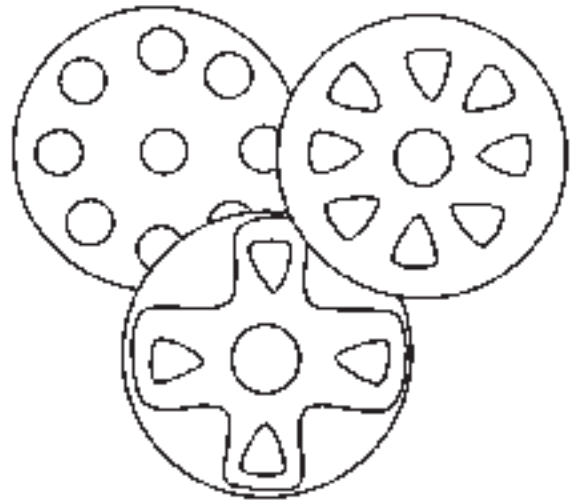
CRAFT PROJECT

Merovingian Brooch

As the Merovingian dynasty grew, so did the demand for beautiful goods fit for a king and his entourage. Grave goods discovered from as far back as Clovis's father's day show beauty, gifted workmanship, and intricate designs. Try your hand at using simple metal techniques and Sculpey to create an artful cloisonné look from the past.

- Materials:*
- ❑ White unlined paper
 - ❑ Pencil
 - ❑ Gold, blue, red and yellow Sculpey (polymer clay found at craft stores)
 - ❑ Copper wire, at least 16 gauge (at hardware store)
 - ❑ Wire cutters or old scissors
 - ❑ Hammer
 - ❑ Drinking glass
 - ❑ Glass pie plate
 - ❑ Pin back (at craft stores)

- Directions:*
1. Use the glass to make a round circle on the white paper. This will be the size of your brooch. Decide what kind of design you would like to make and sketch it out on your paper circle.
 2. Stretch out a strand of copper wire about the size of your arm. In the garage, or someplace where you can pound on cement, lay the wire down and hammer the wire so that it is thin and flat.
 3. Roll out half of the Sculpey brick. Using the drinking glass, cut out a round circle. Lay it flat in a glass pie plate. This will be your working surface.
 4. Now bend your copper wire to make the design you sketched out. Wire may break, but don't worry. Once you've molded your design, press the wire down on a table and make sure it lies relatively flat. Press the wire design into the Sculpey circle where you want it. Make sure the wire is sticking out some.
 5. Bake for 20 minutes at 250 degrees. Let it cool.
 6. Press into the wire areas different colors of Sculpey, forming a raised design.
 7. Attach the pin back to the back of the brooch by using a thin rectangle of gold Sculpey to hold it in place.
 8. Bake again for 20 minutes at 250 degrees. Let it cool.
 9. Use to hold the royal cape on at the shoulder of one side.



Encyclopedia Cross-References

UBWH 98, UILE 207, 258–259

KIHW 176, KHE 107

THE ISLAMIC INVASION

REVIEW QUESTIONS

Which barbarian tribe settled in the land of Spain? *The Visigoths settled in Spain.*

Why did the Visigoths start to quarrel among themselves? *They couldn't agree on who would be the next king.*

Who invited Tariq bin Ziyad to Spain? *The sons of the dead king.*

Why did they want his help? *They wanted to drive out the warrior Rodrigo, who had taken the throne.*

What empire did Tariq belong to? *He was a Muslim commander who fought for the Islamic Empire.*

What area did Tariq help to conquer with his armies before coming to Spain? *He conquered much of North Africa.*

Did Tariq want to help the sons of the dead king regain power? *No, he wanted the land for his empire!*

What incredible thing did Tariq order his armies to do when they first arrived in Spain? *He ordered them to burn their ships.*

When Spain was under Islamic rule, what did Spanish followers of Islam become known as? *They were called Moors.*

Do you remember any of the new crops that they planted? *They planted cherries, apples, almonds, and bananas.*

The rock where Tariq stood to watch his ships come in was called *Jabal Tariq*, the “mountain of Tariq.” What do we call it today? *We call it the rock of Gibraltar.*

NARRATION EXERCISE

“The Muslim warrior Tariq was invited to Spain to help the sons of the dead king become king. He ended up taking the land for himself, and Spain became part of the Islamic Empire. The Spanish Muslims were called Moors. They built mosques, used Arabic numbers, and planted gardens.” OR

“The Visigoths settled in Spain. But then they fought over who would be king. A Muslim commander named Tariq invaded. He told his army to burn their ships. He said they would either take over the land or die trying. His army won, and the land of Spain became part of the Islamic Empire.”

