

# The Instructor's Guide to Snapshots of Medieval History

2nd Edition



*with Supplemental Reading Suggestions,  
Hands-on Activity Instructions,  
Vocabulary and Pronunciation Guides,  
Timeline and Map Work Instructions,  
Review Materials,  
Answer Keys,  
and more!*

**BY VIVIAN MEYERS, M.A.**

# The Instructor's Guide to Snapshots of Medieval History 2nd Edition

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Marysville, OH 43040  
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# INTRODUCTION

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*The Instructor's Guide to Snapshots of Medieval History* is a supplemental resource for *Snapshots of Medieval History*. This book provides activities, supplemental reading, definitions, review materials and more to enrich your experience using *Snapshots of Medieval History*. The companion book *A Student's Guide to Snapshots of Medieval History* provides worksheets, activities, maps, coloring pages, and review materials for student use. Together these two books expand *Snapshots of Medieval History* into a complete curriculum.

*Snapshots of Medieval History* is designed to be a homeschool history curriculum for elementary students. If you are following a classical homeschooling model, you will want to complete this book during your child's 2nd grade year. However, the activities and readings in this book can accommodate 2nd-5th grade children. Many homeschooling families prefer to teach history as a group subject, teaching multiple grade levels at the same time. As such, this book includes activities and reading suggestions that are suitable for a wide age range of students. Use your best judgment when selecting which books and activities would be suitable for your child(ren).

## **What's Included in *The Instructor's Guide to Snapshots of Medieval History*?**

- **General Reading Suggestions:** A short list of general reading suggestions for the whole year is included at the beginning of this book.
- **Sample schedules:** A handful of sample schedules for using *Snapshots of Medieval History* is included to help make planning your year easier.
- A chapter for each of the 36 chapters in *Snapshots of Medieval History* which includes:
  - **People, Places, and Things in this Chapter:** This section is intended mainly as a reference for instructors. It includes pronunciation guides and short definitions of the proper nouns and other important terms contained in the chapter. This section can be used as a reference for recalling important facts from the chapter or for creating your own review questions or activities.
  - **Comprehension Questions:** Each chapter has 3–5 comprehension questions. These are basic questions about the information in the chapter. Some are short and have a clear answer. Others are more open-ended and ask a student to recall a broad set of information from the chapter. Sample answers are provided. The student's answer does not need to match the sample answer. On broader questions, the student should not be expected to recall every detail from the chapter, but to instead show a general comprehension of the topic.
  - **What Do You Think Questions:** 1–2 What Do You Think questions are provided per chapter. These are open-ended opinion questions designed to get the child thinking. These questions aren't called Discussion Questions for a reason. Most elementary students aren't capable of having a back and forth discussion on historical topics, but they are capable of offering opinions. The What Do You Think questions are designed to allow students the opportunity to offer opinions and think about history in a more open-ended way. As elementary students, their answers to these questions will probably be short and simple, but being asked to place themselves in a historical situation will help students begin to develop critical thinking and analysis skills.
  - **Timeline:** Timeline work is a key component of *Curiosity Chronicles*. Even though *Snapshots of Medieval History* is told in a broadly chronological order, events happened all over the globe at different paces, making a strictly chronological history impossible. Timeline work allows students the opportunity to visually see the flow of history and events that were happening in different parts of the globe at the same time. Each chapter lists which events should be added to the timeline. The expansion product Ted's Timeline Kit includes printable wall and notebook timelines as well as printable date markers for important dates in *Snapshots of Medieval History*.
  - **Map work:** Map work is another important component of any history study to ensure students are familiar with where events happened around the globe. Most chapters include a description of a short map activity for students to complete about the events of the chapter.
  - **Coloring page:** The student book contains a coloring page for each chapter, which is also listed in the instructor book.
  - **Reading Suggestions:** Every chapter includes supplemental reading suggestions. Some topics have more supplemental reading suggestions available than others. These suggestions are divided into

picture books, easy reader books, informational books, and chapter books to help you determine which books would work best for your child. A short description of each book is provided. Most reading suggestions are intended to be read aloud with the student, but for an older or more advanced reader, many could be read independently.

- **Cross References:** Relevant pages for the recommended general books are listed for each chapter.
- **Hands-On Activities:** Each chapter includes descriptions of at least two hands-on activities you can complete with your child. These activities provide important opportunities for kinesthetic learners and for making history fun. Generally speaking, each chapter has at least one artistic/crafty activity and one active or STEM-based activity.
- **Minecraft:** Each chapter also includes a suggested Minecraft building activity. Minecraft is a popular game that has many learning benefits. Minecraft can provide your child with a hands-on history project without the mess and expense of many other activities. It is available for PCs, Macs, Android and iOS devices, as well as Xbox and Playstation. For history class, you will want to play Minecraft offline, using the peaceful and creative mode settings. Other similar building programs could be used instead of Minecraft. Some Minecraft activities could be completed with LEGOs instead, but the scale of some projects may make it difficult to complete them with LEGOs.
- **Review Materials:** Instructions for various review games as well as the questions and answers for certain review activities are included near the end of the book.
- **Answer Key:** An answer key to the various activities in the student book is included at the end of the book. This includes completed map work and answer for the crosswords, word searches, and other activities in the student book.

#### **What's Included in *A Student's Guide to Snapshots of Medieval History*?**

- A chapter corresponding to each chapter in *Snapshots of Medieval History* which includes:
  - A vocabulary word and definition match
  - Comprehension and What Do You Think Questions with space to write answers
  - A list of timeline dates to add
  - Instructions for map work
  - Additional activities such as crosswords or word searches
  - A printable map for the chapter
  - A coloring page for each chapter
  - Some chapters contain additional activity pages or printables to go along with hands-on activities from *The Instructor's Guide*.
- Printable pages for review activities every three chapters.

## **GENERAL BOOK RECOMMENDATIONS**

The following books are general reference books that would be valuable resources throughout your study of history. We recommend obtaining most chapter-specific book recommendations from your local library, but these general recommendations will be useful often enough you may consider buying one or more of these books. The general book recommendations are divided into multiple categories. The content of books within the same category will be quite similar, so you will likely only want one from each category.

Cross references to each relevant book are provided for each chapter. The general history encyclopedias and world religions references are useful guides for studying all levels of history, while the other books are mostly focused on ancient history. These books also contain topics not covered in *Snapshots of Medieval History* which would enrich your study of history.

#### **General History Encyclopedias:**

*The Kingfisher History Encyclopedia* (Kingfisher, 2016 and 2022)

This book is a general encyclopedia reference book for children. The rich pictures and general information make it a valuable starting places for new topics. There are several editions of this book. We include cross-reference pages for the 3rd edition (2016) and the 6th edition (2022). The differences between editions are minimal, so if you have another edition the page numbers will be the same or very close.



*The Usborne Encyclopedia of World History: Internet Linked* (Usborne Pub Ltd, 2010)

*The Usborne Medieval World: Internet Linked* (Usborne Pub Ltd, 2004)

These books are general encyclopedia reference books for children. The rich pictures and general information makes it a valuable starting places for new topics.

### **General Mythology Reference:**

*Illustrated Book of Myths*, by Neil Philip (DK Publishing, 1995)

This is an illustrated reference book that retells many myths from around the world. The book is arranged by topic of the myth, which allows readers to compare and contrast themes across cultures. Many other books on mythology from specific regions of the world are recommended throughout this book in the relevant chapters.

### **World Religion References:**

*The Kids Book of World Religions*, by Jennifer Glossop (Kids Can Press, 2013)

*The Usborne Encyclopedia of World Religions: Internet-linked*, by Susan Meredith and Clare Hickman (Usborne Pub, 2012)

Both of these books are general encyclopedias on religion aimed at elementary students. Many major religions are discussed throughout *Snapshots of Medieval History* and these encyclopedias can provide valuable insights into various religions.

*The Religions Book: Big Ideas Simply Explained* (DK, 2013)

A general guide to world religions that uses a philosophical lens to understand why religions believe or do certain things. It is aimed at older students. The first 90 pages ask generalized questions and touch on a wide variety of beliefs around the world. The later sections cover major world religions such as Buddhism and Christianity.

