

The Story of the World Activity Book Two

The Middle Ages

From the Fall of Rome to the Rise of the Renaissance

Edited by Susan Wise Bauer



With activities, maps, and drawings by:
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For more on Susan Wise Bauer, visit her website,
at www.susanwisebauer.com

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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 Peace Hill 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, 2004), available from Peace Hill Press (www.peacehillpress.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 Peace Hill 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
 Cracow – KRAK ow (“ow” rhymes with “cow”)
 Craith – KRAYTH
 Croatan – CROW uh tan
 Cuzco – KOOZ coe
 Daimyo – DIE me oh (quickly slur syllables together)
 Dais – DAY is
 Danube – DAN yoob
 Dauphin – doh FAN (“fan” with “a” like “apple”;
 barely say the “n”)
 Delhi – DEH lee
 Diaspora – dye AS pur uh
 Diocletian – dye oh KLEE shun
 Donnacona – DAHH nah KOH nah
 El Cid – EHL SID
 Emir of Cordova – ay MEER (of) KOR doh vuh
 Emu – EE moo
 Ethelbert – ETH uhl burt
 Ethelred – ETH uhl red
 Ferdinand Magellan – (Ferdinand) muh JEL uhn
 Francisco Vasquez de Coronado – fran SIS koh VAS
 kez day kor oh NAH doh
 Fresco – FRESS koh
 Frigg – FRIG
 Gabriel – GAY bree uhl
 Galileo Galilei – ga lih LAY oh ga lih LAY ee (the “a”
 in “ga” is like “apple”)
 Galleon – GAL ee uhn
 Ganges – GAN jeez
 Garderobe – GARD er ohb
 Gaul – GAWL
 Genghis Khan – JENG gihs KAHN
 Ghana – GAH nuh
 Ghazi – GAH zee
 Giovanni Boccaccio – jee oh VAH nee boh KAH
 chee oh
 Gladiator – GLAD ee ay tuhr
 Goth – GAHTH
 Granada – graa NAH duh
 Grendel – GREN dul
 Gulshan – GOOL shahn
 Gupta dynasty – GOOP tuh (dynasty)
 Guthorm – GOO thorm
 Hagia Sophia – HAH zhee ah SOH fee ah (“zh” sound
 is like Zsa Zsa Gabor)
 Haiku – HI koo (say “hah-ee” very quickly)
 Hajj – HAZH (“zh” sound is like Zsa Zsa Gabor)
 Halfdan – HALF dan (“hal” of HALF rhymes with
 “shall;” “dan” is like DANiel)
 Hegira – HEH zheera (“zh” sound as above)
 Hernan Cortes – ayr NANN kor TEZ
 Hernando De Soto – ayr NAN doh day SO toh
 Himalayas – HIM uh LAY uhz
 Honingyi – HOE neen ghee
 Horns of Hattin – (Horns of) hat TEEN
 Hrothgar – HRAHTH gahr
 Huayna Capac – WHY nah kah PAHK
 Huns – HUNZ
 Hyde Abbey – HIDE AB ee
 Humayan – hoo MY ahn
 Ibn Athir – IB uhn ah THEER
 Ibn Batuta – IB uhn bah TOO tah
 Incas – EEN kuhz
 Inti – IN tee
 Isabella – IZ uh BEL uh
 Islam – iz LAHM

Istanbul – IS tahn bool
 Jabal Tariq – JAH buhl tair EEK
 Jacques Cartier – ZHAHK kar tee AY
 Jane Seymour – (Jane) SEE more
 Jerusalem – juh ROO suh luhm
 Johannes Gutenberg – yo HAN uhs GOO tuhn burg
 John Cabot – KAB uht
 Joyeuse – zhoy OOS (“zh” as in Zsa Zsa Gabor)
 Julius Caesar – JEWL ee yus SEE zuhr
 Justinian – juhs TIN ee uhn
 Kamikaze – KAH mih KAH zee
 Katanas – kah TAH nahs
 Khans – KAHNZ
 Kiev – KEE ef
 Koran – kuh RAN
 Kritovoulos – kree TOH vuh lohs
 Kublai Khan – KOO blai KAHN
 Kumargupta – koo mahr GOOP tah
 Lake Texcoco – (lake) tex KOH koh
 Lancastrian – lang KAS tree uhn
 Leicester Abbey – LES tur AB ee
 Leif Ericsson – LEAF ER ik suhn
 Leo Africanus – ahf rih KAHN us
 Li Yuan – LEE yoo AHH
 Lutetia Parisiorium – loo TEE shee ah payr iss OR
 ee um
 Macbeth – mac BETH
 Magna Carta – MAG nuh KAR tuh
 Mali – MAH lee
 Manco Capac – MAHN koh kaw PAHK
 Mansa Musa – MAWN saw MOO saw
 Maori – MOU ree (“mou” rhymes with “cow”)
 Marianas Islands – MAIR ee AN uhs (Islands)

