



BEAUTIFUL FEET BOOKS HISTORY

Medieval History

A Literature Approach *for* High School

TEACHER GUIDE

BY REBECCA MANOR & REBECCA ALLEN

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Medieval History

A LITERATURE APPROACH FOR HIGH SCHOOL

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*Medieval History: A Literature Approach for High School
2nd Edition*

by Rebecca Manor and Rebecca Allen

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Cover image is *The Alchemist* by Pieter Brueghel the Younger, c. 1600.

Published by Beautiful Feet Books
ISBN 978-1-958955-13-0

Layout and design by Ryan Maloney

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The Arming and Departure of the Knights, Holy Grail tapestries, figures by Edward Burne-Jones, c. 1890

Introduction

The Middle Ages. The term probably conjures up images of brave knights and fair ladies, feasts and tournaments, castles and cathedrals. These are the elements of this period that capture our imagination and may even be the reason you want to study the Middle Ages in the first place. We will learn about brave knights—King Richard, King Arthur, Saladin, and others—as well as fair ladies, among them Anna of Byzantium, Queen Eleanor, Joan of Arc, and Shahrazad.

We will also learn about the Tartars who conquered China. We will learn about what life was like for the common people, known as serfs, who lived under a brutal system called feudalism until they decided they had had enough and rebelled. Traveling to Africa we will meet one of the greatest travelers of the medieval period, Ibn Battuta, and then we'll journey with Marco Polo. In medieval Korea we'll learn about ancient social expectations as well as treasured methods of making world-famous ceramics. We will learn about Martin Luther, who revealed a new way to approach God that did not involve paying a priest to pray for you. There was also a new way to read the Bible—we have John Wycliffe to thank for that. We will learn about the man who made it possible for people to own a Bible. His name was Johannes Gutenberg, and he invented the printing press. But even before he had invented the printing press the Chinese were printing paper money, the first to ever do so. In the midst of all these advancements, people still liked to have fun, none more than a man named Chaucer. Chaucer found people to be very funny, and he wrote down the stories of these funny people for his own amusement. As you can tell, the Middle Ages was a busy time, full of change. Brilliant minds lived between 400-1600 AD, the years covered in this study. For a long time this period of history was referred to as the Dark Ages because people thought very little had been accomplished during this time. They had come to believe that it was a time of fighting, famine, and feudalism, and although those things were certainly common, we now know that much more took place. Documents like the Magna Carta were written that helped shape future democracies, including our own. The Bible was printed on presses in many different languages, including English and German, not just Latin as it had been in the past. People were traveling farther and farther distances and bringing exciting spices and fabric to Europe. Scientists and alchemists were trying to make gold and studying the heavens. Toward the end of the Middle Ages, explorers were sailing ships to the far corners of the globe, even to our continent! As you can see, it was not the Dark Ages at all, but an exciting time to be alive.



How to Use This Guide

Get the most out of this study by following these pointers and tips!

Let's Get Started! Scan the QR code to access an introductory video with the author, free downloads, and specific tips on how to best use this teacher's guide.

Meet the Author



For those of you who prefer to read through instructions, we've summarized most of the information from the video below. You will notice other QR codes interspersed throughout the study. Access them for helpful tips, encouragement, check-in videos, and other resources to help you along your journey!

The Power of Story. We have selected some of the most illuminating stories about the medieval world, and it is our hope that these books transport you and your student into the lives of people living hundreds of years ago. We encourage you to read aloud as much as you can with your student, as this provides a learning environment that encourages a student's natural curiosity and fosters an atmosphere of inquiry. Reading with your student also allows you to take full advantage of the discussion prompts provided in nearly every lesson. These discussions foster deep learning and critical thinking. While it is easy to forget mundane facts about names and dates, stories stay with us. Use these discussions to help students learn from the triumphs and mistakes of history. An answer key is provided (see page 156) for comprehension questions, but most of the discussion prompts are open-ended and are designed to encourage your students to develop and express their own opinions. These do not have answers provided. Encourage your students to develop the ability to converse on topics of history, religion, and geopolitical and social events. Affirm their observations and ask probing questions, letting them lead the discussion. This is one of the most enjoyable aspects of studying history, and it takes what is perceived to be a dry and dusty subject and makes it come alive. Encourage your students to think of historical characters as real people with unique beliefs and perspectives, and suddenly history is a fascinating story.