*12 Major World Religions: The Beliefs, Rituals, and Traditions of Humanity's Most Influential Faiths*, by Jason Boyett (Zephyros Press, 2016)

This guide to world religions is best suited to older students or adults who wish to better understand world religions. It covers the origins, sacred texts, beliefs, practices, influential figures, and more of the twelve largest religions in the world as well as Ancient Egyptian, Greek/Roman, and Norse religion. Short text sections, informational boxes, photographs, and timelines keep the text accessible while discussing complex topics.

## **SAMPLE SCHEDULES**

*Snapshots of Medieval History* contains 36 chapters and is intended to be completed at a pace of one chapter per week in a 36 week school year. You can of course complete the book faster or slower.

Depending on your family's schedule you may wish to complete history in one short session each week, 4-5 short sessions a week, or 1 long session a week. Sample schedules are provided below for each of those scenarios. Adapt these schedules however you want to create the optimal schedule for your family.

### **1 Short Session (15-30 minutes) per Week:**

- (Every three weeks, begin with a short review activity)  
Read/listen to the chapter from *Snapshots of Medieval History*.  
Complete the activity pages, timeline work, map work, and coloring page in the student book.

### **1 Short Session (15-30 minutes) per Week:**

- (Every three weeks, begin with a short review activity)  
Read/listen to the chapter from *Snapshots of Medieval History*.  
Complete one hands-on activity (some activities will take longer to complete, so if time is a concern select the activity accordingly).



### **1 Short Session (15-30 minutes) per Week:**

- (Every three weeks, begin with a short review activity)  
Read/listen to the chapter from *Snapshots of Medieval History*.  
Read 1-2 supplemental books

### **1 Long Session (45-60 minutes) per Week:**

- (Every three weeks, begin with a short review activity)  
Read/listen to the chapter from *Snapshots of Medieval History*.  
Read 1-2 supplemental books  
Complete one hands-on activity

### **1 Long Session (45-60 minutes) per Week:**

- (Every three weeks, begin with a short review activity)  
Read/listen to the chapter from *Snapshots of Medieval History*.  
Complete the activity pages, timeline work, map work, and coloring page in the student book  
Complete one hands-on activity

### **1 Long Session (45-60 minutes) per Week:**

- (Every three weeks, begin with a short review activity)  
Read/listen to the chapter from *Snapshots of Medieval History*.  
Complete the activity pages, timeline work, map work, and coloring page in the student book  
Read 1-2 supplemental books

### **4 Short Sessions (15-30 minutes) per Week:**

- *Day 1:*  
Read/listen to the chapter from *Snapshots of Medieval History*.  
(Add a review activity every three weeks)
- *Day 2:*  
Read the relevant pages from the Usborne or Kingfisher Encyclopedia.  
Complete the activity pages, timeline work, map work, and coloring page in the student book
- *Day 3:*  
Read 1-2 supplemental books
- *Day 4:*  
Complete one hands-on activity

### **5 Short Sessions (15-30 minutes) per Week:**

- *Day 1:*  
Read/listen to the chapter from *Snapshots of Medieval History*.
- *Day 2:*  
Read the relevant pages from the Usborne or Kingfisher Encyclopedia.  
Complete the activity pages, timeline work, map work, and coloring page in the student book
- *Day 3:*  
Read 1-2 supplemental books
- *Day 4:*  
Complete one hands-on activity
- *Day 5:*  
Complete an additional hands-on activity or supplemental reading  
Every three weeks complete a review activity

# PLANNING GUIDE

Date	Chapter	Hands-On Activity & Needed Supplies	Supplemental Reading Choices
	Chapter 1: Justinian Builds a Golden Age and Gets the Plague		
	Chapter 2: Clovis Becomes Catholic		
	Chapter 3: The Sui Rise and Fall		
	Chapter 4: Axum Controls Trade		
	Chapter 5: Muhammad Declares Allah's Word		
	Chapter 6: The Caliphs Expand North, South, East, and West		
	Chapter 7: The Pope Crowns an Emperor		
	Chapter 8: Black Powder Booms in China		
	Chapter 9: An Empress Rules China		
	Chapter 10: The Vikings Raid, Trade, and Settle		
	Chapter 11: The Rus' Rise in the East		
	Chapter 12: Wisdom Blooms in Baghdad		
	Chapter 13: Murasaki Writes a Novel		

Date	Chapter	Hands-On Activity & Needed Supplies	Supplemental Reading Choices
	Chapter 14: Queen Seondeok Creates a Golden Age		
	Chapter 15: Christianity Splits East and West		
	Chapter 16: Ghana Trades Gold for Salt		
	Chapter 17: England Gets Invaded for the Last Time		
	Chapter 18: Ethiopia Carves a Church out of a Mountain		
	Chapter 19: The Christians Go Crusading		
	Chapter 20: The Khmer Built a Giant Temple		
	Chapter 21: The Haudenosaunee Make a Confederacy		
	Chapter 22: Four Inventions that Shape the World		
	Chapter 23: Genghis Conquers (Almost) Everyone		
	Chapter 24: A Mamluk Becomes Sultan		

Date	Chapter	Hands-On Activity & Needed Supplies	Supplemental Reading Choices
	Chapter 25: Cities Thrive in North America		
	Chapter 26: Mansa Musa's Gold Dazzles the World		
	Chapter 27: East Africa Builds Wonders		
	Chapter 28: Death Sweeps Through Europe		
	Chapter 29: Tea, Ships, and Palaces: China Rises Again		
	Chapter 30: Suleiman Builds on Rome's Ruins		
	Chapter 31: Europe is Reborn		
	Chapter 32: The Aztecs Build a Floating City		
	Chapter 33: Pachacuti Turns Cusco Into an Empire		
	Chapter 34: Europe Goes and Finds the Rest of the World		
	Chapter 35: Spian Claims the New World		
	Chapter 36: Europe is Ripped in Half (Again)		

# CHAPTER I: JUSTINIAN BUILDS A GOLDEN AGE AND GETS THE PLAGUE

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## PEOPLE IN THIS CHAPTER:

- **Belisarius** (*bell-i-sar-ee-us*): Justinian's top general who helped reclaim Rome and North Africa and make peace with Persia.
- **Emperor Anastasius** (*ana-sta-see-us*): The Emperor before Justin. Died in 518 without a clear heir causing a fight over the next emperor.
- **Emperor Justin**: The uncle and adoptive father of Emperor Justinian. He was Emperor of Rome from 518–527. Captain of the Royal Guard for Emperor Anastasius.
- **Emperor Justinian** (*jus-tin-ee-an*) [birth name Flavius Petrus Sabbatius (*fla-vee-us pet-rus sa-baa-tee-us*)]: Became emperor of Rome in 527 C.E. His reign saw many high points such as the recapture of Rome and the buildings of the Hagia Sophia, but also had many low points such as the Nika Riots and the plague.
- **Empress Theodora** (*thee-a-door-a*): The wife of Justinian. She was an actress before marrying Justinian. As empress, she helped Justinian run the empire and took over when Justinian had the plague.
- **Ostrogoths** (*os-tro-goths*): The tribe that controlled the Italian Peninsula during Justinian's reign.
- **Tribonian** (*tri-bone-ee-an*): A legal expert who was in charge of reforming Rome's laws and creating the *corpus juris civilis*.

## PLACES IN THIS CHAPTER:

- **Constantinople** (*con-stan-ti-nople*): The capital of the Eastern Roman Empire.
- **Eastern Roman Empire/Byzantine Empire** (*biz-an-teen*): The eastern half of the Roman Empire which included Greece, Asia Minor, the Levant, and Egypt. The Eastern Roman Empire continued as the Roman Empire after the fall of the Western Roman Empire, however, later scholars have renamed it the Byzantine Empire.
- **Hagia Sophia** (*high-a so-fee-a*): The central church in Constantinople built by Justinian after the Nika Riots.
- **Italian Peninsula**: The "boot-shaped" peninsula in southern Europe where the Roman Empire began.
- **North Africa**: The part of Africa that is north of the Sahara Desert and west of Egypt.
- **Panormus** (*pan-or-mus*): A city in Sicily that fought against Belisarius's campaign to conquer Italy. The city was captured when Belisarius ordered his men to climb the masts of their ships to fight.
- **Persia**: A large empire to the east of the Roman Empire. Long time enemy of Rome.
- **Rome**: The former capital of the Western Roman Empire.
- **Sicily** (*sis-al-ee*): The large island just off the tip of the Italian Peninsula.
- **Western Roman Empire**: The western half of the Roman Empire which included Western Europe and North Africa. The Western Roman Empire broke apart in 476 C.E.