Maximilian – mack sih MIH lee ahn
 Mayan empire – MY ahn
 Mead – MEED
 Mecca – MEHK uh
 Medina – muh DEE nuh
 Mediterranean Sea – MED ih tuh RAY nee uhn
 Mehmed the conqueror – MEH med (the conqueror)
 Merovius – meh ROH vee uhs or may ROH vee uhs
 Midgard serpent – MID gard
 Micmacs – MIHK macks
 Ming – MEENG
 Moghul – MOH guhl
 Montezuma – MOHN tih ZOO muh
 Moor – moohr
 Morocco – muh ROK oh
 Mosaic – moh ZAY ik
 Mosque – mosk
 Muhammad – moo HAM uhd
 Muslims – MUZ lims
 Newfoundland – NEW fuhn luhnd
 Niccolo – NEEK koe low
 Nicholas Copernicus – (Nicholas) koe PUR ni kus
 Niña – NEE nyah
 Norsemen – NORS mehn (“nors” rhymes with “horse”)
 Nottingham – NOT ing uhm
 Oasis – oh AY sis (plural: Oases – oh AY sees)
 Oda Nobunaga – OH dah NO boo NAH gah
 Odin – OH dihn
 Okuninushi – OH koo nee NOO shee
 Onsen – OHN sehn
 Orthodox – OR thuh doks
 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	Tesseræ	–	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

Encyclopedia Cross-References

Usborne Book of World History (UBWH), 88–91

Usborne Internet-Linked Encyclopedia of World History (UILE), 186–191, 194–195

Kingfisher Illustrated History of the World (KIHW), 114–119, 126–127, 140–142

Kingfisher History Encyclopedia (KHE), 64–67, 80–81

WANDERING THROUGH THE ROMAN EMPIRE

REVIEW QUESTIONS

What was the most important city of the Roman Empire? (This city was called “The Ruler of the Whole World.”) *Rome was the most important city of the Roman Empire.*

Can you remember one event that took place in the Coliseum? *Gladiator fights OR Chariot races OR Fights between lions and soldiers took place in the Coliseum.*

What was the leader of Rome called? *The leader of Rome was called the emperor.*

What does “Pax Romana” mean? *Pax Romana means “Roman peace.” OR Everybody in the Roman Empire must obey Roman laws.*

Did the Celts obey the Pax Romana? *No, the Celts rebelled against the Romans.*

NARRATION EXERCISE

“The Roman Empire was very large and very powerful. The leader of the Roman Empire was called the emperor. Romans had very strict laws that everyone had to obey.” OR

“I flew all around the Roman Empire on an imaginary magic carpet. I saw the emperor, Roman roads, and army camps. The Roman Empire was the most powerful empire in the world.”

THE FALL OF ROME

REVIEW QUESTIONS

What problem was the Roman Empire having? *The Roman Empire became so large that it couldn't fight off invaders.*

Why did the Romans call the invading tribes “barbarians”? *The Romans called the invaders “barbarians” because the invaders didn't take baths, live in homes, or cook their food.*

Can you remember the name of one of the invading barbarian tribes? *The barbarians were called Huns (OR Vandals, Goths, Visigoths, Ostrogoths).*

What did the emperor Diocletian do? *He divided the Roman empire into two parts.*

What were the two parts of the Roman Empire called? *The two parts of the Roman Empire were called the Western Roman Empire and the Eastern Roman Empire.*

Did dividing the empire keep the Western Roman Empire strong and protected? *No, the barbarians conquered it anyway.*

NARRATION EXERCISE

“The Roman Empire got so big it couldn’t fight off its enemies. Barbarians invaded it. An emperor decided to divide the Roman Empire into two parts, but the western part was conquered anyway.” OR

“Wandering tribes invaded the Roman Empire. The Romans called them barbarians because they didn’t take baths or cook their food. The barbarians conquered Rome.”

Additional History Reading

Ancient Romans, by Daisy Kerr (Franklin Watts, 1996). An elementary guide to the Roman Empire, with text suitable for beginning readers; large print and color illustrations. (IR)

Costume of Ancient Rome, by David J. Symons (B. T. Batsford, 1987). This small book is actually a guide for stage costume designers, but children interested in dress will enjoy looking at the color paintings of Romans from all classes and the line drawings of armor, hairstyles, and accessories. (IR)

Gladiator, by Richard Watkins (Houghton Mifflin, 1997). Although the text of this dramatic book, illustrated with detailed black-and-white drawings, may be too complex for younger students, the pictures of each gladiator are captioned with one-paragraph descriptions which most children will be able to read. (RA 2–3, IR 4–5)

I Wonder Why Romans Wore Togas and Other Questions About Ancient Rome, by Fiona MacDonald (Kingfisher, 1997). Each page contains a simple question (“Why were Roman roads so straight?”) and a 1–3 paragraph answer, written in large letters; color illustrations. (IR; may be RA for some second graders)

The Roman News: The Greatest Newspaper in Civilization, by Andrew Langley and Philip DeSouza (Candlewick Press, 1999). An entertaining and slightly tongue-in-cheek look at Roman life, Roman politics, and the greatest events in Roman history. (RA 2, although large summary paragraphs may be IR; IR 3–5)

Corresponding Literature Suggestions

Aesop’s Fables, by Jerry Pinkney (SeaStar Books, 2000). Readable retellings and very attractive illustrations. Includes the story of Androcles and the Lion. (RA 1–2, IR 3–6)

Classic Myths to Read Aloud, by William F. Russell (Crown, 1992). A collection of Greek and Roman myths, designed to be read aloud to children five and older. (RA)

The Orchard Book of Roman Myths, by Geraldine McCaughrean, illus. Emma Chichester Clark (Orchard Books, 2001). Stories about Roman heroes (Aeneas, Romulus and Remus), Roman gods (Vulcan, Diana, Endymion, Mercury), and Roman legends (the geese who saved Rome from invading Gauls, the theft of the Sabine women), all retold for reading aloud. Each story is 6–8 pages, attractively illustrated. The previous version—and the one that many libraries may have—was published by Margaret McElderry Books and titled *Roman Myths*. (RA 2–4, IR 5)