Student Portfolio. Your student will need a notebook or portfolio in which to keep their work throughout this course. This may be a three-ring binder, a blog, or a composition notebook. Use what works best for your student to collect their work throughout the course.

The Freedom to Individualize. Every homeschool family, and each child within it, is unique, and what works for one may not work for another. While the recommended steps included in each lesson are designed to make teaching history using literature as easy and enjoyable as possible, you may find that you prefer oral narrations to journaling in the student notebook. Likewise, you may want to skip the Internet links and search for more books at the library instead. Do what works for you! Also, do not be afraid to try activities you may not expect your students to enjoy. You may have a fifth grader who loves to draw maps, or an eighth grader who has a knack for research, or a high schooler who loves art. If you're not an activity fan, skip them, or better yet use those activities as a way to get out of a rut when the midyear slump hits or when you are on the final leg!

Expanding Our Vocabulary. Words are our most vital tool for communication and understanding. Although we all have dictionaries at our fingertips, a broad and varied vocabulary is an asset in communicating and opens worlds that would otherwise be closed to the less verbally equipped. Additionally, it is excellent preparatory work for college exams. Many of the books used in this study contain arcane or old-fashioned words. To make sure that students understand the material they are reading, vocabulary lists have been provided. Each word is followed by the page number it appears on to facilitate use of context. It is strongly suggested that students look up each word and write out the definition. Because some words have multiple uses, a brief definition of each vocabulary word is provided beginning on page 164. It should be used for the teacher's reference only.

The Gift of Flexibility. One of the greatest gifts of homeschooling is the flexibility and freedom you have to follow your children's unique interests and learning styles. You will notice that we provide suggestions for additional books and activities for each section (Rabbit Trails). These are not required. They are there to help you dig deeper into topics your student finds to be especially interesting. We have built flexibility into this course to allow time for exploration. You can schedule the ninety-eight lessons in this study to work around busy holiday seasons, travel, or weeks when the family is hit by the flu. Please don't feel bound by a preset schedule. While we suggest three lessons per week, make the schedule work for you.

You might also wonder, “Do I have to do every assignment, embark on every activity, read every library book?” No, not at all. We provide you with a feast of options from which you choose what is in alignment with your child’s curiosity and desire, to fit comfortably with your family’s lifestyle.

So Much Reading. This study contains a lot of reading, and it can feel overwhelming to try to fit it all in. Let us assure you that you do not have to read every word of every book included in this study. Again, this is a feast of options and flexibility. You can read many of the literature selections aloud as a family at night. While reading aloud is encouraged, older students can read the literature selections on their own to allow you to work with other children or students. This is a robust course. If you are getting bogged down in a title, or need to move more quickly through a section, skip a book, or skim it. The course is designed to allow that sort of flexibility.

Helpful Hints:

1. Here are some icons that appear in the margins of the Teacher’s Guide.



Internet Link

We have suggested an Internet link to view. While it has been deemed appropriate at the time of printing, the Internet is always changing, so supervise your child as you deem necessary.



Research

We’ve asked your student to research a topic. Developing research skills is very important at this age. Guide them on how to use the library, Internet, and other resources responsibly.



Parental Warning

Sometimes books or videos contain material we’d like you to preview. This is a recognition that not all material may be appropriate for every student. Please access this information before your student.

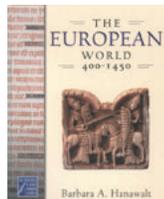
2. During high school, children are honing their critical thinking and resourcefulness. We’ve intentionally omitted highly specific directions on “where to find” and “how to find” some of the information for their maps and reports. We hope you will also encourage them to think about where they might look. It’s easy for us to show them the way, but it’s better for them to have safe opportunities to find their own way. (That being said, if you do need help with the mapping, we do have “map legend” downloads included in that first QR code.)