## THINGS IN THIS CHAPTER:

- **Coma**: When a person is alive, yet they are unconscious for a long period of time.
- **Corpus Juris Civilis** (*cor-pus jur-is civ-il-is*): The new law code passed during Justinian's reign which has strongly influenced modern laws.
- **Demes** (*deems*): The name of political groups/sports clubs in the Eastern Roman Empire.
- **Nika** (*nee-ka*): A Greek word that means victory, but also means to conquer someone.
- **Nika Riots** (*nee-ka*): The riots that broke out in Constantinople after Justinian sentenced the leaders of the demes to death. The Nika Riots destroyed a quarter of Constantinople, and over 30,000 people died.
- **Nobles/Nobility**: The highest class of people in society. Noble families have large amounts of money and hold important positions in the government.
- **Pardon**: When the government officially forgives a person for a crime and removes any punishment for that crime.

- **Plague:** A highly contagious disease that kills a large number of people in a short period of time. The word plague can be used to describe several different diseases.
- **Plague of Justinian:** A deadly plague that swept through the Eastern Roman Empire, killing tens of thousands of people. Even Emperor Justinian became sick.
- **Political parties:** Organized groups that share similar ideas about how a country should be run.
- **Sanctuary:** A medieval law that granted protection from arrest to people hiding inside churches.
- **Spymaster:** The person in charge of all the spy's for a country.
- **Taxes:** Money the government collects from its citizens to pay for government expenses like paying soldiers, buildings roads, building government buildings, and paying government officials.
- **Treaty of Eternal Peace:** A peace treaty Justinian signed with the Persian Empire, which brought temporary peace to the Eastern Roman Empire.

### **COMPREHENSION QUESTIONS**

1. What were some of the things Justinian did while he was emperor? *Answers will vary but should include at least some of the following: reclaimed Rome and North Africa, built the Hagia Sophia, reformed Rome's taxes, reformed Rome's laws, passed the Corpus Juris Civilis, signed the Treaty of Eternal Peace with Persia, etc.*
2. What were the Nika Riots? *Answer should include some of the following details: Riots that broke out in Constantinople after Justinian sentenced the leaders of the demes to death. The people began demanding a new Emperor. Justinian was about to flee until Theodora declared she was staying. The Nika Riots destroyed a quarter of Constantinople, and over 30,000 people died.*
3. What did Theodora do during the plague? *She took over running the empire and stopped anyone who tried to rebel or gain power.*
4. What were some of the problems the Eastern Roman Empire faced? *Answers will vary but should include at least some of the following: it was so big it was hard to manage, its borders were so long they were hard to protect, it had too many enemies, it was expensive to run such a big empire, diseases like the plague, people within the empire kept fighting for power, etc.*

### **WHAT DO YOU THINK QUESTIONS**

1. Justinian ran into a lot of problems trying to reunite the Roman Empire. Do you think big empires are worth all the problems they cause or are smaller countries a better idea? Why?
2. What do you think it would have been like to live through the Plague of Justinian?

### **TIMELINE**

- 518 - Justin I crowned emperor
- 527 - Justinian crowned emperor
- 529 - Corpus Juris Civilis passed
- 532 - Nika Riots
- 536 - Byzantine Empire recaptures Rome
- 537 - Hagia Sophia completed
- 542 - Plague of Justinian
- 548 - Theodora dies
- 565 - Justinian dies

### **MAP WORK**

- Color the land that was part of the Byzantine Empire at the beginning of Justinian's reign red (see map on *Snapshots of Medieval History* page 6).
- Color the land Justinian added to the Byzantine Empire purple (North Africa, the Italian Peninsula, and southern Spain).
- Label the dots for Constantinople and Rome.

## **COLORING PAGE**

- The Hagia Sophia

## **READING SUGGESTIONS**

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### ***Informational Books:***

*A Child Through Time: The Book of Children's History*, by Phil Wilkinson (DK Children, 2017)

This book profiles 30 different children throughout the history of the world discussing things like their clothing, toys, food, and everyday activities. Each child is based on a particular time period and location. This book would be a nice way to review events from ancient history as well as look ahead to some of the topics that will be covered during medieval history. It can also help children get a grasp on how life changes during different eras of history.

*A City Through Time: From Ancient Colony to Vast Metropolis*, by Philip Steele (DK Children, 2013)

This picture-heavy book traces the history of a fictional city from its founding through to the modern day. The fictional city has a Mediterranean setting, so it would serve as a good reference point for the development of Constantinople. The book is also a good starting point for exploring some of the ways the world changed as it moved from the ancient era to the medieval era.

*Byzantine Fashions: Dover Pictorial Collection*, by Tom Tierney (Dover Publications, 2014)

This is a coloring book that shows a variety of Byzantine fashions. It could be used to illustrate the way the Byzantine Empire had both Eastern and Western influences.

*Cities Through Time: Daily Life in Ancient and Modern Istanbul*, by Robert Bator (Lerner Publishing Group, 2000)

Traces the history of Istanbul from its origins as Constantinople in the Roman Empire, through its Byzantine Era, then into the Ottoman and modern eras.

Also recommended for chapter 30.

*It's a Feudal, Feudal World*, by Stephen Shapiro (Annick Press, 2013)

This delightful book tells the history of the Middle Ages through infographics. It is one of the few children's books that covers Byzantine history (albeit briefly, the entire empire is covered in two pages). The rest of the book does a good job at covering various aspects of medieval European history. This book would be very useful for setting that stage for medieval history. Relevant pages for this chapter are pg. 4-5 and 8-9.

Also recommended for chapters 2, 7, 10, 15, 17, 19, 28, and 36.

*History Year by Year*, by DK Publishing (DK Children 2013)

Created in conjunction with the Smithsonian Institute, this book uses photographs and brief text blurbs to create an overview of history. Useful for reviewing ancient history and getting excited about what's coming up in medieval history.

*When on Earth?*, by DK Publishing (DK Children, 2015)

This is an ideal book for children intrigued by maps and timeline. Each spread in the book presents either a map or a timeline on a particular period in history. This would be a wonderful tool for reviewing ancient history and setting the stage for medieval history.

## **CROSS REFERENCES**

*Kingfisher History Encyclopedia*, (2016) p. 97-101; (2022) p. 94-97

*The Usborne Encyclopedia of World History*, p. 202-203

*The Usborne Medieval World*, p. 4-5



# HANDS-ON ACTIVITIES

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## **JUSTINIAN'S LAW VS. MODERN LAW**

In this activity, students will compare the aspects of Roman law listed on student pages 15–16 with the laws of the country they live in. Depending on the age of the student, students could complete this activity by researching laws online or by talking with an adult about the laws of their country. Law is very complex. The Roman laws have been broadly simplified to make them more understandable to children. Adults should help simplify modern law to keep them understandable for students. Below are sample answers students could give.

### **Public and Private Law**

- *Roman Law:* The law was divided into two large categories: public and private law. Public law had to do with the running of the Roman government. Private law was about individuals.
- *Today's Law:* Today law is still divided between public and private law.

### **Criminal Intent**

- *Roman Law:* In the case of more serious crimes, a distinction was made between crimes committed intentionally or accidentally. A lesser penalty was given for crimes committed accidentally.
- *Today's Law:* Today crimes are still judged based on a criminal's intent. Typically lesser penalties are given for accidental crimes.