Roman Myths and Legends, retold by Anthony Masters (Peter Bedrick Books, 2000). Beautiful (but sometimes scary) paintings illustrate these well-told stories from Roman mythology, including Romulus and Remus, Cupid and Psyche, Dido and Aeneas, and Horatius at the bridge. (RA 1–3, IR 3–5)

Rome Antics, by David MacCaulay (Houghton Mifflin, 1997). A homing pigeon soars through Rome, visiting ancient landmarks and ducking modern tourists. (IR)

MAP WORK

The Roman Empire *(Student Page 1, answer 254)*

1. Color the Mediterranean Sea blue. It should look like a flying duck.
2. The center of the Roman Empire was the city of Rome. The emperor lived there. Circle Rome with purple, the color of royalty.
3. In yellow, outline the borders of the Roman Empire when it was at its largest point. Use the dotted line to help you.

COLORING PAGE A Barbarian *(Student Page 2)*

PROJECTS

ART PROJECT Flying Around the Roman Empire

- Materials:*
- Flying Carpet Figure *(Student Page 3)*
 - Photograph of you (that you can cut up)
 - Wall map

- Directions:*
1. Color the figure of the child on the flying carpet. Cut your own face out of the photograph and glue it over the blank face of the figure.
 2. Now use your flying carpet to travel around the Roman Empire. Put your figure over the Mediterranean Sea. “Fly” it over to Italy. Then fly up Italy, over the Alps at the top of the “boot,” and then over to Britain. Fly from Britain down to Spain, and then across the “nose” of the Mediterranean Sea, down into North Africa. Fly east (right) until you cross the Nile River. Turn north (up) and fly over Palestine and Asia Minor. Turn west (left) and fly across Greece and then back to Italy.
 3. Now you can fly your “carpet” all around the house!

CRAFT PROJECT Make a Roman Legion’s Signum or Standard

Each legion in the Roman Army had its own *signum*, or standard, that it carried into battle. The first *signa* were made from bundles of straw tied to a pole. But as time passed, they became highly decorated. During the later part of the Roman Empire, most *signa* were decorated with ribbons, gold or silver eagles mounted at the top, and round metal disks. Each metal disk was carved with a picture of a fierce animal or a portrait of the emperor.

A special soldier called a *signifer* had the honor and responsibility of making sure the legion’s *signum* was never lost in battle. The job was a dangerous one because the *signum* was so heavy that the soldier could not carry a weapon to protect himself. If a *signum* were lost during battle, the entire legion was shamed and disbanded as punishment. Follow the directions below to make your own Roman *signum* that you can use when you reenact a Celtic battle for Chapter 2.

- Materials:*
- Long cardboard tube (from wrapping paper)
 - Aluminum foil
 - Construction paper
 - Lengths of ribbon or yarn
 - Cardstock or lightweight cardboard
 - Glue, scissors, pen and crayons
 - Eagle or laurel templates *(Student Pages 4 and 5)*

- Directions:*
1. Cut several 6" round circles from the cardstock and wrap with aluminum foil. You may need to use some glue to hold the foil in place. Use a pen and press firmly on the foil to draw an outline of a fierce animal or an emperor's portrait. If you prefer, you can use pictures from magazines and glue them on instead.
 2. Cut out the eagle or laurel template from the Student Pages. Color it. Glue it on a piece of cardstock. Cut the cardstock so it is the exact size of the template.
 3. Next, cut out a 2" × 12" strip of cardboard. This will be used as the crossbar.
 4. Assembly: Glue the eagle or laurel wreath at the top of the tube. Just below the eagle, glue the crossbar horizontally. Underneath the crossbar, space out and glue the "metal" disks into place on the tube. Be sure to leave enough room at the bottom of the tube so it can be held up. Allow the glue to dry completely. After everything is dry, cut long lengths of ribbon or yarn and tie, glue or staple them onto the crossbar. Your *signum* is now ready to use.

CRAFT PROJECT **Cookie Dough Roman Pillar**

Make a crumbled Roman building—and then be a barbarian and finish off your work!

- Materials:*
- Sugar cookie dough (a nice, sturdy recipe below)
 - Oven
 - Spatula, kitchen knife and/or toothpick
 - Cookie sheet (greased)

- Directions:*
1. Remember that the pillars of the buildings of Rome fell.
 2. Follow the recipe for the cookie dough.
 3. Cover your hands with flour. Roll a lump of cookie dough into a thick pillar and lay it flat on your greased cookie sheet. Flatten lumps of dough into the base and top of the pillar and attach to the pillar. Carve the pillar with your knife or toothpick. If you like, you can sprinkle cinnamon sugar on the pillar to look like crumbling bits of stone.
 4. Bake at 325 degrees for fifteen minutes (or until firm and lightly browned).
 5. Once cooled take a picture of your sculpture. Then eat!