Additional History Reading

Count Your Way through the Arab World, by Jim Haskins (Carolrhoda Books, 1991). This counting book gives the Arabic name for each numeral and explores various aspects of the Islamic world. (IR, may be RA for some second graders)

Look What Came from Spain, by Kevin Davis (Franklin Watts, 2003). A simple guide to Spanish influence on American culture and history, written on an advanced second-grade level. (RA 1–2, IR 2–4)

Spain: Festivals of the World, by Susan McKay (Gareth Stevens, 1999). This introduction to Spanish culture is centered around Spanish holidays, some of which are Islamic-influenced. (RA 1–2, IR 3–5)

Spanish and Moorish Fashions, by Tom Tierney (Dover, 2003). Many pictures; brief text explaining the Arab influence on Spanish clothes. An entertaining way to review the effect of the Islamic invasion! (RA 1, IR 2–5)

Corresponding Literature Suggestions

The Beautiful Butterfly: A Folktale from Spain, by Victoria Chess (Houghton Mifflin, 2000). One of the oldest and most popular Spanish folktales, retold in a colorful easy-to-read picture book format. (RA 1, IR 2–4)

Muslim Child: Understanding Islam Through Stories and Poems, by Rukhsana Khan (Albert Whitman & Co., 2002). Good introduction to the daily life of a Muslim child. Includes several full-page illustrations, as well as helpful information sidebars. (RA 2–3, IR 3–5)

The Three Golden Oranges, by Alma Flor Ada, illus. Reg Cartwright (Atheneum, 1999). This traditional Spanish tale of Blancaflor is retold in picture-book style, with beautiful illustrations of the Spanish countryside. (RA 1–2, IR 3–5)

MAP WORK

The Islamic Empire (Student Page 42, answer 256)

Simple map work

1. The Muslim commander Tariq bin Ziyad conquered much of North Africa including the city of Tangier. Underline the word “Tangier” in blue.
2. Tariq sailed from Tangier to Gibraltar to conquer Spain. Draw a blue line from Tangier to Gibraltar to represent Tariq’s journey. It was a short trip!
3. Once he landed in Gibraltar, Tariq ordered the ships to be burned. Circle Gibraltar in orange to represent fire.
4. Tariq conquered Spain for the Islamic Empire. Color Spain in purple.
5. The Islamic Empire included much of North Africa and Arabia. You’ve already colored in Spain. Color the rest of the Islamic Empire (within the dotted lines) in purple. Be sure not to cross into either the Byzantine Empire or the Frankish Kingdom.

Advanced Map Work (Student Page 43)

COLORING PAGE A Moorish mosque and fountain (Student Page 44)

PROJECTS

ACTIVITY PROJECT A Moorish Ruler’s Tunic and Robe

The years of the Islamic rule in Spain saw advances in medicine, science, and philosophy. The caliphs set about to build great libraries, some boasting 500,000 books. Cultural centers such as Granada became rich in learning and influence. The Islamic rulers displayed their wealth by dressing in sumptuous fabrics of rich designs and colors. Follow these simple steps to make your own Moorish ruler’s tunic and robe.