### **Accusations**

- *Roman Law:* Certain people were forbidden from accusing others of a crime. Women could not accuse anyone unless it is about the death of her parents, children, or master. Children could not make accusations. People who have been convicted of crimes or who had previously lied in court could not make accusations.
- *Today's Law:* Today anyone can accuse someone else of a crime, regardless of their age, gender, or previous crimes.

### **Forgery**

- *Roman Law:* It was illegal to forge a will or other document. It was also illegal to make or use a false seal.
- *Today's Law:* Forgery is still illegal today. Making and using a fake seal in the Roman Empire is similar to identity theft today, which is a crime.

### **Capital Crime Punishments**

- *Roman Law:* Certain crimes, such as murder, treason, and espionage were considered capital crimes. The most severe penalty for capital crimes was death by hanging or burning alive. In less severe cases, the criminal could be sentenced to labor in the mines or be banished to an island.
- *Today's Law:* Answers to this question will depend on the country you live in. The United States still uses the death penalty for certain crimes, although imprisonment is more common. The types of death penalties used vary by U.S. state. Canada, the United Kingdom, Australia, and other countries no longer use the death penalty. These countries use imprisonment instead.

### **Non-Capital Crimes Punishments**

- *Roman Law:* In the case of non-capital crimes, the criminal was punished with either a fine or physical punishment, such as whipping. Physical punishment was only applied to men of low social standing.
- *Today's Law:* Answers to this question will depend on the country you live in. Physical punishment is banned in most countries today. Fines are still common punishments, especially for non-violent crimes. Other penalties include imprisonment, public service, or rehabilitation programs.

### **Slavery**

- *Roman Law:* Roman law made a distinction between natural law (laws created by nature) and civil laws (laws created by the Roman government). Natural law said all people were born free and equal; however, since slavery had been invented and become part of Roman society, civil law declared slavery to be legal.
- *Today's Law:* Slavery is now illegal in every country in the world today.

### **Evidence**

- *Roman Law:* Physical evidence had to be considered during a criminal case. Physical evidence was considered equal to a witness's testimony.
- *Today's Law:* Physical evidence is still an important part of criminal cases today. Depending on the case, physical evidence may be more important than witness testimonies.

## **Contracts**

- *Roman Law*: Contracts that were not contrary to the law and which were not entered into under false claims had to be followed.
- *Today's Law*: This is how contracts work today.

## **CREATE A MOSAIC**

Mosaics were a popular type of art in the Roman and Byzantine Empires. Mosaics would decorate walls and floors of churches, public buildings, and fancy homes. A mosaic is created by arranging colored tiles to create a picture. The pictures of Justinian and Theodora included in Snapshots of Medieval History are mosaics. In this activity, you'll create your own mosaic using paper.

*Supplies:*

- Colored papers
- A white piece of paper
- Glue
- Scissors

*Directions:*

1. Cut the colored paper into small squares.
2. Arrange the squares onto the white piece of paper to create a picture. The picture could be of anything you like, such as a friend, a building, or a tree.
3. Glue the squares into place.

## **Alternative Mosaic**

Perler beads are small plastic beads that are popular today. These beads can be arranged to create pictures, in much the same way Romans used tiles to create mosaics. Instead of using paper to create a mosaic, you could use perler beads.

## **MINECRAFT BUILDING: HAGIA SOPHIA**

Create a Minecraft world to be the home of your many history creations throughout this school year. You will want this world to be in creative mode, so you can easily build with any material. You may want to set the world to Peaceful, so there are no monsters (you wouldn't want a creeper to blow up your work!).

Once you've created your Minecraft world, explore the world to become familiar with its geography. Make a map, so that later you can find different areas of the world.

The Hagia Sophia is an architectural marvel. It took the best mathematicians of the day to figure out how to build it. In your Minecraft History World, find a large open area to build your own Hagia Sophia.

The central sanctuary of the Hagia Sophia is a square built out of several types of stone. This room is lined with columns. Above the square is a round dome built with bricks. Figuring out how to put a round dome on top of a square building is just one of the many wonders of the Hagia Sophia.

On both sides of the central square sanctuary are two more square rooms, each topped with a half dome.

Around the Hagia Sophia are several other smaller half-domed rooms.

Elaborately decorate the interior of the Hagia Sophia.

# CHAPTER 2: CLOVIS BECOMES CATHOLIC

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## PEOPLE IN THIS CHAPTER

- **Alamanni** (*ala-man-ee*), **Burgundians** (*bur-gun-dee-ans*), **Ostrogoths** (*aust-ro-goths*), **Saxons** (*sax-uns*), and **Visigoths** (*vis-i-goths*): European tribes that fought for control of Western Europe after the fall of the Western Roman Empire.
- **Attila the Hun** (*a-til-a*): One of the invaders who attacked the Roman Empire.
- **Audofleda** (*ow-do-flay-ja*): Clovis' sister married to Theodoric, King of the Ostrogoths.
- **Brunhilda** (*brun-hill-da*): A Frankish queen who was part of a long time feud with other nobles. Brunhilda caused the death of ten Frankish kings.
- **Clotilde** (*clo-til-da*): Burgundian princess who married Clovis and pushed him to convert to Catholicism.
- **Franks**: A group of tribes that rose to power in modern-day Belgium and northern France following the fall of the Roman Empire.
- **Fredegund** (*fred-eh-gund*): A servant who helped murder Galswintha and then married Chilperic; has a life-long feud with Brunhilda.
- **Galswintha** (*gal-swin-tha*): Brunhilda's sister; wife of Chilperic. Murdered by Chilperic and Fredegund.
- **Gregory of Tours** (*greg-or-ee of tour*): A Frankish historian who wrote about Clovis' life.
- **King Chilperic** (*chil-pear-ic*): Sigebert's brother; king of Neustria. Married to Galswintha, before he murdered her and married Fredegund.
- **King Clovis I**: The king who united the Franks. He also converted to Catholic Christianity which caused most of the Franks to become Catholics as well.
- **King Sigebert I** (*seeg-bert*): King of Austrasia, married to Brunhilda.
- **Merovech** (*mer-o-vich*): Clovis' grandfather who lived during the days of the Roman Empire and helped Rome fight off invaders. The dynasty Clovis founded is named after Merovech.
- **Salian Franks** (*sal-ee-an*): The Frankish tribe Clovis was a part of.

## PLACES IN THIS CHAPTER

- **Austrasia** (*ow-strä-see-a*) and **Neustria** (*new-stree-a*): Smaller kingdoms within the Frankish Kingdoms after Clovis' death.
- **France**: A country in Western Europe which began with the Frankish Kingdom established by Clovis.
- **Paris**: Became the capital of the Frankish Kingdom in 491; still the capital of France today.

## THINGS IN THIS CHAPTER

- **Arianism**: A branch of Christianity that believed God the Father, Jesus Christ, and the Holy Spirit are all separate beings. They were considered heretics by the Roman Catholic Church.
- **Battle of Vouille** (*voo-lay*): According to Gregory of Tours, during this battle, Clovis promised to be baptized if he won the battle. Clovis did win the battle and was later baptized.
- **Bishops, Cardinals, monks, and nuns**: Different positions within the Catholic church.
- **Clergy**: The people who work for a church.
- **Doctrine of the Trinity**: The belief that God the Father, Jesus Christ, and the Holy Spirit are all one being. The official position of the Catholic Church.
- **Feudalism**: A type of government where the king owns all the land and gives some of his lands to the nobility in exchange for loyalty. The nobility then rent some of their lands to serfs. Serfs are protected by the nobles and give most of the food they farm to the nobles as payment.
- **Heretic**: A person who believes in something that their church has declared is incorrect.
- **Lords, Ladies, Dukes, Duchesses, Kings, and Queens**: Titles for the nobility. A person's title showed how important a person was and how close they were to the king.
- **Mayor of the Palace**: The person who ran the King's household and who also did many of the King's jobs.