Sugar Cookie Recipe

- Ingredients:*
- | | |
|--|--------------------------|
| ½ cup (1 stick) butter or margarine, softened | 2 cups flour |
| ½ cup sugar | 1 teaspoon baking powder |
| 1½ teaspoons vanilla, almond, or lemon extract | ½ teaspoon salt |
| 1 egg | |
| Sprinkles, colored sugar, candy pieces, and/or cinnamon sugar (optional) | |

- Directions:*
1. In a large bowl, cream butter and sugar. Beat in vanilla and egg.
 2. In a small bowl, combine flour, baking powder and salt. Mix well.
 3. Add dry mixture to the butter mixture little by little. Mix on low speed.
 4. Press dough together with hands.
 5. Divide dough into four balls. Wrap each in plastic wrap and chill for 2 hours in the refrigerator.
 6. Use one ball of dough for the pillar (directions above). For remaining dough, roll each ball until ¼ inch thick. Cut with cookie cutters. Decorate with sprinkles, cinnamon sugar, colored sugars, or candy pieces. Place cookies on a greased cookie sheet.
 7. Bake at 350 degrees for 8–10 minutes or until light brown.

COOKING PROJECT **Eat Like a Roman Soldier**

Keeping the peace in Roman territories was hard work! Roman soldiers couldn't carry all of the comforts of home with them. Most ate food cooked over a fire. What do you think that would taste like? Try this and see!

- Materials:*
- Foil
 - Hamburger shaped in patties
 - Sliced onion
 - Carrots, peeled and sliced long ways
 - Fire pit outside (if possible), use a grill, or bake inside in oven
 - New potatoes cut in medium chunks
 - Other vegetables that you favor
 - Salt to taste

- Directions:*
1. Prepare the food carefully on a clean cutting board or kitchen counter. Center a large square piece of foil on the work space. Put the hamburger patty down in the center of the foil, first. Add the onion and then the other vegetables.
 2. Wrap up the foil packet sealing the ends carefully. This is an important step. The packet must be sealed securely because it acts as a pressure cooker when sealed correctly. Fold it over and pinch it down tight.
 3. If it is possible, dig a hole in the ground in your backyard about the width of a tire. Adult should be in charge of building a small fire in the fire pit.
 4. Place foil dinner into the fire with a stick and let it cook 35 minutes. (If necessary, you can also cook this in the oven at 350 degrees.)
 5. Open and check if meat is cooked all the way through. It should not be pink in the center.
 6. Use your clean hands to eat your foil dinner when it has cooled a bit. That's what the Romans did. No spoons or forks allowed!

ART PROJECT **Roman Empire from a Carpet View**

What if that imaginary magic carpet of yours took you high enough that you could see the entire Roman Empire? What would it look like? Using your Chapter 1 map you can find out!

- Materials:*
- Masking tape
 - Washable markers
 - Wide end rolls of newsprint paper (available at your local newspaper printer, usually at a very low price)
 - Chapter 1 map
 - Large floor space

- Directions:*
1. Roll out two to three strips of newsprint—as long as you are tall—on to the large floor space that you'll be working on. Lay the strips with the sides touching. If three pieces are too wide, use only two.
 2. Tape the strips of paper together at the seams where they are touching. Flip the taped pieces of paper over so that the taped sides are touching the floor and cannot be seen.
 3. Look at your map. How will you put the same picture on to the large paper on the floor? This is where the game begins! Try to have the Mediterranean Sea in the middle of the paper. Don't worry about it looking perfect, just do your best. Decide where to start and with one eye on the map, follow it with a marker on to the map you are making on the floor.
 4. Now look at the floor map. How does it look? Remember it doesn't have to be perfect. Label the places you remember from the chapter you just read.

Encyclopedia Cross-References

UBWH 84–85, UILE 182–183
KIHW 112–113, KHE 68–69

THE CELTS OF BRITAIN

REVIEW QUESTIONS

What were the fierce, dangerous, blue-painted warriors of Britain called? *The blue-painted warriors were called Celts.*

What did the Celts do to the Romans in Britain? *The Celts drove the Romans out.*

What did “bards” do? *They memorized and sang stories that were never written down.*

In the story of the warrior Craith, what was the name of the giant? *The giant was named Giant Fovor of the Mighty Blows.*

Craith asked three warriors to help him rescue the princess. Each warrior had a different gift. Can you remember at least two of the gifts? *One warrior could see well, one could run fast, and one could hear the grass grow.*

NARRATION EXERCISE

“The Celts lived in Britain. They were strong and fierce warriors. They told stories about warriors to their children.” OR

“A warrior named Craith wanted to marry a beautiful woman. He asked other warriors to help him. The warriors could run fast, see things far away, and hear well.”

BARBARIANS COME TO BRITAIN

REVIEW QUESTIONS

Why did the Celtic king Vortigern ask the Angles and the Saxons to come over to Britain? *He wanted them to help him fight the other Celtic tribes.*

What did the Celts do once the Angles and the Saxons moved into their land? *Some Celts married the barbarians. Other Celts went and lived somewhere else.*

Do you remember what the kingdom of the Angles and Saxons became known as? *The kingdom of the Angles and Saxons became known as England.*

The Celts moved into the north and west of Britain. Can you remember two of the three countries where they settled? *The three countries are now called Scotland, Ireland, and Wales.*

What do we call this time in English history? *We call it the Middle Ages or the Dark Ages.*

Why do we call it the Dark Ages? *We call it the Dark Ages because the Angles and Saxons didn't write down any history or records.*

NARRATION EXERCISE

“The tribes of the Celts fought each other. A king of one of the tribes asked the barbarians to come over and help him fight the other Celts. The barbarians liked Britain so much that they stayed there.” OR

“Angles and Saxons came to live in Britain. Now we call it ‘England.’ The Celts went to other parts of Britain to live. We call this the Dark Ages.”