- Materials:
- | | |
|--|--|
| <input type="checkbox"/> 5 yards of white muslin | <input type="checkbox"/> White thread |
| <input type="checkbox"/> Rit dye, color of your choice | <input type="checkbox"/> Iron and ironing board |
| <input type="checkbox"/> Scissors | <input type="checkbox"/> Acrylic paint (use bright colors, especially gold and silver) |
| <input type="checkbox"/> Sewing pins | <input type="checkbox"/> Brush |
| <input type="checkbox"/> Sewing machine | <input type="checkbox"/> Stamps |

- Directions:*
1. Cut the fabric in half. One half will be for the under tunic and the other for the rich ruler's robe.
 2. Follow the Rit dye directions and dye the robe half. Dry in the dryer and iron.
 3. Fold the tunic fabric in half and lay it on the floor. Have the wearer of the Moorish Tunic lay down on the fabric in the center with his head over the edge, off the fabric. Arms should be extended out on both sides in a cross-like fashion.
 4. Keeping about 4 inches from the body, cut out the tunic like diagram A.
 5. Pin the edges.
 6. Sew the seams straight down from the arm, turning at the corner and down to the bottom.
 7. Fold the tunic in half lengthwise and make a semi-circle for the head.
 8. Turn inside out and press.
 9. Repeat the process with the robe material. When cutting the head hole, cut down the center of the robe on the front only, from the top to the bottom (Diagram B). Turn under $\frac{1}{4}$ " with iron and sew edges.
 10. Use the stamps and paint (or go freehand!) and decorate the edge of the robe all along the front opening and around the bottom and arm edges.
 11. Let dry on a hanger and enjoy the beauty of your Moorish Ruler's Tunic and Robe.

Diagram A

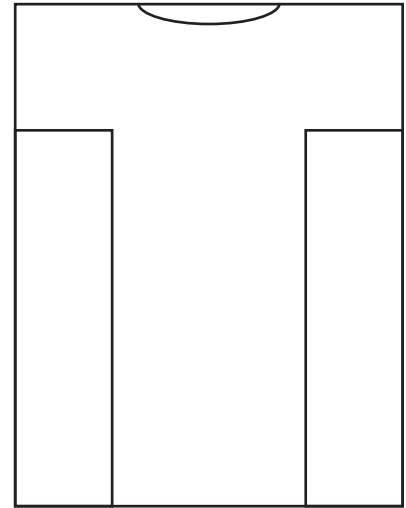
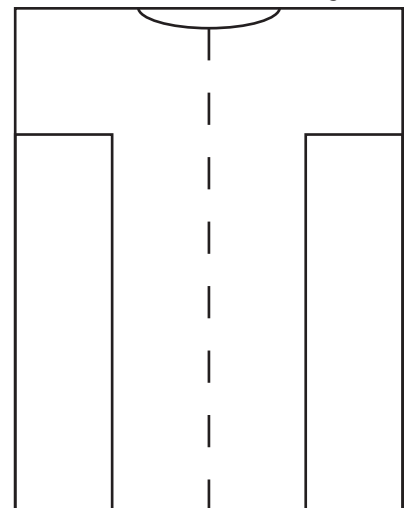


Diagram B



CRAFT PROJECT **Moorish Stamps**

This stamp activity can be used to decorate the edges of your ruler's robe.

- Materials:*
- ☐ 1 sheet of foam board any color (the thicker the better)
 - ☐ Cut out of the Moorish symbols patterns (*Student Page 45*)
 - ☐ Craft knife or scissors
 - ☐ Thick tacky glue or hot glue
 - ☐ Block of wood, the size of your palm (check in hardware stores for free end pieces)
 - ☐ Craft paintbrushes
 - ☐ Acrylic or fabric paints

- Directions:*
1. Trace pattern onto foam board and cut out.
 2. Glue onto block of wood.
 3. Let stamp sit until dry.
 4. Brush paint on the stamp and apply to surface. Let dry before use.

ACTIVITY PROJECT**Moorish Ruler's Turban**

Not only did the Moors use the traditional Islamic garb, but a group called the Mozarabs, Christians who kept their faith but adopted Muslim culture, also dressed in the flowing robes and turbans of the day.

Materials: ☐ 1 yard of colorful fabric or white muslin dyed to match the robe

- Directions:*
1. Drape the cloth so the head is in the center of the front part of the fabric (like a biblical costume of Mary, for example).
 2. Gather the ends and twist until they make two separate ropes in the back.
 3. Cross the two rope sides and wrap around the front of the head, following the fabric edge along the front.
 4. Twist them together and tuck them into each side. Note that one side will tuck into the top and the other side will tuck into the bottom. Tuck in loose fabric. Use with long tunic and decorated robe.