- **Nobility:** The highest class of people in society. Noble families have large amounts of money and hold important positions in the government.
- **Pagan:** A person who doesn't believe in Christianity OR a person who believes in multiple gods.
- **Revenge-based justice:** Justice that is based on a person getting revenge, rather than justice being administered by the government or judges.
- **Roman Catholic Church/Catholicism:** The main branch of Christianity in Rome and the type of Christianity that Clovis converted to.
- **Saint:** A person who is especially holy and close to God; revered by certain types of Christians.
- **Serfs:** The lowest class of people in society. They worked on land owned by nobles and had very little freedom.

## **COMPREHENSION QUESTIONS**

1. Who was King Clovis I? *A Frankish king who united all the Frankish tribes and converted to Catholicism.*
2. What is a pagan? *In medieval Europe, it meant any person who wasn't a Christian. Sometimes the word is used as an insult.*
3. What religion did Clovis convert to? *Catholicism or Christianity*
4. What is feudalism? *A type of government where the king owns all the land and gives some of his lands to the nobility in exchange for loyalty. The nobility then rent some of their lands to serfs. Serfs are protected by the nobles and give most of the food they farm to the nobles as payment.*

## **WHAT DO YOU THINK QUESTIONS**

1. If you lived in medieval Europe, what job would you want to have?
2. What do you think it would be like to be a peasant living in Clovis' kingdom?

## **TIMELINE**

- 481 - Clovis crowned king
- 491 - Paris becomes capital
- 493 - Clovis marries Clotilde
- 508 - Clovis baptized a Catholic
- 509 - Clovis unites the Franks
- 511 - Clovis dies

## **MAP WORK**

- Color Clovis' kingdom at the beginning of his reign dark green (see map on *Snapshots of Medieval History* page 17).
- Color the lands Clovis added to his kingdom light green (see map on *Snapshots of Medieval History* page 22).
- Label the dot for Paris.

## **COLORING PAGE**

- Clovis charging into battle

## **READING SUGGESTIONS**

### **Informational Books:**

*Archers, Alchemists, and 98 Other Medieval Jobs You Might Have Loved or Loathed*, by Priscilla Galloway (Annick Press, 2003)

Written in a tongue-and-cheek fashion, this book looks at the everyday aspects of medieval life. The short descriptions of various jobs create a broader picture of the Middle Ages and are great for browsing or as a jumping off point for further research.

Also recommended for chapters 7 and 19.

*Cities Through Time: Daily Life in Ancient and Modern Paris*, by Sarah Hoban (Lerner Publishing Group, 2000)

Traces the history of Paris from its origins until the end of World War II.

### **Chapter Books:**

*Favorite Medieval Tales*, by Mary Pope Osborne (Scholastic Paperbacks, 2002)

From the author of the *Magic Tree House* series, this book retells many popular stories from the Middle Ages. Some of the stories such as *The Song of Roland*, *Werewolf*, and *Chanticleer and the Fox* are French tales. All of the tales do a good job of setting the tone for Europe in the Middle Ages.

Also recommended for chapters 7, 15, and 19.

*The Complete Fairy Tales of Charles Perrault*, by Charles Perrault trans. By Nicoletta Simborowski and Neil Philip (Clarion Books, 1993)

This book is a lightly illustrated translation of Charles Perrault's classic fairy tales. Perrault lived in France during the 1600s and was the first author to find value in the traditional tales told by commoners throughout France. Perrault wrote these tales down, many of which are fairy tale staples today, such as Cinderella and Puss in Boots. It is hard to date when these stories were first told in France, but most of them probably originated during the medieval period, though some may be even older.

Also recommended for chapter 7.

*It's a Feudal, Feudal World*, by Stephen Shapiro (Annick Press, 2013)

This delightful book tells the history of the Middle Ages through infographics. It discusses the movement of tribes at the beginning of the Middle Ages, the major religions of the Middle Ages, and feudalism. Relevant pages for this chapter: pg. 4–7, and 16–17.

Also recommended for chapters 1, 7, 10, 15, 17, 19, 28, and 36.

### **CROSS REFERENCES**

*The Usborne Encyclopedia of World History*, p. 204–205

*Usborne World Religions*, p. 48–63

*12 Major World Religions*, p. 49–74

*The Usborne Medieval World*, p. 6–7

*Kids Book of World Religions*, p. 36–43

*Religions Book: Big Ideas*, p. 204–246

## **HANDS-ON ACTIVITIES**

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### **WHO'S WHO IN THE MEDIEVAL WORLD**

Lords, ladies, kings, queens, dukes, knights, peasants, bishops, and cardinals. Your title decided almost everything about your life in medieval Europe. It's time to get to know what all these different titles meant! Review the basics of feudal life by readings pages 16–19 in *It's a Feudal, Feudal World* or page 10–17 in *Archers, Alchemists, and 98 Other Medieval Jobs You Might Have Loved or Loathed* or another book about feudal life or read the descriptions below.

#### **Nobility**

Nobility were the top of society. They inherited land and power from their parents. They ran the government and could do pretty much whatever they wanted—as long as they didn't upset a noble more powerful than they were! Kings were at the top. All the other nobles owed the king their loyalty. Female nobles didn't have as much power as male nobles, but they did have more power than lower class men. Noble marriages weren't about love and happiness, they were about gaining more money and power.

#### **Clergy and the Church**

Clergy were men who worked for the Church. The clergy had the power to lead religious ceremonies and had great power in the medieval world. The clergy included positions like the pope, cardinals, bishops, and priests. You didn't have to be a noble to be part of the clergy, although many were. High-ranking clergy like the pope, cardinals, and bishops could have just as much power as a noble and enjoyed many of the same luxuries. There were non-clergy positions within the church as well. These positions included monks and nuns who had dedicated their life to serving the Church but didn't have the authority to lead religious ceremonies.

#### **Knights and Soldiers**

There were lots of wars in the Middle Ages! But medieval kings didn't have massive paid armies like the Roman Empire did. Instead, a king relied on his nobility to provide an army for him. A noble raised an army for the king



by having soldiers who were loyal to him. A noble got that loyalty by giving a soldier land. These soldiers who were given land in exchange for loyalty were called vassals. These vassals developed into the famous medieval knight.

### **Commoners**

There were two types of commoners in the medieval world: freemen and serfs. Freemen were not under the direct power of a lord. Freemen often had specialized skills and ran their own businesses such as being an armorer, baker, miller, blacksmith, goldsmith, jeweler, fletcher or independent farmer. Most commoners were peasants, many of whom lived as serfs on a lord or vassal's lands. These peasants worked as farmers. They would pay money or crops to the lord in exchange for protection and the right to farm the land. In times of war, a lord could force his peasants to become foot soldiers. Peasants were the bottom rung of medieval society.

With your knowledge about feudalism, complete the Who's Who in the Medieval World on student page 22.

### **DESIGN YOUR OWN FLAG**

Flags, as well as banners and standards, were important in the medieval world. It let people quickly see who you were and who you were loyal too. Armies would carry flags with them to show which side they were on. Kings and other nobility would travel with flags so everyone would know who they were and show them proper respect. The color of the flag was also used to create the livery for servants. Livery was the official uniform for servants in a noble house. The color of the livery let everyone know who the servant worked for.

Medieval flags often had simple designs. For example, the Frankish flag was golden fleur-de-lis on a blue background. The English flag is a red cross on a white background. The Welsh flag is a red dragon on a green and white background.

Different noble families would have their own flag and colors in addition to the king's.

#### ***Supplies:***

- Paper, use cardstock for a sturdier flag
- Basic coloring supplies

#### ***Directions:***

1. Design a flag for your own medieval kingdom. Choose a symbol or design that represents something important about your kingdom. It should inspire bravery and loyalty in your people.
2. Use only two to four main colors on your flag. Each color should represent something about your kingdom. For example, red may represent bravery or purple may represent a connection to ancient Rome.
3. Draw your flag on a piece of paper. You may want to use colored paper if you flag has a solid background.
4. Present your flag to a friend or family member and explain the meaning of the color and symbols on your flag.

#### ***Extension for additional writing practice:***

Instead of just designing a flag, you could create your own medieval European kingdom. Write a short history of your kingdom and how it came to be.