BEOWULF THE HERO

REVIEW QUESTIONS

What happened to the men who slept in the king’s hall? *A monster came in and ate them.*

Who came to help the king kill the monster? *Beowulf, the mightiest man on the earth, came to help the king.*

When Beowulf and the monster Grendel were fighting, what painful thing happened to Grendel? *Beowulf pulled his arm off.*

Why did Beowulf decide to fight with bare hands? *Beowulf didn’t think it would be fair to fight with weapons, since Grendel didn’t have any.*

What did Grendel do after he was wounded? *He ran away and jumped into the water.*

How did the king thank Beowulf when he heard that Grendel had been defeated? *He had a great feast and gave Beowulf gold armor.*

NARRATION EXERCISE

“There was a monster that was eating all the warriors at night. Beowulf came and killed the monster. The king was so happy he gave Beowulf gold armor.”

Additional History Reading

The Ancient Celts, by Patricia Calvert (Franklin Watts, 2005). An excellent guide to the Celts during Roman times, with many illustrations and a good clear explanation of the earliest Celtic tribes and their origins. (RA 1–3, IR 3–6)

The Celts (See Through History), by Hazel Mary Martell (Viking, 1996). A colorful and interesting guide to ancient Celtic culture. (RA)

The Celts: Lost Civilizations, by Allison Lassieur (Lucent Books, 2001). Plenty of maps and photographs, but the text is for slightly older students. Select a section to read out loud. (RA 1–4, IR 4–5)

Life in Celtic Times, by A.G. Smith (Dover, 1997). Focuses on the culture of the ancient Celts. (RA)

Raiders of the North: Discover the Dramatic World of the Celts and Vikings, by Philip Steele (Southwater Publishers, 2001). Focuses on the warlike nature of the Celts. (RA)

Corresponding Literature Suggestions

Beowulf, by Welwyn Wilton Katz (Groundwood Books, 2007). A prose retelling of the story of Beowulf, from the point of view of his young relative Wiglaf. Lengthy and somewhat difficult for younger children, but good for slightly older students. (RA 3–4, IR 5)

Beowulf the Warrior, by Ian Serraillier (Ignatius Press, 1997). Retells the story of Beowulf, in shortened form, in verse that preserves some of the alliteration; a few black-and-white illustrations. (RA 1–3, IR 4–5)

Celtic Fairy Tales, by Joseph Jacobs (Kessinger, 2003). A standard collection of wonderful tales. (RA)

Celtic Fairy Tales, by Neil Philip, illus. Isabelle Brent (Viking, 1999). Tales from Scotland, Ireland, Wales, Cornwall, and Brittany. Each story is longer than the stories in the Verniero book (below), but still appropriate for reading aloud. (RA 1–3, IR 4–5)

Celtic Memories, by Caitlin Matthews (Barefoot, 2003). Twelve traditional Celtic tales, suitable for reading aloud. (RA 1–3, IR 3–5)

Celtic Myths, by Sam McBratney, illus. Stephen Player (Hodder and Stoughton, 2005). Slightly more difficult tales for stronger readers. (IR 4–5)

Favorite Celtic Fairy Tales, by Joseph Jacobs (Dover, 1995). Eight longer tales for reading aloud or for good readers (the print is large and easy on the eye). (RA 1–4, IR 4–5)

Favorite Medieval Tales, by Mary Pope Osborne and Troy Howell (Scholastic Press, 2002). Wonderful (and brief) retellings of Beowulf, Gawain and the Green Knight, The Song of Roland, and other Celtic and early British tales, with full-color paintings as illustrations. Highly recommended! (RA 1–3, IR 4–5; may also be independent reading for strong third-grade readers)

One Hundred and One Celtic Read-Aloud Myths and Legends, by Joan Verniero (Black Dog and Leventhal Publishing, 2001). 101 well-written tales that can be read in ten minutes or less. (RA 1–2, IR 3–5)

MAP WORK

Barbarians Come to Britain *(Student Page 6, answer 254)*

1. Start on the mainland of Europe. Use a red crayon to circle the area that the Angles and Saxons originally lived (it is marked on your map).
2. Next draw an arrow across the North Sea to retrace the voyage the Angles and Saxons made to reach Britain. Use red to color the area they settled (this is the small area closed off by the dotted line).
3. Color the rest of Britain and Ireland (the large island west of Britain) blue to show where the Celts were living.

COLORING PAGE *Beowulf, ready to fight Grendel (Student Page 7)*

PROJECTS

GAME ACTIVITY **Defeat the Romans**

The Celts and the Romans fought over control of Britain. Play this game to see who will gain control of the area.

- Materials:
- Chess/checker board
 - Red and blue colored card stock or paper
 - Ruler, scissors and pencil

- Directions:*
1. This game can be played on a chess board, or by drawing an 8 × 8 grid on a sheet of paper.
 2. Cut two sets of 17 1-inch square tokens, one set from each color of card stock/paper. Label 16 of the tokens with an “S” and one with a “G.” These are the General and the Soldiers of your army. The blue tokens are the Celts, and the red tokens are the Romans.
 3. Game Objective: The objective of this game is to capture all of the opposing army’s men, before yours are captured.
 4. Game Rules: Flip a coin to see which player goes first. Play begins by taking turns and placing tokens on any open square available on the board, one token at a time. When the tokens of both armies have been placed on the board, continue taking turns by moving a Soldier or General token one space at a time in any direction. Your goal is to try to sandwich the opponent’s Soldiers in between two of your own. When this happens, you have captured that Soldier and can remove him from the board. The General token can be captured in a similar way, but he has the ability to jump over a Soldier into an empty spot (in other words, to capture the General you must surround him with two rows of opposing Soldiers). If an opponent’s man is trapped between the General and one of his own men, the opponent’s Soldier is captured and removed from the board. A player must always move a man when it is his turn, even if it results in the Soldier being captured. The first person to capture all of the opposing army’s Soldiers wins. If a General is taken captive, the game is over immediately. Remember, protect your leader at all costs.