3. To answer the question “How do I know if my student is learning this?” remember the key indicators:

- a. Are they asking good questions? Are you having lively discussions? Do they bring up the medieval world at dinner and share what they’ve discovered? Do they randomly mention medieval knights on car rides?
- b. Are they willing and able to share their thoughts and ideas about the characters and events in the stories they are reading? Can they apply some of those aspects to their own life experiences?
- c. Are they showing up eager for the next story?
- d. This course is discussion based, so you will not find extensive answers in the Answer Key (page 156) but jumping-off points to help launch discussions.

We hope you enjoy the adventure of learning about the wild and wonderful medieval world! Share your work with us @beautifulfeetbooks. We love to see how you make our studies your own.

Required Literature and Resources



The European World, 400-1450 by Barbara A. Hanawalt

Filled with intrigue, conflict, power struggles, and colorful characters, and based on primary source materials, Barbara Hanawalt's *The European World* is an adventure at every turn. From Attila the Hun to Joan of Arc, from the fall of Rome to the Great Plague, Hanawalt brings these pivotal moments in history to life. This serves as the background source for much of the study.



Medieval World Map published by Beautiful Feet Books

This large foldable world map is designed for use with our medieval history programs. Chart the movements and events from each time period with this accurate map printed on heavy-duty card stock. Dimensions are 36" by 24". Map folds down to 12" x 9" for easy storage!



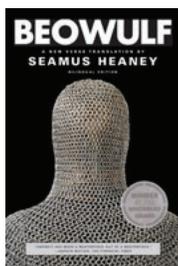
Medieval History Timeline published by Beautiful Feet Books

Our medieval history timeline has been expanded to cover events from the fall of Rome to Elizabethan England in the early 1600s. Thirty fascinating events and individuals, including Marco Polo, Mansa Musa, the Black Death, Chaucer, Gutenberg, Luther, Joan of Arc, the Spanish Armada, Shakespeare, and many more, will reinforce these milestones in the history of Western civilization.



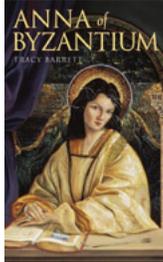
Anthology of Medieval Literature edited by Rebecca Manor and Rebecca Allen

This excellent collection of literature written between 300 and 1600 will serve as a thorough introduction to medieval writings. From *The Song of Roland* to Dante's *Inferno*, you will read portions of these classic works along with ballads, songs, poems, prayers, religious literature, and much more.



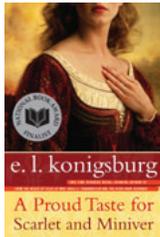
Beowulf translated by Seamus Heaney

In fifth-century Denmark, a murderous monster stalks the night, and only the great prince of the Geats has the strength and courage to defeat him. The story of Beowulf's terrifying quest to destroy the foul fiend Grendel, his mother—a hideous sea-hag—and a monstrous fire-dragon is the oldest surviving epic in English literature. It is beautifully translated and updated by the brilliant linguist Seamus Heaney.



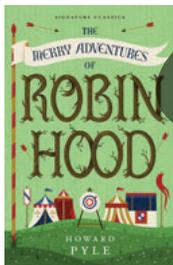
Anna of Byzantium
by Tracy Barrett

Someday Anna Comnena expects to rule the vast Byzantine Empire. The birth of a baby brother doesn't perturb her. Nor do the "barbarians" from foreign lands, who think only a son should ascend to power. Anna is as dismissive of them as are her father and grandmother. As she matures into a young woman, her arrogance and intelligence become a threat. Almost overnight, Anna sees her dreams of power wrenched from her and bestowed on her brother. Bitter at the betrayal, Anna waits to avenge herself, and to seize what is rightfully hers.