You could use the outline below to write up a short factual report about your kingdom, or you could use it to brainstorm ideas for a longer narrative about your kingdom. You could pretend to be a medieval historian like Gregory of Tours writing the story of your kingdom, or you could pretend to be a noble writing in your journal about your daily life.

- Location:
  - » Did it use to be part of the Roman Empire?
  - » Does it have Roman roads and aqueducts?
- Religion:
- Language:
- Sample customs:
- Natural resources:
- Government type:
- Current leader:
- Leader's goals:
- Enemies:
- Allies:

## **BUILD YOUR OWN BOW AND ARROWS**

Bow and arrows were a standard weapon throughout the Middle Ages. Several different types of bows were used throughout the Middle Ages such as short bows, longbows, and crossbows. Every kind of bow relies on the same basic concept: carefully bent wood and a string that is pulled tight to launch an arrow. In this activity, you'll use that basic premise to create your own bow and arrows.

Supplies:

- Popsicle sticks
- Dental floss
- Q-tips (or other small items that can safely be used as "arrows")
- A knife or nail file

Directions:

1. Use a pencil to draw a line about 1/2" from the end of a popsicle stick. Repeat on the other end of the stick.
2. With adult supervision, use the knife or nail file to make small notches in the popsicle stick at each end of the lines drawn in steps one and two. There should be a total of four notches. The notches need to be just deep enough to hold the floss in place.
3. Soak the popsicle stick in a cup of water for about 10 minutes. After soaking, the popsicle stick should be a bit more flexible.
4. Very carefully bend the popsicle stick in the center to create a gentle curve. This process will take a couple of minutes. Bend the stick gently, so it doesn't snap. Hold the stick in place for a minute or two until it keeps its bend.
5. Cut a string of floss that is several inches long. Carefully tie the floss onto one end of the curved stick, making sure it rests snugly in the notch.
6. Pull the floss tight and tie it onto the other end of the stick. Make sure the floss is tight. If you pull back on the floss, it should spring back into place.
7. Take five or six Q-tips and cut one end off of each to make them more arrow-like.
8. Place a Q-tip on your new bow and pull back the string to launch it!

## **MINECRAFT BUILDING: BUILD MEDIEVAL PARIS**

When Clovis made Paris his capital, it had already been an important trading spot for several hundred years. Medieval Paris was much smaller than modern Paris. In Clovis' day, the city was located entirely on an island in the Seine River called the Île de la Cite. The island is long and thin. One side of the island had a palace for the king. The opposite end of the island was set aside for churches and religious buildings. In between were markets, workshops, and houses for the commoners.

In your Minecraft History World, find or build an island to be the Île de la Cite. In the center of the island, create an open market area and some simple houses for peasants. Almost everything should be built out of wood. Only very important things were built out of stone. On one end of the island build a palace for the king. The palace should be larger and fancier than the houses for the peasants, but not too elaborate—the Franks were still recovering from the fall of Rome! On the other end of the island build a large, yet simple, stone church.



# CHAPTER 3: THE SUI RISE AND FALL

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## PEOPLE IN THIS CHAPTER:

- **Emperor Wen** (*wen*)/ **Yang Jian, Duke of Sui** (*yang jee-en duke of sway*): Founding emperor of the Sui Dynasty.
- **Emperor Yang** (*yaw-ng*): The second and final emperor of the Sui Dynasty.
- **Empress Dugu** (*doo-goo*): The wife of Emperor Wen. Took a very active role in politics.
- **Trung sisters**: Vietnamese sisters who led a rebellion against the Han Dynasty and maintained Vietnamese independence.

## PLACES IN THIS CHAPTER

- **Beijing** (*bay-zing*): The modern capital of China; the Grand Canal extended from the south of China all the way to Beijing.
- **Goguryeo** (*ko-kur-yo*): One of the kingdoms located on the Korean Peninsula which China attempted to conquer. China eventually made peace with Goguryeo.
- **Korea** (*kor-ee-a*): A modern country located to the northeast of China. China attempted to conquer Korea during the Sui Dynasty.
- **Northern Zhou** (*joe*): One of the many dynasties ruling China before the Sui Dynasty; Emperor Wen ruled Northern Zhou before reuniting China.
- **Vietnam** (*vee-et-nam*): A modern country located south of China. China attempted to conquer Vietnam during the Sui Dynasty.
- **Yangtze River** (*yang-see*): A major river running through southern China.
- **Yellow River**: A major river running through northern China.

## THINGS IN THIS CHAPTER

- **Concubine**: A type of lesser wife to the emperor.
- **Famine**: Lack of rainfall leading to poor harvests.
- **Grand Canal**: A 1,000+ mile canal that connects the Yellow and Yangtze Rivers in China, making travel through China much easier.
- **The Great Wall**: A large wall built along China's northern border to protect from nomadic invaders. The Great Wall consisted of many different sections built at different times and was not one continuous wall.
- **Han Dynasty** (*haw-n*): A major Chinese Dynasty during ancient history.
- **Imperial Examination System**: A standardized test given to Chinese men to determine who should be given government jobs.
- **Mandate of Heaven**: The belief that there is only one true emperor of China at a time chosen by Heaven itself.
- **Northern and Southern Dynasties**: A period of disunity in China's history between the Han the Sui Dynasties.
- **Standardized test**: A test that is the same for everyone who takes it that is designed to compare the skills of each test taker.
- **Sui Dynasty** (*sway*): A short but important dynasty in Chinese history where China was reunited.

## COMPREHENSION QUESTIONS

1. What are some of the reforms Emperor Wen made during the Sui Dynasty? *Answers will vary but should include at least some of the following: got rid of nobility, brought back the Imperial Examination System, rebuilt the Great Wall, built the Grand Canal, etc.*
2. What is the Grand Canal? *A 1,000+ mile canal that connects the Yellow and Yangtze Rivers in China, making travel through China much easier.*

3. What were some of the bad choices Emperor Yang made? *Answers will vary but should include at least some of the following: continued war with Vietnam and Korea, sent too big an army to Korea, didn't treat workers fairly, created massive building projects for personal gain, etc.*

## **WHAT DO YOU THINK QUESTIONS**

1. Before the Imperial Exams, only nobles could have government jobs. Why do you think the Imperial Exam System was such an important change?
2. Why do you think people reacted so differently to Emperor Wen's building projects than to Emperor Yang's building projects?

## **TIMELINE**

- 568 — Yang Jian becomes Duke of Sui
- 581 — Yang Jian crowned Emperor Wen, and the Sui Dynasty begins
- 585-587 — The Great Wall is expanded
- 604 — Emperor Yang crowned
- 605 — The Grand Canal is completed
- 614 — Emperor Yang makes peace with Goguryeo
- 618 — Emperor Yang dies, and the Sui Dynasty falls

## **MAP WORK**

- Color the Sui Dynasty the color of your choice.

## **COLORING PAGE**

- Student's taking the Imperial Examination

## **READING SUGGESTIONS**

### ***Picture Books:***

*Chinese Fables: The Dragon Slayer and Other Timeless Tales of Wisdom*, by Shiho S. Nunes (Tuttle Publishing, 2013)

This illustrated book is a collection of short Chinese fables that teach virtues like honesty, respect, and self-reliance.

Also recommended for chapters 8, 9, 22, and 29.

*Children of the Dragon: Selected Tales from Vietnam*, by Sherry Garland (Pelican Publishing, 2012)

The history of Vietnam is not covered in *Snapshots of Medieval History*; however, this chapter is a good time to stop and explore some aspects of Vietnamese history and culture. This illustrated collection includes three Vietnamese folktales. Brief historical notes are included at the end of each tale.

*Vietnamese Children's Favorite Stories*, by Phuoc Thi Minh Tran (Tuttle Publishing, 2015)

This volume of Vietnamese tales is longer and includes more stories than *Children of the Dragon*. It is beautifully illustrated and a good introduction of Vietnamese culture for children.

### ***Chapter Books:***

*Where Is the Great Wall?*, by Patricia Brennan Demuth (Penguin Workshop, 2015)

This non-fiction chapter book is part of the *Who Was* series. It offers a complete overview of the history of the Wall with chapters explaining why the Wall was needed, the first Wall, then the different phases of the Wall since then, up to the present day.