CRAFT PROJECT

Celtic Double-Headed War Axe

- Materials:*
- A long cardboard tube from gift-wrap paper
 - 10" × 17" poster board or other thick cardboard
 - Brown and silver paint
 - 2 yards twine or string
 - Scissors, paintbrush, glue
 - Axe blade pattern (*Student Page 8*)
 - Optional: Aluminum foil

- Directions:*
1. Use the axe blade pattern to draw one side of the blade head onto the cardboard. Flip the pattern over, line it up with the one just drawn, and trace the other side of the blade head. Use scissors to cut the pattern out.
 2. Paint the cardboard tube brown (to simulate wood) and the blade head silver (to simulate metal). For a shinier blade head, cover it with a large piece of aluminum foil. A small piece of tape will hold down any stubborn edges.
 3. Use a pair of scissors to make two parallel cuts in the cardboard tube. Make the cuts long enough (about 6") so that all but an inch of the middle spike is down inside the tube.
 4. Use the twine/string to wrap around the blade head and axe handle in an “X” fashion. This will secure the blade from falling out and simulate how the Celts attached their blades into the wooden handles of their axes.

ACTIVITY PROJECT

Celtic Warrior Reenactment

The Celts were known around the world as fierce, brave warriors. The ancient Greek geographer, Strabo, said of the Celts, “The whole race...is war mad.” Before going into battle, the men would paint blue swirling patterns all over their bodies. They believed that the patterns had mystical powers and would protect them from harm during the battle. To make themselves look even fiercer, they used mud and clay to spike out their hair in all directions. It must have been a scary sight to see: hundreds of blue-painted men holding double-headed axes, screaming, yelling, and running toward you. To become a Celtic warrior, follow the directions below.

- Materials:*
- Double-headed axe, Celtic cloak and brooch
 - Blue-colored face paint or eye shadow
 - Hair mousse (extra firm holding)
 - Optional items – old white t-shirt and blue fabric paint

- Directions:*
1. Use the blue face paint or eye shadow to paint blue swirling patterns on your body. Or, if you prefer, use an old t-shirt and draw the swirls with blue fabric paint.
 2. Use the extra firm holding mousse to create the spikes in your hair. Do this by using liberal amounts of mousse and smaller portions of hair. If your hair is long, use a blow drier to help the mousse dry more quickly.
 3. To make it even more fun, find a couple of friends to play the Romans in your reenactment.