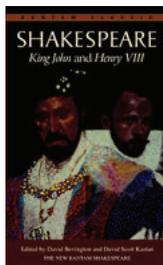
A Proud Taste for Scarlet and Miniver
by e. I. Konigsburg

Eleanor of Aquitaine, wife to two kings, mother to two others, has been waiting in heaven a long time—eight centuries, more or less—to be reunited with her second husband, Henry II of England. Finally, the day has come when Henry will be judged for admission. While Eleanor waits, three people, each of whom was close to Eleanor during a time of her life, join her. Their reminiscences do far more than help distract Eleanor—they also paint a rich portrait of an extraordinary woman who was front and center during a remarkable period in history and whose accomplishments have had an important influence on society through the ages.



The Merry Adventures of Robin Hood
by Howard Pyle

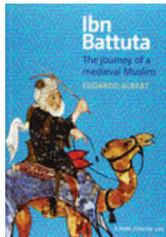
This version, written by Howard Pyle and published in 1883, is the best-known version of the story of Robin Hood. Pyle popularized Robin Hood, his adventures, and his band of merry men in a way that influenced most later depictions in writing, drawing, and film. The book consists of a series of episodes pitting the outlaw Robin Hood, Little John, Friar Tuck, and the rest of his band against corrupt authorities epitomized by the evil Sheriff of Nottingham.



King John and Henry VIII
by William Shakespeare

These two history plays—one written in the early days of Shakespeare's career and one at the very end—are alike in the complexity of their political vision. *King John* probes the nature of good and evil as self-interest and ruthless ambition proceed unchecked while an unpopular ruler wages a brutal fight to keep his throne. *Henry VIII* is a sumptuous spectacle of pomp and ceremony, as well as an exploration of the mysterious ways in which individuals' rise and fall from power ultimately led to England's destiny as a Protestant nation.

Required Literature and Resources



Ibn Battuta: The Journey of a Medieval Muslim
by Edoardo Albert

Ibn Battuta was no ordinary traveler. Between 1325 and 1354, he visited about forty modern countries and travelled roughly seventy-five thousand miles on foot, camel, horse, wagon, boat, and even sled. His travels took him to nearly every part of the Muslim world at the time, from Morocco to Mecca, through Persia and Iraq, down the west coast of Africa, into Russia, over to India, and even across to China. Ibn Battuta's journey gives us a fascinating window into the fourteenth-century world. With illustrations, photographs, and maps, this rich and diverse world is vividly brought alive.



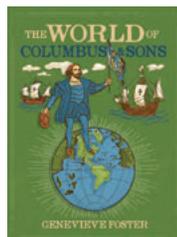
A Single Shard
by Linda Sue Park

Tree-ear is fascinated by the celadon ware created in the village of Ch'ulp'o. He is determined to prove himself to the master potter, Min—even if it means making a solitary journey to present Min's work in the hope of a royal commission . . . or arriving at the royal court with nothing but a single celadon shard.



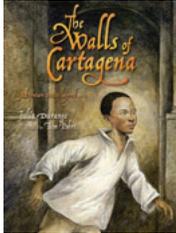
The Canterbury Tales
by Geoffrey Chaucer

Lively, absorbing, and often outrageously funny, Chaucer's *The Canterbury Tales* is a work of genius—an undisputed classic that has held a special appeal for generations of readers. This edition gathers twenty-nine of literature's most enduring (and endearing) characters in a vivid group portrait that captures the full spectrum of medieval society, from the exalted knight to the humble plowman. (NOTE: Inappropriate content is common in Chaucer but not in the selections we will be reading.)



The World of Columbus and Sons
by Genevieve Foster

This is the story of the wonderful, changing, reawakening world of the Renaissance and Reformation. Measured by the lifetime of Columbus and his sons, this book spans the years from 1451-1539. Readers will also learn the fascinating stories of Prince Henry, Ivan III of Russia, Gutenberg, Queen Isabella, Leonardo da Vinci, Mohammed II, Nomi Mansa, Martin Luther, Michelangelo, and many others.