Also recommended for chapter 29.

*Lady of Ch'iao Kuo: Warrior of Southern China, A.D. 531* (The Royal Diaries), by Laurence Yep (Scholastic Inc., 2001)

Part of the *Royal Diaries* series, this book tells the story of Ch'iao Kuo, or Red Bird, who rises to important leadership positions within her home in southern China during the Sui Dynasty. Ch'iao Kuo's strong leadership skills save her people from disaster. This book is told from a first-person perspective and is written in a diary format.

## CROSS REFERENCES

*Kingfisher History Encyclopedia*, (2016) p. 104-105; (2022) p. 98-99

*The Usborne Medieval World*, p. 70-71

*The Usborne Encyclopedia of World History*, p. 342

*Illustrated Book of Myths* p. 22; 52; 151

## HANDS-ON ACTIVITIES

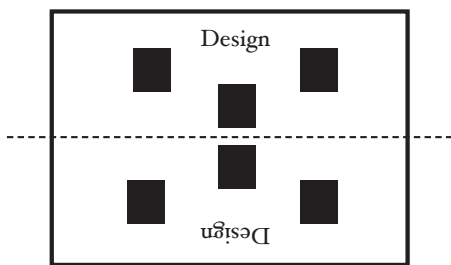
### MAKE A FOLDABLE PAPER FAN

#### Supplies:

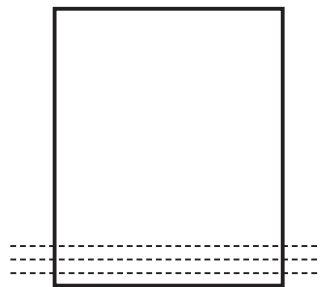
- Construction paper, color of choice
- 2 rubber bands
- 2 popsicle sticks
- Glue
- Coloring supplies, optional

#### Directions:

1. If you wish to draw decorations on your fan, do so now. The paper will be folded in half lengthwise, so any designs should be on either side of the page, but not down the middle.
2. Fold the paper width-wise accordion style. Each fold should be 1/2" to 1" wide. The tighter the fold, the more the fan will be able to spread out.
3. Once the entire page has been folded accordion style, fold the paper in half length-wise.



*Design along either side of page*

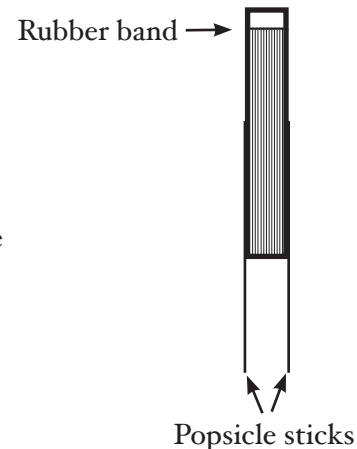


*Accordion fold paper width-wise*



*Fold down center of folded page*

4. Glue the two sides of the paper that are now in the center together.
5. Wrap one rubber band around the bottom of the centerfold.
6. Glue a popsicle stick onto one side of the paper. About half of the stick should extend off the paper away from the rubber band in the center.
7. Flip the fan over and attach another popsicle stick on the other side in the same way.
8. You can now open your fan by pulling the two popsicle sticks around to meet each other. Use the other rubber band to hold the popsicle sticks together to keep the fan open. Take the rubber band off and wrap the popsicle sticks back around to close the fan.



## **BUILD A CANAL STEM CHALLENGE**

Emperor Wen was faced with quite a predicament. How was he supposed to connect the Yellow River to the Yangtze River? In this STEM activity, you'll face a similar problem. Can you move water from one cup to another cup without directly pouring the water?

*Supplies:*

- Two cups
- Food dye, optional
- Assorted STEM supplies such as tinfoil, cardboard tubes, tape, string, small paper cups, rubber bands, pipe cleaners, straws, or clothespins.
- A workspace that can get wet

*Directions:*

1. Fill one cup half full of water. Add a few drops of food dye to the water to make it more visible while experimenting.
2. Place the other empty cup about a foot away on the counter.
3. Can you move the water from one cup to the other without directly pouring?
4. Allow time for open-ended experimentation. Any solution that moves the water from the first cup to the second cup without directly pouring water from the first cup into the second cup is a valid solution.

***Feeling Stuck? Here's One Possible Solution:***

*Supplies:*

- Cotton Sting or another water absorbent type of string
- Tape

*Directions:*

1. Cut a piece of string long enough to connect the two cups.
2. Tape the string onto the bottom of the empty cup.
3. Place the other end of the string inside the cup with water.
4. Lift the cup of water so it is higher than, but not directly above, the empty cup. Make sure the string is pulled taut.
5. Gently tip the cup to begin pouring water. The water should cling onto the string and run directly into the empty cup.

Why does it work? Look up the principles of cohesion and adhesion to learn why the water clings to the string.

## **MINECRAFT BUILDING: THE GRAND CANAL**

The Grand Canal is the longest canal in the world! It took millions of workers to build and is a remarkable feat of engineering. In your Minecraft History World, build your own version of the Grand Canal. Find two large rivers in your world and plot a course to connect the two. As you dig your canal, will you run into any obstacles along the way? Will you run into mountains? It is easiest to go under, over, or around the mountains? Are there rivers or lakes you'll pass by you can use to make the work of digging easier?

Think about the obstacles you run into in Minecraft and what it would be like to deal with those in real life. What sorts of things might the Chinese have invented to help build the Grand Canal?

If you want to know more about how the Chinese dealt with some of these problems, research what a lock is and how one works. The pound lock was invented by later Chinese engineers working to improve the Grand Canal.

## ANSWER KEY

## CHAPTER I

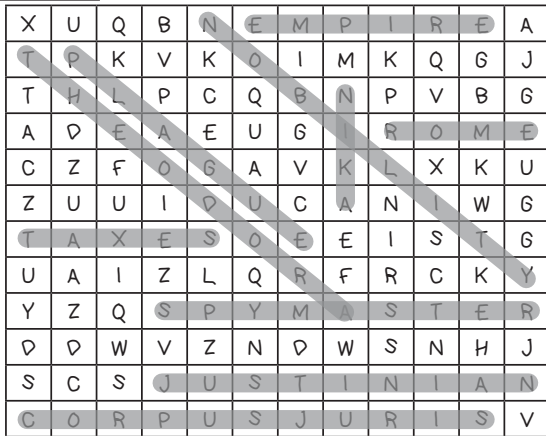
## VOCABULARY

1. C      2. I      3. F      4. J      5. A  
6. B      7. H      8. G      9. E      10. D

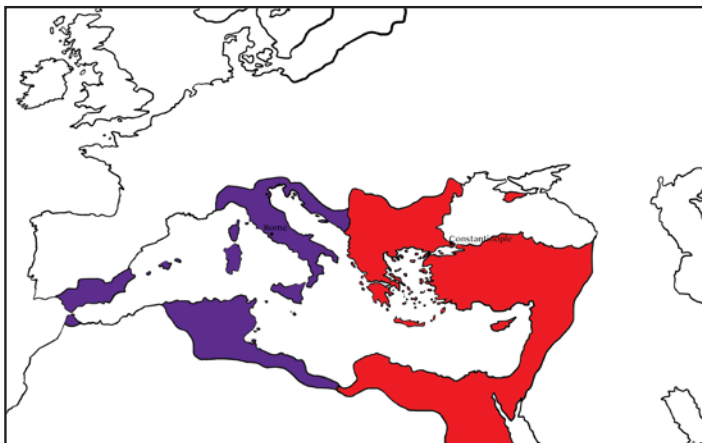
### COMPREHENSION QUESTION

1. Answers will vary but should include at least some of the following: reclaimed Rome and North Africa, built the Hagia Sophia, reformed Rome's taxes, reformed Rome's laws, passed the Corpus Juris Civilis, signed the Treaty of Eternal Peace with Persia, etc.
2. Answer should include some of the following details: Riots that broke out in Constantinople after Justinian sentenced the leaders of the demes to death. The people began demanding a new Emperor. Justinian was about to flee until Theodora declared she was staying. The Nika Riots destroyed a quarter of Constantinople and over 30,000 people died.
3. She took over running the empire and stopped anyone who tried to rebel or gain power.
4. Answers will vary but should include at least some of the following: it was so big it was hard to manage, its borders were so long they were hard to protect, it had too many enemies, it was expensive to run such a big empire, diseases like the plague, people within the empire kept fighting for power, etc.