CRAFT PROJECT

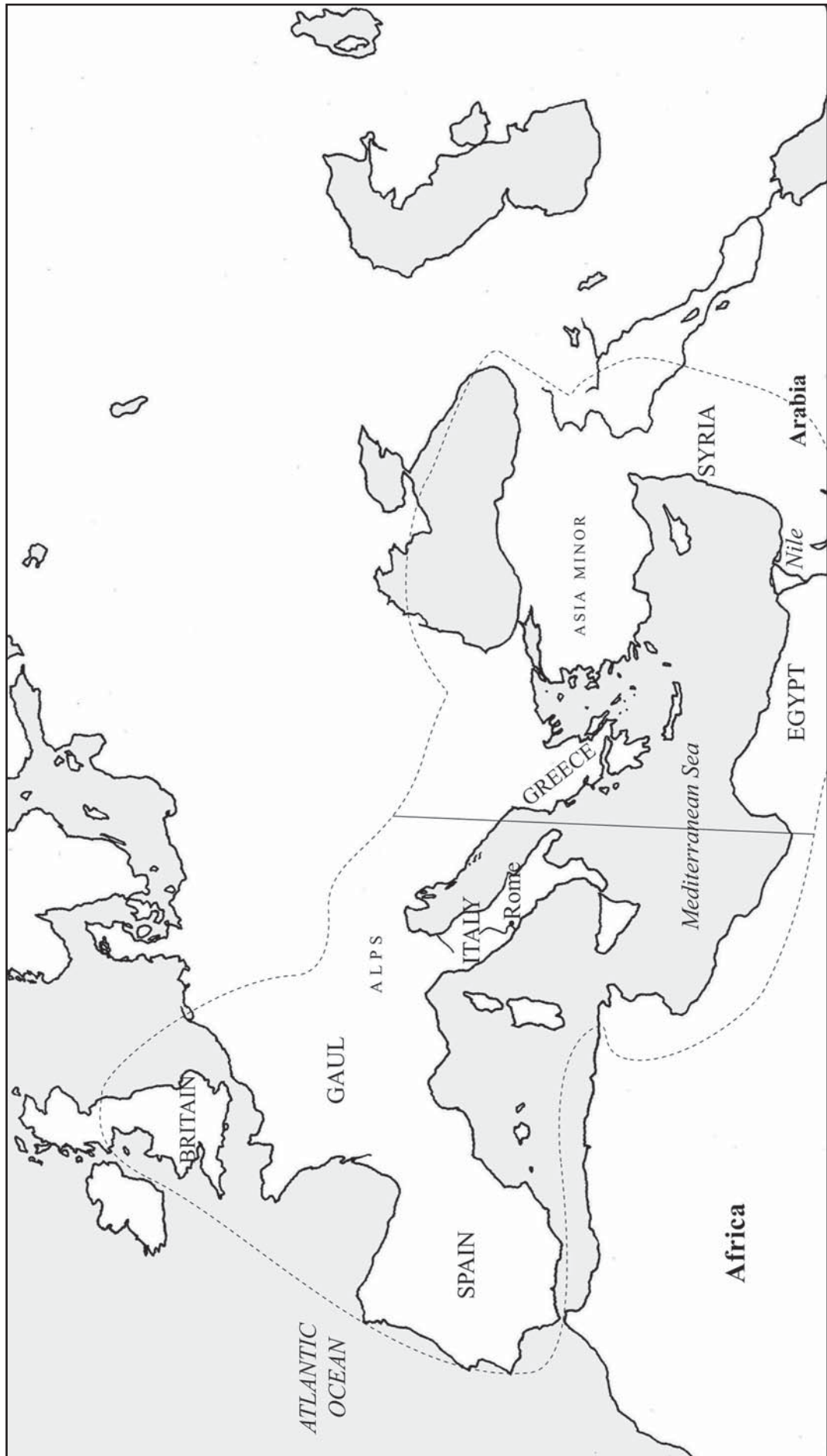
Celtic Brooch and Cloak

The Celts lived in a colder climate and wore knee-length woolen cloaks to keep warm. To secure the cloak around their shoulders, the Celts would pin the cloak closed with a bronze brooch that had been decorated with red, blue, yellow and green enameling.

- Materials:*
- | | |
|--|--|
| <input type="checkbox"/> 1 yard of a solid color fabric | <input type="checkbox"/> Large pin backing or safety pin |
| <input type="checkbox"/> Piece of light cardboard | <input type="checkbox"/> Red, blue, green and yellow markers |
| <input type="checkbox"/> Dragon brooch pattern (<i>Student Page 9</i>) | <input type="checkbox"/> Scissors and glue |

- Directions:*
1. Glue the dragon brooch pattern to a piece of cardboard. After it has dried completely, cut it out and color it in with your markers.
 2. After coloring the design in, turn the brooch over and glue the pin backing on. Use a liberal amount of glue to make sure the backing stays in place. A hot glue gun would work nicely for this too. Once the glue has completely dried, your brooch is ready to use.
 3. Open up the fabric and use one of the short ends to drape over your shoulders and around your neck. Use your dragon brooch pin to secure the two ends. If the cloak is too long, have someone trim it to the desired length.