The Walls of Cartagena

by Julia Durango, illustrated by Tom Pohrt

Calepino was blessed with good fortune. After his mother died giving birth to him on a slave ship, he was taken in by a wealthy woman who gave him every advantage. Then on his thirteenth birthday, Father Pedro, a devout priest, asks Calepino to assist him with the enslaved being brought into Cartagena. Soon he's fighting seasickness, living in squalor, and cursing every minute. That all begins to change when he meets Mara and Tomi, a mother and son who remind him of his own past. When Tomi and Mara are sold to a cruel man, Calepino is more determined than ever to find a way to save them. Will this be his chance to change someone else's fortune, or will he put them all in more peril?

Additional Recommended Resources

The Penguin Historical Atlas of the Medieval World
by Andrew Jotischky and Caroline Hull

The Medieval World: An Illustrated Atlas
published by National Geographic



PART I

After the Fall of Rome

The fall of Rome plunged western Europe into centuries of cultural and economic decline, often called the Dark Ages. Or so the story goes.

In the later centuries of the Roman Empire, Christianity continued to spread throughout the world, at times requiring leaders of the faith to address challenges to the faith's orthodoxy and practice. This led to the formation of several creeds, including the Nicene Creed, which resulted from the first Council of Nicaea, which Emperor Constantine convened in 325 AD. This council was not the last time that church leaders would have to discuss questions of proper application of the faith, as your readings in this section will illustrate. After the Visigoths sacked Rome and the Western Roman Empire fell, new, localized powers began to emerge. As early works of literature and other art forms of the period illustrate, this was a period of significant cultural and political development.



Scenes from the Life of Saint Augustine of Hippo, oil, gold, and silver on wood, c. 1490



King Arthur as one of the Nine Worthies, detail from the Heroes Tapestries, c. 1385

Lesson 1

1. To begin our study, it is important that we establish some background information. Begin reading *The European World, 400–1450*, hereafter referred to as *TEW*. The Introduction and Chapter 1 of this book set the stage for our study. Read them to become familiar with the places and movements that shaped medieval Europe. It may also be helpful to tab the Cast of Characters that begins on page 9 for quick reference. Review the map titled “The European World, 400-1450” on pages 14-15.

2. In preparation for reading the Nicene Creed, define the following words and record in your glossary:

begotten (1)
catholic (1)
apostolic (1)

3. Christianity was growing rapidly during this time in history and quickly spreading throughout Europe, the Middle East, and North Africa. As the faith spread, there was an increasing concern about beliefs that were outside of what would be accepted as orthodox. The Council of Nicaea helped establish the basic and accepted tenets held by Christians. These are clearly stated in the Nicene Creed, which was written and affirmed in 325 AD. Read this statement of belief on page 1 of the *Anthology of Medieval Literature*, hereafter referred to as *AML*. Also read *Te Deum* on pages 2-3. Choose either the Nicene Creed or *Te Deum* to copy in your portfolio.

4. Unfold the large map that accompanies this course (available at bfbooks.com). Using an atlas and the map at the beginning of *TEW* as guides, label the following:

Note: A guide map showing these landmarks is available via the QR code on page 2. Mark the country names in a different color from city names. National borders have changed over time, so it is only necessary to label each country by its general area.

Countries:

Denmark
England
France
Germany
Greece
Ireland
Italy
Norway
Poland
Scotland
Spain
Sweden

Geographical Features:

the Alps
Danube River
English Channel
the Pyrenees Mountains
Rhône River
Seine River
Thames River

You will also mark famous trade routes and journeys of exploration during this study, so set up a map key to add these as you progress.

5. Open the *Medieval History Timeline* that accompanies this course. Cut out, color, and paste on the timeline: The Fall of Rome.

Constantine and the Edict of Milan

"When we, Constantine and Licinius, emperors, had an interview at Milan, and conferred together with respect to the good and security of the commonweal, it seemed to us that, amongst those things that are profitable to mankind in general, the reverence paid to the Divinity merited our first and chief attention, and that it was proper that the Christians and all others should have liberty to follow that mode of religion which to each of them appeared best; so that that God, who is seated in heaven, might be benign and propitious to us, and to every one under our government."