COOKING PROJECT**A Moorish Feast**

In the Iberian Peninsula, which includes Spain and Portugal, there are many varieties of food. Because the peninsula is surrounded by the sea on three sides, fish and seafood are dietary staples on the coast. Chicken and lamb are more common inland.

The Moors dined at a long, low table with cushions scattered around it. Feast as the Moors did—find or make a low table (or go picnic style), sit on floor pillows, listen to music, and eat Moorish food.

- Materials:*
- | | |
|--|---|
| <input type="checkbox"/> Stools, chunks of wood, or bricks | <input type="checkbox"/> Islamic music from the library |
| <input type="checkbox"/> Pillows in colorful pillowcases | <input type="checkbox"/> Candle light |
| <input type="checkbox"/> Several colorful tablecloths | <input type="checkbox"/> Moorish Recipes |
| <input type="checkbox"/> Moor tunic, robe and turban | |
| <input type="checkbox"/> Flat piece of board that can accommodate those who will be dining | |

- Directions:*
1. Using the stools or bricks under the slab of wood, make a low table and cover it with your favorite tablecloths or colorful fabric.
 2. Place pillows around to accommodate each guest.
 3. Try the following Moorish recipes.
 4. Play the music, light the candles (no electricity during this era) and enjoy your experience!

Moorish Recipes: *Easy Arroz con Pollo*

- Ingredients:*
- | | |
|--|------------------------|
| 2 cups chicken broth | ½ teaspoon salt |
| 1 grocery store roasted chicken, cut up | Ground pepper to taste |
| 1 14½ ounce can of Italian flavored stewed tomatoes, drained | 1 tablespoon butter |
| 1 box of Spanish style rice (Farmhouse or Rice-a-Roni) | |

- Directions:*
1. Place all ingredients above in to large pot and bring to a boil.
 2. Lower heat, cover, and let simmer 20 minutes.
 3. Serve on a plate, placing chicken pieces on top of rice.
 4. Serve with green or red grapes, pita bread and red grape juice.

The Story of the World

Activity Book, Volume Two



Student Pages



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Chapter 32: The Mayan, Aztec, and Incan Empires




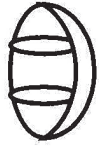
Mayan Carvings



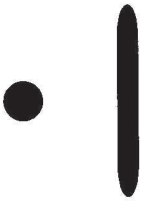



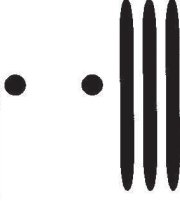
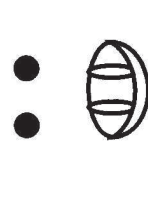
Mayan Numbers

Our number system is based on 10 perhaps because we have ten fingers. The Mayan number system is based on 20 (maybe because 10 fingers + 10 toes = 20). The Mayan symbol for zero is . The Mayan number system is considered one of their greatest achievements because any whole number could be expressed using place rotation. Mayan numbers are written from top to bottom.

Fill in the missing numbers.

0		1	•	2	• •	3	• • •	4	• • • •
5	—	6	• —	7	• • —	8	• • • —	9	• • • • —
10	==	11	• ==	12	• • ==	13	• • • ==	14	• • • • ==
15	===	16	• ===	17	• • ===	18	• • • ===	19	• • • • ===
20	• 	21	• •	22		23		24	• • • • •



Mayan Numbers

25		26		27		28		29	
30		31		32		33		34	
35		36		37		38		39	
40		41		42		43		44	
45		46		47		48		49	

Mayan Numbers

Math Activity: Mayan Mathematics

Study the logical sequence of the Mayan number chart (provided) and fill out the last row on the chart. Use the chart to do the Mayan mathematics.



1. Jade made  tortillas. The dog ate  when she wasn't looking. How many tortillas were left for Jade's meal?
Jade had _____ tortillas left.

2.  +  = _____

3. Write your age using Mayan numbers.

I am _____ years and _____ months old.

BONUS QUESTIONS :

4. To make a warrior's headband you need  feathers. Your headband will have an equal amount of green and yellow feathers. If you have  green feathers and _____ yellow feathers, how many more of EACH color will you need?

I need _____ green feathers and _____ yellow feathers

5. Write the number 86 using the Mayan number system.