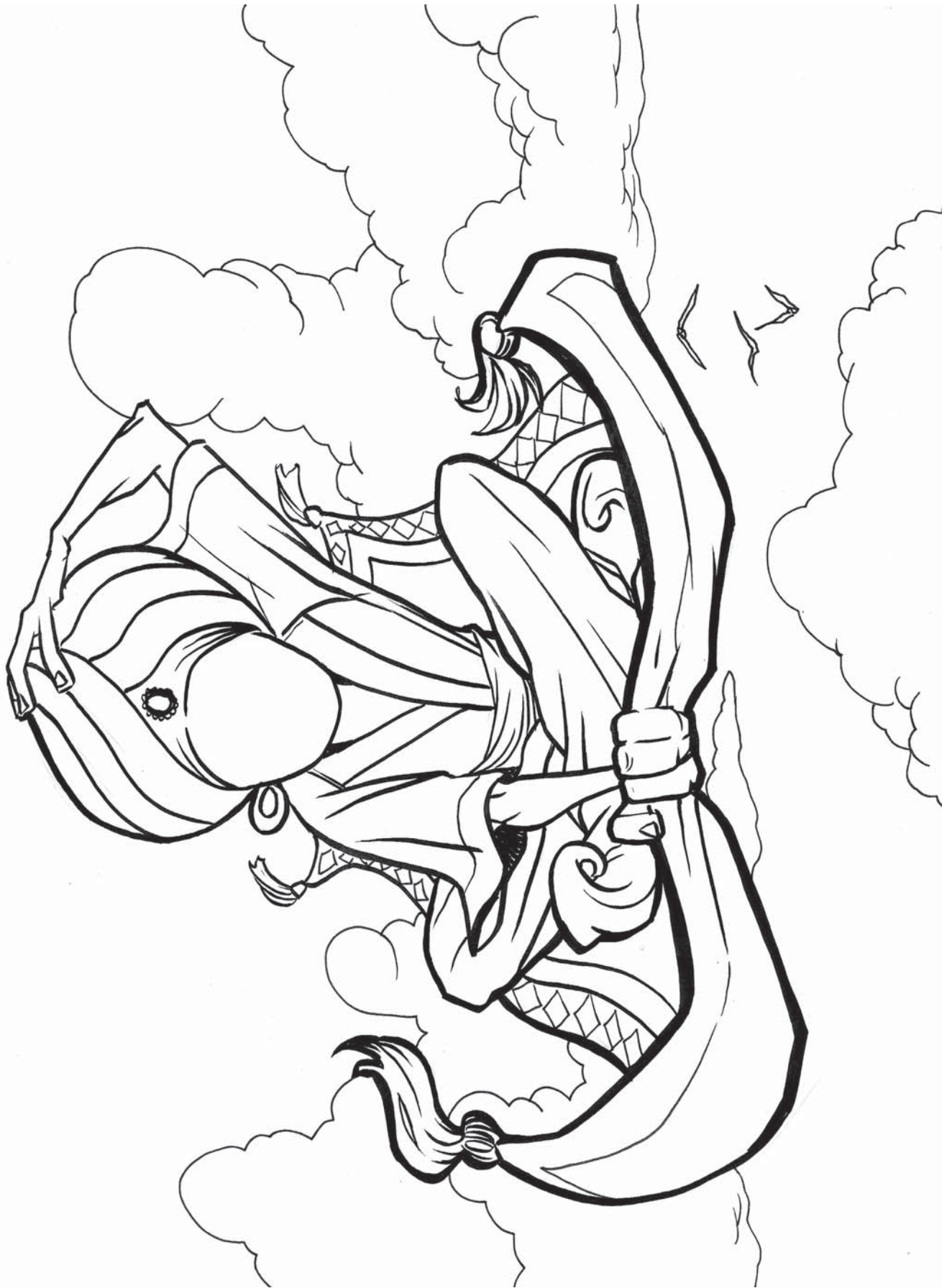
Chapter 1: The Roman Empire



A Barbarian



Flying Carpet Figure



Eagle Template



Laurel Template



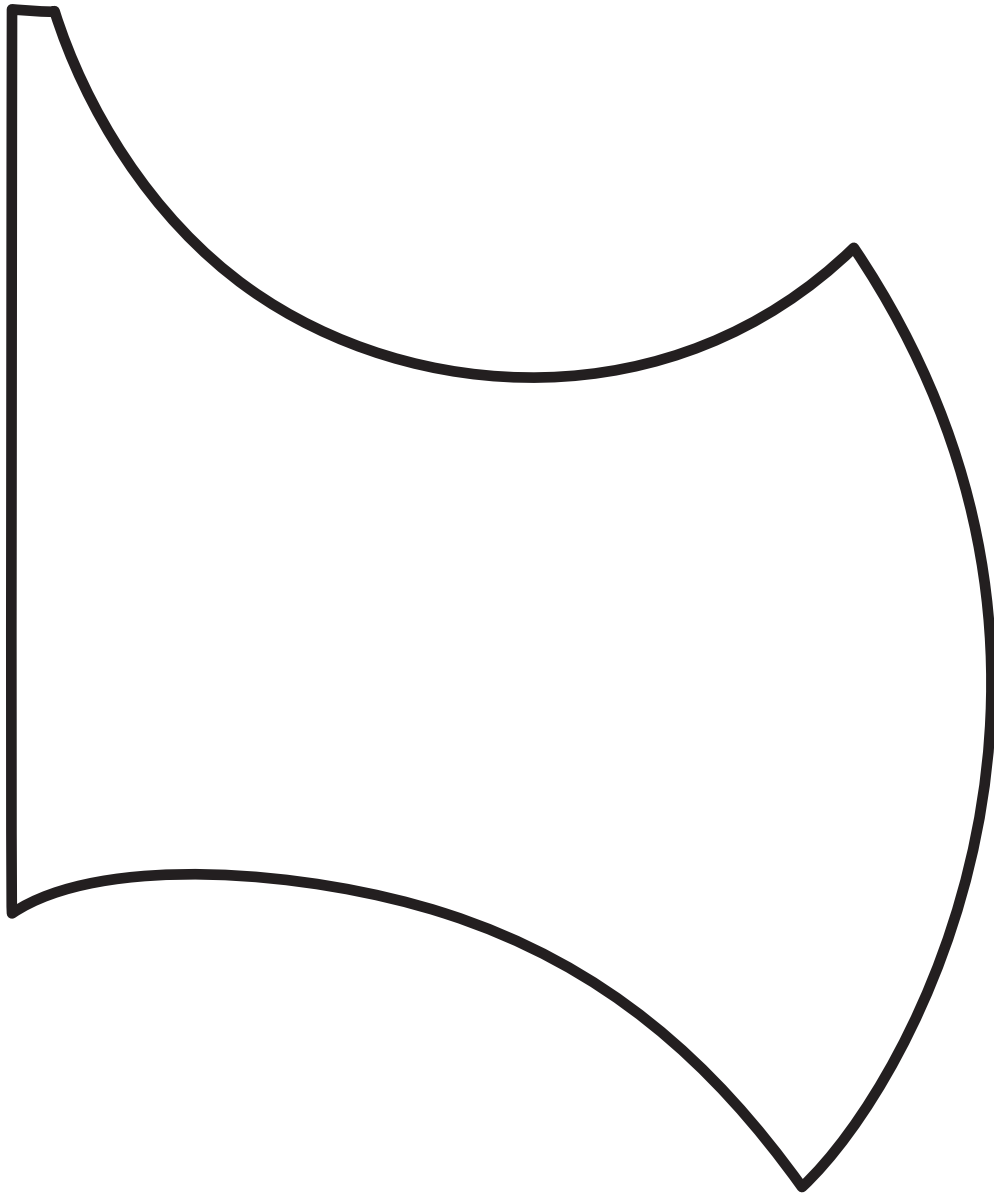
Chapter 2: Barbarians Come to Britain



Beowulf



Axe Blade Pattern



Dragon Brooch Pattern