Emperor Constantine, who ruled from 306 to 337, was the first Roman emperor to convert to Christianity, which he did at the age of forty-two. He ended sporadic persecution of Christians by the Roman Empire in 313 when he issued the Edict of Milan. This edict proclaimed "that it was proper that the Christians and all others should have the liberty to follow that mode of religion which to each of them appeared best." While it was not the first such proclamation of religious freedom, it helped legitimize Christianity.



Constantine's Dream, Byzantine manuscript, c. 879-883

Lesson 2

1. Continue working on your world map and label the following cities:

Antioch, Syria

Barcelona, Spain

Constantinople

Naples, Italy

Aquitaine, France

Calais, France

Jerusalem

Rome, Italy

Avignon, France

Canterbury, England

Milan, Italy

Seville, Spain

2. Read Chapter 2 of *TEW*.

3. In preparation for your reading, define the following words and record in your glossary:

rouse (4)

emoluments (8)

blithesome (4)

penitential (5)

4. As the faith grew, a body of Christian literature began developing. This literature consisted of songs, hymns, statements of confession, biographies, and other works. While many of the earliest writings were lost, many also survived and still influence the beliefs of Christians to this day. Two influential theologians, known as church fathers, were St. Ambrose of Milan and St. Augustine of Hippo. Read St. Ambrose of Milan's *Hymn* on pages 4-5 of *AML*. Ambrose was a mentor to St. Augustine, one of the most influential early Christian writers. His seminal works are *City of God*, a treatise on the role of Christians in this world and the next, and *Confessions*, the story of his conversion to Christianity. If desired, access *Confessions* at the following link to read this formative treatise:

www.gutenberg.org/files/3296/3296-h/3296-h.htm

5. St. Augustine of Canterbury (not to be confused with Augustine of Hippo!) was a Roman monk sent to Canterbury in 595 to spread Christianity to England. He was known as the apostle to the English and was a founding father of the English Christian Church. His experiences as a missionary were preserved in *Ecclesiastical History of the English People* by Bede, one of the most important historical references on English history. Augustine encountered cultural changes that posed some interesting dilemmas for him in his quest to convert the Britons. These were captured in letters between him and Pope Gregory I. His questions about adapting pagan rituals to Christian practices are important in tracing the development of Christianity. These early questions are not issues that most Christians consider today, but they were important 1,500 years ago and continue to be things the church contemplates. Gregory shows how Christianity could adapt to accommodate beliefs held by the pagan people it encountered without losing its core tenants. Read their exchange on pages 6-13 of *AML*. Discussion prompts:

- a. Consider the way Gregory encouraged the sanctifying of pagan temples, repurposing them as Christian churches, as well as tweaking the purpose of animal sacrifice. These adaptations encouraged people to convert, as they were able to view Christianity in more familiar terms. Can you think of any formerly pagan practices that are now commonly accepted as Christian? Do you think this is a useful strategy? Many feel that Christianity is enriched by accepting some of the practices of the people it encounters. Others feel that this acceptance threatens the integrity of the faith. What are your thoughts? Discuss.
- b. Which questions stood out to you as markedly practical? How did those questions help you imagine what Augustine's life among the Britons was like?

6. Cut out, color, and paste on the timeline: The Founding of Islam. (We will study the history and rise of Islam later in this course.)

Introduction to *Beowulf*

Setting

Beowulf is an epic tale set in southern Scandinavia sometime between the seventh and tenth centuries. There are distinctly pagan and Christian features to the story that show the early influence of the new faith on the native people of this region. In the midst of great prosperity, Hrothgar, the ruler of the Danes, builds a giant hall for feasting. The hall soon comes under nightly attack by the monster Grendel. Beowulf, a warrior of great renown, sets off from Geatland, an area in southern Sweden, in order to come to the aid of the afflicted Danes.

Characters

Beowulf | Hero of the poem and valiant soldier; comes to rescue the Danes, ruled by Hrothgar, from the terror of Grendel; later the king of the Geats.

Grendel | Murdering monster and descendant of Cain who terrorizes the kingdom of the Danes.

Grendel's Mother | Monstrous hag who enacts vengeance for the death of her son.