## WORDSEARCH



## MAP WORK



## CHAPTER 2

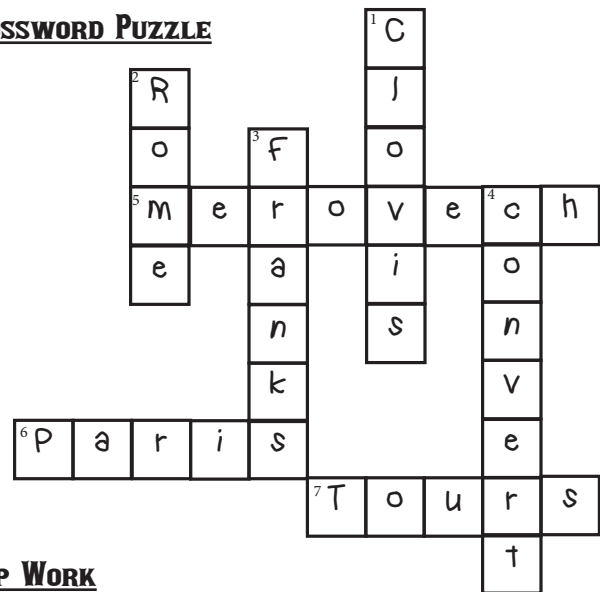
## VOCABULARY

- |      |      |      |      |       |
|------|------|------|------|-------|
| 1. H | 2. C | 3. B | 4. J | 5. D  |
| 6. E | 7. A | 8. I | 9. G | 10. F |

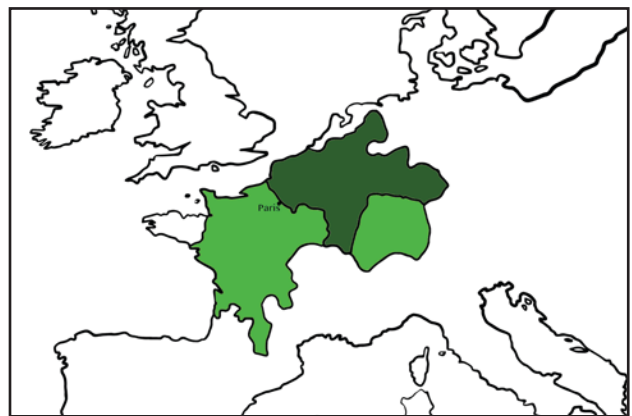
### COMPREHENSION QUESTION

1. A Frankish king who united all the Frankish tribes and converted to Catholicism.
2. In medieval Europe it meant any person who wasn't a Christian. Sometimes the word is used as an insult.
3. Catholicism or Christianity
4. A type of government where the king owns all the land and gives some of his land to the nobility in exchange for loyalty. The nobility then rent some of their land to serfs. Serfs are protected by the nobles and give most of the food they farm to the nobles as payment.

## CROSSWORD PUZZLE



## MAP WORK



## WHO'S WHO IN THE MEDIEVAL WORLD

Nobility: King, Lord, Duchess, Princess, Lady

Clergy: Cardinal, Pope, Nun

Knights: Knight, Squire

Freemen: Butcher, Miller, Weaver, Baker, Farmer

## Peasants: Serf, Farmer

## CHAPTER 3

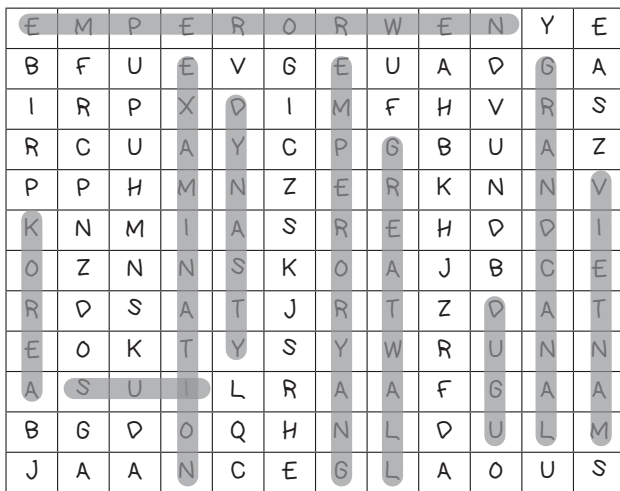
### VOCABULARY

1. F    2. J    3. E    4. G    5. A  
6. D    7. I    8. C    9. B    10. H

### COMPREHENSION QUESTIONS

- Answers will vary but should include at least some of the following: got rid of nobility, brought back the Imperial Examination System, rebuilt the Great Wall, built the Grand Canal, etc.
- A 1,000+ mile canal that connects the Yellow and Yangtze Rivers in China, making travel through China much easier.
- Answers will vary but should include at least some of the following: continued war with Vietnam and Korea, sent too big an army to Korea, didn't treat workers fairly, created massive building projects for personal gain, etc.

### WORDSEARCH



## CHAPTER 4

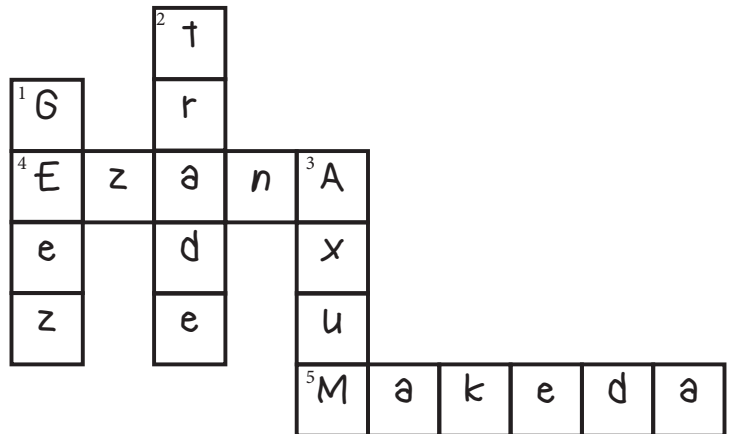
### VOCABULARY

1. D    2. A    3. E    4. C    5. I  
6. B    7. H    8. J    9. F    10. G

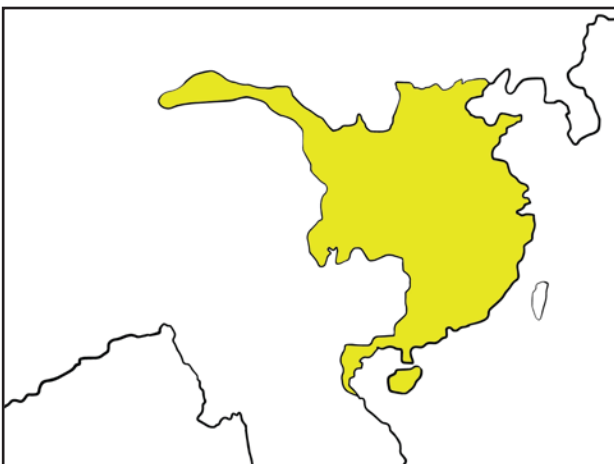
### COMPREHENSION QUESTIONS

- It was located at the mouth of the Red Sea, so it could control the boats traveling between many large civilizations.
- Queen Makeda/the Queen of Sheba traveled to Israel to learn wisdom from King Solomon. She returned to Axum pregnant with Solomon's child, Menelik, who went on to found the Solomonic Dynasty in Axum.
- An important Aksumite king who converted to Christianity.
- It became isolated from its trading partners and became much less powerful. Climate change made living near the coast and trading more difficult.

### CROSSWORD PUZZLE



### MAP WORK



### MAP WORK