Hrothgar | King of the Danes who brought peace and prosperity to his kingdom; builds a great mead-hall where Grendel, driven by jealousy, enacts brutal murder each night.

Wealhtheow | Wife of Hrothgar and queen of Denmark; serves the guests at Heorot and is one of the few female characters in the story.

Unferth | Danish warrior who stands in contrast to Beowulf; while he boasts of great deeds of courage, he is unable to serve his king in aiding in the defeat of Grendel.

Wiglaf | Faithful soldier to Beowulf; the only one who does not desert Beowulf in his fight against the dragon.

Structure

The epic poem can be divided into three general sections that roughly correspond to the three stages of Beowulf's life: the fight with the monster Grendel, the fight with Grendel's mother, and Beowulf's reign as king of the Geats and the last battle with the dragon. It may be helpful to keep this in mind as you read. Below is the line breakdown for these divisions, including a section that we will skip:

Part I: Lines 1-1069,
Beowulf fights Grendel

Lines 1070-1157: Skipped

Part II: Lines 1158-1905,
Beowulf fights Grendel's mother

Part III: Lines 1906-3180,
Beowulf's return to the Geats,
fifty-year reign, and final fight
with the dragon

Genre

Beowulf is an epic poem or a long narrative poem in elevated style recounting the deeds of a legendary or historical hero. Other epics include *The Iliad* and *The Odyssey* by Homer, Virgil's *Aeneid*, John Milton's *Paradise Lost*, and the *Epic of Gilgamesh*. *Beowulf* is the first of two epic poems in this study, the second being selections from Dante's *Divine Comedy*. Epic poems contain several common elements: a heroic character, a quest, an antagonist (or two or three!), multiple stories within the larger story, scenes of dialogue, and codes of honor. *Beowulf* is full of all of these. These elements are essential to the formation of an epic poem, and this literary genre reveals a lot about the people who created them and, in reflection, something about ourselves.

Lesson 3

1. In order to understand the historical context of our first major literary work, it is important to know a bit about the Anglo-Saxon invasion of England. This following site provides an introduction to this period and migratory movement:

<https://www.history.org.uk/primary/resource/3865/anglo-saxons-a-brief-history>

2. Introduce *Beowulf* by Seamus Heaney. This epic tale is one of the oldest surviving works of English literature, believed to have been composed sometime between the seventh and tenth centuries. It recounts the adventures of its eponymous hero, Beowulf, a warrior who battles several mythical monsters to protect and defend his people. A cornerstone of epic poetry, *Beowulf* explores universal themes, such as the struggle between good and evil and the quest for glory and immortality, while also offering an important glimpse into the warrior culture and ethos of the medieval Anglo-Saxon world. Its blend of pagan and Christian elements also reflects the historical transition from paganism to Christianity that was occurring in the region at the time. Read the introductory material on page 16 of this guide. If desired, read the Introduction on pages ix-xxx of *Beowulf*.

3. In preparation for your reading, define the following words and record in your glossary:

scourge (3)	waxed (3, verb)	tholed (3)
renege (7)	torque (7)	harrowed (9)
marauding (9)	fens (9)	anathema (9)
bothies (11)	parley (13)	reparation (13)
reavers (13)	riven (15)	thane (15)
headlands (17)	interlopers (19)	mongering (21)
proffered (21)	preen (21)	boltered (29)
glut (31)	vied (35)	bawn (37)
worsted (37)	pinioned (39)	mizzle (41)

4. Read about kennings on page 18. Be sure to circle or otherwise make a note of any kennings you spot in your reading. From the pairs of words, can you determine what each kenning means?

5. Begin reading *Beowulf*, lines 1-606 (pages 1-41). Discussion prompts:

- What does this reading reveal about life in early medieval Europe? For instance, what was the significance of Heorot, Hrothgar's mead-hall? Why did Hrothgar build it? What was it used for?
- What other historical details did you notice? Look back at lines 90-115. Where do you see both Judeo-Christian and pagan concepts expressed in these lines? Why do you think that is? Can you identify this mix of influences in other passages in today's reading?

